



Scheme of Learning	Year 9 First and Second Language Term 2A (School and studies)
Learning outcomes	<p>Students will be revisiting familiar language, as well as extending their knowledge, structures and learning new language. By the end of the unit they will have knowledge and understanding of vocabulary, grammar and phonics. Students will be able to use the simple future and a variety of negative expressions never covered before. Ability to understand grammar, lexis and phonics.</p>
Key Questions	<ul style="list-style-type: none"> <li>• How can I describe myself in the future tense?</li> <li>• How can I talk about future plans?</li> <li>• How can I compare things?</li> <li>• How can I use a variety of negative expressions?</li> <li>• How can I describe places and things?</li> </ul>
Knowledge	<p><b>Key Concepts:</b></p> <p>Context:</p> <ul style="list-style-type: none"> <li>• Describing your school</li> <li>• Talking about your studies and future career</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• Negative expressions</li> <li>• Immediate future</li> </ul> <p>Phonics</p> <ul style="list-style-type: none"> <li>• Basic phonics revisited and more challenging phonics introduced</li> </ul> <p>Key terminology related to conjugation of regular and irregular verbs in the future written in neat books for reference.</p>
Ongoing Assessment	<ul style="list-style-type: none"> <li>• Choral repetition</li> <li>• Self-marked Do Now Activities</li> <li>• Use of mini whiteboards</li> <li>• Questioning (targeted) during lessons</li> </ul>



<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>• Grammar tests</li> <li>• Vocabulary tests</li> <li>• Dictation tests</li> <li>• Translation tests</li> <li>• End of unit creative writing in class</li> </ul>
<b>Clear sequencing of content</b>	<p>The Scheme of learning shows how language knowledge and practice can be sequenced and re-visited to support progression in the early stages of language development. The vocabulary introduced is targeted at the highest frequency words and this is systematically revisited and build up over the following weeks/months.</p> <p>The Scheme of learning aims to avoid introducing too much language too fast. Introducing no more than one new main grammatical function every 2 weeks is likely to set sufficient amount of “desirable difficulty”.</p> <p>Students will revisit the immediate future before learning the simple future. Also, we will revisit adjective agreement whilst learning comparatives.</p>
<b>Links to Careers</b>	<p>Opportunity to talk about career choices with justifications and also to reflect on parents’ careers.</p>
<b>Diversity and Inclusion</b>	<p>Inclusion and representation are integrated in the Schemes of Work (SOW) and lesson resources, breaking cultural barriers by familiarising students with cultural, geographical, political, historical and vocational aspect of areas in which the target language is spoken.</p>
<b>Support</b>	<p>List of phonics at the back of vocabulary books and grammatical handout.</p>
<b>Challenge</b>	<p>Language gym activities to extend their listening, reading and writing skills. Opportunities to complete GCSE foundation papers.</p>