

TERM 5	ENTRY 2: THE ISSUE Planning and Writing Short Information Leaflet				
Unit Aims	Unit Resources	Key Functions	Key Grammar	Reading Strategies	Spelling Strategies
<p>1. To listen and read for key information and to ask questions to obtain full information.</p> <p>2. Talk about learners' local issues.</p> <p>3. Talk about the picture of the Wishton rubbish dump.</p>	<p>1. Class set of simple dictionaries</p> <p>2. Pre-prepared audio clips of scripts</p> <p>3. Access to computers with an Internet connection</p>	<p>1. Listening and reading for information</p> <p>2. Recognising features of adverts and e-mails</p> <p>3. Asking questions for information and understanding</p> <p>4. Writing an e-mail</p> <p>5. Information leaflet</p>	<p>1. Using questions and question marks</p> <p>2. Using punctuation to aid understanding</p>		
<p>4. Encourage learners to talk about the problems of accumulated rubbish and their experience of it.</p> <p>5. Encourage learners to think about what they might do if they lived in Wishton.</p>	<p>Materials Preparation</p> <p>1. Pre-prepared cards showing words and their meanings</p> <p>2. Worksheets with key question words and structures</p> <p>3. Pre-prepared cards showing prefixes</p>	<p>Teaching Assistant Role</p> <p>1. General Support</p> <p>2. One to one support with specified learners</p> <p>3. Small group support</p> <p>4. Filing completed work in Evidence Folders</p> <p>5. Entering data on Literacy Individual Tracking Sheets</p> <p>6. Handout paper and equipment.</p>	<p>Practise Listening and Speaking</p> <p>SLlr/E2.1_ Listening & following the gist of explanations.</p> <p>SLlr/E2.2_ Listening for detail</p> <p>SLlr/E2.5_ Listening to and identifying simply expressed feelings and opinions</p> <p>SLc/E2.2_ Making requests and asking questions to obtain information in everyday contexts</p> <p>SLc/E2.4_ Asking questions to clarify understanding</p>	<p>Practise Reading and Writing</p> <p>Rt/E2.1_ Tracing and understanding the main events of chronological and instructional texts</p> <p>Rt/E2.2_ Recognising the different purposes of text</p> <p>Rt/E2.4_ Using illustrations & captions to locate information</p> <p>Rs/E2.2_ Using simple sentence structure & word order to decipher unfamiliar words & meaning</p> <p>Rs/E2.3_ Applying own life experience to check out plausible meanings of a sentence as a whole when decoding unfamiliar words</p>	<p>Practise Reading and Writing</p> <p>RsE/2.4_ Using punctuation and capitalisation to aid understanding</p> <p>Rw/E2.4_ Using a simplified dictionary to find the meaning of unfamiliar words</p> <p>Wt/E2.1_ Using written words or phrases to record or present information</p> <p>Ws/E2.3_ Using punctuation correctly</p> <p>Ww/E2.2_ Using the knowledge of sound / symbol relationships and phonological patterns for spelling</p> <p>Ww/E2.3_ Producing legible text</p>

ENTRY 3: THE ISSUE							
The Production of an Information leaflet							
TERM 5	Topic Learner Activity	Resources	Teaching Methods	Core Curriculum Ref		Learner Outcomes	Evidence v Core Curriculum
WEEK 1 WHAT HAPPENS TO YOUR RUBBISH? Familiarity of Vocabulary	Activity A: Reading & Speaking 1. Describe sequence of events Activity B: Reading 1. Read statement. 2. Fit them to the pictures. Activity C: Reading 1. Find words in a dictionary. 2. Write up definitions Activity D: Reading & Writing 1. Find meanings	Pre-prepared cards showing words and their meanings	Individual Pairs Pairs Individual Individual Individual	Rt/E2.4 Rt/E2.1	Using illustrations and captions to locate information Tracing and understanding the main events of chronological texts	The learner will be able to read for understanding of the main chronological events and read new vocabulary relevant to this unit	Completed storyboard Definitions
WEEK 2 QUESTIONS Asking and Writing questions about the Issue	1. Explain question words & diagram Activity A: Speaking & Listening 1. Recall questions in the interview 2. Record in 2 lists: 'What...?' and inverted subjects & verbs 'Are you?' 3. Highlight interviewer's questions 4. Highlight Stephen Gray answers 5. Role-play the interview. Activity B: Writing 1. Attempt two questions for each Activity C: Writing 1. Recap local issues in your area. 2. Write 3 questions	Audio Clip 1	Class Class Class Pairs Pairs Pairs Individual Class Individual	Ws/E2.3 SLc/E2.2 SLc/E2.4	Using punctuation correctly Making requests and asking questions to obtain information in everyday contexts Asking questions to clarify understanding	The learner will be able to formulate and use spoken and written questions	Chart Written questions
WEEK 3 HEAP OF TROUBLE Listening and Reading the Key Information	Activity A: Listening 1. Complete the sentences. Activity B Reading & Listening 1. Listen, follow text & tick boxes 2. Discussion with questions Activity C: Speaking & Writing 1. Re-read interview text. 2. Answer questions	Audio Clip of script	Individual Pairs Class Individual Individual	Rs/E2.2 SLlr/E2.1 SLlr/E2.2 SLlr/E2.5	Deciphering unfamiliar words Listening for and following the gist Listening for detail Listening to and identify feelings	The learner will be able to listen for key information	Identification of key text

<p>WEEK 4</p> <p>PUNCTUATION</p> <p>Using Correct Punctuation</p>	<p>Activity A: Listening & Reading</p> <p>1. Read passages aloud.</p> <p>2. Add punctuation</p> <p>Activity B Listening, Reading & Writing</p> <p>1. Edit the text, put punctuation.</p> <p>Activity C: Writing</p> <p>1. Write questions to ask</p>		<p>Class</p> <p>Class</p> <p>Pairs</p> <p>Pairs</p>	<p>RsE/2.4</p> <p>Ws/E2.3</p>	<p>Using punctuation and capitalisation to aid understanding</p> <p>Using punctuation correctly</p>	<p>The learner will be able to recognise purpose of and use of full stops & capital letters</p>	<p>Edited text; punctuation</p>
<p>WEEK 5</p> <p>RUBY DAVIS - POWER TO THE PEOPLE</p> <p>Working out Meaning from Key Words</p>	<p>Activity A: Reading & Listening</p> <p>1. Read aloud, follow listen.</p> <p>Activity B: Reading</p> <p>1. Find the words 'lawyer', 'health problems' and 'factories'</p> <p>2. Discuss words connected to the key words listed.</p> <p>3. Complete boxes.</p> <p>4. Write sentences.</p>		<p>Class</p> <p>Pairs</p> <p>Pairs</p> <p>Individual</p> <p>Individual</p>	<p>Ws/E2.3</p> <p>Rs/E2.2</p> <p>Rw/E2.4</p>	<p>Using punctuation correctly</p> <p>Deciphering unfamiliar words</p> <p>Using a simplified dictionary to find the meaning</p>	<p>The learner will be able to read and understand new, unfamiliar text, by working out meanings from context</p>	<p>Completed boxes</p> <p>Written sentences</p>
<p>WEEK 6</p> <p>THE MEETING</p> <p>Reading Notes to Find Information</p>	<p>Activity A: Reading & Speaking</p> <p>1. Extract information from text.</p> <p>2. Report the information gleaned.</p> <p>3. Find relevant piece in advert and highlight it as read out</p> <p>Activity B: Reading & Speaking</p> <p>1. Read the e-mail to Ruby.</p> <p>2. Talk about key words and clues:</p> <p>3. Discuss answers to questions.</p>	<p>Highlighter pens</p>	<p>Pairs</p> <p>Individual</p> <p>Pairs</p> <p>Class</p> <p>Class</p> <p>Class</p>	<p>Rt/E2.2</p>	<p>Recognising the different purposes of text at this level</p>	<p>The learner will be able to read and recognise the purpose of texts: adverts and e-mails</p>	<p>Completed questions</p>
<p>WEEK 7</p> <p>COMPLETION OF WORK</p> <p>Evidence Filed</p>	<p>1. Complete Unit 3 Tasks to date</p> <p>2. Mark learner's tasks</p> <p>3. Discuss feedback with learner</p> <p>4 File in Evidence Folders</p>	<p>Learner file</p>	<p>Individual</p>				<p>Completed Unit 3 Tasks</p>