

Scheme of Work - Literacy

Level - Entry 3 to Level 2 26 Weeks

Wk	Details	CCR
1	<p>VAK - Learning style questionnaires</p> <p>Suggested Theme - Types of Information!</p> <ul style="list-style-type: none"> • Introduce idea of Word Bank and give H/Os • Looking at the purpose of different texts - practice examples of each. • Information - Buying and Selling - what do you need to know? • Layout - how is the information displayed? Why use different media? • List features of information on TV, newspapers etc and why it is used. • Highlighting key words and information. • Extended practice - Write an advertisement to sell something on E Bay. 	<p>SLIr/E3.3 SLc/E3.4 Rt/E3.5 Rt/E3.6 Rw/E3.1, 4 Rw/E3.5 Ws/E3.1, 2 Ws/E3.3 Ww/E3.1, Ww/E3.2</p>
2	<p>Suggested Theme - Advertising!</p> <ul style="list-style-type: none"> • Revise purpose of texts and examples • Persuasive texts - what words and phrases are used and why? • Using pictures in text - why use them? • Using maps - why? Can they take the place of pictures? How? • Using symbols - why? Discuss common signs and symbols. • Introduce root words and use them with prefixes and suffixes. • Extended practice - Write an advertisement to sell a house. 	<p>Rt/E3.5 Rt/E3.6 Rt/E3.9 Rw/E3.1, 4 Rw/E3.5 Ws/E3.1, 2 Ws/E3.3 Ww/E3.1, 2</p>
3	<p>Suggested Theme - Getting It Write!</p> <ul style="list-style-type: none"> • Revise using pictures and maps in text. • Asking for information - Why take notes? What happens if we don't? • Role play asking for information or telephone interviews. • Revise speaking and listening for information - rules. • Review basic words and sentence formation and introduce adverbs. • Review basic punctuation rules. • Silent letters - what are they? Practice. • Practice writing sentences using adverbs and adjectives. • Extended practice - Write a letter to a friend changing a lunch arrangement. 	<p>SLIr/E3.3 Rt/E3.5, 6 Rt/E3.9 Rw/E3.1 Rw/E3.4 Rw/E3.5 Ws/E3.1, 2 Ws/E3.3 Ww/E3.1 Ww/E3.2</p>
4	<p>Suggested Theme - Looking It Up!</p> <ul style="list-style-type: none"> • Revise rules on adverbs and silent letters. • Practice finding out pieces of information from different texts. • Using a Dictionary - word class and origins. • Alphabetical order. • Look up words in job applications, job descriptions, newspapers and instructions. • Filling in forms for jobs, courses, volunteer work and CRB checks. Practice different types. • Extended practice - fill in a form online 	<p>SLIr/E3.3 SLc/E3.4 SLIr/E3.5 SLc/E3.2 Rt/E3.2 Rt/E3.4 Rw/E3.1 Rw/E3.2 Rw/E3.3 Ww/E3.2</p>

5	<p>Suggested Theme – Take Notice!</p> <ul style="list-style-type: none"> • Revise techniques for using a dictionary. • Introduce adverts for mortgages and loans. What are important words? • What persuasive words are used? Why? • Practise writing a warning about loan sharks for the public. • Listening for key information. How important? Do we always know everything? • Review the use of verbs, adjectives, adverbs and adverbial phrases. • Extended practice – write a short piece of text describing a job to a colleague. 	<p>SLIr/E3.3 SLc/E3.2 Rt/E3.2 Rw/E3.1 Rw/E3.1 Ws/E3.1 Wt/E3.1</p>
6	<p>Suggested Theme – Problems, Problems!</p> <ul style="list-style-type: none"> • Revise key information, describing jobs and giving warnings. • Introduce formal and informal language. Explore differences. • Problem pages – compare formal and friends' advice – differences? Why? • Change informal text to formal text and vice versa. Differences? Write formal and informal answers to problems. • Review silent letters within the context of the themed exercise. • Extended practice – create a poster / leaflet warning about the dangers of debt. 	<p>SLIr/E3.3 SLc/E3.2 Rt/E3.2, 4 Rw/E3.1, 2 Rw/E3.3, 5 Ws/E3.1 Wt/E3.1 Ww/E3.1, 2 Ww/E3.3</p>
7	<p>Suggested Theme – Where shall we go?</p> <ul style="list-style-type: none"> • Revise formal and informal language. • Holiday brochure articles. Discuss colour, pictures and text, explanations and examples. What influences the reader? Why? • What is a paragraph, why is it used? Identify parts of paragraphs from job descriptions. • Extended practice – learners to write their own personal profile. 	<p>SLIr/E3.5 SLc/E3.1 SId/E3.1 Rt/E3.1, 2 Rt/E3.4 Wt/E3.2 Ws/E3.2 Ww/E3.1, 3</p>
8	<p>Suggested Theme – Right or Wrong?</p> <ul style="list-style-type: none"> • Revise paragraphs and their use. • Introduce crime/alcohol theme – recent news. Revise nouns, adjective & verbs. • Facts and opinions - identify key words and write sentences using them. • Audio / video clips of interviews - language, eye contact, facial and body language. Role play interviews. What signs or signals show you aren't listening? • Introduce the use of tenses and syllables within the theme. • Extended practice – learners to plan, draft and write a piece about something on which they have a point of view. 	<p>SLIr/E3.5 SLc/E3.1 SId/E3.1, 2 SId/E3.3 Rt/E3.1 Rs /E3.2 Rw/E3.1 Ws/E3.2 Wt/E3.2 Ww/E3.3</p>
9	<p>Suggested Theme – Finding Out!</p> <ul style="list-style-type: none"> • Revise points of view and interviews. • Instructional / descriptive text - holiday brochures, prospectuses etc. • Contents pages – what are they for? Discuss and record what in each section. How different from an Index? Practice using a Contents page. • Revise alphabetical order. Find entries in an index. • Explain scanning technique. Practice scanning to answer questions about texts. • Different texts – How to read timetables, safety rules, diet rules, telephone directories, directions etc. • Extended practice – Write a set of rules for storing gardening tools. 	<p>SLIr/E3.5 SLc/E3.1 SId/E3.1 SId/E3.2 SId/E3.3 Rt/E3.2, 5 Rt/E3.7, 8 Rw/E3.4 Ws/E3.2 Wt/E3.2 Ww/E3.3</p>

10	<p>Suggested Theme – Safe To Travel!</p> <ul style="list-style-type: none"> • Revise the use of instructional text and descriptive text. Audio clips about the weather. Differences between listening to and reading information? • Role Play asking for information on the phone. • Instructions - order, change into imperatives. Write directions home. • Revisit past tense - present to past tense. Identify tenses in text. • Order pictures to tell a story. Add adjectives and adverbs to make more interesting. Introduce use of suffixes. • Extended practice: Write about a nursery trip to the park using past tense. 	<p>SLlr/E3.1 SLlr/E3.2 SLc/E3.3 SLc/E3.4 Rt/E3.3 Rs/E3.1 Ws/E3.2 Wt/E3.3 Ww/E3.2</p>
11	<p>Suggested Theme – Junk Mail</p> <ul style="list-style-type: none"> • Revise the use of instructions and descriptions. • Junk mail - examine, skim read, and discuss. What stands out eg colours, titles, etc? Why? • Holiday adverts - brochures, leaflets etc. What selling? Persuasive? Why? • Create adverts. Pictures / names for prompts. What selling, who, age, type of person, colour, text etc. Could be a group activity. • Different advertising texts. Jingles. - why are they important? • Explore using commas within the theme. • Extended practice: Write an advert for a small business: Consider a catchy business name, logos or pictures, persuasive language, colour and layout. 	<p>Rt/L1.3 Rs/L1.1 Rs/L1.2 Rs/L1.3 Rw/L1.2 Rw/L1.3 Wt/L1.4 Wt/L1.5 SLc/L1.4 Wt/L1.4 Wt/L1.5</p>
12	<p>Suggested Theme – Speaking Out!</p> <ul style="list-style-type: none"> • Revise instructions. • Introduce commands and ‘imperatives’. Explore in advertising texts. • Use audio clips of sales calls – what techniques were used? Discuss tone, questions, persuasive language, promises etc. Role Play cold calling. • Introduce double consonants. Highlight in text. Practice. • Explore use of apostrophes within the theme. • Introduce syllables and using suffixes within the theme. • Extended practice: Create a flyer advertising loans or other financial help using persuasive language etc. 	<p>SLc/L1.3 SLd/L1.1, 2 SLd/L1.3 Rs/L1.1 Rs/L1.2 Rt/L1.3 Rw/L1.2 Rw/L1.3 Wt/L1.4, 5 Ww/L1.1</p>
13	<p>Suggested Theme – Talking it through!</p> <ul style="list-style-type: none"> • Revise use of adjectives and suffixes. • Use audio clips of good and bad discussions - what went wrong? • How does body language affect what we say? Discuss interruptions. • Rules of discussion – practice debating current topics • Discussions in writing – what are facts and opinions – why are they important? • Extended Practice: Write a piece of persuasive writing about a subject you feel strongly about. Try to persuade the reader to see your point of view. 	<p>SLlr/L1.1 SLlr/L1.2 Rt/L1.1 Rw/L1.1 Rw/L1.2 Rw/L1.3 Wt/L1.3</p>
14	<p>Suggested Theme – Describing Places!</p> <ul style="list-style-type: none"> • Revise discussion and points of view. • Introduce concept of descriptive writing. • Discuss well known places and features. Use audio clips to discuss evocative words • Practice answering questions in full sentences. • Use transcripts of audio clips to encourage use of dictionaries. • Explore personal pronouns within the theme. • Extended Practice: Describe the street where you live - familiar sounds, smells. 	<p>SLlr/L1.1 SLlr/L1.2 Rt/L1.1 Rw/L1.1 Rw/L1.2 Rw/L1.3 Wt/L1.3</p>

15	<p>Suggested Theme - My favourite place!</p> <ul style="list-style-type: none"> • Revise descriptive writing. • Introduce concept of paragraphs. Explore how they link together. Give examples of text to divide into paragraphs. • Explore first and last paragraphs and their features. • Explore linking sentences - why are they important? • Practice writing paragraphs. How do they fit into planning writing? • Extended Practice: Write a piece of writing about a place where you used to live or live now. Remember to include facts and opinions. 	<p>SLlr/L1.1 SLlr/L1.2 Rt/L1.1 Rw/L1.1 Rw/L1.2 Rw/L1.3 Wt/L1.3</p>
16	<p>Suggested Theme - My favourite place!</p> <ul style="list-style-type: none"> • Revise paragraphs and the rules for using them. • Discuss concept of subjective and objective language. What are the differences? Listen to audio clips - similar / different features? • Use travel brochures for examples of texts. Highlight important words. • Practice writing subjective and objective pieces using pictures for prompts. • Practice tenses within the theme. • Extended practice: Write a piece of subjective writing about a favourite holiday. 	<p>Rt/L1.1 Rt/L1.2 SLc/L1.1 SLc/L1.3, 4 SLlr/L1.1, 2 Wt/L1.3, 4 Wt/L1.6</p>
17	<p>Suggested Theme - I want to complain!</p> <ul style="list-style-type: none"> • Revise subjective and objective language. • Discuss differences between speaking face to face and on the telephone. • Use audio clips to elicit discussion on key information. Role-play complaint phone calls. Practice taking notes. What questions should be asked? • Call options - why are they hard to understand? Use audio clips. Discuss. • Putting complaints in writing - when? Discuss use of language, formal and informal. • Practice verb-subject agreement within the theme. • Extended Practice: Write rules for complaining over the telephone. 	<p>Rt/L1.1 Rt/L1.2 Rt/L1.3 SLlr/L1.1 SLlr/L1.2 SLc/L1.1 SLc/L1.2 Wt/L1.4</p>
18	<p>Suggested Theme - Reading the small print!</p> <ul style="list-style-type: none"> • Revise complaining by phone and in writing. • Samples of offers to elicit discussion. What is small print? • Fill in complaint forms. E mail / letters - good / bad points of each? • Closing an account? What to say - why? Formal / informal language. Practice. • Revisit plurals within theme. • Explore double negatives within the theme. • Extended Practice: Write a letter to a power company changing to another supplier because of bad service. 	<p>Rs/L1.1 Rt/L1.1, 2 Rt/L1.3 Rw/L1.2 Ws/L1.3 Wt/L1.1, 2 Wt/L1.4, 5 Wt/L1.6 Ww/L1.1, 2</p>
19	<p>Suggested Theme - What's On?</p> <ul style="list-style-type: none"> • Revise complaint letters and forms - pick out important information. • Audio clips of weather forecasts - predict / identify important information. • TV magazines to revisit use of contents page. Introduce genre. How to decide what films or TV programmes to watch? • Google - internet info on theme parks, football matches etc. Find prices etc. • Look at film reviews. Highlight important information. Consider good / bad points about different ones - personal opinion? Write own review of a film. • Explore homophones within the theme. • Extended Practice: Plan 5 activities for group of friends to do at the weekend. Consider cost, where, when etc. Create a table with each days activities listed. 	<p>Rt/L1.3, 4 Rt/L1.5 Rw/L1.2, 3 Sld/L1.1, 2 SLlr/L1.2 Ws/L1.3 Wt/L1.3 Wt/L1.4 Wt/L1.5 Ww/L1.1 Ww/L1.2</p>

20	<p>Suggested Theme - Making Your Point!</p> <ul style="list-style-type: none"> • Revise complaints forms. • Introduce idea of a 'controversial issue'. • Use current themes such as fox hunting and euthanasia. • Practice debating in class sessions. Revisit rules. Most powerful arguments? • Use small group practice to work together on different subjects and put forward an argument for your point. Present to rest of class. Feedback on how persuasive the arguments are. Consider language and tone. • Extended Practice: Create posters to present your point of view on a topic. What do you need to think about? 	<p>Rt/L2.3 Rw/L2.3 SLc/L2.1 SLc/L2.3, 4 SLd/L2.1, 2 SLd/L2.3, 4 SLd/L2.5 SLlr/L2.1, 4 Ws/L2.2 Wt/L2.1,3 Wt/L2.4, 6</p>
21	<p>Suggested Theme - Put It In Writing!</p> <ul style="list-style-type: none"> • Revise debating. • Putting an argument in writing –differences? • Writing letter of complaint to council about a road where traffic goes too fast. What should you consider? Planning? Formal or Informal? Tone? Size? • Use mind maps and plan paragraphs to argue each point. • Consider - reasoned argument, emotive argument, emotional guilt, flattery, praise, exaggeration, rhetorical questions, parts of letter - what should it contain? • Extended Practice: Write to a local paper about rubbish being dumped near a local river. Try to persuade other readers to see your point of view. 	<p>SLlr/L1.2, 4 SLc/L2.1, 4 Rt/L2.1 Rw/L2.3 Wt/L2.1, 2 Wt/L2.3, 4 Wt/L2.5 Wt/L2.6 Ww/L2.1 Ww/L2.2</p>
22	<p>Suggested Theme - Finding It Out!</p> <ul style="list-style-type: none"> • Revise complaining in writing. • Explore libraries. How many learners have been to one or know what one is. • What can you borrow from a library? Books, DVDs, etc. • Classification of books? Questions to staff? How can you find the information? • Revisit alphabetical order. • Discuss numbers for non-fiction section. Why is this used? • Group visit to library. What else can you find out there? • Extended Practice: Using samples of information from visit and create poster and leaflet to advertise the different services a library offers the community. 	<p>Rt/L2.1 Rt/L2.3 Rt/L2.6 Rt/L2.7 Rt/L2.8 SLd/L2.1 Wt/L2.1</p>
23	<p>Suggested Theme - Your Project!</p> <ul style="list-style-type: none"> • Revise gathering information from the library. • Explore summarising information. Practice summarising different texts. • Research a subject such as Healthy Eating or What's on in the area or another current issue. Could be a hobby if wished. • Use skimming and scanning. Collect leaflets and other information. • Explore complex sentences. Practice simple, compound and complex sentences. • Let the learners pick a topic of interest for Personal Project package. • Allow learners to work through tasks over a number of weeks. • PCs can be used for some of the extension and creative writing work. • For extended writing piece, let learners plan and mind map as necessary. • Encourage good proof-reading skills. • Explore homophones through the theme. • Use this theme as a task lasting a number of weeks. • Extended Practice: Create booklet with at least 4 pages giving some history about the topic. Consider headings, colour, text and pictures. Can be done using a desktop publishing package. 	<p>Rt/L2.1 Rt/L2.3 Rt/L2.6 Rt/L2.7 Rt/L2.8 Rw/L2.2 SLc/L2.2 SLc/L2.4 Ws/L2.1 Ws/L2.4 Wt/L2.1 Wt/L2.3 Wt/L2.4 Wt/L2.7 Ww/L2.1 Ww/L2.2</p>

24	<p>Suggested Theme - Scoop!</p> <ul style="list-style-type: none"> • Revise summarising information. • Explore term 'news'. What does it mean? • Discuss terms 'Broadsheet' and 'Tabloid'. What are the differences? Why? • Use audio clips to discuss differences between news on TV and radio and in a newspaper. • Revisit facts and opinions. • Use newspaper stories to discuss key facts, key opinions, emotive language, type of audience and introduce idea of bias • Explore headlines - practice matching headlines to stories and creating own headlines for stories. • Practice - Write a newspaper report on a violent storm. Give basic facts as prompts. Use mind mapping etc to help plan. • Explore active / passive verbs within the theme. • Extended Practice: Produce a newsletter with at least 4 pages, giving information on the different things that have been going on in your class. Could be done as a class project. 	<p>Rs/L2.1 Rs/L2.2 Rt/L2.1 Rt/L2.2 Rt/L2.4 Rt/L2.5 Rt/L2.8 Rw/L2.3 SLIr/L2.1 SLd/L2.1 SLd/L2.4 Ws/L2.2 Wt/L2.1 Wt/L2.2 Wt/L2.3 Wt/L2.4 Wt/L2.6</p>
25	<p>Suggested Theme - Are you covered?</p> <ul style="list-style-type: none"> • Revise newspaper stories. • Use audio clips to discuss experiences of insurance. Discuss questions and answers. What should we do to make sure we understand? • Pick out key words and phrases found in insurance documents. • Practice extracting information from text. Use tables to separate data. Answer questions and complete statements about insurance. • Revisit formal and informal language - use examples of texts. • Discuss active and passive voice within the theme. • Introduce 'third person' context and rewrite texts to practice. Use complex sentence formats. • Extended Practice: Research and summarise 2 insurance schemes using skimming and bullet points. Present your findings on a poster or in a leaflet. 	<p>SLIr/L2.1 SLIr/L2.2 SLc/L2.2 SLc/L2.3 SLc/L2.4 Rs/L2.1 Rs/L2.2 Rt/L2.1 Rt/L2.8 Rw/L2.1 Rw/L2.2 Rw/L2.3 Ws/L2.1</p>
26	<p>Suggested Theme - Making a claim!</p> <ul style="list-style-type: none"> • Revise active and passive voice within the theme. • Compare written and verbal reports - what are differences? • Identify active, passive voice, first person, third person, complex sentences. • Explore good punctuation within the theme. • Revisit pronouns within the theme. • Write a report for an insurance claim. Give stories or allow learners to create stories to use as prompts. Use planning techniques. • Encourage good proof reading and checking. • Practice asking questions to clarify and justify claim. • Explore prefixes and suffixes within the theme. • Extended Practice: Write a report to an insurance company to make a claim. Make sure you plan and proof read it. Fill in the claim form to go with it. 	<p>SLc/L2.2 SLc/L2.3 SLc/L2.4 SLIr/L2.3 Rs/L2.1 Rs/L2.2 Rt/L2.1 Rt/L2.8 Ws/L2.3 Wt/L2.1 Wt/L2.2 Wt/L2.3 Wt/L2.4 Wt/L2.7 Ww/L2.1 Ww/L2.2</p>