

TERM 3 & 4	ENTRY 1: KEEPING HEALTHY				
Listening and Reading Texts about Personal Health Issues					
Unit Aims	Unit Resources	Key Functions	Key Grammar	Reading Strategies	Spelling Strategies
<p>1. To elicit learners' experiences of the health services.</p> <p>2. To talk about available health services in the area.</p> <p>3. To talk about skills needed to use health services.</p> <p>4. To discuss the importance of privacy in medical matters.</p>	<p>1. Word bank books</p> <p>2. Dictionaries</p> <p>3. A computer</p>	<p>1. Listening for information</p> <p>2. Reading & decoding simple words and sentences</p> <p>3. Using written words and sentences to present information</p>	<p>1. Writing complete sentences</p>	<p>1. Whole word recognition (e.g. use cue cards, play recognition games)</p> <p>2. Phonic knowledge,</p> <p>3. Working out from the context</p> <p>4. Breaking words into smaller parts</p> <p>5. Finding words within words</p> <p>6. Relating words to other similar known words.</p>	<p>1. Play word recognition games</p> <p>2. Connect sound of word and appearance (e.g. pain)</p> <p>3. Use 'Look, Say, Cover, Write, Check'</p> <p>a. practising spellings</p> <p>b. recognising spelling patterns (e.g. glass, grass, class, pass)</p> <p>c. seeing words within words (e.g. s-or-e thro-at)</p>
		Materials Preparation	Teaching Assistant Role	Practise Listening and Speaking	Practice Reading and Writing
<p>5. To emphasise the importance of reading as a means of gaining information for personal use.</p>	<p>1. Audio clips</p> <p>2. Pre-prepared word cards</p> <p>3. Enlarged list of signposts</p> <p>4. Examples of adverts for blood donors</p> <p>5. Notices from a doctor's waiting room</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. Hand out paper and equipment.</p>	<p>SLlr/E1.1_ Listen for the gist of short explanations</p> <p>SLlr/E1.2_ Listen for detail using key words to extract some information</p> <p>SLd/E1.1_ Speak and listen in simple exchanges and everyday contexts</p>	<p>Rt/E1.2_ Recognise the different purposes of text</p> <p>Rs/E1.1_ Read and recognise simple sentence structures</p> <p>Rw/E1.1_ Possess a meaningful limited sight vocabulary of words, signs & symbols</p> <p>Rw/E1.2_ Decode simple regular words</p>	<p>Wt/E1.1_ Use written words and phrases to record information</p> <p>Ws/E1.1_ Construct a simple sentence</p> <p>Ww/E1.1_ Spell correctly some personal key words and familiar words</p> <p>Ww/E1.3 Use basic sound / symbol association.</p>

ENTRY 1: KEEPING HEALTHY							
Write About Local Health Services And Make An Appointment With The Doctor							
TERM 3	Topic Learner Activity	Resources	Teaching Methods	Core Curriculum Ref		Learner Outcomes	Evidence v Core Curriculum
WEEK 1 NOT SURE WHAT TO DO Remembering New Words	Activity A: Reading & Speaking 1. Discussion- signs 2. Ideas on board Activity B: Listening & Writing 1. Describe pictures Activity C: Reading 1. How to remember new words Activity D: Reading 1. Re-order words Activity E: Writing 1. Complete the sentences	Enlarged list of signposts Audio Clip 1	Class Class Individual Class Pairs Individual	SLlr/E1.1 SLlr/E1.2 SLdE1.1 Rw/E1.1 Rw/E1.2	Listen for the gist of short explanations Listen for and follow gist Speak and listen in simple exchanges Possess a limited, meaningful sight of vocabulary of words, signs and symbols Decode regular words	The learner will be able to remember new words using strategies	Finish sentences Read to tutor: witness statement
WEEK 2 KEY WORDS FOR KEEPING HEALTHY Reading And Writing Sentences	Activity A: Reading 1. Identify key words in sentences Activity B: Listening & Writing 1. Listen for key words 2. Key words in box Activity C: Writing 1. Write sentences; key words Activity D: Speaking & Listening 1. Talk about: 'a time when you were ill'	Audio Clip 2	Class Individual Individual Individual Individual	Rs/ E1.1 Ws/E1.1	Make statements of fact clearly Construct a simple sentence	The learner will understand the benefits of speaking clearly in order to be heard and understood	Read and write simple sentences using key words
WEEK 3 AT THE SURGERY Using Clues To Read	Activity A: Reading & Speaking 1. Talking about notices Activity B: Listening 1. Answering questions 2. Using key words in Activity C: Writing 1. Poster: waiting room notice	Audio Clip 3	Class Pairs Individual Pairs	Rt E1.2 Rs E1.1 Rw E1.1 SLlr/E1.	Recognise the different purposes of texts Read and recognise simple sentence structures Vocabulary of words, signs and symbols Listen for the gist of short explanations	The learner will be able to use clues to read important information	Key words in sentences Poster

<p>WEEK 4</p> <p>MAKING AN APPOINTMENT</p> <p>Speak Clearly</p>	<p>Activity A: Reading 1. Read sentences: images</p> <p>Activity B: Listening & Writing 1. Complete sentences: images 2. Flashcard comprehension Reading labels and finishing sentences</p>	<p>Audio Clip 4</p>	<p>Class</p> <p>Pairs</p> <p>Class</p>	<p>SLlr/E1.2</p> <p>Rw/E1.2</p>	<p>Listen for and follow the gist of explanations instructions & information key words</p> <p>Decode simple, regular words</p>	<p>The learner will understand purposes of text: instructional styles</p>	<p>Completed comprehension</p>
<p>WEEK 5</p> <p>TAKING THE MEDICINE</p> <p>Putting Sentences Together</p>	<p>Activity A: Listening & Speaking 1. Listen & answer questions</p> <p>Activity B: Writing 1. Describe pictures 2. Finish sentences</p> <p>Activity C: Listening & Speaking 1. Listen to Maria & questions</p> <p>Activity D: Reading, Writing & Listening 1. Listen to Dr talking 2. Finish Sentences</p>	<p>Audio Clip 5</p>	<p>Class</p> <p>Class</p> <p>Individual</p> <p>Class</p> <p>Class</p> <p>Individual</p>	<p>Rt/E1.1</p> <p>SLlr/E1.2</p> <p>Wt/E1.1</p>	<p>Follow a short narrative on a familiar topic or experience</p> <p>Listen for detail and use information key words</p> <p>Be able to use written words & phrases to present information</p>	<p>The learner will listen for detail using key words to extract specific information and be able to record information</p>	<p>Completed questions</p> <p>Composed sentences</p>
<p>WEEK 6</p> <p>TIPS FOR READING</p>	<p>Activity A: Reading 1. Using pictures to help read 2. Splitting words into syllables 3. Split words and answer in boxes</p>		<p>Class</p> <p>Class</p> <p>Pairs</p>	<p>Rw/E1.2</p> <p>Ww/ E1.3</p>	<p>Decode simple, regular words</p> <p>Use sound-symbol association to help spelling</p>	<p>The learner will be able to follow a short narrative on a familiar topic</p>	<p>Syllables Chart</p>
<p>WEEK 7</p> <p>COMPLETION OF WORK</p> <p>Evidence Filed</p>	<p>1. Complete Unit 2 Tasks to date 2. Mark learner's tasks 3. Discuss feedback with learner 3. File in Evidence Folders</p>	<p>Learners file</p>	<p>Individual</p>			<p>The learner will be able to identify, complete unfinished tasks to assess progress</p>	<p>Completed Unit 2 Tasks</p>

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TERM 4	Topic Learner Activity	Resources	Teaching Methods	Core Curriculum		Learner Outcomes	Evidence v Core Curriculum
WEEK 1 SPELLING Reading And Spelling New Words With Similar Letters	Activity A: Spelling 1. Spelling patterns 2. Change one letter: alter 3 lettered word to make new word 3. Look for words within longer words Activity B: Speaking & Writing 1. Changing the order of letters 2. Fill in gaps- make rhyme Activity C: Writing 1. 'Look, Say, Cover, Write, Check' Method	Spelling strategies Look, say, cover, write, check method	Class Individual Individual Individual Individual Individual	Ww/E1.3	Use sound-symbol association to help spelling as appropriate for needs of the learner	The learner will be able to use basic sound symbol association to help spelling	Spellings in vocabulary book Rhyme
WEEK 2 INTEGRATED SKILLS Writing Short Texts	Key Words 1. Read notice and mark key words Complete Sentences 1. Reorder & complete Write Sentences 1. Answer questions orally 2. Write answers in sentences	Audio Clip 6	Individual Individual Class Individual	Ws/E1.1 Wt/E1.1 Ww/E1.3	Make statements of fact clearly Construct a simple sentence Use written words and phrases to record or present information	The learner will be able to mark key words	Written sentences Evidence portfolio progress record
WEEK 4 CHECK IT Revise Skills Learnt	Activity A: Spelling 1. Revise words and phrases 2. Complete chart Activity B: Complete Sentences 1. Finish sentences Activity C: Tips for Reading 1. Make a poster showing strategies as to how to read new words How am I doing? Identify weaknesses		Individual Individual Individual Pairs Individual			Enables learner to consolidate learning	Spelling chart Sentences Poster

<p>WEEK 5</p> <p>OCR ASSIGNMENT TASKS</p> <p>Assess Progress</p>	<p>Unit 1 Task 4 Engage in a Discussion</p> <p>Unit 2 Task 3 Recognise a sign</p> <p>Unit 3 Task 4 Use written words & phrases to record & present information</p>	<p>OCR Assignment Tasks</p>	<p>Individual</p>			<p>The learner will be able to complete assignment and assess progress</p>	<p>OCR Assignment Tasks, assess progress and achievements for future planning</p>
<p>WEEK 6</p> <p>COMPLETION OF WORK</p> <p>Evidence Filed</p>	<p>1.Complete all Unit 2 Tasks</p> <p>2. Mark learner's tasks</p> <p>3. Discuss feedback with learner</p> <p>4.File in evidence files</p>	<p>Learners file</p>	<p>Individual</p>		<p>Use all reading strategies learnt throughout Unit 2</p>	<p>The learner will be able to identify uncompleted tasks</p>	<p>Completed Unit 2Tasks</p>
<p>WEEK 7</p> <p>INDIVIDUAL/ PAIRED READING</p>	<p>1. Choose book/magazine</p> <p>2. Talk about main theme of story or facts in factual text</p> <p>3. Listen to individual readers</p> <p>4. Assess abilities/ progress</p>	<p>Book Magazine Newspaper</p>	<p>Individual/ Pairs</p>			<p>The learner will be able to read text related to ability</p>	