

TERM 1 & 2	ENTRY 1: LOST AND FOUND Issues related to Losing and Finding Things.				
Unit Aims	Unit Resources	Key Functions	Key Grammar	Reading Strategies	Spelling Strategies
I identify the skills that may be needed to: a. report losses, b. to protect themselves against losing things and c. to report something that they have found.	1. Dictionaries 2. A computer	1. Extracting key information from spoken and written. 2. Following simple spoken instructions Making statements	1. Capital letters and full stops 2. Simple sentence structures	Reading strategies to decode and decipher unfamiliar words and their meanings.	Recognise high frequency words.
	Materials Preparation	Teaching Assistant Role	Practise Listening and Speaking	Practise Reading and Writing	Practise Reading and Writing
	1. Audio Clips 1-5 2. Copies of the alphabet 3. Word cards 4. Word bank vocabulary book 5. Cards with instructions 6. Newspaper headlines 7. Objects to describe	1. General Support 2. One to one support with specified learners 3. Small group support 4. Filing completed work in Evidence Folders 5. Entering data on Literacy Individual Tracking Sheets 6. Hand out paper and equipment.	SLIr/E1.1_ Listen for the gist of short explanations SLIr/E1.2_ Listen for detail using key words to extract some specific information SLIr/E1.3_ Follow single step instructions in a familiar content, asking for instructions to be repeated if necessary SLc/E1.1_ Speak clearly to be heard and understood in simple exchanges SLc/E1.4_ Make statements of fact clearly	Rt/E1.2_ Recognise the different purposes of text at this level Rw/E1.1_ Possess a limited, meaningful sight vocabulary of words, signs and symbols Rs/ E1.1_ Read and recognise simple sentence structures Rw/E1.1_ Decode simple regular words Rt/E1.1_ Follow a short narrative on a familiar topic or experience	Wt/E1.1_ Use written words or phrases to record or present information Ws/E1.1_ Construct a simple sentence Ww/E1.1_ Spell correctly some personal key words and familiar words Ww/E1.3_ Use basic sound / symbol association to help spelling as appropriate for the needs of the learner Ws/E1.2_ Punctuate a simple sentence with a capital letter and a full stop

ENTRY 1: LOST AND FOUND

Listening To Information Related To Things Lost And Found

TERM 1	Topic Learner Activity	Resources	Teaching Methods	Content Core Curriculum		Learner Outcomes	Evidence v Core Curriculum
WEEK 1 WATCH OUT Reading and Recognising a Simple Sentence Structure	Activity A: Reading 1. Discuss robberies in news Activity B: Reading 1. Read a robbery report- add capital letters & full stop Activity C: Reading 1. Rearrange words so sentences make sense. Activity D: Writing 1. Write sentences using correct punctuation	Alphabet copies Examples of badly punctuated texts	Class Class Class Class	Rs E1.1	Read and recognise simple sentence structures	The learner will be able to read simple texts, recognise and write simple sentence structures	Identify and add capital letters and full stops to sentences within text.
WEEK 2 REPORTING A LOSS Speaking And Making Statements Clearly	Activity A: Listening & Speaking 1. Follow audio script, underline difficult words Activity B: Writing 1. Write a report Activity C: Speaking 1. Question & answer Activity D: Speaking 1. Discuss difficulties when reporting loss	Audio Clip 1 Blank word cards	Individual Class Class Pairs	SLlr/E1.1 SLc/E1.1 SLc/E1.4 Ws/E1.1 Wt/E1.1	Listen for the gist Speak clearly & understood To make statements of fact Construct a simple sentence Use written words and phrases to record or present information	The learner will understand the benefits of speaking clearly in order to be heard and understood	Written report about a loss
WEEK 3 LOST AND FOUND Writing A Simple Sentence	Activity A: Speaking & Writing 1. Discuss picture Activity B: Writing 1. Brainstorm and record ideas Activity C: Writing 1. Describe events: 6 boxes Activity D: Writing 1. Create a story	Word / phrase bank	Individual Class Individual Individual	SLc/E1.4 Ws/E1.1	Make statements of fact clearly Construct a simple sentence	The learner will be able to construct a simple sentence	Story in boxes about a robbery Written story

<p>WEEK 4</p> <p>WHAT TO DO</p> <p>Following Instructions</p>	<p>Activity A: Reading & Listening 1. Reading and listening- identify unfamiliar words</p> <p>Activity B: Reading 1. Match instructions to pictures 2. Learn key words in the word bank</p>	<p>Audio Clip 2</p> <p>Cards with instructions</p>	<p>Class</p> <p>Class Individual</p>	<p>Rt/E1.2</p> <p>SLIr/E1.3</p>	<p>Recognise the different purposes of text. Be able to follow single step instructions in a familiar context</p>	<p>The learner will understand different purposes of text by examining instructional styles</p>	<p>Witness statement: able to match</p>
<p>WEEK 5</p> <p>LOST</p> <p>Listening For Details And Using Writing To Record Information</p>	<p>Activity A: Listening 1. Find mistakes in picture</p> <p>Activity B: Reading 1. Identify key words</p> <p>Activity C: Speaking & Listening 1. Key words related to pictures</p> <p>Activity D: Listening & Writing 1. Listen to details : phone call</p> <p>Activity E: Writing 1. Write a report of a loss</p>	<p>Audio Clips 3, 4 and 5</p> <p>A variety of objects to describe</p>	<p>Class</p> <p>Individual</p> <p>Class</p> <p>Individual</p> <p>Individual</p>	<p>Rt/E1.1</p> <p>SLIr/E1.2</p> <p>Wt/E1.1</p>	<p>Follow short text Listen for detail and use information key words 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>Written report</p>
<p>WEEK 6</p> <p>IN A PICKLE</p> <p>Reading And Following A Text</p>	<p>Activity A: Speaking & Reading 1. Explain story in newspaper article</p> <p>Activity B: Reading & Listening 1. Identify key words and meanings</p>	<p>Newspaper headlines from real newspapers</p>	<p>Individual</p> <p>Class</p>	<p>Rt/E1.1</p> <p>Rw/E1.1</p> <p>SLIr/E1.2</p>	<p>Follow short text Possess a limited meaningful sight vocabulary of words, signs & symbols Listen for detail using key words to extract specific information</p>	<p>The learner will be able to follow a short narrative on a familiar topic.</p>	<p>Read key words</p>
<p>WEEK 7</p> <p>COMPLETION OF WORK</p> <p>Evidence filed</p>	<p>1. Complete all unfinished Unit 1 tasks to date 2. Mark learner's tasks 3. Discuss feedback with learner 4. File in evidence folders</p>	<p>Learners file</p>	<p>Individual</p>			<p>The learner will be able to identify uncompleted tasks</p>	<p>Complete Unit 1 Tasks</p>

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TERM 2	Topic Learner Activity	Resources	Teaching Methods	Core Curriculum Ref		Learner Outcomes	Evidence v Core Curriculum
WEEK 1 WRITE YOUR OWN SENTENCES	Activity A: Writing 1. Write a story using illustrations 2. Write own story using pictures	Word Bank books	Class Individual	Wt/E1.1 Ws/E1.1 Ws/E1.2 Ww/E1.1	Compose short texts Construct a simple sentence Punctuate sentence Spell familiar words	The learner will be able to construct simple sentences	Picture story completion
WEEK 2 SPELLING Strategies For Remembering How To Spell New Words	Activity A: Spelling 1. Break words by sounds Activity B: Patterns 1. Start and end of words – 'st', 'nd', 'ck', 'sh' Activity C: Spelling 1. Use one word to spell another 2. List words: same sounds Activity D: Spell Words 1. Use 'Look, say, cover, write, check' Method	Word & Sound cards	Class Individual Individual Individual	Ww/E1.3	Use sound-symbol association to help spelling	The learner will be able to use basic sound symbol association to help spelling	Chart of completed letter patterns
WEEK 3 INTEGRATED SKILLS Putting Skills Into Practice	Key Words 1. Noting key words Writing Sentences Advert for shop window Reporting a Loss 1. Report a loss and record	Adverts	Individual Individual Pairs	SLlr/E1.2 SLlr/E1.3 SLc/E1.1 SLc/E1.4 Ws/E1.1 Wt/E1.1 Ww/E1.3	Listen for detail Follow instructions Speak clearly to be heard Make statements of fact Construct a simple sentence Use written words to record Use basic sound symbol	The learner will be able to listen, follow instructions and write a simple sentence	Sentences written using key words
WEEK 4 CHECK IT Revise Learnt Skills	Sentences 1. Add punctuation Writing Sentences 1. Create story sentences Key Words 1. Highlight key words	Cards with punctuation	Individual Individual Individual		Enables learner to consolidate learning	The learner will be able to consolidate learning	I identify any work areas to revisit

<p>WEEK 5</p> <p>OCR ASSIGNMENT TASKS</p> <p>Assess Progress</p>	<p>Unit 1 Task 1 Listening Skills</p> <p>Unit 2 Task 1 Read & understand text.</p> <p>Unit 2 Task 2 Recognise the purpose of two texts</p>	<p>Unit 3 Task 1 Spell correctly key words</p> <p>Unit 3 Task 2 Write Upper & Lower case letters</p>		<p>OCR Assignment Tasks</p>	<p>Assess all core curriculum areas addressed</p>	<p>To complete task as part of overall examination curriculum</p>	<p>OCR Assignment Tasks, assess progress and achievements for future planning</p>
<p>WEEK 6</p> <p>INDIVIDUAL/ PAIRED READING</p>	<p>1. Individual/ paired reading</p> <p>2. Talk about story</p> <p>3. Related worksheets</p>	<p>Folens scheme, including worksheet</p>	<p>Individual</p> <p>Pairs</p>		<p>Use all reading strategies learnt throughout Unit 1</p>	<p>The learner will be able to read short novel related to ability</p>	
<p>WEEK 7</p> <p>WORK COMPLETION</p> <p>Evidence Filed</p>	<p>1. Complete all Unit 1 Tasks</p> <p>2. Mark learner's tasks</p> <p>3. Discuss feedback with learner</p> <p>4. File in Evidence Folders</p>	<p>Learners file</p>	<p>Individual</p>			<p>The learner will be able to check and identify gaps and assess progress</p>	<p>Completed Unit 1 Tasks</p>