A two-term scheme of work for Entry 1 literacy.

- This scheme of work is based on the Literacy E1 unit 1 (Lost and Found) of the Skills for Life (SfL) Learner Materials. Printed versions of the SfL materials (with audio CDs) are available free from the DfES to all institutions in England teaching adult literacy, numeracy or ESOL.
- Ordering details can be found at [http://www.dfes.gov.uk/readwriteplus/Learning_materials_etc](http://www.dfes.gov.uk/readwriteplus/Learning_materials_etc)
- PDF and Word versions of the materials are available for free download at [http://www.dfes.gov.uk/readwriteplus/Learning_Materials_Main](http://www.dfes.gov.uk/readwriteplus/Learning_Materials_Main)
- The 'Lost and Found' unit can be found at [http://www.dfes.gov.uk/readwriteplus/bank.cfm?section=565](http://www.dfes.gov.uk/readwriteplus/bank.cfm?section=565)

Related interactive activities can be found at [www.skillsworkshop.org](http://www.skillsworkshop.org). These include 'In a Pickle' quizzes and cloze exercises about the 1996 World Cup [http://www.skillsworkshop.org/cloze/pickles-quiz.htm](http://www.skillsworkshop.org/cloze/pickles-quiz.htm) [http://www.skillsworkshop.org/cloze/worldcup-quiz.htm](http://www.skillsworkshop.org/cloze/worldcup-quiz.htm) and two cloze exercises about keeping a bike safe [http://www.skillsworkshop.org/cloze/bike-cloze2.htm](http://www.skillsworkshop.org/cloze/bike-cloze2.htm) [http://www.skillsworkshop.org/cloze/bike-cloze1.htm](http://www.skillsworkshop.org/cloze/bike-cloze1.htm).
## ENTRY 1 TERM 1 LOST AND FOUND

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<th>LOST AND FOUND</th>
<th>Topic Learner Activity</th>
<th>Resources</th>
<th>Teaching Methods</th>
<th>Core Curriculum Ref</th>
<th>Learner Outcomes</th>
<th>Evidence v Core Curriculum</th>
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| **WEEK 1** | **WATCH OUT**  
Reading a simple sentence and constructing sentences | 1. Discuss robberies in news  
2. Read a robbery report sentences word by word  
capital letters & full stops  
3. Rearrange words so sentences make sense.  
4. Use cards to write own sentences | Pre-prepared cards  
Alphabets  
Examples of badly punctuated texts | Group discussion | Rs E1.1 | Read and recognise simple sentence structures  
The learner will be able to read and recognise 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 | 1. Follow audio script, underline difficult words use reading strategies to decipher unknown words  
2. Write a report  
3. Ask and answer questions in pairs.  
4. Discuss difficulties when reporting loss | Audio clip 1Blank word cards | Individual Group discussion | SLlr/E1.1  
SLc/E1.1  
SLc/E1.4  
Ws/E1.1  
Wt/E1.1 | Listen for gist of short explanations  
Speak clearly & understood in simple exchanges  
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 by using audio script  
Report written |
| **WEEK 3** | **LOST AND FOUND**  
Writing a simple sentence | 1. Speaking and writing-ideas recorded on board  
2. Write sentences to describe events in 12 boxes  
3. Write sentences to create story | Word / phrase bank | 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 |
| **WEEK 4** | **WHAT TO DO**  
Following instructions | 1. Reading and listening-identify unfamiliar words  
2. Match instructions to pictures | Audio clip 2  
Cards with instructions | Group discussion | Rt/E1.2  
SLlr/E1.3 | Recognise different purposes of text.  
Be able to follow single step instructions in a familiar context  
Learner will understand different purposes of text by examining instructions  
Completion of set tasks |
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<th>WEEK 5</th>
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<td><strong>WEEK 5</strong></td>
<td><strong>LOST</strong></td>
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<tr>
<td><strong>Listening for details and using writing to record information</strong></td>
<td><strong>1. Listening-find mistakes in picture</strong>&lt;br&gt;<strong>2. Reading-Identify key words</strong>&lt;br&gt;<strong>3. Speaking and listening-key words related to pictures</strong>&lt;br&gt;<strong>4. Listening and writing-details from a phone call</strong>&lt;br&gt;<strong>5. Writing- reporting a loss</strong></td>
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<th>WEEK 6</th>
<th>IN A PICKLE</th>
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<td><strong>IN A PICKLE</strong></td>
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<tr>
<td><strong>Reading and following a text</strong></td>
<td><strong>1. Speaking and reading-explain story in newspaper article</strong>&lt;br&gt;<strong>2. Reading and listening-identify key words and meanings</strong></td>
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| WEEK 7 | Complete all unfinished work |
## ENTRY 1 TERM 2 LOST AND FOUND

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| **WEEK 1** WRITE YOUR OWN SENTENCES | 1. Writing- write a story using illustrations  
2. Write own story using pictures | Class Individual | Wt/E1.1  
Ws/E1.1  
Ws/E1.2  
Ww/E1.1 | Compose short texts  
Construct a simple sentence  
Punctuate sentences- caps & full stop  
Spell familiar & personal key words | The learner will be able to construct simple sentences | Picture story completion |
| **WEEK 2** SPELLING Strategies for remembering how to spell new words | 1. Spelling - break words into sounds  
2. Letter patterns-start and end of words -'st', 'nd', 'ck', 'sh'  
3. Write words that sound the same. Record on board. Discuss as a group  
4. Complete spelling using 'Look, say, cover, write, check' method | Word & sound cards | 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 | Chart of completed letter patterns |
| **WEEK 3** INTEGRATED SKILLS Putting skills into practice | 1. Noting key words  
2. Writing sentences-advert for shop window  
3. Speaking-reporting a loss in 2's | Work in 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, use information key words  
Follow single step instructions in familiar contexts  
Speak clearly to be heard and understood in simple exchanges  
Make statements of | The learner will be able to bring together skills developed and practised  
To provide an evidence portfolio progress record | Complete key words  
Write sentences using key words |
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<tr>
<th>WEEK 4</th>
<th>CHECK IT</th>
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<th>fact clearly Construct a simple sentence Use written words &amp; phrases record or present information Use basic sound symbol association</th>
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<tr>
<td>WEEK 5</td>
<td>OCR Assessment</td>
<td>Individual</td>
<td>Individual</td>
<td>Assess all core curriculum areas addressed To complete task as part of overall examination curriculum Assess progress and achievements for future planning</td>
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<tr>
<td>WEEK 6</td>
<td>INDIVIDUAL/ PAIRED READING</td>
<td>Individual</td>
<td>Individual</td>
<td>Use all reading strategies learnt throughout Unit 1 The learner will be able to read short novel related to ability</td>
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<td>WEEK 7</td>
<td>Complete all Unit 1 work and mark Discuss student feedback File in evidence files</td>
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