

TERM 5 & 6	ENTRY 1: WHERE I LIVE Providing Personal Information in Various Situations and Formats				
Unit Aims	Unit Resources	Key Functions	Key Grammar	Reading Strategies	Spelling Strategies
<p>1. Discuss</p> <p>a. Informal situations: meeting new people, neighbours, friends of friends, bus stop,</p> <p>b. Formal situations: a visit to a doctor, health centre, benefit claims etc.</p>	<p>1. Word bank notebooks</p> <p>2. Basic dictionaries</p> <p>3. Prepared audio clips for listening activities</p> <p>4. Learner alphabet strips containing upper- and lower-case letters</p>	<p>1. Share information and personal details</p> <p>2. Unfamiliar words</p> <p>3. Recognize & record upper & lower letters</p> <p>4. Collect & record personal details</p> <p>5. Different texts have different purposes</p>	<p>1. Understand word order affects meaning</p> <p>2. Know language rules help predict meaning</p> <p>3. Punctuation, capital letters/full stops, use of personal pronoun 'I'</p> <p>4. Construct and punctuate a sentence</p>	<p>1. Text for teacher and learner to read</p> <p>2. Text to be read independently.</p> <p>3. Challenging words for Entry 1 - vocabulary supported with context clues</p>	<p>1. Word recognition & sight vocabulary of key words: 'Look, Say, Cover, Write, Check' method.</p> <p>2. Identify & write initial phonemes in context of activities</p>
<p>2 Discuss situations that require written personal details, e.g. job applications, passport, driving test and licence, club memberships etc.</p> <p>3. Explain that the unit begins with a discussion about different people and places and different neighbourhoods.</p>	<p>Materials Preparation</p> <p>1. Enlarged sentence starters e.g. My name is</p> <p>2. Assorted forms and e.g. of paperwork with a signature and address</p> <p>3. Alphabet rulers</p> <p>4. Documents with personal information, e.g. passports,</p> <p>5. Enlarged copies of Anna's application form</p> <p>6. Local newspapers</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. Hand out paper and equipment.</p>	<p>Practise Listening and Speaking</p> <p>SLIr/E1.1_ Listen for the gist of short explanations</p> <p>SLIr/E1.2_ Listen for detail using key words to extract some specific information</p> <p>SLIr/E1.4_ Listen and responding to requests for personal information</p> <p>SLc/E1.1_ Speak clearly to be heard and understood in simple exchanges</p> <p>SLc/E1.2_ Make requests using appropriate terms</p> <p>SLc/E1.3_ Ask question to obtain specific information</p>	<p>Practise Reading and Writing</p> <p>Rt/E1.1 Follow a short narrative on a familiar topic or experience</p> <p>Rt/E1.2 _ Recognise the different purposes of text at this level</p> <p>Rs/E1.1_ Read and recognise simple sentence structures</p> <p>Rw/E1.1_ Possess a limited, meaningful sight vocabulary of words, signs and symbols</p> <p>Rw/E1.2_ Decode simple, regular words</p> <p>Rw/E1.3_ Recognise the letters of the alphabet in both upper- and lower-case</p>	<p>Practise Reading and Writing</p> <p>Wt/E1.1_ Use written words and phrases to record ,present information</p> <p>Ws/E1.1_ Construct a simple sentence</p> <p>Ws/E1.2 Punctuate a simple sentence: capital letter & full stop</p> <p>Ww/E1.1_ Spell correctly some personal key words and familiar words</p> <p>Ww/E1.2 _ Write the letters of alphabet using upper- and lower-case</p> <p>Ww/E1.3_ Use basic sound / symbol association to help spelling,</p>

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TERM 5	Topic Learner Activity	Resources	Teaching Methods	Core Curriculum Ref		Learner Outcomes	Evidence v Core Curriculum
WEEK 1 MY PLACE Listening For Information Talking With Others	Activity A: Listening 1. Listen to 'neighbourhood sounds' 2. I identify key words, initial sounds and list Activity B: Reading & Listening 1. Discuss with questions 2. Read sentences. Activity C: Reading & Speaking 1. Discuss Shepton 2. Write descriptions	Audio Clip 1 Audio Clip 2	Class Class Class Class Class	SLlr/E1.1 SLlr/E1.2 Rw/E1.1 Rw/E1.2	Listen for the gist of short explanations Listen for and follow the gist of explanations instructions & narratives Possess a limited sight of vocabulary of words, signs and symbols Decode regular words	The learner will be able to listen for information, talk with others and spell familiar words	List of sounds and key words Written characteristics
WEEK 2 WHERE WE LIVE Listening To People Talking About Themselves	Activity A: Listening & Speaking 1. I identify key vocabulary Activity B: Reading 1. Read sentences: sounds f-l-a-t. 2. Key words & phrases in box. Activity C: Listening 1. Repeat Act A & discuss views Activity D: Reading & Speaking 1. Discuss, list Tom information Activity E: Speaking & Listening 1. Instructions 2. Discuss how life has changed Activity F: Writing 1. Write sentences:	Audio Clip 3 Audio Clip 4 Audio Clip 5	Class Class Class Individual Class Class Class Individual	SLlr/E1.1 Rt/E1.1 Ws/E1.1 Ws/E1.2	Listen for the gist of short explanations Follow a short narrative on a familiar topic or experience Construct a simple sentence Punctuate a simple sentence with a capital letter and a full stop	The learner will be able to listen for key information and understand sentence punctuation	Key words in boxes Presentation Written sentences

<p>WEEK 3</p> <p>ALL ABOUT ME</p> <p>Personal Details</p>	<p>Activity A: Speaking and Listening 1. Swap names and addresses</p> <p>Activity B: Writing 1. Write an address, capital letters: names, places, and postcode. in poster format</p> <p>Activity C: Writing 1. Capital letters for names</p> <p>Activity D: Reading 1. Read job advert and discuss 2. Read completed application spot errors & correct the work.</p> <p>Activity E: Writing 1. Write personal details</p> <p>Activity F: Writing 1. Write name & address as spoken</p>	<p>Audio Clip 6</p>	<p>Pairs</p> <p>Individual</p> <p>Individual</p> <p>Small group</p> <p>Individual</p> <p>Individual</p>	<p>Rt E1.2</p> <p>Rs E1.1</p> <p>Rw E1.1</p> <p>SLlr/E1.</p>	<p>Recognise the different purposes of texts</p> <p>Read and recognise simple sentence structures</p> <p>Possess a limited sight of vocabulary of words</p> <p>Lisen gist of explanations</p>	<p>The learner will be able to write personal details and punctuate sentences correctly</p>	<p>Key words in sentences</p> <p>Poster</p> <p>Completed application form</p> <p>Personal details written</p>
<p>WEEK 4</p> <p>LEAVING TOWN</p> <p>Recognising And Using Particular Sounds</p>	<p>Activity A: Reading 1. Read 'The Last pint for milkman Martin' news story & discuss</p> <p>Activity B: Writing 1. I dentify 'has' & 'his'.(C-V-C wd) 2. Find examples, then change one letter and list</p> <p>Activity C: Reading 1. Highlight sound 'lk' 'st', 'fl', 'th' and 'fr' & find in story</p>	<p>Local newspaper</p>	<p>Class</p> <p>Pairs</p> <p>Class</p> <p>Individual</p>	<p>Ww/E1.3</p> <p>Rw/E1.2</p>	<p>Use basic sound / symbol association to help spelling, as appropriate for the needs of the learner</p> <p>Decode simple, regular words</p>	<p>The learner will be able to identify CVC words and identify blend sounds</p>	<p>Word lists</p>

<p>WEEK 5</p> <p>SHOPPING AROUND</p> <p>Finding Out And Spelling Days Of The Week.</p>	<p>Activity A: Speaking & Listening 1. Discuss and share information. 2. Speak clearly: information</p> <p>Activity B: Listening & Reading 1. Read text for the meaning. 2. Use of punctuation in reading 3. Colour capitals & full stops</p> <p>Activity C: Reading & Writing 1. Spelling days of week/ Capital letters at the beginning</p>	<p>Audio Clip 7</p> <p>Chart: days of the week</p>	<p>Class Class Class Class Individual Individual</p>	<p>Rs/E1.1</p> <p>Ws/E1.2</p> <p>Ww/E1.3</p>	<p>Read & recognise simple sentence structures</p> <p>Punctuate a simple sentence with a capital letter and a full stop</p> <p>Use basic sound / symbol association to help spelling, as appropriate for the needs of the learner</p>	<p>The learner will be able to read and write the days of the Week and begin to focus on initial sounds</p>	<p>Spellings</p>
<p>WEEK 6</p> <p>Writing Lists</p>	<p>Activity A: Reading and Writing 1. Discuss types of lists 2. Brainstorm ideas for a street party/ other event 3. Make a list: break words down</p>	<p>Shopping lists, notes and quick messages</p>	<p>Pairs Class Individual</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 blend sounds to decode</p>	<p>Chart</p>

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WEEK 1 GETTING AROUND Reading Signs To Find Our Way	Activity A: Reading 1 Question about signs Activity B: Reading & Writing 1. Discuss possible meanings of the signs 2. Write possible key word to match the sign. 3. Identify the first sound	Examples of signs and symbols: <i>Highway Code</i> book	Class	Rt/E1.2	Recognise the different purposes of text Possess a limited, sight of vocabulary of words, signs and symbols Recognise the letters of the alphabet in both upper- and lower-case	The learner will be able to read signs, symbols, street names and place names focusing on context and initial sounds	List of keywords Written characteristics	
			Class	Rw/E1.1				
			Individual	Rw/E1.3				
			Class					
WEEK 2 WHAT'S ON, WHERE AND WHEN? Reading For Information And Writing Sentences	Activity A: Reading 1. Read chart and identify the features and layout. 2. Discuss left/right and top-to-bottom scanning. 3. Identify activity :initial sound Activity B: Speaking 1. Discuss leisure activities. Activity C: Reading & Writing 1. Complete the wall planner: activities and times of day. 2. Prepare a simple questionnaire	Enlarged timetable	Class	Rt/E1.2	Recognise the different purposes of text at this level Possess a limited, meaningful sight of vocabulary of words, signs and symbols Use written words and phrases to record or present information	The learner will be able to compose sentences from the information read and recognise new words in context using initial sounds	Completed sentences Wall Planner	
			Class	Rw/E1.1				
		Copies of Photocopy 1	Pairs					
			Class	Wt/E1.1				
		Enlarged sentence frames for Activity B	Individual					
			Pairs					

<p>WEEK 3</p> <p>SPELLING</p> <p>Spelling Three Phonemes 'sh' 'ch' 'th'</p>	<p>Activity A : Words 1. List 3 lettered words:</p> <p>Activity B: Listening & Writing 1. Complete the sentence gaps</p> <p>Activity C Phonemes 1. Find 2 letters that make one sound: 'sh' blends/ phonemes 'ch' and 'th' in text & put in sentence</p> <p>Activity D: New Words 1. List new words and learn</p>	<p>Chart for group 'ch', 'sh', 'th' words</p> <p>Audio Clips 8 and 9</p>	<p>Pairs</p> <p>Individual</p> <p>Small group</p> <p>Pairs</p>	<p>Rw E1.2</p> <p>Ww/E1.3</p>	<p>Recognise the different purposes of text at this level</p> <p>Use basic sound / symbol association to help spelling,</p>		<p>Sentences completed</p>
<p>WEEK 4</p> <p>INTERGRATED SKILLS</p> <p>All About Me And Where I Live</p>	<p>1. Write personal description</p> <p>2. Prepare a brochure called " Where I Live"</p> <p>3. Prepare talk according to ability</p>		<p>Individual</p> <p>Class</p> <p>Small group</p>	<p>Wt/E1.1</p> <p>Ws/E1.1</p> <p>Ww/E1.1</p> <p>Ww/E1.3</p> <p>Rw/E1.2</p>	<p>Use written words and phrases to record</p> <p>Punctuate a simple sentence</p> <p>Spell correctly some personal key words</p> <p>Use basic sound / symbol association to help spelling</p> <p>Decode simple, regular words</p>	<p>Learner will be able to discuss personal surroundings and listen to others</p>	<p>Personal Description</p> <p>Brochure</p>

<p>WEEK 5 CHECK IT</p>	<p>1. Complete upper and lower case activity 2. Listen and follow instructions 3. Answer questions</p>		<p>Individual Individual Individual</p>			<p>The learner will Be able to check and consolidate key learning</p>	<p>Completed answers to questions</p>
<p>WEEK 6 OCR ASSIGNMENT TASKS Assess Progress</p>	<p>Unit 1 Task 2 Speaking and Listening Skills Unit 1 Task 3 Speaking Skills Unit 2 Task 4 Recognise a symbol Unit 3 Task 3 Construct a sentence</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 7 COMPLETION OF WORK Evidence Filed</p>	<p>1. Complete all Unit 3 Tasks 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 complete unit tasks and assignments to assess progress</p>	<p>Completed Unit 3 Tasks</p>