

## **City of Rochester School**

### **English Curriculum**

2023 – 2024

## Intent

- At City of Rochester school, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses in the areas of reading, writing, speaking and listening.
- We deliver an English Curriculum which is designed to enable and empower children's written and oral communication and creativity. In Primary classes, we use a theme-based approach linked to our Learning Means the World curriculum core themes communication, conflict, conservation, and culture.
- Reading grows the building blocks of learning and we aim to develop reading ability through our synthetic systematic phonics scheme and guided reading books. In addition to this fluency, comprehension and enrichment skills are taught using high quality texts across all subjects. We seek to create a love of reading by ensuring texts that are chosen are inclusive, current, and relevant to the children and young people.
- Our objectives are taken from the English national curriculum and classes follow the year group most appropriate to their stage of learning. Differentiation of grammar and punctuation objectives (which frequently differ from reading, writing and interest levels) means the children have an accessible and adaptable English curriculum designed to secure mastery of their reading and writing knowledge and understanding.
- We teach a curriculum designed to develop phonological awareness and fine motor skills to build strong foundations. Our curriculum is accumulative, multisensory, and tracked closely, to ensure children develop the reading and writing skills needed to access the English programme and the wider curriculum.
- Purposeful writing opportunities within all areas of the children's learning are embedded across all subjects.
- Teachers plan and teach personalised English lessons which focus on the needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.
- A wealth of experts in SEN and ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs.
- A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include through World Book Day, author and poet visits and a range of trips and visits which enrich and complement children's learning.
- Our English curriculum in the Primary Phase aligns with our core themes that are taught throughout the year, culture, communication, conflict, and conservation. We have designed a curriculum that is as practical and experiential as possible, to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want them to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement.
- We help our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. Our curriculum is connected in a meaningful way, showing clear progression, and demonstrating a consistent approach throughout school.

## Implementation

- English is delivered as a discreet subject with lessons planned within a secure teaching sequence using a quality text as a starting point to develop the children's speaking and listening, reading, and writing skills. Within this teaching sequence children experience grammar, punctuation, phonics, and drama lessons.
- A theme-based approach in Primary classes links our core texts to our Learning Means the World curriculum themes **communication, conflict, conservation, and culture**.
- The main barrier for all our pupils is **communication**. They need to be able to make their voices heard, so teaching them how to communicate to different audiences, using a range of methods, is a priority for us across the school. We passionately believe that communication is the key to securing future success, so we want our pupils to see the value of good communication skills. We are committed to developing functional literacy skills, as well as the other more subtle facets of communication, such as understanding body language and features of positive and negative communication. We feel we are best able to develop our pupils' skills in these areas through the strong communication focus in our curriculum model.
- Our core texts are selected to promote the development and understanding of **culture and conservation**. We want our pupils to understand the wider world and their place in it. We aim to challenge mindsets and help our students become more outward facing. Some of our pupils have expressed a desire to travel when they get older, so it is especially important to prepare and equip them for these future experiences by helping them appreciate and understand cultural similarities and differences. We actively and explicitly promote cross-cultural respect, tolerance and understanding, linked to British Values and SMSC throughout our curriculum.
- Speaking and listening skills are a key focus point throughout each unit in our curriculum. Pupils are always going to have to deal with **conflict** throughout life, we need to equip them with the skills to be able to do this well. As well as possessing good inter-personal communication skills, they need to learn how to disagree well. They need to react to conflict in a measured and proportionate way, using self-regulation as a conflict resolution tool. Teaching them empathy, self-awareness, and other viewpoints and perspectives is an important part of this.
- KS1 and 2 children experience lessons in phonics following the Twinkl phonics scheme. All children that are confident in phonics progress to follow a sequential grammar curriculum to develop their grammar skills.
- Reading is prioritised so we use a wide variety of reading materials, covering fiction and non-fiction, poetry, and rhyme, in our school's sequenced reading scheme in which reading books connect closely with their phonics knowledge. More confident readers can choose from class readers and a well-stocked library. All children have access to myON, our online library.
- All children have a daily timetabled reading slot, this encourages reading for pleasure and promotes the development of core reading skills. Each student has a reading journal that is filled out each time an adult listens to them read. Older pupils take responsibility for completing this when they read independently.
- IDL a multisensory intervention programme is used by all children to support the development of reading and spelling.
- We use Literacy Leaf in the Primary Phase to plan our English lessons. Bespoke units are created in the Secondary Phase. The essential element of any unit is high quality texts. We ensure our texts are diverse, address current issues and are relevant to our children's interests.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships, and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include regular book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys, data analysis and curriculum team meetings.

## Impact

- Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. This way, children can focus on developing their fluency and comprehension as they move through the school.
- We give all children the opportunity to enter the magical worlds that books open to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures, and styles.
- Planning shows that staff design learning activities that offer challenge and provide a sense of achievement and personal success.
- Attainment is measured using CoR levels on SOLAR or Functional Skills progress and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Children also take Access English Tests at the beginning and end of the year to assess children's progress and identify gaps in learning.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidence through case studies.
- Class teachers ensure that students individual outcomes and targets are prioritised across all subjects. Core concepts are revisited, and questions enable the retrieval of sticky knowledge to ensure the pupils' fluency and mastery is incrementally improving.
- Teachers have high expectations of all children and provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved using a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
- Monitoring shows that children are active in their learning, can construct their own knowledge and are able to think flexibly and creatively.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

## Statutory Guidance – English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Links to Other Subjects

English is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life and lays the foundations for lifelong learning. There are strong connections between learning in English and learning in other areas of the curriculum. There are close links, for example, between the expressive arts and creative writing, as well as social studies and critical literacy. Our Learning Means the World curriculum involves research, elements of presentation and provides valuable opportunities to extend language skills. In numeracy, information handling outcomes link clearly to literacy outcomes where learners are asked to assess the reliability of information. Across all subject areas young people will apply key English skills such as:

- engaging in talking together to deepen their learning and thinking
- working together to prepare for reading unfamiliar texts
- reading a wide range of texts to gather and analyse information for a range of purposes
- writing clear explanations
- communicating information or opinions.

Our pupils are curious, hands-on learners. We have designed a curriculum across the board that is as practical and experiential as possible, to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want our pupils to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement. We are committed to helping our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. Our curriculum is connected in a meaningful way, evidencing clear progression, and demonstrates a consistent approach throughout school.

### **Careers Education**

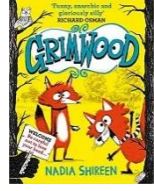
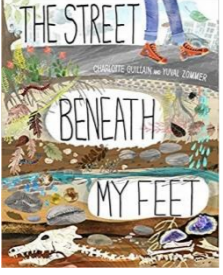
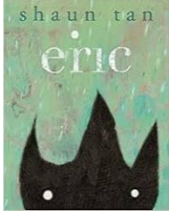
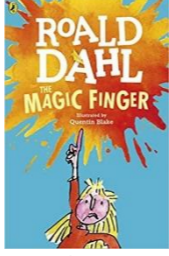
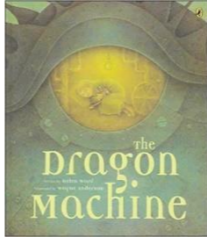
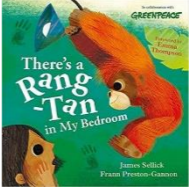
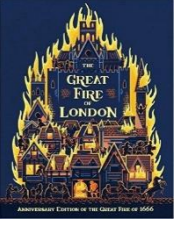
This English curriculum links to careers education through discussion, information sharing and practical activities and experiences. These opportunities can lead to a better understanding of the further study options, training and work placements available in this field.

Learning in this subject may lead to possible careers in communications, writing, reporting and journalism, editing, the theatre and will enhance all future training and career options.




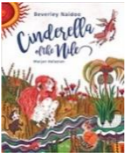
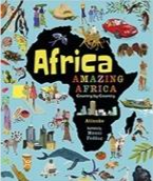
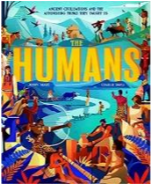
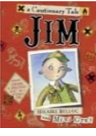

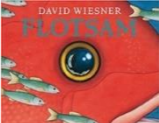

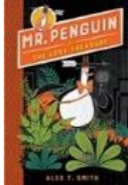
## Curriculum Overview

Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff, ensure that there is breadth and balance across the year to ensure coverage.

**English: Year 2 Curriculum grid**  
**Neptune Class- working towards LMTW and Adventurers**

<p align="center"><b>Communication Focus</b> 6 weeks 06.09.23 - 19.10.23</p>	<p align="center"><b>Geography Focus</b> 3 weeks 06.11.23 - 24.11.23</p>	<p align="center"><b>Culture Focus</b> 6 weeks 27.11.23 - 31.01.23</p>	<p align="center"><b>Science Focus</b> 3 weeks 01.02.24 - 29.02.24</p>	<p align="center"><b>School theme week</b> 1 week 01.03.24 - 08.03.24</p>	<p align="center"><b>Conflict Focus</b> 6 weeks 04.03.24 - 26.04.24</p>	<p align="center"><b>Conservation Focus</b> 6 weeks 29.04.24 - 14.06.24</p>	<p align="center"><b>Competency Focus</b> 3 weeks 17.06.24 - 12.07.24</p>
 <p><b>Grimwood by Nadia Shireen</b></p> <p><b>Outcomes:</b> children will: explore the effect of word choices and phrases that the author has used; identify and sequence key events; make inferences and predict future events. There are plenty of opportunities for paired and group activities to develop critical thinking skills and resources have been included throughout for ease of planning and delivery.</p>	 <p><b>The Street Beneath My Feet by Charlotte Guillian</b></p> <p><b>Outcomes:</b> children look at the vocabulary associated with the underground and earth and retrieve information as well as start to make some simple inferences.</p>	 <p><b>Eric by Shaun Tan</b></p> <p><b>Outcomes:</b> Wanted posters, summary, emails, character descriptions, recipes</p> <p><b>Overview:</b> begins by examining some of the unusual word choices in the text and picking out how they are relevant. The leaf continues to look at word choices and how to make simple inferences using these and other evidence presented. We finish by using some activities to help the children sequence and summarise.</p>	 <p><b>The Magic Finger by Roald Dahl</b></p> <p><b>Outcomes:</b> begins by making predictions about the book including what the magic finger might do. The leaf goes on to explore the characters of the Greggs and how they change and learn from their experiences. It finishes by looking at the character of the girl and thinking about how she uses her magic finger for good - and the children think about what positive change they might make with a magic finger.</p>	<p>Focus on skills, SCERTS.</p>	 <p><b>The Dragon Machine by Helen Ward.</b></p> <p><b>Outcomes</b> children are initially engaged by noticing a dragon tail and then going on a dragon hunt across the school. Children then create a guide, exploring descriptive and positional language. They engage with the main character in the story's thoughts and emotions through letter writing. Throughout the sequence, children explore a number of spelling patterns and rules from the Y2 Programme of Study, and these are specifically edited for in their final outcome of an extended 'dragon machine' story.</p> <p><b>Spelling focus</b>  <b>Common Exception Words</b>          behind, busy, climb, could, doors, floor, many, parents, people, wild  <b>Spelling Rules and Patterns</b>          Words ending -il          The /ɔ:/ sound spelt ar after w          The /s:/ sound spelt or after w</p>	 <p><b>There's a Rang-Tan in My Bedroom by James Sellick and Frann Preston-Gannon</b></p> <p><b>Outcomes:</b> children will discover facts about orangutans and the problems with palm oil, as well as infer emotions caused by the destruction of habitats. By looking at the story from two different perspectives, children will learn how to sort and summarise information, label feelings and create a campaign poster to help save the orangutans.</p>	 <p><b>The Great Fire of London by Emma Adams and James Weston Lewis</b></p> <p><b>Outcomes:</b> Short explanations, writing in role, reports, adverts.</p> <p><b>Overview:</b> children explore London in the present and the past, through the story of the great fire. Children compare the London of today and the London of 1666, using past and present tense. A sense of audience and purpose is heightened as children write a spiel for a tourism event and write a blurb for the Museum of London's Great Fire exhibit. They explore the cause of the fire and create warning posters in role as King Charles II. Drama is used throughout to explore the experiences of Londoners during the fire and children create speech bubbles and diary entries. Children also role play being in the King's Council and make speeches giving King Charles II advice on what to do to combat the fire. Children also write certificates to give out to brave Londoners in a royal ceremony. The class will create their own mini-London Museum in class to publish and display their work.</p> <p><b>Spelling focus</b>  <b>Common Exception Words</b>          any, clothes, everybody, fast, great, improve, most, poor, should, who  <b>Spelling Rules and Patterns</b>          The /l/ or /əl/ sound spelt -al and -el at the end of words          The /s/ sound spelt c before e, i and y</p>

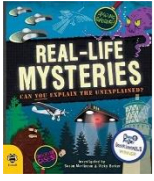

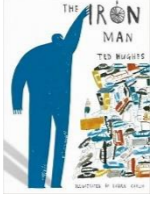
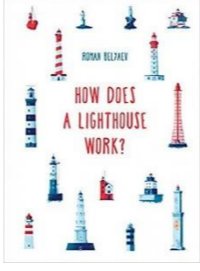
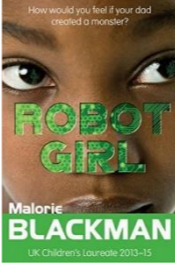

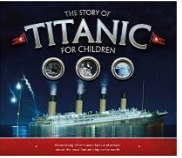
**English: Curriculum grid  
Castillo- Year 3- Adventurers**

Communication Focus 6 weeks 13.09.21 - 21.10.21	Geography Focus 3 weeks 08.11.21 - 26.11.21	Culture Focus 6 weeks 29.11.21 - 28.01.22	Science Focus 3 weeks 31.01.22 - 25.02.22	Bespoke Week 1 week 28.02.22 - 04.03.22	Conflict Focus 6 weeks 07.03.22 - 29.04.22	Conservation Focus 6 weeks 03.05.22 - 17.06.22	Geography Focus 3 weeks 20.06.22 - 08.07.22
<p align="center"><b>BOOK 1</b></p>  <p><b>Leon and the Place Between</b> Angela McAllister (3 weeks)</p> <p><b>Outcomes:</b> persuasive poster, setting description, thought bubbles / diary entry, dialogue. Own version fantasy narrative.</p> <p><b>Spelling focus:</b> appear believe disappear experience famous heard. More prefixes: dis-, mis- and their effect on a word. Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian.</p> <p align="center"><b>BOOK 2</b></p>  <p><b>The BFG</b> Roald Dahl (3 weeks)</p> <p><b>GUIDED READING FOCUS</b> <b>Outcomes:</b> Developing positive attitudes to reading and understanding of what they read. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination.</p>	 <p><b>Earth Shattering Events</b> Robin Jacobs (3 weeks)</p> <p><b>GUIDED READING FOCUS</b> <b>Outcomes:</b> Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them. Asking questions to improve their understanding of a text. Discussing words and phrases that capture the reader's interest and imagination. Reading books that are structured in different ways and reading for a range of purposes. Developing positive attitudes to reading and understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks.</p>	<p align="center"><b>BOOK 1</b></p>  <p><b>Cinderella of the Nile</b> Beverley Naidoo (3 weeks)</p> <p><b>Outcomes:</b> Short news report, diary entry, character description, advert. Own version traditional tale.</p> <p><b>Spelling focus:</b> Different difficult February heard island often straight. The /i/sound spelt y elsewhere than at the end of a word. Homophones and near homophones accept/ except affect/effect ball/bawl, berry/bury brake/ break missed/mist peace/piece rain/reign scene/seen weather/whether.</p> <p><b>Cross-curricular Coverage:</b> Geography (Y3 Human and physical geography): Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p align="center"><b>BOOK 2</b></p>  <p><b>Africa, Amazing Africa</b> Atinuke (3 weeks)</p> <p><b>GUIDED READING FOCUS</b> <b>Outcomes:</b> drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences based on what is being said and done. Answering and asking questions. Predicting what might happen based on what has been read so far. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and</p>	 <p><b>The Humans by Jonny Marx and Charlie Davis</b> (3 weeks)</p> <p><b>GUIDED READING FOCUS</b> <b>Outcomes:</b> Spanning all of history's known ancient civilisations, children will compare achievements, stories, language, myths and more from each of era. Along the way they will develop their skills of retrieval, inference, summarising and comparing to complete activities, as well asking and answering questions and debating important points like 'what really have been the greatest inventions of all time?'</p>	<p>Focus on personal development, exploring different jobs, SCERTS.</p>	<p align="center"><b>BOOK 1</b></p>  <p><b>Jim, A Cautionary Tale</b> Hilaire Belloc (3 weeks)</p> <p><b>Outcomes:</b> Warning poster, alternative ending, performance poetry, letter of apology. Narrative poem</p> <p><b>Spelling focus:</b> accidentally caught experience learn mention naughty. Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian and the suffix -ation</p> <p align="center"><b>BOOK 2</b></p>  <p><b>The Heart and the Bottle</b> Oliver Jeffers (3 weeks)</p> <p><b>Outcomes:</b> Character descriptions, narrative retelling Main Outcome: 'Dilemma' narrative.</p> <p><b>Spelling focus:</b> appear early earth heard heart learn. More prefixes: in, il, im- and ir- and their effect on a word. The suffix -ous.</p> <p><b>Cross-curricular Coverage:</b> PSHE: Grief, loss, feelings, emotions, mental health</p>	<p align="center"><b>BOOK 1</b></p>  <p><b>Flotsam</b> David Wiesner (3 weeks)</p> <p><b>Outcomes:</b> Setting descriptions, narrative retelling, non-chronological reports, letters (informal). Sequel (mystery narrative)</p> <p><b>Spelling focus:</b> bicycle material occasion(ally) recent separate strange various. More prefixes: sub-, auto- and re- and their effect on a word. Words with endings sounding like /ʒə/ or /tʃə/.</p> <p><b>Cross-curricular Coverage:</b> Geography (Y4 Place knowledge): Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p align="center"><b>BOOK 2</b></p>  <p><b>Sparky</b> Jenny Offill (3 weeks)</p> <p><b>Outcomes:</b> Descriptive passage, 'how to' guide, letter, discussion, non-chronological report Main Outcome: Own version narrative about an unusual friendship.</p> <p><b>Spelling focus:</b> promise actually arrive believe minute opposite probably. The suffix -ly. More prefixes (in-, il-, im-).</p>	 <p><b>Mr Penguin and the Lost Treasure</b> by Alex T. Smith (3 weeks)</p> <p><b>GUIDED READING FOCUS</b> <b>Outcomes:</b> developing positive attitudes to reading and understanding of what they read. Listening to and discussing a wide range of fiction. Reading books that are structured in different ways and reading for a range of purposes. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>


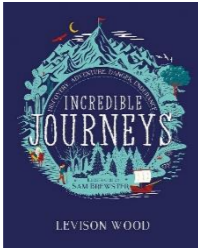
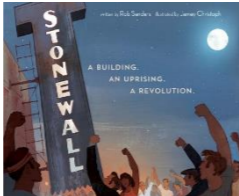

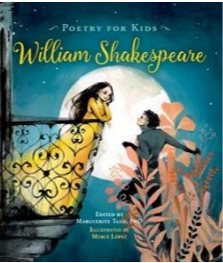
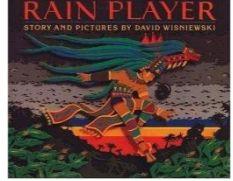

		listening to what others say. Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves.					
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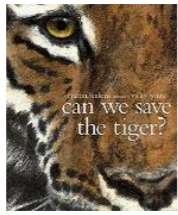
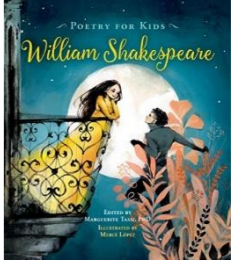
English: Year4/5 mix Curriculum grid  
Jupiter Class- Navigators

Communication Focus 6 weeks 06.09.23 - 19.10.23	Geography Focus 3 weeks 06.11.23 - 24.11.23	Culture Focus 6 weeks 27.11.23 - 31.01.23	Science Focus 3 weeks 01.02.24 - 29.02.24	School theme week 1 week 01.03.24 - 08.03.24	Conflict Focus 6 weeks 04.03.24 - 26.04.24	Conservation Focus 6 weeks 29.04.24 - 14.06.24	Competency Focus 3 weeks 17.06.24 - 12.07.24
 <p><b>Real-Life Mysteries</b> by Susan Martineau and Vicky Barker</p> <p><b>Outcomes:</b> This Literary Leaf covers all aspects of the Key Stage 2 content domain and offers many rich opportunities for children to develop their vocabulary as well as their debating skills. The Literary Leaf begins by asking the question: how do we know if something is true or not? Children examine and weigh up various strategies to determine if a statement they have come across can be verified as fact. This has strong links to discussions around "fake news" and internet safety in general. Children will go on to examine some of the mysteries outlined in the text - such as UFOs and Big Foot - and discuss theories and alternative explanations for each, developing their inference and fact retrieval acumen.</p>	 <p><b>Jabberwocky</b> by Lewis Carroll</p> <p><b>Outcomes:</b> children will use the language of the poem to investigate and explore their knowledge of etymology and morphology, before performing the poem and eventually creating their own nonsense verse with a gruesome creature based on the same structure.</p>	 <p><b>The Iron Man</b> by Ted Hughes</p> <p><b>Outcomes:</b> children will explore the devices of mystery and suspense. They will write a range of different texts-types including letters, a news article and a poem with the extended written outcome being a published narrative.</p> <p>The planning sequence includes exemplified grammar and spelling activities throughout. Drama techniques such as Teacher in Role and Conscience Corridor and Sculptor/Sculpted are used to support understanding and to develop writing.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> appear, consider, describe, height, length, pressure, straight, weight, certain, purpose, breathe</p> <p><b>Spelling Rules and Patterns</b> The suffix - ous The suffix -ly</p>	 <p><b>How Does a Lighthouse Work?</b> by Roman Belyaev</p> <p><b>Outcomes:</b> children use the text to make predictions, infer, retrieve and summarise whilst finding out more about the subject of lighthouses and engineering.</p>	<p>Focus on skills, SCERTS.</p>	 <p><b>Robot Girl</b> by Malorie Blackman</p> <p><b>Outcomes:</b> The sequence of learning begins by asking children to explore an argument, before going on to read the text. During the Writing Root, children create persuasive speeches, explanation texts and discussion texts. The final outcome gives children the opportunity to publish own short science fiction narrative.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> conscience, conscious, equip (-ped, -ment), muscle, physical, programme, system, temperature</p> <p><b>Spelling Rules and Patterns</b> Words with the /i:/ sound spelt ei after c Homophones and other words that are often confused</p>	 <p><b>The Island</b> by Armin Greder</p> <p><b>Outcomes:</b> Children begin by being given a range of scenario cards that they are asked to rank from 'least' to 'most' welcoming. They will then explore the nuances in the language used by Armin Greder as they share the text, The Island. Themes of prejudice and hostility are explored as well as delving into the mindset of the island's inhabitants. Children will infer different character's feelings, exploring the character of the fisherman in particular through the technique of teacher in role before receiving a letter asking for advice and writing a reply that uses the subjunctive mood. An analysis of the text is made, followed by a comparison between two groups of people. Then the children will be sent a letter from the man, outlining his experiences, and explaining that although he has been mistreated, he is not bitter. He explains what happened once he was pushed away from the island on his raft. Two sections of unpublished text are discovered and using these as a stimulus, the children write a narrative sequel from the man's perspective, focusing in particular on using dialogue to convey the character and advance the action as well as the device of question tags in order to include imagined conversations between the fisherman and the outsider.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> accompany, desperate, necessary, persuade, prejudice, privilege, sufficient</p> <p><b>Spelling Rules and Patterns</b> Words containing the suffix -ate, -ify, -en Endings which sound like /jəl/</p>	 <p><b>The Story of Titanic for Children</b> by Joe Fullman</p> <p><b>Outcomes:</b> offers many rich opportunities for children to learn about not only the real events, in chronological order, of the sinking of this great ship but also about the people involved - either directly or indirectly - and their stories. The book itself combines effective, vocabulary-rich text and photographs as well as newspaper reports, leaflets and artistic impressions of the ship. The Literary Leaf begins with children examining the front cover and the teacher explaining that we are going to tap into the children's 'mental model' of this text-type by saying what they see, exploring vocabulary and so on. Children then share the introduction before reading the glossary by way of pre-teaching some vocabulary. In addition to developing retrieval, inference and critical reading skills in general, the children also have opportunities to summarise, explore vocabulary in context and examine idiomatic language related to The Titanic.</p>

English: Year 6 Curriculum grid  
Mercury Class- Navigators

Communication Focus 6 weeks 06.09.23 - 19.10.23	Geography Focus 3 weeks 06.11.23 - 24.11.23	Culture Focus 6 weeks 27.11.23 - 31.01.23	Science Focus 3 weeks 01.02.24 - 29.02.24	School theme week 1 week 01.03.24 - 08.03.24	Conflict Focus 6 weeks 04.03.24 - 26.04.24	Conservation Focus 6 weeks 29.04.24 - 14.06.24	Competency Focus 3 weeks 17.06.24 - 12.07.24
 <p><b>The Invention of Hugo Cabret</b> by Brian Selznick</p> <p><b>Outcomes:</b> Children will use many of the key grammar requirements of Y6 and have opportunity to apply them by writing a missing flashback chapter exploring Hugo's experience of living Uncle Claude, as well as researching the about the famous film director George Méliès and writing a biography about his life.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> cemetery, desperate, definite, forty, profession, interrupt <b>Spelling Rules and Patterns</b> Words ending in -able and -ible, ably and -ibly Words ending in -ent, -ence/-ency</p>	 <p><b>Incredible Journeys</b> by Levison Wood</p> <p><b>Outcomes:</b> covers all aspects of the KS2 content domain and takes children through the book, unpicking vocabulary and getting them to imagine themselves as an explorer to immerse themselves in the choices made by real people.</p>	 <p><b>Stonewall</b>, written by Rob Sanders</p> <p><b>Outcomes:</b> The sequence of learning begins by introducing children to the concepts of human rights, revolution and uprising. They will explore why the Stonewall Inn was a special place in New York City. Children will look specifically at the history of the Stonewall Inn and how this became a safe, inclusive space for the LGBTQ+ community. Children will create adverts to promote the Stonewall Inn. They will go on to record the events of the Stonewall Uprising and employ a range of journalistic techniques such as: recording quotations, using the passive voice and factual adverbials. Children will create protest banners using question tags and write in role as the building itself to reflect on the changes it has seen through history. The Writing Root will culminate with children writing a visitor's guide for the Stonewall Inn in light of it being made a National Historic Landmark in 2000.</p>	 <p><b>The Explorer</b> by Katherine Rundell</p> <p><b>Outcomes:</b> Children will follow the characters on their explorations through the jungle, investigating the author's language choices; inferring thoughts, motivations and feelings; and studying the changes they observe in each character. Throughout, there will be plenty of opportunities for discussion and speculation about what might happen next, as well as chances to think about the themes and messages the book presents - of which there are many!</p>	<p>Focus on personal development, SCERTS.</p>	 <p><b>Poetry for Kids: William Shakespeare</b> edited by Marguerite Tassi</p> <p><b>Outcomes:</b> Children will have multiple opportunities to read the same piece, analysing lines and vocabulary in detail and performing short sections in pairs. They will be encouraged to watch videos of different performances of the same piece of verse - both traditional and modern - discussing how the same words can be delivered in different ways by different actors. This will not only help bring Shakespeare's verse to life but show how classic texts are open to interpretation. Children will examine Shakespeare's poetic craft, examining his use of metaphor, word choice and imagery.</p>	 <p><b>Rain Player</b> by David Wisniewski.</p> <p><b>Outcomes:</b> The sequence of learning begins with a ball arriving in the classroom with a warning asking children if they dare to play the most dangerous game of all time! Children go on to use this information they have learned to write instructions for pok-a-tok, posters, a missing scene, newspaper reports, conduct debates and write analytical essays.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> according, ancient, average, dictionary, recognise, symbol <b>Spelling Rules and Patterns</b> Homophones and other words that are often confused Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	 <p><b>Night Mail</b> by W H Auden.</p> <p><b>Outcomes:</b> This is a two-week Writing Root using the poem 'Night Mail', which was written in 1936 to accompany the documentary film of the same year and the same title. The film depicted a London, Midland and Scottish Railway (LMS) mail train travelling from London to Scotland. It was produced by GPO Film Unit, directed by Harry Watt and Basil Wright, and narrated by John Grierson and Stuart Legg. Auden's poem was read toward the end of the film, set to music by Benjamin Britten. Lines were chopped and changed to fit the film. The intention of the film was to show the public how the mail was distributed by train. The rhythm of the film matches the train's movement. Auden apparently used a stopwatch as he set the lines to the film. The form of the poem is made up of eight rhymed, four-beat couplets.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> communicate, frequently, secretary, rhyme, rhythm, vehicle <b>Spelling Rules and Patterns</b> Words containing the letter-string ough</p>

English: Year 6 Curriculum grid  
Sun Class- ASDAN life skills

Autumn 1 06.09.23-19.10.23	Autumn 2 06.11.23-14.12.23	Spring 1 04.01.24- 09.02.24	School theme week 1 week 01.03.24 - 08.03.24	Spring 2 19.02.24-29.03.24	Summer 1 16.04-24-24.05.24	Summer 2 03.06.24-19.07.24
 <p><b>The Arrival</b> Shaun Tan (3 weeks)</p> <p><b>Outcomes:</b> Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides</p> <p><b>Overview:</b> Children explore characters, emotions, different points of view and the challenges faced by the main character and some of the other characters who have made their way to a new land. Children will write diary of the little girl left behind and there are opportunities to write short scripts for scenes and narrative passages to describe what is happening at certain points in the book. It includes exemplified grammar activities throughout, as well as including drama techniques, such as Thought Tapping.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> accommodate, bargain, communicate, foreign, identity, individual, language, pronunciation, queue <b>Spelling Rules and Patterns</b> Homophones and other words that are often confused Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p>	 <p><b>Can We Save the Tiger?</b> Martin Jenkins (3 weeks)</p> <p><b>Outcomes:</b> Letter, explanation, persuasive poster, persuasive speech, simple poem</p> <p><b>Overview:</b> The sequence begins by asking children to explore an argument from another group's perspective, before going on to read the text. During the sequence, children create posters, persuasive speeches, poems (as well as having the opportunity to learn a poem by heart), explanation texts and discussion texts. The final outcome gives children the opportunity to publish their discussion text as a newspaper article.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> category, environment, existence, nuisance, persuade, sufficient, suggest <b>Spelling Rules and Patterns</b> Words containing the letter-string ough Adding suffixes beginning with vowel letters to words ending in -fer</p>	 <p><b>The Little Match Girl Strikes Back</b> Lauren Child</p> <p><b>Outcomes:</b> children will get to know the characters through making inferences based on their behaviours and motivations. Children will study the language used by the author to portray differences in the ways factory workers and street sellers were treated in comparison to the more privileged classes. There will also be opportunities to compare the original text by Hans Christian Andersen to this newly imagined version and children will be encouraged to take part in whole class discussions and debates around the topics covered and the links to other historical</p>	<p>Focus on personal development, SCERTS.</p>	 <p><b>Boy in the Tower</b> by Polly Ho-Yen (3 weeks)</p> <p><b>Outcomes:</b> Journalistic writing, formal letters, non-chronological reports</p> <p><b>Overview:</b> Children will learn and revise many of the key grammar requirements of Y6 and have opportunity to apply them within short and longer written outcomes.</p> <p><b>Spelling focus</b> <b>Common Exception Words</b> disastrous, explanation, mischievous, vegetable, variety <b>Spelling Rules and Patterns</b> Endings which sound like /jəs/ spelt -cious or -tious Words ending in -able and -ible, ably and -ibly</p>	 <p><b>A Beautiful Lie</b> by Irfan Master</p> <p><b>Outcomes:</b> Journalistic writing, recounts, discussion texts</p> <p><b>Overview:</b> The children will begin by discussing the concept of 'Lies', collaborating to discuss experiences of lying and (anonymously) having the chance to share times they have told one. Children discuss whether a lie can ever be beautiful and create their own 'oxymoronic' titles. The text will then be shared with the children, beginning with the prologue, where we learn that the protagonist, Bilal, has told a lie. As the book is read, the children will write their own chapters, which form part of their own piece 'Beautiful Lie' text, consisting of a prologue, 4 main chapters and an epilogue.</p>	 <p><b>Poetry for Kids: William Shakespeare</b> edited by Marguerite Tassi</p> <p><b>Outcomes:</b> Children will have multiple opportunities to read the same piece, analysing lines and vocabulary in detail and performing short sections in pairs. They will be encouraged to watch videos of different performances of the same piece of verse - both traditional and modern - discussing how the same words can be delivered in different ways by different actors. This will not only help bring Shakespeare's verse to life but show how classic texts are open to interpretation. Children will examine Shakespeare's poetic craft, examining his use of metaphor, word choice and imagery.</p>

# Functional Skills Entry Level 1 and 2

## English: Entry Level 1 Curriculum Autumn 1

Week 1 (5 hours)	Week 2 (5 hours)	Week 3 (5 hours)	Week 4 (5 hours)	Week 5 (5 Hours)	Week 6 (5 hours)
<p><b>INTRODUCTION TO FUNCTIONAL SKILLS EL1</b></p> <p><b>Outcomes:</b> By the end of the session, learners should be able to: say their name say what they like/dislike listen to instructions read class information.</p> <p><b>Overview:</b> Learners should be able to share basic information with their peers. For example, 'My name is...'. 'I like football.'</p> <p><b>Specific focus</b> <b>E1.5 SLC</b> Respond to questions about specific information <b>E1.2 SLC</b> Identify and extract the main information from short statements and explanations <b>E1.10 R</b> Understand a short piece of text on a simple subject</p> <p><b>SPEAKING, LISTENING AND COMMUNICATING: THE ALPHABET</b></p> <p><b>Outcomes:</b> Learners should be able to say the names of each letter of the alphabet correctly. They should also be able to identify a given letter when asked. For example, by writing it down when it is said or by pointing to the correct letter.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: use upper and lower case correctly sequence the alphabet correctly.</p> <p><b>Specific focus</b> <b>E1.1 SLC</b> Say the names of the letters of the alphabet</p>	<p><b>WRITING: THE ALPHABET</b></p> <p><b>Outcomes:</b> Learners to correctly form/use both upper- and lower-case letters in a sequence. For example, A, B, C / a, b, c. This can be assessed both by using IT or by hand writing the letters. Learners could write their name using upper- and lower-case letters correctly. Ask learners to complete a gap-filling exercise to sequence the missing letters. For example: Complete the missing letters: f, g, h, _ _ _ l, m, n</p> <p><b>Overview:</b> By the end of the session, learners should be able to: use upper and lower case correctly sequence the alphabet correctly.</p> <p><b>Specific focus</b> <b>E1.14 W</b> Write the letters of the alphabet in sequence and in both upper and lower case</p> <p><b>WRITING: WORD CLASSES</b></p> <p><b>Outcomes:</b> Learners could circle the nouns, proper nouns, verbs, and pronouns in a given list, or sort words into categories. They could create simple definitions for each of the word classes with examples. For example: Noun - a thing: girl, boy, person Learners should identify the proper nouns from a given list by locating the words that begin with a capital letter.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: identify nouns, proper nouns, verbs and pronouns give simple definitions of each word class.</p> <p><b>Specific focus</b> <b>E1.12 W</b> Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns <b>E1.16 W</b> Communicate information in words, phrases and simple sentences</p>	<p><b>WRITING: INTRODUCTION TO SPELLING</b></p> <p><b>Outcomes:</b> Learners should be introduced to common sound patterns from the Entry Level 1 specification (Annexe B). Ask learners to sound out the words as they read them. Learners should read a short text containing some common words from the specification (Annexe B). Assess understanding by asking learners to identify a key piece of information. For example, if the text is about going to college or school, they could list the items the text says they should take to class: 'pen', 'paper', etc. Learners should identify a spelling strategy that helps them to remember new words. For example, looking, covering, writing, or sounding out the words. Introduce a short spelling test to assess new vocabulary from this session. Introduce a short spelling test to assess new vocabulary from this session.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: spell common one-syllable words correctly read simple sentences containing common Entry Level 1 words identify a spelling strategy to support learning.</p> <p><b>Specific focus</b> <b>E1.15 W</b> Spell correctly words designated for Entry Level 1* <b>E1.9 R</b> Read simple sentences containing one clause</p>	<p><b>READING: UNDERSTANDING A SHORT PIECE OF TEXT</b></p> <p><b>Outcomes:</b> Learners to locate the main information in a short, straightforward piece of text. For example, the date and time of an event from an invitation; key information about an item of clothing, such as the colour; or a simple biography narrating where someone lived or was born. Learners to spell five key words from this session.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: identify the main information from the text say what a short piece of text is about accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E1.10 R</b> Understand a short piece of text on a simple subject <b>E1.2 SLC</b> Identify and extract the main information from short statements and explanations <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p> <p><b>READING: SIMPLE SENTENCES</b></p> <p><b>Outcomes:</b> Learners should be able to read one-clause sentences correctly. These should include one- or two-syllable common words. For example: 'The pan was hot'. 'The door is white.' 'Today is Monday.' Learners should answer straightforward questions based on a text. This could be in the form of an open response question or by asking them to select the correct answer from a short list of options. Learners to spell five key words from this session and/or recap the key words from previous sessions.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: read simple sentences correctly say what a text is about accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E1.9 R</b> Read simple sentences containing one clause <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p>	<p><b>READING: ONE- AND TWO-WORD SYLLABLE WORDS</b></p> <p><b>Outcomes:</b> Recap word classes from session 4, by asking learners to identify the different parts of a sentence. Learners to complete a gap-filling exercise, identifying and using the correct pronoun from a given list. Learners should be able to read common one- and two-syllable words correctly. Using the Entry Level 1 specification (Annexe B), ask learners to read and understand a short text. For example, on keeping pets. Learners should identify any new words and practise spelling them correctly.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: identify word classes correctly identify the correct pronoun for each sentence read simple words correctly say what a text is about accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E1.8 R</b> Read correctly words designated for Entry Level 1* <b>E1.10 R</b> Understand a short piece of text on a simple subject</p> <p><b>WRITING: SPELLING (TWO-SYLLABLE WORDS)</b></p> <p><b>Outcomes:</b> Learners should be introduced to common sound patterns for two-syllable words from the Entry Level 1 specification (Annexe B). Learners should use their spelling strategy to practise some common two-syllable words from Annexe B, such as 'little', 'money', 'follow'. Learners should use their new words to write two or three simple sentences, spelling the new words correctly.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: spell common two-syllable words correctly identify a spelling strategy to support learning read simple sentences containing common two-syllable Entry Level 1 words.</p> <p><b>Specific focus</b> <b>E1.15 W</b> Spell correctly words designated for Entry Level 1* <b>E1.9 R</b> Read simple sentences containing one clause</p>	<p><b>READING: STRAIGHTFORWARD TOPICS</b></p> <p><b>Outcomes:</b> Learners read a short text describing someone's likes and dislikes. For example, 'Sam likes to play football'. Learners should work with a partner to discuss the text they have read and share the key information from the text with their partner. Use a question-and-answer technique to ask simple questions about the text and assess each learner's understanding.</p> <p>Recap by asking the learners to practise spelling the new two-syllable words from the previous session.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: read a short piece of text about someone's likes and dislikes answer questions about the text tell a partner about what they have read accurately spell the key words from the previous session.</p> <p><b>Specific focus</b> <b>E1.10 R</b> Understand a short piece of text on a simple subject <b>E1.2 SLC</b> Identify and extract the main information from short statements and explanations <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p>

\*Refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.

**English: Entry Level 1 Curriculum  
Autumn 2**

Week 1 (5 hours)	Week 2 (5 hours)	Week 3 (5 hours)	Week 4 (5 hours)	Week 5 (5 Hours)	Week 6 (5 hours)
<p><b>READING: FOLLOWING INSTRUCTIONS</b></p> <p><b>Outcomes:</b> Learners should be introduced to the use of capital letters and full stops at the start and end of simple sentences. Learners should amend a simple set of instructions they have been given by adding capital letters and full stops where needed. Learners should read and follow simple instructions. For example, how to make a cup of tea. They could demonstrate following the instructions through a role-play activity to show their understanding. This could be an opportunity to review and revise reading short sentences and/ or a short piece of text.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: identify when to use capital letters and full stops add capital letters and full stops to a short piece of text read and understand simple instructions demonstrate that they can follow simple instructions.</p> <p><b>Specific focus</b> <b>E1.10 R</b> Understand a short piece of text on a simple subject <b>E1.2 SLC</b> Identify and extract the main information from short statements and explanations <b>E1.11 W</b> Punctuate simple sentences with a capital letter and a full stop</p>	<p><b>READING: DESCRIPTIONS</b></p> <p><b>Outcomes:</b> Learners read a short text giving a description of a person. For example: 'tall', 'young', 'old', 'man', 'woman', etc. Learners should work with a partner to discuss the text they have read and share the key information from the text with their partner. Use a question-and-answer technique to ask simple questions about the text and assess each learner's understanding. Learners to practise and spell five key words from this session.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: read and understand a short piece of text answer questions about the text discuss the text with their partner accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E1.10 R</b> Understand a short piece of text on a simple subject <b>E1.2 SLC</b> Identify and extract the main information from short statements and explanations <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p>	<p><b>SPEAKING, LISTENING AND COMMUNICATING: FOLLOWING INSTRUCTIONS</b></p> <p><b>Outcomes:</b> Learners should be able to follow a simple set of verbal instructions. For example: 'Sit here', 'Please wait', 'Now follow me'. Learners should be able to ask simple questions to check their understanding. For example: 'Is this right?', 'Can you please say that again?' Use a role-play activity to assess each learner's understanding of the instructions.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: follow simple verbal instructions ask for help if needed demonstrate that they can follow simple instructions.</p> <p><b>Specific focus</b> <b>E1.3 SLC</b> Follow single-step instructions, asking for them to be repeated if necessary</p> <p><b>SPEAKING, LISTENING AND COMMUNICATING: USING QUESTIONS</b></p> <p><b>Outcomes:</b> Using role-play activities or real-life scenarios, learners should be able to make simple everyday requests. For example: asking to see the doctor or asking a friend how they are feeling. Learners should show that they have listened to and understood the answer given. Using role-play activities or real-life scenarios, learners should be able to respond to simple questions and give specific information. For example, the names of their family members, the time and day of their lesson, when they were born.</p> <p>Learners should be given time to prepare their ideas before practising the scenarios. Ask them to create simple questions to ask a partner on a given topic. Learners to spell five key words from this session. This could be an opportunity to review and revise speaking and listening techniques and taking part in a discussion.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: respond to simple questions to give information listen to questions carefully answer simple questions accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E1.5 SLC</b> Respond to questions about specific information <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p>	<p><b>SPEAKING, LISTENING AND COMMUNICATING: FEELINGS</b></p> <p><b>Outcomes:</b> Learners should be able to say how a situation makes them feel. For example, 'sad', 'happy', 'angry'. Straightforward topics could include sharing their opinion about a birthday present they have received, a piece of work they have completed in class, a new house they have moved to, etc. Learners to spell five key words from this session.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: share their opinion with their partner share their feelings on a straightforward topic accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E1.6 SLC</b> Make clear statements about basic information and communicate feelings and opinions on straightforward topics <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p> <p><b>SPEAKING, LISTENING AND COMMUNICATING: DISCUSSION SKILLS</b></p> <p><b>Outcomes:</b> Learners should take part in a simple, straightforward discussion with a partner. Topics could include planning to meet for a coffee, asking someone about their weekend, or asking for directions. Learners should demonstrate active listening and ask a question when they are unsure. After practising discussions, this could be an opportunity to formally assess Speaking, listening and communicating.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: share their ideas with their partner listen to the ideas of their partner show that they understand the topic ask their partner to repeat the question if they are unsure.</p> <p><b>Specific focus</b> <b>E1.7 SLC</b> Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p>	<p><b>WRITING: INTRODUCTION TO WRITING SKILLS-PROPER NOUNS</b></p> <p><b>Outcomes:</b> Recap word classes from sessions 4 and 8. Learners should now be able to confidently identify nouns and pronouns correctly. This could be assessed by asking the learners to circle the nouns/pronouns in a series of simple sentences. Learners should now correctly demonstrate using capital letters for 'I' and proper nouns. They could do this by writing two or three sentences about a place they like to visit. Learners to spell five key words from this session.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: identify a noun identify pronouns and proper nouns give examples of proper nouns correctly use sentences with personal pronouns and proper nouns accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E1.12 W</b> Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p>	<p><b>WRITING: SIMPLE SENTENCES</b></p> <p><b>Outcomes:</b> Recap word classes from sessions 4 and 8. Ask learners to identify verbs or doing words. For example: 'run', 'think', 'feel', 'look', 'pull'. Using images as prompts, ask learners to correctly spell the verb shown in each image. Give learners a word bank of verbs and ask them to write two or three simple sentences. And/or provide a gap-filling exercise, asking learners to fill in the gap using the correct verb.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: identify a verb spell common verbs correctly write sentences using common verbs.</p> <p><b>Specific focus</b> <b>E1.16 W</b> Communicate information in words, phrases and simple sentences <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*</p> <p><b>WRITING: INTRODUCTION TO WRITING SKILLS</b></p> <p><b>Outcomes:</b> Learners should be able to use capital letters correctly for proper nouns. For example, names/places, etc. Learners should be able to correct a short piece of text by adding capitals and full stops. For example: 'Patrick was cold'. 'Karen liked her birthday cake.' Learners to write two or three short sentences on a straightforward subject such as where they live, using capital letters and full stops correctly.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: identify when a capital letter should be used say why we use a full stop add capital letters and full stops to a piece of text use capital letters and full stops in writing.</p> <p><b>Specific focus</b> <b>E1.11 W</b> Punctuate simple sentences with a capital letter and a full stop</p> <p><b>WRITING: SIMPLE SENTENCES (SUBJECT-VERB-OBJECT FORMAT; FULL STOPS AND CAPITAL LETTERS)</b></p> <p><b>Outcomes:</b> Learners should be able to write two or three simple sentences correctly. For example: 'Meet me today'. Learners should write sentences on straightforward topics. For example, about their family: 'I have a brother'. 'We live in a small house.' Or learners could say where they live: 'I live in Newcastle'.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: write simple sentences using subject-verb-object format spell correctly words designated for Entry Level 1 use full stops and capital letters correctly.</p> <p><b>Specific focus</b> <b>E1.16 W</b> Communicate information in words, phrases and simple sentences <b>E1.15 W</b> Spell correctly words designated for Entry Level 1* <b>E1.11 W</b> Punctuate simple sentences with a capital letter and a full stop</p>

\*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.

Week 1 (5 hours)	Week 2 (5 hours)	Week 3 (5 hours)	Week 4 (5 hours)	Week 5 (5 Hours)	Week 6 (5 hours)
<p><b>WRITING: PUNCTUATION</b>  <b>Outcomes:</b>                      Recap on the previous session by asking learners to correct a short piece of text. They should add capital letters and full stops where needed.                      As a group, read a text on a straightforward subject, such as a job advert. Use a question and answer technique to assess each learner's understanding. Ask learners to write two or three simple sentences about their ideal job.                      Ask learners to spell five key words from this session. These words could be taken from the short text that they read as a group.                      This could be an opportunity to review and revise using punctuation.  <b>Overview:</b> By the end of the session, learners should be able to:                      add capital letters and full stops to a piece of text                      write simple sentences using capital letters and full stops accurately spell the key words from this session.  <b>Specific focus</b>  <b>E1.11 W</b> Punctuate simple sentences with a capital letter and a full stop  <b>E1.16 W</b> Communicate information in words, phrases and simple sentences  <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*.</p> <p><b>WRITING: LOWER-AND UPPER-CASE LETTERS</b>  <b>Outcomes:</b>                      Recap on the previous session by verbally asking learners to say when to use upper-case/capital letters. For example, 'I' and proper nouns. Learners should correct sentences, adding or removing upper-case letters as needed.                      Learners to write two or three sentences on a familiar, straightforward topic, for example what food they like to eat, using upper- and lower-case letters correctly.  <b>Overview:</b> By the end of the session, learners should be able to:                      identify when to use a lower-case letter                      use upper- and lower-case letters correctly                      write sentences using both upper- and lower-case letters correctly.  <b>Specific focus</b>  <b>E1.14 W</b> Write the letters of the alphabet in sequence and in both upper and lower case  <b>E1.12 W</b> Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns  <b>E1.13 W</b> Use lower-case letters when there is no reason to use capital letters</p>	<p><b>WRITING: SPELLING DAYS OF THE WEEK</b>  <b>Outcomes:</b>                      Learners should practise spelling the days of the week, using their preferred spelling strategy. They could complete gap-filling exercises by adding missing letters to the days of the week.                      Learners should write two or three simple sentences about the days of the week. For example: 'I work on Tuesday'. They should use capital letters correctly for the days of the week.  <b>Overview:</b> By the end of the session, learners should be able to:                      spell the days of the week correctly                      use capital letters correctly for the days of the week                      write a short sentence about a day of the week.  <b>Specific focus</b>  <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*  <b>E1.12 W</b> Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <p><b>WRITING: SPELLING (NUMBERS)</b>  <b>Outcomes:</b>                      Learners should practise spelling numbers, using their preferred spelling strategy. They could complete gap-filling exercises by adding missing letters to numbers.                      Learners should write two or three simple sentences using numbers. For example: 'I have one child'.                      Recap on the previous session by asking learners to write the days of the week using the correct spelling.                      This could be an opportunity to review and revise spelling.  <b>Overview:</b> By the end of the session, learners should be able to:                      write simple sentences using numbers                      spell the days of the week correctly.  <b>Specific focus</b>  <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*  <b>E1 W 16</b> Communicate information in words, phrases and simple sentences</p>	<p><b>WRITING: PAST TENSE</b>  <b>Outcomes:</b>                      Learners should correctly demonstrate spelling words in the past tense where the root word stays the same, e.g. 'wanted', 'opened', 'jumped'.                      Learners could write two or three simple sentences, using a word bank to support them.  <b>Overview:</b> By the end of the session, learners should be able to:                      use '-ed' correctly when the root word remains the same                      write simple sentences using words that end in '-ed'.  <b>Specific focus</b>  <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*  <b>E1.16 W</b> Communicate information in words, phrases and simple sentences</p> <p><b>WRITING USING CONTRACTIONS</b>  <b>Outcomes:</b>                      Learners should be able to spell the following contractions correctly:                      Mr, Mrs                      n't words such as couldn't, didn't                      'll words such as I'll, we'll                      're words such as we're                      's words such as it's, here's                      Please refer to the Entry Level 1 specification (Annexe B).                      Learners to write two or three simple sentences, using the correct spelling of the contraction.  <b>Overview:</b> By the end of the session, learners should be able to:                      spell common contractions correctly.  <b>Specific focus</b>  <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*  <b>E1.16 W</b> Communicate information in words, phrases and simple sentences</p>	<p><b>WRITING: SIMPLE SENTENCES (SUBJECT-VERB-OBJECT FORMAT; FULL STOPS AND CAPITAL LETTERS)</b>  <b>Outcomes:</b>                      Learners should be able to write two or three simple sentences. For example: 'I have a new job'.                      Learners should write a text on a straightforward topic. For example, starting a new job. Key words like 'full time', 'days of the week' and 'numbers' could be used as part of a spelling assessment.                      Learners to write two or three sentences, using capital letters and full stops correctly.  <b>Overview:</b> By the end of the session, learners should be able to:                      write simple sentences using subject-verb-object format                      spell correctly words designated for Entry Level 1                      use full stops and capital letters correctly.  <b>Specific focus</b>  <b>E1.16 W</b> Communicate information in words, phrases and simple sentences  <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*  <b>E1.11 W</b> Punctuate simple sentences with a capital letter and a full stop</p>	<p><b>WRITING: SIMPLE SENTENCES (REVIEW AND REVISE)</b>  <b>Outcomes:</b>                      Learners should be able to write two or three simple sentences. For example: 'I like my birthday'.                      Learners should write a text on a straightforward topic. For example, learners could write about their favourite day - birthday, Christmas, Eid, etc.                      Learners to write two or three sentences, using capital letters and full stops correctly.                      This could be an opportunity to review and revise writing simple sentences and/or a short piece of text.  <b>Overview:</b> By the end of the session, learners should be able to:                      write simple sentences                      spell correctly words designated for Entry Level 1                      use full stops and capital letters correctly  <b>Specific focus</b>  <b>E1.16 W</b> Communicate information in words, phrases and simple sentences  <b>E1.15 W</b> Spell correctly words designated for Entry Level 1*  <b>E1.11 W</b> Punctuate simple sentences with a capital letter and a full stop</p>	<p><b>COURSE REVIEW</b>  <b>Outcomes:</b>                      Learners to review and reflect on their own learning, say what went well, what they feel about their progress and what they will work towards as a new goal or target. <b>Overview:</b> By the end of the session, learners should be able to:                      identify what went well                      say what they feel they have learned                      identify a new goal or target to work towards.  <b>Specific focus</b>  <b>E1.16 W</b> Communicate information in words, phrases and simple sentences  <b>E1.6 SLC</b> Make clear statements about basic information and communicate feelings and opinions on straightforward topics</p> <p style="text-align: center;"><b>ASSESSMENT</b></p>

\* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.

**English: Entry Level 2 Curriculum  
Spring 2**

Week 1 (5 hours)	Week 2 (5 hours)	Week 3 (5 hours)	Week 4 (5 hours)	Week 5 (5 Hours)	Week 6 (5 hours)
<p align="center"><b>INTRODUCTION TO FUNCTIONAL SKILLS EL2</b></p> <p><b>Outcomes:</b> Learners should be able to introduce themselves by saying their name and something about themselves. For example, 'My name is...'. 'I live in ... with my son.' Learners should be able to say what they hope to achieve during the course. For example, 'getting better at spelling'. <b>Overview:</b> By the end of the session, learners should be able to: · introduce themselves to the group · say what they hope to achieve · read about and discuss the course · listen to and follow instructions. <b>Specific focus</b> <b>E2.1 SLC</b> Identify and extract the main information and detail from short explanations <b>E2.4 SLC</b> Follow the gist of discussions <b>E2.8 R</b> Understand the main points in texts</p>	<p align="center"><b>SPELLING, PUNCTUATION AND GRAMMAR: INTRODUCTION TO PUNCTUATION</b></p> <p><b>Outcomes:</b> Learners should be introduced to each of the punctuation marks, together with how and why they are used. As a group, learners could create a simple definition for each punctuation mark. Learners could complete a proofreading exercise where they are asked to correct the punctuation errors in three or four sentences. Learners should be able to write three or four sentences using correct punctuation <b>Overview:</b> By the end of the session, learners should be able to: identify why full stops, capital letters, question marks and exclamation marks are used use full stops and capital letters use question marks and exclamation marks write sentences using the correct punctuation marks. <b>Specific focus</b> <b>E2.13 W</b> Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)</p> <p align="center"><b>SPELLING, PUNCTUATION AND GRAMMAR: USING DICTIONARIES</b></p> <p><b>Outcomes:</b> Learners should be able to correctly sequence words in alphabetical order using both the first and second letters of words. They could be given a list of words to rearrange in the correct order. Learners could use sequencing skills to complete a 'Dictionary hunt' exercise, to find a given word and read its meaning. <b>Overview:</b> By the end of the session, learners should be able to: correctly sequence letters in the alphabet use a dictionary to find the meaning of words check their spelling using a dictionary. <b>Specific focus</b> <b>E2.15 SP6</b> Use the first and second letters to sequence words in alphabetical order <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling.</p>	<p align="center"><b>READING: UNDERSTANDING TEXTS</b></p> <p><b>Outcomes:</b> Learners should be able to read and understand the main points in a short text on a straightforward topic. For example, a simple recipe. Learners should use a dictionary to find the meaning of any new words. Learners should be able to discuss the main points in the text and verbally answer straightforward questions. For example, questions about what other things to add to the food. <b>Overview:</b> By the end of the session, learners should be able to: read a short, straightforward text containing common Entry Level 2 words Use a dictionary to check the meaning of words answer simple verbal questions discuss the main points in the text. <b>Specific focus</b> <b>E2.7 R</b> Read correctly words designated for Entry Level 2* <b>E2.8 R</b> Understand the main points in texts <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) <b>E2.3 SLC</b> Respond appropriately to straightforward questions</p> <p align="center"><b>SPELLING: SPELLING STRATEGIES</b></p> <p><b>Outcomes:</b> Learners should be introduced to common sound patterns from the Entry Level 2 specification (Annexe C). Ask learners to sound out the words as they read them. Learners should read a short text containing some common words from the Entry Level 2 specification (Annexe C). Assess understanding by asking learners to identify a key piece of information. For example, if the text is an invitation to a birthday party, learners to identify the name and age of the person having the party. For example: 'Jess is eighteen'. Learners should identify a spelling strategy that helps them to remember new words. For example, looking, covering, writing, or sounding out the words. <b>Overview:</b> By the end of the session, learners should be able to: spell Entry Level 2 words correctly spell common two-syllable words correctly identify a spelling strategy to support learning read simple sentences containing common Entry Level 2 words. <b>Specific focus</b> <b>E2.16 W</b> Spell correctly words designated for Entry Level 2* <b>E2.8 R</b> Understand the main points in texts <b>E2.7 R</b> Read correctly words designated for Entry Level 2*</p>	<p align="center"><b>READING: ORGANISATIONAL MARKERS</b></p> <p><b>Outcomes:</b> Learners should be introduced to the use of organisational markers in writing, and name some of them. For example, subheadings, bullet points, numbered points, text boxes, etc. Learners should read a straightforward text, using subheadings to find the appropriate information. For example, using a job advert, learners should be able to locate key information, such as what the job includes under 'Duties'. <b>Overview:</b> By the end of the session, learners should be able to: list the organisational markers that writers use to help their readers find information use subheadings to locate information use bullet points to list key ideas · accurately spell the key words from this session. <b>Specific focus</b> <b>E2.9 R</b> Understand organisational markers in short, straightforward texts <b>E2.17 W</b> Communicate information in words, phrases and simple sentences <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p> <p align="center"><b>READING: IMAGES</b></p> <p><b>Outcomes:</b> Learners should be able to read and understand a short text on a straightforward topic. For example, a short biography of a celebrity. Learners to answer straightforward questions based on the text. For example, where and when the celebrity was born. <b>Overview:</b> By the end of the session, learners should be able to: · read a short text containing common Entry Level 2 words · answer simple comprehension questions about the text · use images and captions to locate key information. <b>Specific focus</b> <b>E2.7 R</b> Read correctly words designated for Entry Level 2* <b>E2.12 R</b> Use illustrations, images and captions to locate information <b>E2.8 R</b> Understand the main points in texts</p>	<p align="center"><b>READING: CONJUNCTIONS</b></p> <p><b>Outcomes:</b> Learners should be able to identify simple conjunctions such as 'or', 'and', 'but'. Learners to read and understand simple compound sentences. For example, a short text on a local attraction may include information such as: 'We are closed on Monday but open 9am to 5pm every other day'. Learners should be able to read sentences with more than one clause and understand the main points. For example, by answering comprehension questions on the text. Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions. <b>Overview:</b> By the end of the session, learners should be able to: identify simple conjunctions read compound sentences · answer questions on a text accurately spell the key words from this session. <b>Specific focus</b> <b>E2.7 R</b> Read correctly words designated for Entry Level 2* <b>E2.11 R</b> Read and understand sentences with more than one clause <b>E2.8 R</b> Understand the main points in texts <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p> <p align="center"><b>WRITING: CONJUNCTIONS (IDENTIFYING AND SELECTING CONJUNCTIONS)</b></p> <p><b>Outcomes:</b> Recap on the previous session by asking learners to recall the conjunctions they identified. Learners to select the correct conjunction to connect clauses. Learners to complete a gap-filling exercise, selecting the correct conjunction from a given list to fill the gap in three or four sentences. Learners to use the correct conjunction in their own writing. For example, when writing a short autobiography about themselves. <b>Overview:</b> By the end of the session, learners should be able to: · identify simple conjunctions · select the correct conjunction · use conjunctions in their writing. <b>Specific focus</b> <b>E2.19 W</b> Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses <b>E2.17 W</b> Communicate information in words, phrases and simple sentences</p>	<p align="center"><b>READING: INSTRUCTIONS</b></p> <p><b>Outcomes:</b> Learners should be able to follow a short set of instructions. For example: making a cup of tea, feeding a pet, cleaning paintbrushes. They should be able to answer simple questions about the text. Learners should be able to use a dictionary to check the meaning of any new words. Learners should be able to discuss the main points in the text and answer verbal questions about the instructions. Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions. <b>Overview:</b> By the end of the session, learners should be able to: · read a short text including instructions and containing common Entry Level 2 words. · Answer simple comprehension questions · use a dictionary to check the meaning of words · discuss the main ideas in the text accurately spell the key words from this session. <b>Specific focus</b> <b>E2.7 R</b> Read correctly words designated for Entry Level 2* <b>E2.8 R</b> Understand the main points in texts <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling <b>E2.3 SLC</b> Respond appropriately to straightforward questions <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p>

\* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level

**English: Entry Level 2 Curriculum  
SUMMER 1**

Week 1 (5 hours)	Week 2 (5 hours)	Week 3 (5 hours)	Week 4 (5 hours)	Week 5 (5 Hours)	Week 6 (5 hours)
<p><b>READING: DESCRIPTIONS</b></p> <p><b>Outcomes:</b> Learners should be able to follow the main points in a simple description. For example, a description of a house. They should be able to answer simple questions about the text. Learners should be able to say what an adjective is and identify an adjective from the text, e.g. 'beautiful'. Learners should be able to use a dictionary to check the meaning of any new words. Learners should be able to discuss the main points in the text and answer verbal questions.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · read a short text including descriptions and containing common Entry Level 2 words · answer simple comprehension questions identify the adjectives in the description · use a dictionary to check the meaning of words · discuss the main points in the text · accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E2.7 R</b> Read correctly words designated for Entry Level 2* <b>E2 R 8</b> Understand the main points in texts <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) <b>E2.3 SLC</b> Respond appropriately to straightforward questions <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p>	<p><b>READING: EXPLANATIONS</b></p> <p><b>Outcomes:</b> Learners should be able to follow the main points in a short explanation. For example, an explanation of a news event. They should be able to answer simple questions about the text. Learners should be able to use a dictionary to check the meaning of any new words. They should be able to discuss the main points in the text and answer verbal questions.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: read a short text including explanations and containing common Entry Level 2 words · answer simple comprehension questions · use a dictionary to check the meaning of words · discuss the main points in the text.</p> <p><b>Specific focus</b> <b>E2.7 R</b> Read correctly words designated for Entry Level 2* <b>E2.8 R</b> Understand the main points in texts <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) <b>E2.3 SLC</b> Respond appropriately to straightforward questions</p> <p align="center"><b>SPEAKING, LISTENING AND COMMUNICATION: MAKING REQUEST AND ANSWERING QUESTIONS</b></p> <p><b>Outcomes:</b> Using role-play activities or real-life scenarios, learners should take part in discussions, and be able to ask and answer straightforward questions. For example, on arranging a holiday with a friend. Learners should maintain positive body language when listening and asking/responding to questions. They should be able to adapt their tone of voice to a simple context. Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · ask questions · use a polite tone when talking to others · listen to others · answer questions accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E2.2 SLC</b> Make requests and ask clear questions appropriately in different contexts <b>E2.3 SLC</b> Respond appropriately to straightforward questions <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p>	<p><b>SPEAKING, LISTENING AND COMMUNICATION: DISCUSSIONS</b></p> <p><b>Outcomes:</b> Learners should be able to take part in a discussion on a familiar topic such as the weather or their course, identify the gist and follow the key points. Learners should be able to recap the main ideas shared in the discussion. They could identify this verbally or by writing down their answers. Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · listen to a discussion · say what the discussion was about · identify and extract the main information · accurately spell the key words from this session.</p> <p><b>Specific focus</b> <b>E2.4 SLC</b> Follow the gist of discussions <b>E2.1 SLC</b> Identify and extract the main information and detail from short explanations <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p> <p align="center"><b>SPEAKING, LISTENING AND COMMUNICATION: FEELINGS AND OPINIONS</b></p> <p><b>Outcomes:</b> Learners should be able to take part in a discussion and express their opinions and feelings about a topic. Topics could include proposed changes to the local area, healthy eating, staying fit, etc. Learners should be able to listen to the views of others and respond in a straightforward way.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · contribute to a group discussion · share their opinion with the group · say what they feel · listen to the views of others.</p> <p><b>Specific focus</b> <b>E2.5 SLC</b> Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics</p>	<p><b>SPEAKING, LISTENING AND COMMUNICATION: GROUP DISCUSSIONS</b></p> <p><b>Outcomes:</b> Learners should take part in a simple, straightforward discussion with one or two others. Topics could include planning a party, festivals, traditions, hobbies and interests. Learners should demonstrate active listening and demonstrate that they are following the topic under discussion.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · share their ideas with the group · listen to the ideas of others · show they understand the topic.</p> <p><b>Specific focus</b> <b>E2.6 SLC</b> Make appropriate contributions to simple group discussions with others about a straightforward topic <b>E2.4 SLC</b> Follow the gist of discussions</p> <p align="center"><b>WRITING CONJUNCTIONS (USING CONJUNCTIONS)</b></p> <p><b>Outcomes:</b> Recap sessions 8 and 9. Learners should be able to identify simple common conjunctions and explain when to use them. Learners should be able to use conjunctions in their writing. They should be able to write a short explanation on a straightforward topic. For example, explaining what their dream job would be</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · identify simple conjunctions · use conjunctions in writing · write a short explanation.</p> <p><b>Specific focus</b> <b>E2.19 W</b> Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses <b>E2.17 W</b> Communicate information in words, phrases an</p>	<p><b>SPELLING, PUNCTUATION AND GRAMMA: PLURALS</b></p> <p><b>Outcomes:</b> Learners should be able to identify the correct spelling of regular plurals. For example, those ending in '-s' and '-es'. Learners could be asked to change words from the singular form to the plural form. For example: 'boy' to 'boys' and 'potato' to 'potatoes'. Learners should be able to write a short paragraph on a straightforward topic. For example, a description of their hometown.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · spell regular plurals correctly · create sentences using regular plurals · write a short paragraph.</p> <p><b>Specific focus</b> <b>E2.14 W</b> Form regular plurals <b>E2.16 W</b> Spell correctly words designated for Entry Level 2* <b>E2.17 W</b> Communicate information in words, phrases and simple sentences</p>	<p><b>SPELLING, PUNCTUATION AND GRAMMAR PREFIXES</b></p> <p><b>Outcomes:</b> Learners should be able to correctly spell words with prefixes from the Entry Level 2 specification (Annexe C). Learners to complete a gap-filling exercise. They should select the correct spelling of words with prefixes from a given list and fill the gap in three or four sentences.</p> <p><b>Overview:</b> By the end of the session, learners should be able to: · identify common prefixes · spell words with prefixes where the root word is unchanged · spell words correctly that use the prefixes ill-, im-, ir-.</p> <p><b>Specific focus</b> <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p>

\* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level



**English: Entry Level 2 Curriculum  
SUMMER 2**

Week 1 (5 hours)	Week 2 (5 hours)	Week 3 (5 hours)	Week 4 (5 hours)	Week 5 (5 hours)	Week 6 (5 hours)
<p><b>SPELLING, PUNCTUATION AND GRAMMAR: SUFFIXES (COMMON SUFFIXES; ROOT WORDS)</b></p> <p><b>Outcomes:</b> Learners should be able to correctly spell words with suffixes from the Entry Level 2 specification (Annexe C). For example: 'payment', 'careful', 'hoping', 'liked'. Learners to complete a gap-filling exercise. They should select the correct spelling of words with suffixes from a given list and fill the gap in three or four sentences. <b>Overview:</b> By the end of the session, learners should be able to: · identify common suffixes · spell words with suffixes where the root word is unchanged spell words with suffixes where the last 'e' in the root word is dropped before adding a suffix beginning with a vowel. <b>Specific focus</b> <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p> <p><b>SPELLING, PUNCTUATION AND GRAMMAR: SILENT LETTERS</b></p> <p><b>Outcomes:</b> Learners should be able to identify and correctly spell the words in the Entry Level 2 specification (Annexe C) that contain silent letters. For example: 'February', 'library', 'every'. Learners could complete a quiz to identify words that contain silent letters from a list of given words. Learners could devise a method for remembering common words with silent letters.. <b>Overview:</b> By the end of the session, learners should be able to: · say what is meant by a silent letter · identify words that contain silent letters · spell words with silent letters correctly <b>Specific focus</b> <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p>	<p><b>SPELLING, PUNCTUATION AND GRAMMAR: HOMOPHONES</b></p> <p><b>Outcomes:</b> Using a whiteboard, ask learners to list as many homophones as they can think of to introduce this topic. Dictionaries could be used to support the spelling of words where the sound is KNOWN but the correct spelling is unknown. Learners should devise methods of remembering the correct spelling of 'there', 'their', 'they're'; 'here', 'hear'; 'one', 'won'; 'to', 'two', 'too'. Learners could complete a gap-filling exercise, selecting the correct spelling of words from a given list to fill the gap in three or four sentences. <b>Overview:</b> By the end of the session, learners should be able to: · say what a homophone is · identify common homophones · spell common homophones correctly. <b>Specific focus</b> <b>E2.16 W</b> Spell correctly words designated for Entry Level 2* <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)</p> <p><b>SPELLING, PUNCTUATION AND GRAMMAR: SUFFIXES BEGINNING WITH A VOWEL; WORDS ENDING IN '-TION'</b></p> <p><b>Outcomes:</b> Learners should be able to correctly spell words with suffixes from the Entry Level 2 specification (Annexe C). For example: 'chopped', 'ladies', 'mention'. Ask learners to write simple sentences using the correct spelling of words with suffixes. <b>Overview:</b> By the end of the session, learners should be able to: · spell words correctly where the single consonant letter is doubled before adding a suffix beginning with a vowel or 'y' · spell words correctly where a root word ending in 'y' changes to 'i' before adding a suffix beginning with a vowel · spell words ending in '-tion' correctly <b>Specific focus</b> <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p>	<p><b>WRITING: AUDIENCE AND PUPOSE- EMAIL WRITING</b></p> <p><b>Outcomes:</b> Learners should be able to identify how to begin an informal email, for example to a friend, and a formal email, for example to an employer. Learners should be able to write a short email using words and phrases that are appropriate to the audience. For example, an email asking a friend to go to the cinema and/or an email to an employer asking for a day's holiday. <b>Overview:</b> By the end of the session, learners should be able to: identify how to begin and end an informal/formal email · write an informal/formal email · accurately spell the key words from this session. <b>Specific focus</b> <b>E2.17 W</b> Communicate information in words, phrases and simple sentences <b>E2.16 W</b> Spell correctly words designated for Entry Level 2</p> <p><b>WRITING: FORM FILLING</b></p> <p><b>Outcomes:</b> Learners should be able to identify the kinds of information required by a form asking for personal details. For example, title, name, address, etc. They should be able to complete a form accurately, using capital letters and lower-case letters where appropriate. Examples of forms could include college application forms, council forms, library membership forms, etc. <b>Overview:</b> By the end of the session, learners should be able to: · identify the key information needed for a form requiring personal information · complete a form accurately · use upper- and lower-case letters correctly. <b>Specific focus</b> <b>E2.18 W</b> Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p>	<p><b>WRITING: ADJECTIVES IN DESCRIPTIVE TEXTS</b></p> <p><b>Outcomes:</b> Learners should be able to use adjectives correctly. For example: a beautiful flower, a red door. Learners could be introduced to this topic with a gap-filling exercise. They should select the most appropriate adjective from a word bank. Dictionaries can be used where learners are unsure of the meaning of words. Learners should be able to write a short piece of text using adjectives. For example, to describe a person that they know or a celebrity that they are interested in. <b>Overview:</b> By the end of the session, learners should be able to: · identify when adjectives are used · say why we use adjectives · identify the most appropriate adjective to use · write a short piece of descriptive text using adjectives · accurately spell the key words from this session. <b>Specific focus</b> <b>E2.20 W</b> Use adjectives and simple linking words in the appropriate way <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) <b>E2.16 W</b> Spell correctly words designated for Entry Level 2*</p> <p align="center"><b>WRITING: REVIEWS</b></p> <p><b>Outcomes:</b> Learners should be able to use appropriate words and phrases to write a review. For example, they could write a short review of a film they have seen or a restaurant they have visited. Learners should be able to use adjectives to describe their opinions/experience. Ask learners to spell the key words from this session <b>Overview:</b> By the end of the session, learners should be able to: · identify the words and phrases used in a review · write a short review · accurately spell the key words from this session. <b>Specific focus</b> <b>E2.17 W</b> Communicate information in words, phrases and simple sentences <b>E2.20 W</b> Use adjectives and simple linking words in the appropriate way <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)</p>	<p><b>WRITING: INSTRUCTIONS</b></p> <p><b>Outcomes:</b> Learners should be able to use appropriate words and phrases to write instructions. For example, they could write a short set of instructions explaining how to make the perfect cup of tea or write a short set of directions explaining how to get to their house from college. Learners should use words and phrases that are appropriate to the audience and purpose. Recap sessions 8 and 9 by asking learners to practise writing sentences using conjunctions correctly. <b>Overview:</b> By the end of the session, learners should be able to: · identify the words and phrases used when writing instructions · write a simple set of instructions · use conjunctions correctly in their sentences · accurately spell the key words from this session. <b>Specific focus</b> <b>E2.17 W</b> Communicate information in words, phrases and simple sentences <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling <b>E2.19 W</b> Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p align="center"><b>WRITING: NARRATIVE</b></p> <p><b>Outcomes:</b> Learners should be able to write a short piece of narrative text using the skills they have developed in previous sessions, such as by using adjectives and conjunctions correctly. They could write about a hobby or interest that they have outside of the classroom. Learners should use the strategies that they have developed to check their spellings independently. <b>Overview:</b> By the end of the session, learners should be able to: · write a short piece of narrative text · accurately spell the key words from this session · use conjunctions correctly in their sentences. · use adjectives correctly. <b>Specific focus</b> <b>E2.17 W</b> Communicate information in words, phrases and simple sentences <b>E2.10 R</b> Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) <b>E2.19 W</b> Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p>	<p align="center"><b>COURSE REVIEW</b></p> <p><b>Outcomes:</b> Learners to review and reflect on their learning, say what went well, what they feel about their progress and what they will work towards as a new goal or target. They could write three or four sentences about their short-term goals for the future <b>Overview:</b> By the end of the session, learners should be able to: · identify what went well · say what they would have done differently · say how they feel · identify a goal for next year. <b>Specific focus</b> <b>E2.5 SLC</b> Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics <b>E2.3 SLC</b> Respond appropriately to straightforward questions</p>

\* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level

## English Secondary Curriculum 2023-2024

Pupils in the Secondary Phase are working towards Functional Skills qualifications and/or GCSEs. Pupils study a rich literature-based programme which is differentiated to cover all the elements needed for Functional Skills or GCSE pathways. Spelling, punctuation and grammar (SPaG) is incorporated into weekly lessons. Drama, art, Learning Outside the Classroom (LotC) and other cross-curricular links are used to enhance pupil learning and experiences.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Dystopian Fiction:</b></p> <p>The Hunger Games – Suzanne Collins and other extracts</p> <p>Poetry Around the World (including Poetry Day)</p>	<p><b>Dystopian Fiction:</b></p> <p>The Hunger Games</p> <p>1984 - George Orwell and other extracts</p>	<p><b>Shakespeare Play:</b></p> <p>The Tempest</p>	<p><b>Non-Fiction Writing</b></p>	<p><b>Play:</b></p> <p>Blood Brothers – Willy Russell</p>	<p><b>Sinister Stories</b></p>