

Long Term Plan English



Functional Skills Entry Level 3

	Autumn	Spring	Summer
Unit	Non-fiction	Non-fiction - NHS	Non-fiction
Skills, Knowledge and Learning	<p>Pupils will consolidate their Entry 2 skills and begin to work towards their Entry 3. They will show an increased awareness of audience and purpose and how texts are adapted to suit the needs of the reader. Pupils will attempt to use new vocabulary to engage the reader and structure their texts using headings, subheadings and bullet points to ensure that their readers can locate key information easily. Through the use of spoken language, pupils will begin to appreciate the importance of learning and interacting through discussion. Discussions will be held on a range of current and topical issues, which will give pupils the opportunity to express their views and hear the opinions of others. They will demonstrate that they are able to both listen and speak respectfully by adhering to conventions of turn-taking. Pupils will be able to follow the main points of a straight forward text, and use a range of strategies, including skimming, scanning and in-depth reading to respond to questions about a text. They will begin to explore the purpose of presentational features within a text and demonstrate this within their writing. Pupils will also develop their ability to write at length in preparation for their examinations in December.</p>	<p>Pupils will continue to read a range of straightforward texts and attempt to identify their intended genre, purpose and audience. Texts may increase in difficulty to differentiate for the more able learners. Pupils will respond to a range of questions to show their understanding of the text and will demonstrate that they can identify implicit and explicit information. They will also begin to explore the need for presentational features in texts and attempt to explain their purpose. This will also allow pupils to explore the NHS as a possible career, and what skills they would need to develop further should this be their chosen pathway. Pupils will use the online texts they are accessing as a stimulus for their own writing. They will begin to produce more extended pieces of writing using structure and language more consciously as an attempt to engage their intended audience. Pupils will continue to build their confidence as speakers through the discussions taking place in class. They will begin to explore taking on a range of different roles in speaking and listening activities and show an understanding of the importance of using formal language in specific contexts.</p>	<p>Pupils will become more confident readers and demonstrate the ability to comprehend texts of varying length and ability. This will be shown through answering questions that demonstrate that pupils can locate explicit and implicit information within the straightforward texts they have read. Responses to texts will be more specific and show an increased understanding of the language and structure of texts. More able students may be able to make limited comments on the effects of language and structural features on the intended audience as opposed to simply identifying the features. Pupils will become resilient writers who are able to craft longer pieces of writing that are appropriate for their level of study. They will show an increased understanding of the links between purpose, form and audience and language and structure. Pupils will also begin to engage in the processes of proofreading and editing to enable them to become more fluent writers. Pupils will understand the value of the spoken word in society and how it underpins democracy. They will be aware of the importance of expressing and articulating their views clearly and considering the views of others.</p>
NC/Qualification Objectives	<p>Reading: E3.8, E3.9, E3.10, E3.11, E3.12</p>	<p>Reading: E3.8, E3.9, E3.10, E3.11, E3.12</p>	<p>Reading: E3.8, E3.9, E3.10, E3.11, E3.12</p>

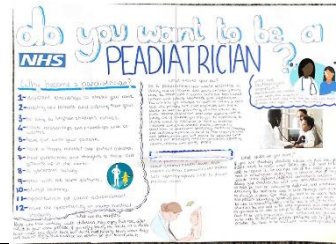
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	<p>Writing:</p> <p>E3.13, E3.14, E3.15, E3.16, E3.17, E3.19, E3.20, E3.21, E3.22</p> <p>Speaking and Listening:</p> <p>E3.1, E3.2, E3.3, E3.4 , E3.5, E3.6, E3.7</p>	<p>Writing:</p> <p>E3.13, E3.14, E3.15, E3.16, E3.17, E3.19, E3.20, E3.21, E3.22</p> <p>Speaking and Listening:</p> <p>E3.1, E3.2, E3.3, E3.4 , E3.5, E3.6, E3.7</p>	<p>Writing:</p> <p>E3.13, E3.14, E3.15, E3.16, E3.17, E3.19, E3.20, E3.21, E3.22</p> <p>Speaking and Listening:</p> <p>E3.1, E3.2, E3.3, E3.4, E3.5, E3.6, E3.7</p>
<p>SPAG</p> <p>LEXIA ASSESSMENT to be completed each term</p>	<ul style="list-style-type: none"> -Sentences are consistently punctuated accurately at the start and the end -Identifies the difference between statements, commands, exclamations and questions -Commas are used to separate items in a list -Use the apostrophe for contraction and omission -Subjects and verbs mostly agree -Spell a range of words appropriate for E3 correctly -Attempts to write in the correct verb tense 	<ul style="list-style-type: none"> -Words are ordered correctly within a sentence -Statements, comments, exclamations and questions are punctuated accurately -Singular subjects take singular verbs and plural subjects take plural verbs -Spelling rules and patterns are use to spell a range of words accurately -Exemptions and exceptions to spelling rules are considered -Write in the present continuous/progressive tense using the correct verb endings -Write in the past simple tense using the correct verb endings -Explore the difference between regular and irregular verbs 	<ul style="list-style-type: none"> -Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) -Form irregular plurals -Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles) -Use the first, second and third place letters to sequence words in alphabetical order -Spell correctly words designated for Entry Level 3
<p>Enrichment/ Experiences</p>	<p>Trip to café to develop speaking and listening skills. This will allow pupils to view menus and how these are presented using organisational skills. It will also allow pupils the opportunity to develop life skills in handling money.</p>	<p>Pupils to enter the NHS Step into Success competition. They must write a job description for a job within the NHS. This will allow pupils to apply the writing skills of non-fiction texts to a purposeful audience</p>	<p>Exam period</p>

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(Maths cross curricular)



Curriculum End Point / Goal

By the end of this year, pupils will be secure in Entry Three and be moving towards Level 1. They will be confident at articulating their viewpoints as well as making requests and asking concise questions. Pupils will continue to use appropriate language in different contexts, across all three strands, and be able to extract key information from both reading extracts as well as when listening. Pupils will also be developing their confidence in terms of speaking and listening, as this will allow pupils to share their voice, as well as respect the voice of others. Developing life skills is paramount so that when pupils leave, they have tuned into their interpersonal skills, creative and critical thinking, as well as their employability skills.