

# Long Term Plan English

## Functional Skills Level 1

	Autumn	Spring	Summer
<b>Unit</b>	Non-fiction texts  (emails, letters)	Non-fiction  Persuasive techniques in reading, writing and speaking	Non-fiction (leaflets, adverts)  Exploration of writers language
<b>Skills, Knowledge and Learning</b>	<p>Pupils will start the Autumn term exploring a fiction text, Face by Benjamin Zephaniah, which will act as a basis for topical discussions around racism, drug taking and choice making, Pupils will consolidate their speaking and listening skills and will build upon Level 1 skills in term of questioning, prompting and following lines of discussions. This will allow pupils to become involved in rich conversations, which will showcase their understanding of applying key vocabulary and formal language. Pupils will then share their knowledge and understanding of non fiction texts, by composing letters and emails to fictional characters in response to the understanding of the fiction text read. Building on the skill of identifying organisational and language features, and showing an understanding of straightforward texts, pupils will begin to explore the purpose of using structure and language and explain their inferences in greater depth. Pupils will be producing more technically accurate pieces of writing that are greater in length, and this will be make more impact as pupils aim to engage the audience through the use of language and structural features. Through continuing to engage in formal discussion, pupils will realise the importance of research and supporting their ideas and opinions with evidence.</p>	<p>Building upon the skills from Autumn term, pupils will continue to acquire new vocabulary through the chosen texts they are studying and independently use a dictionary to explore the meaning of unfamiliar words. These texts will be a range of non fiction (web pages, articles and speeches) as well as fiction in order to develop reading for pleasure. They will begin to identify points of comparison across two texts that are similar in subject matter and use the themes explored in their reading to influence their writing. The non-fiction texts produced will be more expressive as pupils become more confident in articulating and expressing their viewpoint. More experienced writers may begin to build cohesion through the use of discourse markers. (Whereas, on the contrary, nevertheless and even though) Pupils will begin to see the links between language and structure in written discourse and language and structure in spoken discourse. Similar to their writing, points made in their discussions should be supported with evidence and they will use language features such as fact, opinion and emotive language in their discussions.</p>	<p>The summer term allows the pupils to consolidate the skills and knowledge from the year in preparation for their Level 1 examinations. Pupils will continue to study a range of texts that will challenge them to learn new vocabulary and explore a greater range of linguistic devices. These will include anecdotes, hyperboles as well as personification. Pupils will be confident in applying and recognising direct address, facts, opinions, and statistics as well as they comparing themes and ideas across two or more texts. This will enable students to explore how different writers express their viewpoints on similar subjects. This will also give them the opportunity to write about two texts and demonstrate that they can synthesise. The texts produced at level 1 will show that pupils have become more skilful as writers using a range of organisational and language features with ease. Pupils will participate in more in-depth and detailed discussions in which they support their opinions and ideas with supporting evidence which they have found from research tasks.</p>

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<p><b>NC/Qualification Objectives</b></p>	<p>Reading: L1.9, L1.10, L1.11, L1.12, L1.13, L1.14, L1.15, L1.16, L1.17, L1.18</p> <p>Writing: L1.19, L1.20, L1.21, L1.22, L1.23, L1.24, L1.25</p> <p>Speaking and Listening: L1.1, L1.2, L1.3, L1.4, L1.5, L1.6 L1.7, L1.8</p>	<p>Reading: L1.9, L1.10, L1.11, L1.12, L1.13, L1.14, L1.15, L1.16, L1.17, L1.18, L1.19</p> <p>Writing: L1.19, L1.20, L1.21, L1.22, L1.23, L1.24, L1.25</p> <p>Speaking and Listening: L1.1, L1.2, L1.3, L1.4, L1.5, L1.6 L1.7, L1.8</p>	<p>Reading: L1.9, L1.10, L1.11, L1.12, L1.13, L1.14, L1.15, L1.16, L1.17, L1.18, L1.19</p> <p>Writing: L1.19, L1.20, L1.21, L1.22, L1.23, L1.24, L1.25</p> <p>Speaking and Listening: L1.1, L1.2, L1.3, L1.4, L1.5, L1.6 L1.7, L1.8</p>
<p><b>SPAG</b></p> <p><b>Lexia to be used as an assessment and intervention tool</b></p>	<ul style="list-style-type: none"> <li>-Consistently punctuate statements, commands, questions and exclamations correctly</li> <li>-Identify the difference between the apostrophe from omission/contraction and the apostrophe for possession</li> <li>-Ensure that singular subjects and singular verbs agree and that plural subjects and plural verbs agree</li> <li>-Explore the difference between regular and irregular verbs</li> <li>-Conjugate verbs correctly when changing tense</li> <li>-Spell frequently used words correctly</li> <li>-Begin to explore a more extensive vocabulary</li> <li>-Use compound and complex sentences within writing</li> </ul>	<ul style="list-style-type: none"> <li>-Use a variety of statements, commands, questions and exclamations within writing</li> <li>-Embed the apostrophe for contraction/omission and the apostrophe for possession correctly</li> <li>-Use the possessive apostrophe for irregular plural nouns accurately</li> <li>-Check that subjects and verbs agree</li> <li>-Explain the difference between regular and irregular verbs</li> <li>-Write consistently</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</li> <li>-Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</li> <li>-Spell words used most often in work, study and daily life, including specialist words</li> </ul>

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<b>Spelling -No spelling test is given at Level 1</b>	<p><b>Homophones</b></p> <p>Bored/board</p> <p>Affect/effect</p> <p>Flour/flower</p>	<p><b>Unstressed vowels</b></p> <p>Chocolate</p> <p>Difference</p> <p>Interesting</p>	<p><b>Single vowel and consonant</b></p> <p>Emergency</p> <p>Further</p> <p>Holiday</p>
<b>Enrichment/ Experiences</b>	<p>Write a letter to the local care home, asking for a visit. This will allow pupils to write for an intended audience, as well as physically post the letter in a post box. When a reply has been received, pupils are able to write back, ensuring resilience and time management is developed.</p>	<p>Visit Museum to review and consolidate the skills and knowledge with regards to opinions and viewpoints. Pupils to use the visit to compare and contrast how life has changed in order to write an article regarding changes in the NHS.</p>	<p>Apprenticeship fair College open days Work experience/taster days</p> <p>This will allow pupils to inform their next steps in their education, as well as apply their oracy skills to extract key information for personal use.</p>
<b>Curriculum End Point / Goal</b>	<p>At the end of this year, pupils will have completed their Level 1 qualification. The qualifications will assess the underpinning subject knowledge of the pupils and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. Pupils will be able to listen, understand and make relevant contributions to discussions with others in a range of contexts, and apply their understanding of language to adapt delivery and content to suit the relevant audience and purpose. They will be confident at reading a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing. This will allow pupils the ability to write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar.</p>		