

	Term 1 Content Autumn 1	Term 2 Content Autumn 2	Term 3 Content Spring 1	Term 4 Content Spring 2	Term 5 Content Summer 1	Term 6 Content Summer 2	Desired end of year outcomes
Pre-Entry Level	<p>Reading Class read a text. Say a sound for each letter in the alphabet.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Retell a 3-part story Mark making - copy a simple sentence.</p> <p>Speaking and Listening Say a simple sentence. Make a request. Answer a question. Sequence spoken sentences. Use time adverbials in speech.</p> <p>Grammar Determiners I.e., the, a, my, your. Alphabetical order.</p> <p>Punctuation Finger spaces. Full stops.</p>	<p>Reading Class read a text. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Retell a 3-part story Mark making - copy a simple sentence.</p> <p>Speaking and Listening Secure previous unit. focus on speed of speech.</p> <p>Grammar Secure previous unit. Simple sentences – subject and verb. Subject and repetition of the verb.</p> <p>Modal verbs.</p> <p>Punctuation Secure previous unit. Capital letters for people's names.</p>	<p>Reading Class read a text. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Retell a 3-part story Mark making - copy a simple sentence.</p> <p>Speaking and Listening Secure previous unit. focus on expression.</p> <p>Grammar Secure previous unit. Connectives and, who , until, but, so.</p> <p>Punctuation Secure previous unit. Capital letters for personal Pronoun I.</p>	<p>Reading Class read a text. Read some common exception words.</p> <p>Writing Write recognisable letters, most of which are correctly formed. Retell a 5-part story Mark making - copy a simple sentence Use rhyming words to create rhyming sentences. Subject and repetition of the verb.</p> <p>Speaking and Listening Secure previous unit focus on pitch of voice and dynamics.</p> <p>Grammar Secure previous unit. Prepositions I.e. UP, down, next to Subject + verb +place.</p> <p>Punctuation Secure previous unit.</p>	<p>Poetry Unit Reading Class read a text. Read some common exception words.</p> <p>Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write a simple sentence. Compound sentences using the word and.</p> <p>Speaking and Listening Secure previous unit. focus on expression.</p> <p>Grammar Secure previous unit Adjectives.</p> <p>Punctuation Secure previous unit. Pausing for stop marks when talking</p>	<p>Reading Learning and Performing a Play</p> <p>Students will read, study practise and perform a play utilising skills learnt over the year and focusing on:</p> <p>Performance skills. Use of voice. Projection. Dynamics. Pitch. Facial expression. Gesture. Dramatic pause. Interaction. Stage presence. Adverbial acting. Etc.</p> <p>Use of feeling adjectives. Ly openers.</p> <p>Acknowledge punctuation in speech.</p>	<p>Students will read a new class text each half term and will accomplish three 'big' writes for each text. These will often have a functional focus.</p> <p>Texts are taught through a Talk for Write approach.</p> <p>They will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will be able to anticipate (where appropriate) key events in stories.</p> <p>They will be able to: listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and when communicating with others Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>They will be able to: Participate in small group, class and one-to-one discussions, offering their own ideas. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with support .</p>

	Term 1 Content Autumn 1	Term 2 Content Autumn 2	Term 3 Content Spring 1	Term 4 Content Spring 2	Term 5 Content Summer 1	Term 6 Content Summer 2	Desired end of year outcomes
Functional Skills Entry Level 1	<p>Reading Class read a text. Say a sound and letter name for each letter in the alphabet, and a range of diagraphs. Read some common exception words.</p> <p>Writing Retell a 3-part story Write recognisable letters, most of which are correctly formed. Copy or write a simple sentence First/next/ then.</p> <p>Speaking and Listening Form narratives orally. Make a request. Answer a question. Sequence spoken sentences. Use time adverbials in speech.</p> <p>Grammar Secure determiners I.e., the, a, my, your, some. Alphabetical order. Subject and verb to form a simple sentence. Subject and repetition of verb. Connectives/conjunctions. Prepositions. Connectives/conjunctions and, but, until.</p> <p>Punctuation Finger spaces. Full stops. Upper- and Lower-case letters. Question marks. Capital letters for proper nouns.</p>	<p>Speaking, Listening and Communcation focus and examinations.</p> <p>Reading Secure previous unit.</p> <p>Writing Planning a speech. Writing to hold an audience's attention Using list for notes Researching drawing key information.</p> <p>Speaking and Listening Secure previous unit. Talk in chronological order. Responds to a question using a sentence with a conjunction. Make requests in a range of situations. Hold a short conversation with a teacher on an agreed topic.</p> <p>Grammar Secure previous unit. Adjectives. Regular plural noun suffixes I.e. -s, es Modal verbs. Ly openers. Adverbials. Expanded noun phrases.</p> <p>Punctuation Secure previous unit. Exclamation sentences.</p>	<p>Reading Secure previous unit. Read some words containing common suffixes Begin to make links between the books.</p> <p>Writing Secure previous unit.</p> <p>Speaking and Listening Secure previous unit. Hold a short conversation on a given topic with support/model.</p> <p>Grammar Secure previous unit. Adverbs to give information. Connectives: and, but, who, until. To use -s and -es to form some regular plurals correctly. Mutli-clause sentences.</p> <p>Punctuation Secure previous unit. Commas in a list. Apostrophes for contraction and possession. Speech Bubbles. Bullet points.</p>	<p>Reading Secure previous unit.</p> <p>Writing Secure previous unit. Write embellishes simple sentences</p> <p>Speaking and Listening Secure previous unit Focus on expression.</p> <p>Grammar Secure previous unit. Subject performs two actions joined by and/but Prefix negation ie. unkind, untie. Time openers Adverbs for information. Complex sentences. Range of sentence lengths for effect.</p> <p>Punctuation Secure previous unit. Commas after adverbials.</p>	<p>Poetry Unit Reading Secure previous unit. Accurately read some words of two or more syllables that contain the same Grapheme Phoneme Correspondence. Answer questions and make inferences on the basis of what is being said and done in a familiar poem.</p> <p>Writing Recognise the structure of a poem Retell a poem Use descriptive language.</p> <p>Speaking and Listening Performing poetry. Clear diction. Consider Audience.</p> <p>Grammar Secure previous unit.</p> <p>Punctuation Secure previous unit. Using commas in poetry.</p>	<p>Reading Learning and Performing a Play</p> <p>Students will read, study practise and perform a play utilising skills learnt over the year and focusing on:</p> <p>Performance skills. Use of voice. Projection. Dynamics. Pitch. Facial expression. Gesture. Dramatic pause. Interaction. Stage presence. Adverbial acting. Etc.</p> <p>Stage direction Use of feeling adjectives. Ly openers.</p> <p>Acknowledge punctuation in speech.</p>	<p>Students will read a new class text each half term and will accomplish three 'big' writes for each text. These will often have a functional focus I.e a letter.</p> <p>Texts are taught through a Talk for Write approach</p> <p>Students will work towards the completion of FS EL1 and will meet the recognised criteria for this.</p>

	Term 1 Content Autumn 1	Term 2 Content Autumn 2	Term 3 Content Spring 1	Term 4 Content Spring 2	Term 5 Content Summer 1	Term 6 Content Summer 2	Desired end of year outcomes
Functional Skills Entry Level 2	<p>Reading Class read a text. Read many common exception words. Sound out using phonics. Identify themes in a wide range of books. Discuss words and phrases that capture interest and imagination. Understand what is read by asking questions.</p> <p>Writing Retell a 3-part story. Write recognisable letters, that are correctly formed. Copy or write a simple sentence First/next/ then. Spell common words.</p> <p>Speaking and Listening Form narratives orally. Make a request. Answer a question using a conjunction. Sequence sentences. Use time adverbials.</p> <p>Grammar Secure determiners i.e., the, a, my, your, some. Alphabetical order. Subject and verb to form a simple sentence. Subject and repetition of verb. Connectives/conjunctions. Prepositions. Connectives/conjunctions and, but, until. Expanded noun phrases.</p> <p>Punctuation Finger spaces, Full stops, Upper- and Lower-case letters, Question marks, Capital letters for proper nouns and pronoun I.</p>	<p>Reading Secure previous unit.</p> <p>Writing Planning a speech. Writing to hold an audience's attention Using list for notes Researching drawing key information.</p> <p>Speaking and Listening Secure previous unit. Talk in chronological order Responds to a question using a sentence with a conjunction. Make requests in a range of situations. Hold a short conversation with a teacher on an agreed topic. SLC assessments</p> <p>Grammar Inclusion and use of the following in speech: Hyperbole, Adjectives, Determiners, Adverbials, Adjectives, Suffixes, Use of tense, Word families.</p> <p>Punctuation Use of full stops and commas in speech, Use of voice for question marks and exclamation marks, Apostrophes – possessive and for contractions in note taking to ensure clear speech.</p>	<p>Reading Secure previous unit. Use inference to infer characters' feelings, thoughts and motives and justify inferences with evidence</p> <p>Writing Secure previous unit. Write a 5-part story Use of specific formats when writing i.e. a newspaper has a headline, an email has a subject. Filling out forms Use of bullet points.</p> <p>Speaking and Listening Secure previous unit. Persuasive speech.</p> <p>Grammar Secure previous unit. Regular plural nouns –s , -es etc. Adjectives. Adverbs. Adverbials. Multi-clause sentences. Subject performing two actions joined by a range of conjunctions. Expanded Noun. Phrases. Use of tense mostly correct. Subject verb. agreement mostly correct.</p> <p>Punctuation Secure previous unit. Commas in a list. Comma after adverbial. Apostrophes for possession and contractions.</p>	<p>Reading Secure previous unit. Use dictionaries to check the meaning of words.</p> <p>Writing Secure previous unit.</p> <p>Speaking and Listening Secure previous unit. Agreeing/disagreeing in speech.</p> <p>Grammar Secure previous unit. Use of different sentence lengths for effect. Suffixes without changing root word. Prefix negation i.e. unkind. Adverbs for information. Onomatopoeia. Simple and complex sentences.</p> <p>Punctuation Secure previous unit. Ellipses.</p>	<p>Poetry Unit Reading Secure previous unit. Explain the meaning of words in context. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Writing Secure previous unit.</p> <p>Speaking and Listening Secure previous unit. Holding a conversation with a peer or two on a range of topics.</p> <p>Grammar Secure previous unit.</p> <p>Punctuation Secure previous unit.</p>	<p>Reading, Learning and Performing a Play</p> <p>Students will read, study practise and perform a play utilising skills learnt over the year and focusing on:</p> <p>Performance skills. Use of voice. Projection. Dynamics. Pitch. Facial expression. Gesture. Dramatic pause. Interaction. Stage presence. Adverbial acting. Etc.</p> <p>Stage direction. Use of feeling adjectives. Ly openers.</p> <p>Acknowledge punctuation in speech.</p>	<p>Students will read a new class text each half term and will accomplish three 'big' writes for each text. These will often have a functional focus i.e a letter.</p> <p>Texts are taught through a Talk for Write approach.</p> <p>Students will work towards the completion of FS EL2 and will meet the recognised criteria for this.</p>

	Term 1 Content Autumn 1	Term 2 Content Autumn 2	Term 3 Content Spring 1	Term 4 Content Spring 2	Term 5 Content Summer 1	Term 6 Content Summer 2	Desired end of year outcomes
Functional Skills Entry Level 3	<p>Reading Class read a text. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Sound out words new words using phonics. Identify themes and conventions in a wide range of books. Discuss words and phrases that capture interest and imagination. Understand what is read by asking questions. Draws inferences from characters’ feelings, thoughts and motives.</p> <p>Writing Write at least 5 sentences over two paragraphs for a range of functional purposes. Retell a story in order. Write recognisable letters, that are correctly formed. Spell common words correctly. Use of bullet points.</p> <p>Speaking and Listening Form narratives orally. Make a request. Answer a question using a conjunction. Sequence spoken sentences. Use time adverbials in speech.</p> <p>Grammar Secure determiners, Alphabetical order, Subject and repetition of verb, Multi clause embellished sentences, Connectives/conjunctions. Prepositions, Connectives/conjunctions. Expanded noun phrases. Subject verb agreement . Plurals and possessive ‘s’. Range of adverbials.</p> <p>Punctuation Full stops, Question marks, Exclamation marks, Upper- and Lower-case letters, Capital letters for proper nouns and pronoun I, Apostrophes for contractions and possession.</p>	<p>Reading Secure previous unit.</p> <p>Writing Planning a speech on topics of interest. Writing to hold an audience’s attention Using list for notes Researching drawing key information. Facts and opinions.</p> <p>Speaking and Listening Secure previous unit. Talk in chronological order. Responds to a question using a sentence with a conjunction. Make requests in a range of situations. Hold a short conversation with a group of 3 on an agreed topic.</p> <p>SLC assessments</p> <p>Grammar Secure previous units. Inclusion and use of the following in speech: Hyperbole, Adjectives, Determiners, Adverbials, Adjectives, Suffixes, Use of tense, Word families, Metaphor, Analogy, Simile</p> <p>Punctuation Secure previous units. Use of full stops and commas in speech, Use of voice for question marks and exclamation marks, Apostrophes – possessive and for contractions in note taking to ensure clear speech.</p>	<p>Reading Secure previous unit to apply their growing knowledge of root words, prefixes and suffixes/word endings. to use knowledge of texts Use organisational devices retrieve, record and discuss information from fiction and non-fiction. Evaluate the use of authors’ language and explain how it has created an impact on the reader.</p> <p>Writing Secure previous units. Write at least 8 sentences over two paragraphs for a range of functional purposes. Formal and informal language. Spell many exception words correctly.</p> <p>Speaking and Listening Secure previous units. Debating ideas. Extended conversations. Complaining. Retelling personal stories.</p> <p>Grammar Secure previous units, Modal verbs/degrees of possibility, Prepositional phrases, Simple and complex sentences, Onomatopoeia, Regular plural noun suffixes Comparative and superlative adjectives i.e. Old...older...oldest.</p> <p>Punctuation Secure previous units. Commas in a list, Commas after adverbial, Brackets for parenthesis, Ellipses.</p>	<p>Reading Secure previous unit Distinguish independently between statements of fact and opinion. Drawing out key information and summarising the main ideas in a text.</p> <p>Writing Secure previous units. Write in response to a given scenario. Respond to prompts for written content.</p> <p>Speaking and Listening Secure previous units. Formal and informal conversations.</p> <p>Grammar Secure previous units.</p> <p>Punctuation Secure previous units Commas and brackets for parenthesis.</p>	<p>Reading Secure previous unit Understand author bias. Analyse the use of language, including figurative language and how it is used for effect.</p> <p>Writing Secure previous units.</p> <p>Speaking and Listening Secure previous units.</p> <p>Grammar Secure previous units. Rule of 3. Sentence of 3. Compound sentences.</p> <p>Punctuation Secure previous units.</p>	<p>Reading Learning and Performing a Play Students will read, study practise and perform a play utilising skills learnt over the year and focusing on:</p> <p>Performance skills. Use of voice. Projection. Dynamics. Pitch. Facial expression. Gesture. Dramatic pause. Interaction. Stage presence. Adverbial acting. Etc.</p> <p>Stage direction. Use of feeling adjectives. Ly openers.</p> <p>Acknowledge punctuation in speech.</p>	<p>Students will read a new class text each half term and will accomplish three ‘big’ writes for each text. These will often have a functional focus i.e a letter.</p> <p>Texts are taught through a Talk for Write approach.</p> <p>Students will work towards the completion of FS EL3 and will meet the recognised criteria for this.</p>

	Term 1 Content Autumn 1	Term 2 Content Autumn 2	Term 3 Content Spring 1	Term 4 Content Spring 2	Term 5 Content Summer 1	Term 6 Content Summer 2	Desired end of year outcomes
Functional Skills Level 1	<p>Reading Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts. Understand author bias. Analyse the use of language, including figurative language and how it is used for effect. Develop the habit of reading widely and often, for both pleasure and information making inferences and referring to evidence in the text. Make predictions about a text. Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension. Studying setting, plot, and characterisation, and the effects of these.</p> <p>Writing Write 200 words on a given topic using paragraphs. Write for a wide range of purposes and audiences using the correct formats. Support ideas and arguments with any necessary factual detail. Plan, draft, edit and proof-read work. Consider how their writing reflects the audiences and purposes for which it was intended.</p> <p>Speaking and Listening Debates, Formal talks, informal talking Talking about own interest for 2 minutes, Holding a conversation for 5 minutes, Interjection, Turn taking</p> <p>Grammar Figurative language, Plurals, Grammatical moods – subjunctive/imperative/indicative. Multi clause sentences with range of subordinating and coordinating conjunctions., Informal and formal language, Modal verbs, Paragraphs, Tense.</p> <p>Punctuation All stop marks, Speech marks, Hyphens, Full use of capital letters, Ellipses, Punctuation for effect.</p>	<p>Reading Secure previous units. Make critical comparisons across texts. Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning. Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.</p> <p>Writing Secure previous unit. Write 300 words on a given topic using paragraphs. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects Know and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Speaking and Listening Secure previous unit</p> <p>Grammar Secure previous unit. Bulleted, numbered list, Footnotes and headers, Colons and semi colons, Apostrophes, Parenthesis – dashes, commas and brackets.</p> <p>Punctuation Secure previous unit. Brackets, Dashes, Colons and semi colons, Apostrophes, Quotations.</p>	<p>Reading Secure previous unit.</p> <p>Writing Planning a speech on topics of interest. Writing to hold an audience's attention Using list for notes Researching drawing key information. Facts and opinions. Using props.</p> <p>Speaking and Listening Secure previous unit. Talk in chronological order Responds to questions at length. Make requests in a range of situations. Hold a 15-minute conversation with a group 5 peers on an agreed topic.</p> <p>SLC assessments</p> <p>Grammar Secure previous unit.</p> <p>Punctuation Secure previous unit. Use of full stops and commas in speech. Use of voice for question marks and exclamation marks. Apostrophes – possessive and for contractions in note taking to ensure clear, cohesive speech.</p>	<p>Reading Secure previous units. Read a range of functional texts.</p> <p>Writing Secure previous unit. Write 400 words over two given functional topics using the correct format and paragraphs.</p> <p>Speaking and Listening Secure previous unit</p> <p>Grammar Secure previous unit. Passive form</p> <p>Punctuation Secure previous unit</p>	<p>Reading Secure previous units.</p> <p>Writing Secure previous unit. Write 500 words over two given functional topics using the correct format paragraphs.</p> <p>Speaking and Listening Secure previous unit</p> <p>Grammar Secure previous unit.</p> <p>Punctuation Secure previous unit</p>	<p>Reading Learning and Performing a Play</p> <p>Students will read, study practise and perform a play utilising skills learnt over the year and focusing on:</p> <p>Performance skills. Use of voice. Projection. Dynamics. Pitch. Facial expression. Gesture. Dramatic pause. Interaction. Stage presence. Adverbial acting. Etc.</p> <p>Interaction with others. Why playwrights select names i.e. Inspector Goole. Dramatic Irony.</p> <p>Stage direction. Use of feeling adjectives. Ly openers.</p> <p>Acknowledge punctuation in speech.</p>	<p>Students will read a new class text each half term learning to appreciate our rich and varied literary heritage and will accomplish three 'big' writes for each text. These will have a functional focus i.e a letter.</p> <p>Students will work towards the completion of FS Level 1 and will meet the recognised criteria for this.</p>

	Term 1 Content Autumn 1	Term 2 Content Autumn 2	Term 3 Content Spring 1	Term 4 Content Spring 2	Term 5 Content Summer 1	Term 6 Content Summer 2	Desired end of year outcomes
Functional Skills Level 2	<p>Reading Identifying and interpreting themes, ideas and information Exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects Seeking evidence in the text to support a point of view, including justifying inferences with evidence. Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</p> <p>Writing Adapting their writing for a wide range of purposes and audiences. Write 350 words on a given topic using paragraphs. Know and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p> <p>Speaking and Listening Debates, Formal talks, informal talks, Talking about own interest for 3 minutes, Holding a conversation for 6 minutes, Interjection, Turn taking.</p> <p>Punctuation All stop marks, Speech marks, Hyphens, Full use of capital letters, Ellipses, Punctuation for effect.</p>	<p>Reading Secure previous units. Distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>Writing Secure previous unit. Write 350 words on a given topic using paragraphs. Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects. Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</p> <p>Speaking and Listening Secure previous unit, Talking about own interest for 4 minutes, Holding a conversation for 10 minutes.</p> <p>Grammar Secure previous unit, Bulleted, numbered list. Footnotes and headers, Colons and semi colons, Apostrophes, Parenthesis – dashes, commas and brackets.</p> <p>Punctuation Secure previous unit, Brackets, Dashes, Colons and semi colons, Apostrophes, Quotations.</p>	<p>Reading Secure previous unit.</p> <p>Writing Planning a speech on topics of interest. Writing to hold an audience's attention Using list for notes Researching drawing key information. Facts and opinions. Using props.</p> <p>Speaking and Listening Secure previous unit. Talk in chronological order. Responds to questions at length. Make requests in a range of situations. Hold a 20-minute conversation with a group 5 peers on an agreed topic.</p> <p>SLC assessments</p> <p>Grammar Inclusion and use of the following in speech: Hyperbole, Adjectives, Determiners, Adverbials, Adjectives, Suffixes, Use of tense, Word families, Metaphor, Analogy, Simile.</p> <p>Punctuation Use of full stops and commas in speech. Use of voice for question marks and exclamation marks. Apostrophes – possessive and for contractions in note taking to ensure clear speech.</p>	<p>Reading Secure previous units. Read a range of functional texts.</p> <p>Writing Secure previous unit. Write 450 words over two given functional topics using the correct format and paragraphs.</p> <p>Speaking and Listening Secure previous unit.</p> <p>Grammar Secure previous unit. Passive form</p> <p>Punctuation Secure previous unit.</p>	<p>Reading Secure previous units.</p> <p>Writing Secure previous unit. Write 550 words over two given functional topics using the correct format paragraphs.</p> <p>Speaking and Listening Secure previous unit.</p> <p>Grammar Secure previous unit.</p> <p>Punctuation Secure previous unit.</p>	<p>Reading Learning and Performing a Play</p> <p>Students will read, study practise and perform a play utilising skills learnt over the year and focusing on:</p> <p>Performance skills. Use of voice. Projection. Dynamics. Pitch. Facial expression. Gesture. Dramatic pause. Interaction. Stage presence. Adverbial acting. Etc. Interaction with others. Why playwrights select names I.e. Inspector Goole. Dramatic Irony.</p> <p>Stage direction. Use of feeling adjectives. Ly openers.</p> <p>Acknowledge punctuation in speech.</p>	<p>Students will read a new class text each half term and will accomplish three 'big' writes for each text. These will have a functional focus i.e a letter.</p> <p>Students will work towards the completion of FS Level 2 and will meet the recognised criteria for this.</p>
Assessments							
For Entry Level and Level 1 and 2 students – assessments are on demand, and we strive to sit these with students on an individual basis when they are ready thus maximising progress.							
September - baseline assessment usnig BKS software / teacher assessment / practice papers		March – half-yearly assessment of functional English			June/July – exams for all levels		
November – mock exams in line with the main school							