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

	Term 1 Content	Term 2 Content	Term 3 Content	Term 4 Content	Term 5 Content	Term 6 Content	Desired end of
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	year outcomes
	Reading	Speaking, Listening and	Reading	Reading	Poetry Unit	Reading Learning and	Students will
	Class read a text.	Communcation focus and	Secure previous unit.	Secure previous unit.	Reading	Performing a Play	read a new class
	Say a sound and letter name	examinations.	Read some words containing		Secure previous unit.		text each half
	for each letter in the		common suffixes	Writing	Accurately read some words	Students will read, study	term and will
	alphabet, and a range of	Reading	Begin to make links between	Secure previous unit.	of two or more syllables that	practise and perform a play	accomplish
	diagraphs.	Secure previous unit.	the books.	Write embellishes simple	contain the same Grapheme	utilising skills learnt over the	three 'big'
	Read some common			sentences	Phoneme Correspondence.	year and focusing on:	writes for each
	exception words.	Writing	Writing		Answer questions and make	,	text. These will
	Writing	Planning a speech.	Secure previous unit.	Speaking and Listening	inferences on the basis of	Performance skills.	often have a
	Retell a 3-part story	Writing to hold an audience's		Secure previous unit	what is being said and done	Use of voice.	functional focus
	Write recognisable letters,	attention	Speaking and Listening	Focus on expression.	in a familiar poem.	Projection.	I.e a letter.
	most of which are correctly	Using list for notes	Secure previous unit.			Dynamics.	
	formed.	Researching drawing key	on expression.	<u>Grammar</u>	Writing	Pitch.	Texts are taught
	Copy or write a simple	information.	Hold a short conversation on	Secure previous unit.	Recognise the structure of a	Facial expression.	through a Talk
	sentence First/next/ then.		a given topic with	Subject performs two actions	poem	Gesture.	for Write
	Speaking and Listening	Speaking and Listening	support/model.	joined by and/but	Retell a poem	Dramatic pause.	approach
11	Form narratives orally.	Secure previous unit.		Prefix negation ie. unkind,	Use descriptive language.	Interaction.	
SV6	Make a request.	Talk in chronological order.	<u>Grammar</u>	untie.		Stage presence.	Students will
Le l	Answer a question.	Responds to a question using	Secure previous unit.	Time openers	Speaking and Listening	Adverbial acting. Etc.	work towards
t,	Sequence spoken	a sentence with a	Adverbs to give information.	Adverbs for information.	Performing poetry.		the completion
E	sentences.	conjunction.	Connectives: and, but, who,	Complex sentences.	Clear diction.	Stage direction	of FS EL1 and
lls	Use time adverbials in	Make requests in a range of	until.	Range of sentence lengths	Consider Audience.	Use of feeling adjectives.	will meet the
Ski	speech.	situations.	To use -s and -es to form	for effect.		Ly openers.	recognised
a	<u>Grammar</u>	Hold a short conversation	some regular plurals		<u>Grammar</u>		criteria for this.
Functional Skills Entry Level	Secure determiners I.e., the,	with a teacher on an agreed	correctly.		Secure previous unit.	Acknowledge punctuation in	
cti	a, my, your, some.	topic.	Mutli-clause sentences.	Punctuation		speech.	
n	Alphabetical order.	-		Secure previous unit.	Punctuation		
	Subject and verb to form a	<u>Grammar</u>		Commas after adverbials.	Secure previous unit.		
	simple sentence.	Secure previous unit.	Punctuation		Using commas in poetry.		
	Subject and repetition of	Adjectives.	Secure previous unit.				
	verb.	Regular plural noun suffixes	Commas in a list.				
	Connectives/conjunctions.	I.es, es	Apostrophes for contraction				
	Prepositions.	Modal verbs.	and possession.				
	Connectives/conjunctions	Ly openers.	Speech Bubbles.				
	and, but, until.	Adverbials.	Bullet points.				
	Punctuation	Expanded noun phrases.					
	Finger spaces.	Runstuction					
	Full stops.	Punctuation					
	Upper- and Lower-case letters.	Secure previous unit. Exclamation sentences.					
		Excidination sentences.					
	Question marks.						
	Capital letters for proper						
	nouns.						

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

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

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

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

November – mock exams in line with the main school