



KS4 Jet Pathway Long Term Plan - English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Life-skills (Diaries)</u></p> <p>Understand features of a diary (r/ w)</p> <p>Sequencing events in the day. (w)</p> <p>Read the diary of someone familiar and answer simple questions. (r)</p> <p>Create own diary in symbols or words or sentences (c/r)</p> <p>Create the diary of a character in a book or a real person (c/r)</p>	<p><u>Fiction (Descriptive writing)</u></p> <p>Verbal descriptions (c)</p> <ul style="list-style-type: none"> • Character • Setting • Comparisons <p>Written descriptions (w)</p> <ul style="list-style-type: none"> • Character • Setting <p>Engaging, listening, enjoying and giving an opinion (c/ r)</p> <p>Learning, recognising and using key words. (r)</p> <p>Drama- being a character (c)</p> <p>Create a new character/ setting. (w)</p>	<p><u>Life-skills (Instructions)</u></p> <p>Recognising and reading instructions (r)</p> <p>Following instructions (r)</p> <p>Instruction writing (w)</p> <p>Follow directions (r)</p> <p>Write directions (w)</p> <p>Verbally give directions. (c)</p>	<p><u>Life-skills Using English for Communication</u></p> <p>Recognise, know and understand own personal details. (r)</p> <p>Explore why and when you would give and use your own personal details.</p> <p>Explore and complete different types of paperwork where you need to input your personal details. (w)</p> <p>Be able to verbally give personal details. (c)</p> <p>Explore when this would be appropriate.</p>	<p><u>Life-skills</u></p> <p>Exploring what a letter looks like. (r)</p> <p>Explore why letters are sent and from who. (r)</p> <p>Read different letters and answer simple questions. (r)</p> <p>Write own letters and send them. (w)</p> <ul style="list-style-type: none"> • Someone familiar (informal) • Stranger (formal) 	<p><u>Life-skills</u></p> <p>Understand what a list could look like. (r)</p> <p>Understand why a list would be used.</p> <p>Explore when and who would use a list. (c/r)</p> <p>Read and use different lists for different activities (r)</p> <p>Write own lists for different purposes and use them. (w)</p>

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Year 2	<u>Life-skills</u> <u>(Instructions)</u>	<u>Fiction</u> <u>Fiction</u> <u>(Descriptive writing)</u>	<u>Life-skills</u> <u>(Communicating with people/ finding out information)</u>	<u>Life-skills Using English for Communication</u>	<u>Life-skills</u> <u>(People and Places)</u>	<u>Life-skills</u> <u>Fact finding</u>
	Understand and recognise the features of instructions (r)	Verbal descriptions (c) <ul style="list-style-type: none"> • Character • Setting • Comparisons 	Understand what a question is.	Recognising and finding information in the environment.	Recognise and distinguish between familiar people and unfamiliar people.	Explore different text types to find out information:
	Follow instructions to produce and outcome. (c)		Understand why we ask questions.	Recognise and key signs and information points in different environments. (r)	Describe a range of familiar and unfamiliar (new) places. (r/w.c)	<ul style="list-style-type: none"> • Leaflets • Transport • Posters • Adverts • Catalogues • Magazines
	Use and follow verbs (bossy words) (c/ w)	Written descriptions (w) <ul style="list-style-type: none"> • Character • Setting 	Understand, recognise and use key question word: who, what, where, why, when etc. (w)	Use a computer to find familiar place. (r)	Use and discover new adjectives in reading and writing about places and people we know. (r/w/c)	Present information on a poster/ leaflet.
	Explore different types of instructions and identify what they are for and who might use them. (r)	Engaging, Listening, enjoying and giving an opinion (c/ r)	Read and answer questions. (r/w)	Research a familiar place. (r)	Describe where given people have been seen and what they do. (w/c)	
	Write own set of instructions (w)	Learning, recognising and using key words. (r)	Write questions to ask people in order to find out information. (w)			
		Drama- being a character (c)	Interview different people. (c)			
		Create a new character/ setting. (w)	Understand what a good listener is and what good listening behaviour looks like. (c)			
			Understand when and why you would ask someone a question.			
			Understand how to gain someone's			



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			attention in different environments. (c)			
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Writing considerations	Reading considerations	Communication considerations
<ul style="list-style-type: none"> Use and refer to the 5 senses 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Blank levels

Personal progress Units to be evidenced	Learning Outcomes and Criteria
<p>Developing Communication Skills (F/502/4317)</p> <p><i>(Links to evidence that could be produce will have a (c) at the side of them).</i></p>	<p>1 Listen and respond to other people</p> <p>1.1 Show understanding in their response to what they have heard</p> <p>2 Speak (or use other means) to communicate with other people</p> <p>2.1 Use words, signs, phrases, objects or symbols to communicate</p> <p>3 Engage in discussion with other people</p> <p>3.1 Share ideas or preferences with others</p>
<p>Developing Reading Skills (F/502/4320)</p> <p><i>(Links to evidence that could be produce will have a (r) at the side of them).</i></p>	<p>1 Show some interest in reading</p> <p>1.1 Demonstrate an interest in texts</p> <p>2 Show some response to reading</p> <p>2.1 Demonstrate some understanding of what is being read</p> <p>3 Recognise objects and symbols</p> <p>3.1 Match objects to symbols, letters or words</p>
<p>Developing Writing Skills (R/502/4323)</p> <p><i>(Links to evidence that could be produce will have a (w) at the side of them).</i></p>	<p>1 Be aware that marks, symbols, signs or words have meaning</p> <p>1.1 Recognise that meaning can be conveyed by marks, symbols, signs or words</p> <p>2 Be able to use marks, symbols, signs or words to communicate</p> <p>2.1 Communicate using marks, symbols, signs or words</p>



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