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**Long Term Mapping**

**Adult Literacy Further Education**

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| **1 Year Cycle** |
| **Autumn** | **1** | Speaking and Listening |
| **2** | Reading and Writing – Text Focus |
| **Spring** | **1** | Reading and writing – Sentence Focus. |
| **2** | Reading and writing – Word Focus. |
| **Summer** | **1** | Speaking and Listening |
| **2** | Reading and Writing – Sentence Focus.  Functional Skills practice papers |

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| **Further Education Adult Literacy MEDIUM TERM PLAN** | | | | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | Differentiated, aspirational targets dependent on student needs. | | | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. | | | |
|  | **Functional Literacy Skills:** | **Speaking & Listening** | | **Reading & writing – Text focus** | | | **Reading & writing – sentence focus** | | | **Reading & writing – word focus** | | | **Speaking & listening** | | | **Reading & writing – sentence focus Functional skills practice** | |
| **Autumn 1** - 7 weeks | | **Autumn 2 -** 7 weeks | | | **Spring 1 -** 6 weeks | | | **Spring 2 -** 6 weeks | | | **Summer 1 -** 5 weeks | | | **Summer 2 -** 7 weeks | |
| To know how to listen and respond, communicate needs and engage in discussion in a functional way. | | To read and understand short texts on familiar topics. To obtain information. | | | To read, construct and punctuate simple sentences. | | | To understand that written words carry meaning. . | | | To apply speaking and listening skills to real – life situations. | | | To apply knowledge of sentence structure to understand new information. | |
| **SUGGESTED FUNCTIONAL ACTIVITIES** *(Choose from or use suitable alternative)* | | | | | | | | | | | | | | | |
| Talking about the purpose of activities  Descriptions of jobs  Following instructions  Appointments e.g. doctors  Travel  Personal information  Making introductions | | Predict what might happen in an article from its title.  Recognise and understand signs in the environment.  Reading lots of different texts e.g. recipes, letters, TV listings.  Follow set of instructions.  Sequencing instructions.  Using a news website to find information.  Maps  Recipes  Rules  Hospital / dental appointments.  Holiday brochures.  Cinema listings.  Shopping list.  Emails  Diary entry | | | Sequence written instruction or directions.  Highlight words that provide details about time.  Recipes.  Filling out an application.  Reading instructions for a device e.g. hoover.  Guess the object/place/person.  Cluedo – construct an alibi.  Letter to a relative.  Description of favourite place.  Newspaper articles. | | | Finding capital letters in books / magazines.  Personal information.  Highlight their own name/street/town/city.  Read and understand forms.  Find words in dictionary.  Prescriptions.  Applying for jobs.  Finding their name on a list.  Find a service e.g. yellow pages.  Days of the week | | | Completing jobs  Appointments  Following directions  Answering machine messages  Asking questions in shops / work  Interviews  Ordering food  Alexa  Describe It game | | | Sequence written instruction or directions.  Highlight words that provide details about time.  Recipes.  Filling out an application.  Reading instructions for a device e.g. hoover.  Guess the object/place/person.  Cluedo – construct an alibi.  Letter to a relative.  Description of favourite place. | |
| **SKILLS** | | | | | | | | | | | | | | | |
| Speak  Listen  Communicate  understand | Apply  Expand Respond  Engage | Narrate  Understand  Compose | Comprehend  Scan  Skim | | Plan  Draft | | Punctuate Present | Decode  Blend  Segment | Spell  Recognise | | Speak  Listen  Communicate  understand | | Apply  Expand Respond  Engage | Plan  Draft | Punctuate Present |
| **VOCABULARY EXAMPLES** *(In addition to ‘skills’ terms listed above) See Vocabulary list for more.* | | | | | | | | | | | | | | | |
| Instructions  Information  Narratives  Question  Description  Statement  Discussion  Point of view.  Request  Feedback | | Purpose  Texts  Chronology  Source  Information  Title | | | Grammar  Punctuation  Capital Letters  Full stops.  Adjectives  Nouns  Verbs  Adverbs | | | Upper case  Lower case  Phonics  High frequency  Phoneme  Grapheme  Alphabetical order.  Sounds. | | | Instructions  Information  Narratives  Question  Description  Statement  Discussion  Point of view.  Request  Feedback | | | Grammar  Punctuation  Capital Letters  Full stops.  Adjectives  Nouns  Verbs  Adverbs | |
| **IMPLEMENTATION** | | | | | | | | | | | | | | | |
| **Week 1 Making introductions**  **Week 2 Personal information**  **Week 3-4 Job descriptions**  **Week 5-6 Following instructions.**  **Week 7: Assessment** | | **Week 1-2 Different texts and their purpose / what they tell us.**  **Week 3-4 Reading and following recipes**  **Week 5-7 Diary entries.** | | | **Week 1-2 Sequencing instructions**  **Week 3-4 Following directions to a place.**  **Week 5 Describing favourite place.**  **Week 6: Assessment** | | | **Week 1-2 Personal information**  **Week 3-4 Application forms**  **Week 5-6 Finding services and arranging appointments.** | | | **Week 1-2 Job interviews**  **Week 3 Appointments**  **Week 4 Asking questions in the community.**  **Week 5: Assessment** | | | **Week 1-2 Filling out application forms.**  **Week 3-4 Writing letters to different people**  **Week 5-6 Following recipes**  **Week 7: Reading instructions.** | |
| **INTENT** |