

Intent:

Learners will be able to develop their understanding of language, reading and communication which is used in the world around them. Learners will be taught functional literacy in a meaningful and relevant way to them to promote their understanding of the English language and to grow their use of language into adulthood.

		Cycle A 23-24	Cycle B 24-25	Cycle C 25-26	Running throughout each cycle
Autumn	1	<ul style="list-style-type: none"> Speaking and listening with their peers <i>Learners should communicate to each other</i> 	<ul style="list-style-type: none"> Speaking and listening to instructions <i>To understand how to listen and tell instructions to follow</i> 	<ul style="list-style-type: none"> Speaking and listening for key information <i>To be able to listen and communicate key information, for example appointment making</i> 	<p>Developing a love of reading: Learners will be exposed to a range of books and literature in order to promote their love of reading into adult life.</p> <p>Communication: Learners will develop their communication skills in order to proactively interact with the world of them and express themselves in a meaningful way.</p>
	2	<ul style="list-style-type: none"> Reading and Writing (text focus) <i>To be able to read information to plan events, e.g.: cinema times, emails or text messages</i> 	<ul style="list-style-type: none"> Reading and Writing (text focus) <i>To be able to read and write text which they can find in their community</i> 	<ul style="list-style-type: none"> Reading and Writing (text focus) <i>To be able to read and write for a purpose, for example CVs or shopping lists</i> 	
Spring	1	<ul style="list-style-type: none"> Reading and Writing (sentence focus) <i>To be able to read and write sentences to book events.</i> 	<ul style="list-style-type: none"> Reading and Writing (sentence focus) <i>To be able to read and write information within the home e.g.: laundry labels, flat pack instructions etc</i> 	<ul style="list-style-type: none"> Reading and Writing (sentence focus) <i>To be able to read and write sentences to socialise, e.g.: text messages or emails</i> 	
	2	<ul style="list-style-type: none"> Reading and writing (word focus) <i>To be able to read and write key words to keep safe and navigate around the community,</i> 	<ul style="list-style-type: none"> Reading and writing (word focus) <i>To be able to read and write personal information and understand their meanings e.g.: addresses or medicines</i> 	<ul style="list-style-type: none"> Reading and writing (word focus) <i>To be able to read and write key words within the workplace e.g.: safety and hygiene signs or work schedules etc</i> 	
Summer	1	<ul style="list-style-type: none"> Speaking and listening <i>To be able to communicate to people in the community e.g.: in a supermarket, or the police</i> 	<ul style="list-style-type: none"> Speaking and listening <i>To be able to communicate with peers about shared interests and topics</i> 	<ul style="list-style-type: none"> Speaking and listening <i>To be able to follow instructions in relation to completing a work-based task</i> 	

	2	<ul style="list-style-type: none"> • Reading and Writing (Sentence focus) <i>To compose emails and other functional communication tools</i> 	<ul style="list-style-type: none"> • Reading and Writing (Sentence focus) <i>To understand how to read and respond to different household letters e.g.: bills, cooking instructions or packages</i> 	<ul style="list-style-type: none"> • Reading and Writing (Sentence focus) <i>To be able to find and write information in relation to employment e.g.: job adverts, CVs or goal setting</i> 		
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