



Valley College

# Long Term Mapping Functional Literacy Valley College



Valley College

		1 Year Cycle
<b>Autumn</b>	1	Speaking and Listening
	2	Reading and Writing – Text Focus
<b>Spring</b>	1	Speaking and Listening
	2	Reading and writing – Word Focus.
<b>Summer</b>	1	Speaking and Listening
	2	Reading and Writing – Sentence Focus.

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## Valley College Functional Literacy MEDIUM TERM PLAN

<b>Aspiration for Life</b>	Differentiated, aspirational targets dependent on learner needs.	<b>Language for Life</b>	Explicit teaching/ exposure to new and known vocabulary.	<b>Learning for Life</b>	Opportunities to develop cross curricular skills e.g.	
<p>To facilitate and offer opportunities for our learners to develop the basic skills of communication, functional reading and writing so that they can become independent as they move forward into adult life. We aim to equip our learners with skills to promote independence within all areas of Adult Literacy.</p>	Speaking & Listening	Reading & writing – Text focus	Speaking & Listening	Reading & writing – word focus	Speaking & listening	Reading & writing – sentence focus
	Autumn 1 - 7 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 6 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
	<p><b><u>Listen and Respond Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Listen for the gist of short explanations</li> <li>Listen for detail using key words to extract some specific information</li> <li>Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</li> <li>Listen and respond to requests for personal information</li> </ul> <p><b><u>Pre Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Listen and respond to familiar people in the context of simple and personal subjects.</li> <li>Listen to and answer simple questions about a) Personal Details b) Personal Experiences c) Personal Events d) Narratives</li> <li>Listen to and follow simple instructions and requests containing simple steps from familiar people</li> <li>Listen to and follow simple and brief narratives</li> </ul>	<p><b><u>Reading Comprehension Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Follow a short narrative on a familiar topic or experience</li> <li>Recognise the different purposes of texts at this level</li> </ul> <p><b><u>Pre Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Understand that print conveys meaning</li> <li>When working with texts which contain words, signs, symbols or images communicate about a) persons, b) characters, c) events and d) objects with which they have become familiar</li> </ul> <p><b><u>Written Comprehension Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Use written words and phrases to record or present information</li> </ul> <p><b><u>Pre Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Understand that a) words, b) signs, c) symbols and d) images convey information</li> <li>Understand that different texts can have different purposes</li> <li>Use in their supported writing words, signs, symbols and images to communicate meaning for different simple purposes</li> </ul>	<p><b><u>Speak to Communicate Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Speak clearly to be heard and understood in simple exchanges</li> <li>Make requests using appropriate terms</li> <li>Ask questions to obtain specific information</li> <li>Make statements of fact clearly</li> </ul> <p><b><u>Pre Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Use key words, signs, symbols in communicating about a) their own experiences b) to recount a narrative in the working context of i) groups and ii) One to one.</li> <li>Ask questions using key words, signs or symbols to obtain information a) for explanation b) for instruction c) about events d) about experiences</li> <li>Use a growing vocabulary to convey meaning to the listener which reaches beyond words of a purely personal significance</li> </ul>	<p><b><u>Vocabulary and Word Recognition Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Possess a limited, meaningful sight vocabulary of words, signs and symbols</li> <li>Decode simple, regular words</li> </ul> <p><b><u>Pre Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Understand that individual words are grouped together to convey meaning information using rules and structures</li> <li>Recognise / read and select a combination of up to 10 words, signs or symbols linked to their personal vocabulary</li> <li>Demonstrate an awareness of the sequence of words, signs, symbols from memory such as when writing their own names and a few other simple and familiar words</li> </ul>	<p><b><u>Engage in discussion Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Speak and listen in simple exchanges and everyday contexts</li> </ul> <p><b><u>Pre Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Contribute proactively in simple oral interactions on a simple idea or subject, including a) conversations b) discussions</li> </ul> <p style="text-align: center;"><b>Revisit targets from Speaking and Listening Listen and Respond and Speak to Communicate</b></p>	<p><b><u>Grammar and Punctuation Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Read and recognise simple sentence structures</li> <li>Construct a simple sentence</li> </ul> <p><b><u>Pre Entry Level 1</u></b></p> <ul style="list-style-type: none"> <li>Understand that individual words are grouped together to convey meaning information using rules and structures</li> <li>Recognise / read and select a combination of up to 10 words, signs or symbols linked to their personal vocabulary</li> <li>Demonstrate an awareness of the sequence of words, signs, symbols from memory such as when writing their own names and a few other simple and familiar words</li> </ul>

		<b>SUGGESTED FUNCTIONAL ACTIVITIES</b> <i>(Choose from or use suitable alternative)</i>											
		Talking about the purpose of activities Descriptions of jobs Following instructions Appointments e.g. doctors Travel Personal information Making introductions Total Communication Approach (Makaton, Let Me Talk and Verbal)	Recognise and understand signs in the environment. Reading lots of different texts e.g. recipes, letters, TV listings. Follow set of instructions. Sequencing instructions. Colourful Semantics Hospital / dental appointments. Shopping list. Greeting Cards	Talking about the purpose of activities Descriptions of jobs Following instructions Appointments e.g. doctors Travel Personal information Making introductions Total Communication Approach (Makaton, Let Me Talk and Verbal)	Recognise and understand signs in the environment. Follow set of instructions. Sequencing instructions. Colourful Semantics Hospital / dental appointments. Holiday brochures. Cinema listings. Shopping list. Personal Details	Talking about the purpose of activities Descriptions of jobs Following instructions Appointments e.g. doctors Travel Personal information Making introductions Total Communication Approach (Makaton, Let Me Talk and Verbal)	Recognise and understand signs in the environment. Follow set of instructions. Sequencing instructions. Colourful Semantics Hospital / dental appointments. Holiday brochures. Cinema listings. Shopping list. Personal Details						
		<b>SKILLS</b>											
		Speak Listen Communicate understand	Apply Expand Respond Engage	Narrate Understand Compose	Comprehend Scan Skim	Speak Listen Communicate understand	Apply Expand Respond Engage	Narrate Understand Compose	Comprehend Scan Skim	Speak Listen Communicate understand	Apply Expand Respond Engage	Narrate Understand Compose	Comprehend Scan Skim
		<b>VOCABULARY EXAMPLES</b> <i>(In addition to 'skills' terms listed above) See Vocabulary list for more.</i>											
		Instructions Information Narratives Question Description Statement Discussion Point of view. Request Feedback	Purpose Texts Chronology Source Information	Instructions Information Narratives Question Description Statement Discussion Point of view. Request Feedback	Purpose Texts Chronology Source Information	Instructions Information Narratives Question Description Statement Discussion Point of view. Request Feedback	Purpose Texts Chronology Source Information	Instructions Information Narratives Question Description Statement Discussion Point of view. Request Feedback	Purpose Texts Chronology Source Information				
		<b>IMPLEMENTATION</b>											
<b>INTENT</b>		Week 1 + 2 Making introductions Week 3 + 4 Personal information 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 Recognising signs in the environment and the community	Week 1-2 Asking Questions Week 3-4 Appointment practise. Week 5 Describing favourite place (Narrative) Week 6: Assessment	Week 1-2 Colourful semantics and creating sentences Week 3-4 CIP reading and following instructions Week 5-6 Community reading such as timetables etc	Week 1 + 2 Personal information Week 3 + 4 Asking questions in the community. Week 5: Assessment	Week 1-2 Colourful semantics and creating sentences Week 3-4 CIP reading and following instructions Week 5-6 Community reading such as timetables etc						