A red and white circle with white text

Description automatically generated3

**Skilled areas - Writing**

E1.11 W Punctuate simple sentences with a capital letter and a full stop

* Identify when to use capital letters and full stops
* Add capital letters and full stops to a short piece of text

E1.12 W Use a capital letter for the personal pronoun ‘I’ and the first letter of proper nouns

* Identify common nouns, proper nouns
* Use capital letters for proper nouns including ‘I’.

E1.13 W Use lower-case letters when there is no reason to use capital letters

E1.15 W Spell correctly words designated for Entry Level 1

* spell words in the past tense where the root word stays the same, e.g. ‘played’, ‘painted’, ‘jumped’.

E1.16 W Communicate information in words, phrases and simple sentences

* write simple sentences using capital letters and full stops
* Identify verbs and explain what a verb is
* Write simple sentences using verbs

**Skilled areas** **- Speaking and Listening**

E1.4 Make requests and ask straightforward questions using appropriate terms

and registers

E1.5 Respond to questions about specific information

E1.6 Make clear statements about basic information and communicate feelings

and opinions on straightforward topics

E1.7 Understand and participate in simple discussions or exchanges with another

person about a straightforward topic

Cycle 3

Autumn 2 – Hobbies E1

**Skilled areas – Reading**

E1.8 R Read correctly words designated for Entry Level 1

E1.9 R Read simple sentences containing one clause

* read simple sentences containing common Entry Level 1 words

E1.10 R Understand a short piece of text on a simple subject

* Read simple sentences
* Read simple text e.g. an advert for a cooking class
* identify the main information from the text
* say what a short piece of text is about

**Activity Ideas – Writing**

Capital letters and full stops – amend simple sentences with errors.

Activities/games identifying verbs.

Writing sentences with verbs – gap filling, colourful semantics.

Activities/games adding -ed.

Writing sentences in past tense – gap filling, colourful semantics.

Write about hobbies and what like to do in free time (can include two things you like about it, when you do it, where you do it, who with, two things you need).

Write a leaflet about favourite hobby.

Try a hobby (e.g. card or board game, craft) and write about it.

Write a letter to a friend telling them about a new hobby/your favourite hobby.

**Learning Outside the Classroom**

* Leisure activities/clubs

**Activity Ideas - Speaking & Listening**

Would you rather questions e.g. would you rather read a book or go for a walk.

Hobbies bingo e.g. find someone who likes baking.

Talk about likes and dislikes.

Discuss positives of negatives of different hobbies.

Talk about how different hobbies/free time activities make them feel.

Discuss hobbies you’d like to try, why?

Talk about own hobbies.

Ask others questions about their hobbies.

Try a hobby (e.g. a card game/craft) and talk about it.

Present/record a vlog about favourite hobby.

**Resources**

Texts, mini whiteboards, pens, laptops/i-pads.

**Activity Ideas - Reading**

Read simple sentences e.g. ‘Tim plays chess’.

Read texts e.g. advert for art class/darts competition, letter from friend about a new hobby and locate information to answer questions e.g. when reading an advert can identify the day.

Games reading verbs e.g. bingo, matching

Games reading past tense words e.g. sorting, identifying root.

**Wider Reading**

Non-fiction texts e.g. adverts



**Skilled areas - Writing**

E2.13 W Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)

* identify why full stops and capital letters are used
* use full stops and capital letters

E2.16 W Spell correctly words designated for E2

E2.17 W Communicate information in words, phrases and simple sentences

E2.19 W Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses

* identify simple conjunctions
* select the correct conjunction
* use conjunctions in their writing

**Skilled areas – Speaking and Listening**

E2.1 Identify and extract the main information and detail from short explanations

E2.2 Make requests and ask clear questions appropriately in different contexts

E2.3 Respond appropriately to straightforward questions

E2.4 Follow the gist of discussions

E2.5 Clearly express straightforward information and communicate feelings and

opinions on a range of straightforward topics

E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic

Cycle 3

Autumn 2 – Hobbies E2



**Activity Ideas – Writing**

Capital letters and full stops - proofreading exercises to correct the punctuation errors in sentences.

Conjunctions - gap-filling activities selecting correct conjunction.

Write sentences using conjunctions e.g. ‘I like walking but I don’t like mud’.

Activities/games adding -ed -ing.

Writing sentences in past/present/future tense – gap filling, colourful semantics.

Write about hobbies and what like to do in free time.

Write a leaflet about favourite hobby.

Try a hobby (e.g. card or board game, craft) and write about it.

Write a letter to a friend telling them about a new hobby.

**Learning Outside the Classroom**

* Leisure activities/club

**Wider Reading**

Non-fiction texts e.g. adverts

**Activity Ideas – Reading**

Read texts e.g. an advert for a darts competition or a letter from a friend about a new hobby and locate information to answer comprehension questions e.g. for an advert can identify the email address to contact.

Read text including simple compound sentences ‘or’, ‘and’, ‘but’. For example, ‘horse riding is fun but expensive’. Highlight conjunctions.

Games reading verbs e.g. bingo, matching, charades

Games reading words with suffixes -ed and -ing e.g. sorting, identifying root, highlighting verbs, sorting tenses.

**Skilled areas - Reading**

E2.7 R Read correctly words designated for Entry Level 2

E2.8 R Understand the main points in texts

* discuss the main points in the text
* answer questions on a text

E2.11 R Read and understand sentences with more than one clause

* identify simple conjunctions
* read compound sentences

**Activity Ideas - Speaking & Listening**

Would you rather questions e.g. would you rather read a book or go for a walk.

Hobbies bingo e.g. find someone who likes baking.

Talk about likes and dislikes.

Discuss positives of negatives of different hobbies.

Talk about how different hobbies/free time activities make them feel.

Discuss hobbies you’d like to try, why?

Talk about own hobbies.

Ask others questions about their hobbies.

Try a hobby (e.g. a card game/craft) and talk about it.

Present/record a vlog about favourite hobby.

**Resources**

Texts, mini whiteboards, pens, laptops/i-pads.

**Skilled areas - Writing**

E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

* identify why full stops, capital letters, question and exclamation marks and commas are used
* use full stops and capital letters
* use question marks and exclamation marks
* use commas correctly
* write sentences using the correct punctuation marks

E3.15 Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)

E3.17 Spell correctly words designated for Entry Level 3

E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)

E3.21 W Write in compound sentences and paragraphs where appropriate

* know how to write a compound sentence and when to use a paragraph

**Skilled areas – Speaking and Listening**

E3.1 Identify and extract relevant information and detail in straightforward explanations

E3.2 Make requests and ask concise questions using appropriate language in different contexts

E3.3 Communicate information and opinions clearly on a range of topics

E3.4 Respond appropriately to questions on a range of straightforward topics

E3.5 Follow and understand the main points of discussions

E3.6 Make relevant contributions to group discussions about straightforward topics

E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Cycle 3

Autumn 2 – Hobbies E3

**Activity Ideas – Reading**

Read texts e.g. an article about a hobby and locate information to answer comprehension questions e.g. can identify an advantage or disadvantage of a hobby.

Read instructions e.g. to play a card/board game. Follow instructions and answer simple questions.

**Learning Outside the Classroom**

Leisure activities/club

**Wider Reading**

Non-fiction texts e.g. adverts, articles

**Skilled areas – Reading**

E3.8 Read correctly words designated for Entry Level 3 (see Annexe D)

E3.9 Identify, understand and extract the main points and ideas in and from texts

E3.10 Identify different purposes of straightforward texts

**Activity Ideas – Writing**

Punctuation -proofreading exercises correcting punctuation errors/choosing the correct punctuation when omitted.

Gap-filling exercise to join two clauses with a conjunction.

Writing sentences in past/present/future tense including irregular verbs – gap filling, colourful semantics.

Introduce paragraphs.

Write about hobbies and what like to do in free time.

Write a leaflet about favourite hobby.

Try a hobby (e.g. card or board game, craft) and write about it.

Write a letter to a friend telling them about a new hobby.

Write a letter to an MP about leisure activities in the local area and what activities you would like.

**Activity Ideas - Speaking & Listening**

Would you rather questions e.g. would you rather read a book or go for a walk.

Hobbies bingo e.g. find someone who likes baking.

Discuss positives of negatives of different hobbies. Talk about likes and dislikes.

Talk about how different hobbies/free time activities make them feel.

Discuss hobbies you’d like to try, why?

Talk about own hobbies. Ask others questions about their hobbies.

Try a hobby (e.g. a card game/craft) and talk about it.

Discuss/debate ‘what activities should be available at club time.

Discuss/debate ‘are there enough leisure activities for young people in the local area?’

**Resources**

Texts, mini whiteboards, pens, laptops/i-pads.