**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
* give simple definitions of each word class
* Use capital letters for proper nouns including ‘I’.

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

E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case

* use upper and lower case correctly
* sequence the alphabet correctly

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

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

* write simple sentences using capital letters and full stops

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

E1.1 SLC Say the names of the letters of the alphabet

* identify the letters of the alphabet correctly
* say the names of the letters of the alphabet aloud.

E1.2 SLC Identify and extract the main information from short statements and explanations

E1.3 SLC Follow single-step instructions, asking for them to be repeated if necessary

* follow simple verbal instructions
* ask for help if needed
* demonstrate that they can follow simple instructions

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

* ask a question
* use ‘please’ and ‘thank you’ correctly
* demonstrate active listening

E1.5 SLC Respond to questions about specific information:

* say their name
* communicate likes/dislikes
* respond to simple questions to give information
* listen to questions carefully
* answer simple questions

**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. shopping list, menu, advert, recipe/instructions and locate information to answer questions
* identify the main information from the text
* say what a short piece of text is about
* Read and understand simple instructions
* Follow simple instructions

Cycle 2

Autumn 1 – Food E1

**Learning Outside the Classroom**

* Visit to shops, markets, cafes
* Horticulture – growing fruit/veg
* Cooking in the kitchen
* Tuck Shop

**Activity Ideas – Writing**

Alphabet activities/games e.g. matching lower/upper case, ordering alphabet, gap filling.

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

Activities/games identifying common/proper nouns.

Write simple sentences e.g. ‘I like cake’, ‘I go to McDonalds’.

Write instructions to prepare food/drink e.g. cup of tea, sandwich, toast or to use equipment e.g. microwave.

Write a shopping list, drinks order.

Write a note/email to a friend inviting them to a café. Write a short review about a café/meal cooked in Lunch in Unit.

Write an invitation inviting a guest to Lunch in Unit.

**Wider Reading**

Non-fiction texts e.g. menus, recipes, adverts, articles, websites.

**Activity Ideas - Speaking & Listening**

Talk about food likes/dislikes sharing basic information e.g. “my name is \_\_\_, I like chips”.

Would you rather questions e.g. would you rather eat crisps or chocolate? McDonalds or KFC? Tea or coffee? Pineapple on pizza yes or no?

Role-play activities e.g. ordering a takeaway, ordering at a café, booking a table, asking where an item is in a supermarket.

Discuss what food should be available at a picnic/party/coffee morning or planning to meet for coffee.

Listen to and follow simple instructions e.g. to make a cup of tea, sandwich or toast or to use equipment e.g. a microwave.

**Resources**

Texts, equipment/ingrerdients to make cup of tea, sandwiches etc. Mini whiteboards and pens, laptops/i-pads.

**Activity Ideas - Reading**

Read simple sentences e.g. ‘Tim likes pizza’.

Read texts e.g. menu, recipe, advert for a café/restaurant, food packaging and locate information to answer questions e.g. when reading a recipe, can identify the ingredients needed. When reading an advert for a café, can identify what time it opens.

**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

E2.9 R Understand organisational markers in short, straightforward texts

* list the organisational markers that writers use to help their readers find information
* use subheadings to locate information

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

* identify simple conjunctions
* read compound sentences

**Skilled areas - Writing**

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

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

E2.15 SPG Use the first and second letters to sequence words in alphabetical order

* correctly sequence letters in the alphabet

E2.16 W Spell correctly words designated for Entry Level 2

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

* use bullet points to list key ideas
* identify the words and phrases used when writing instructions
* write a simple set of instructions

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 SLC Identify and extract the main information and detail from short explanations

* listen to and follow instructions

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

* ask questions
* use a polite tone when talking to others
* listen to others
* answer questions

E2.3 SLC Respond appropriately to straightforward questions

* answer simple verbal questions

E2.5 SLC Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics

* contribute to a group discussion
* share their opinion with the group
* say what they feel
* listen to the views of others

Cycle 2

Autumn 1 – Food E2

**Resources**

Texts, equipment/ingrerdients to make cup of tea, sandwiches etc. Mini whiteboards and pens, laptops/i-pads.

**Wider Reading**

Non-fiction texts e.g. menus, recipes, adverts, articles, websites.

**Activity Ideas – Writing**

Sequence words (e.g. items of food) in alphabetical order using both the first and second letters of words. They could be given a list of words to rearrange in the correct order.

Introduce each punctation mark, proofreading exercises to correct the punctuation errors in sentences.

Write a simple bullet-pointed list e.g. when writing a recipe, leaflet about healthy eating/food hygiene/safety in the kitchen.

Introduce conjunctions. Gap-filling activities selecting correct conjunction.

Write a note/email to a friend inviting them to a café. Write a review about a café/meal cooked in Lunch in Unit. Write a complaint letter to a café. Write a leaflet about healthy eating/food hygiene/safety in the kitchen.

Write instructions e.g. to make an item of food/drink.

**Learning Outside the Classroom**

* Visit to shops, markets, cafes
* Horticulture – growing fruit/veg
* Cooking in the kitchen

**Activity Ideas - Speaking & Listening**

Would you rather questions e.g. would you rather eat crisps or chocolate? McDonalds or KFC? Tea or coffee? Pineapple on pizza yes or no?

Role-play activities e.g. ordering a takeaway, ordering at a café, booking a table, asking where an item is in a supermarket.

Discuss what food should be available at a picnic/party/coffee morning or planning to meet for coffee.

Discuss healthy eating e.g. should only healthy food be sold at tuck shop?

Listen to and follow instructions to make an item of food or drink.

**Activity Ideas – Reading**

Read texts e.g. menu, recipe, advert for a café/restaurant, food packaging, text about healthy eating and locate information to answer comprehension questions.

Introduce simple conjunctions such as ‘or’, ‘and’, ‘but’. Read text including simple compound sentences. For example, a short text on a cafe may include information such as: ‘We are closed on Monday but open 9am to 5pm every other day’.

Introduce the use of organisational markers in texts and name some of them. For example, subheadings, bullet points, numbered points, text boxes, etc. Use organisational markers to locate information e.g. finding ingredients under the subheading ‘ingredients’ in a recipe.

Follow a short set of instructions e.g. making a cup of tea and answer simple questions about the text.

**Activity Ideas – Writing**

Introduce each of the punctuation marks and how/why they are used. As a group, learners could be asked to create a simple definition for each punctuation mark. Proofreading exercises correcting punctuation errors.

Sequence words (e.g. items of food) in alphabetical order using the first, second and third letters of words. They could be given a list of words to rearrange in the correct order.

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

Write a note/email to a friend inviting them to an evening out.

Write a review about a café/meal cooked in Lunch in Unit. Write a complaint letter to a café. Write a leaflet about healthy eating/food hygiene/safety in the kitchen.

Write instructions e.g. a recipe.

**Learning Outside the Classroom**

* Visit to shops, markets, cafes
* Horticulture – growing fruit/veg
* Cooking in the kitchen

**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

E3.16 W Use the first, second and third place letters to sequence words in alphabetical order

E3.17 W Spell correctly words designated for Entry Level 3

E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

* use bullet points to list key ideas
* write a set of straightforward instructions

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 SLC Identify and extract relevant information and detail in straightforward explanations

* identify the main points and information
* say what the discussion was about.

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

* ask questions and listen to the reply

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

* share ideas about the topic with their group.

E3.5 SLC Follow and understand the main points of discussions

* demonstrate listening skills such as making eye contact, nodding, and waiting for a gap before speaking
* focus on the topic of the discussion and stick to the subject
* identify the main points and information

**Activity Ideas - Speaking & Listening**

Would you rather questions e.g. would you rather eat crisps or chocolate? McDonalds or KFC? Tea or coffee? Pineapple on pizza yes or no?  
Discussions e.g. healthy eating, benefits of growing own fruit/veg, should the tuck shop only sell healthy food, should unhealthy food cost more, should advertising of unhealthy food be banned?

Discussion planning a celebration e.g. party, charity event, coffee morning and the food which should be provided/venue.

**Wider Reading**

Non-fiction texts e.g. menus, recipes, adverts, articles, websites.

**Resources**

Texts, equipment/ingrerdients to make cup of tea, sandwiches etc. Mini whiteboards and pens, laptops/i-pads.

**Activity Ideas - Reading**

Read and answer comprehension questions on texts e.g. article on healthy eating, Marcus Rashford and meals campaign.

Introduce organisational/layout features that writers use. These include the contents, index, menus, tabs and links.

Read straightforward texts using organisational features to find the appropriate information. For example, learners could be asked to read a web page and to identify which links will lead them to specific information (e.g. Asda, BBC Recipes). Use the contents/index to find recipes in a recipe book.

Read and follow instructions e.g. simple recipe.

Cycle 2

Autumn 1 – Food E3

**Skilled areas - Reading**

E3.8 R Read correctly words designated for Entry Level 3

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

* read and identify the main points and ideas in a text
* answer comprehension questions about the text
* read and understand straightforward instructions

E3.12 R Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

* list the organisational features writers use to help their readers to find information
* use organisational features to locate information