**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

**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

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

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

* write simple sentences using capital letters and full stops

Cycle 2

Spring 1 - Fiction 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

**Learning Outside the Classroom**

* Visit to school or public library
* Immersive room

**Activity Ideas – Writing**

Create own character/setting and make a simple character profile to describe them.

Write a poem or short story.

Level 3 colourful semantics – who, what doing, what. Level 4 – who, what doing, what, where.

Look at a picture, watch a short clip or read a story starter and continue the story – Talk 4 Writing.

Write a simple book review – commenting on at least two things they liked about the book and two things they didn’t like.

**Activity Ideas - Speaking & Listening**

Games with describing e.g. Guess Who, Who/What Ami I?, Headbandz.

Take part in discussions about favourite book or favourite type of books/magazines. Explain why, ask each other questions.

After reading an extract from a book, a short story or poem talk about feelings (like/dislike), what happens, what is the character like, what will happened next.

**Wider Reading**

Fiction texts – extracts from books, short stories, poems.

**Resources**

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

**Activity Ideas - Reading**

Read texts e.g. extracts from a book, a short story, poem to answer comprehension questions.

Use images or short clips to answer comprehension questions.

Looking at an image e.g. a scene of a story or a setting, predict what you might see, smell, hear, feel.

 

**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

**Skilled areas - Writing**

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

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

E2.16 Spell correctly words designated for Entry Level 2

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

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

E2.20 Use adjectives and simple linking words in the appropriate way

Cycle 2

Spring 1 - Fiction E2



**Resources**

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

**Learning Outside the Classroom**

* Visit to school or public library
* Immersive room

**Activity Ideas – Writing**

Sequence words (e.g. Author names) in alphabetical order using both the first and second letters of words. They could sort books in order of Author name.

Introduce adjectives. Use adjectives to describe – settings, characters, animals.

Create own character/setting and make a character profile to describe them.

Give students a piece of text with adjectives missing, students to choose suitable adjectives.

Write a poem or short story using adjectives.

Level 5 colourful semantics – describe.

Look at a picture, watch a short clip or read a story starter and continue the story – Talk 4 Writing.

Write a book review – using adjectives to describe.

**Activity Ideas – Reading**

Read texts e.g. extracts from a book, a short story, poem to answer comprehension questions.

Use images or short clips to answer comprehension questions.

Introduce a dictionary and how to use to find words. Use a dictionary to find the meaning of words e.g. adjectives.

Looking at an image e.g. a scene of a story or a setting, predict what you might see, smell, hear, feel.

**Activity Ideas - Speaking & Listening**

Games with describing e.g. Guess Who, Who/What Ami I?, Headbandz.

Take part in discussions about favourite book or favourite type of books/magazines. Explain why, ask each other questions.

After reading an extract from a book, a short story or poem talk about feelings (like/dislike), what happens, what is the character like, what will happened next.

**Wider Reading**

Fiction texts – extracts from books, short stories, poems.

**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

E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)

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

**Skilled areas - Reading**

E3.8 Read correctly words designated for Entry Level 3

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

E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)

**Learning Outside the Classroom**

* Visit to school or public library
* Immersive room

**Activity Ideas – Writing**

Sequence words (e.g. Author names) in alphabetical order using both the first, second and third letters of words. They could sort books in order of Author name.

Introduce adjectives. Use adjectives to describe – settings, characters, animals.

Create own characters/settings and write a character profile to describe them.

Write a poem or short story using adjectives.

Level 5 colourful semantics – describe.

Look at a picture, watch a short clip or read a story starter and continue the story – Talk 4 Writing.

Write a book review – using adjectives to describe.

Give students a text with missing or incorrect punctuation (e.g. exclamation marks, question marks, speech marks), students to correct.

**Wider Reading**

Fiction texts – extracts from books, short stories, poems.

**Resources**

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

**Skilled areas - Writing**

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

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

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

E3.17 Spell correctly words designated for Entry Level 3

E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)

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

E3.21 Write in compound sentences and paragraphs where appropriate

E3.22 Use language appropriate for purpose and audience

**Skilled areas – Speaking and Listening**

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

**Activity Ideas - Speaking & Listening**

Games with describing e.g. Guess Who, Who/What Ami I?, Headbandz.

Take part in discussions about favourite book or favourite type of books/magazines. Explain why, ask each other questions.

After reading an extract from a book, a short story or poem talk about feelings (like/dislike), what happens, what is the character like, what will happened next.

**Activity Ideas - Reading**

Read texts e.g. extracts from a book, a short story, poem to answer comprehension questions.

Use images or short clips to answer comprehension questions.

Introduce a dictionary and how to use to find words. Use a dictionary to find the meaning of words e.g. adjectives.

Show a front cover of a book. Students to use inference to predict plot, characters, genre. Read the opening or an extract and reassess or amend predictions.

Read a text describing and identify key words linked to the senses ‘smell, sound, touch, sight’.

Cycle 2

Spring 1 - Autumn E3