

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
1	induction	<b>Ice-breakers</b> <b>Getting to know you activities</b> <b>College information – handbook topics</b> <ul style="list-style-type: none"> <li>Calendar &amp; timetable</li> <li>Attendance &amp; what to expect</li> <li>Fire safety</li> <li>Behaviour &amp; problems</li> </ul> <b>Language: micro-teach &amp; assess in week 2?</b> <ul style="list-style-type: none"> <li>Modal verbs <i>could, should</i></li> <li>Spelling</li> <li>Sentence structure</li> </ul>	To get to know each other To orientate to college To assess learners' language skills To assess learners' capacity to learn	<b>Word level:</b> Spell consonants correctly <b>Sentence level:</b> Read questions; Write class rules using modal verbs; Write complete sentence <b>Text Level:</b> Read handbook	<b>Trinity</b> S&L- T1,2,3 & 4 W – T3  <b>OCR</b> Speak to com  Contribute discussions	College Handbook  Diagnostic assessments  ILPs Tracking docs Pro-Monitor
2	induction	<b>Orientation to college, centre &amp; class</b> <b>College handbook topics:</b> <ul style="list-style-type: none"> <li>Help in college</li> <li>E &amp; D</li> <li>Security</li> <li>Computer access</li> <li>Behaviour</li> </ul> <b>Diagnostic assessments</b> <ul style="list-style-type: none"> <li>W - Plan &amp; write an article about a holiday</li> <li>S&amp;L - Tell a holiday story</li> <li>R - Read 7 different texts</li> </ul> <b>Language: assess W1 micro-teaching?</b>	To get to know each other To orientate to college To assess learners' language skills To assess learners' capacity to learn	<b>Word level:</b> Spell a list of topic words Spell a list of past verbs ID meaning of words <b>Sentence level:</b> ID parts of speech Write complete sentences Answer comprehension qs <b>Text level:</b> Write a holiday article ID genre/purpose of 7 texts ID paragraph purpose ID gist	<b>Trinity</b> S&L – T 1 R T1, 2 & 3 W T 2  <b>OCR</b> Speak to com  Contribute discussions  Understand sentences;  Construct compound sentences;	College Handbook  Diagnostic assessments  ILPs Tracking docs Pro-Monitor
3	induction	<b>Diagnostic assessments</b> S&L - Group discussion – plan a party S&L – Solve a problem	To get to know each other To orientate to college To assess learners' language skills	<b>Word level:</b> Spell <i>high-frequency words</i>	<b>Trinity</b> S&L – T2,3 & 4	College Handbook

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		S&L – Role play W - Write a text message <b>Study skills</b> <b>Learning Styles/autonomy</b>	To assess learners' capacity to learn	ID <i>discourse markers</i> ID adverbs <i>probably/definitely</i> <b>Sentence level:</b> ID SVO Write SVO sentences. ID tenses Write present, past & future sentences correctly. ID full stops & caps Use full stops & caps correctly. Write 1 <sup>st</sup> conditional sentences. <b>Text level:</b> Write a text msg using correct layout & register.	W – T3  <b>OCR</b> Speak to com  Contribute discussions  Understand sentences;  Construct compound sentences;	Diagnostic assessments  ILPs Tracking docs Pro-Monitor
4	induction	<b>Course content</b> <ul style="list-style-type: none"> <li>class goals</li> <li>Self-assess all skills</li> <li>Show progression routes</li> </ul> <b>Marking</b> <ul style="list-style-type: none"> <li>Marking code</li> <li>Proof read &amp; mark: exemplars peer texts own texts</li> </ul> <b>Tutorials</b> <ul style="list-style-type: none"> <li>Feedback diagnostic results</li> <li>Discuss individual goals/targets</li> <li>Complete ILPs</li> <li>Show progression routes</li> </ul>	<b>To discuss the learning journey</b> To understand own skills levels & what they need to learn  To understand marking process To check/correct own/peer's work  To set targets To prepare to learn	ID mistakes in writing Correct mistakes Write targets	All	ILPs Tracking docs Pro-Monitor Marking code

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		<ul style="list-style-type: none"> <li>• Exam Entries</li> <li>• Move level?</li> </ul>				
5	Describing people, places & things	<p><b>Word level:</b>  Appropriate/range of adjectives  Adjective/Noun collocations  Synonyms/antonyms  Intensifiers (<i>very, quite, extremely</i> etc.)  Verb <i>to be</i>  Articles/determiners (<i>some, a few</i> etc.) + single/plural nouns</p> <p><b>Sentence level:</b>  Parts of speech (<i>noun, verb, adjective</i> etc.)  Sentence structure – SVO  Complex sentences  <i>There is/are...</i>  Adjective order  Present simple tense +/-/?  Direct questions in a range of tenses</p> <p><b>Text level:</b>  Gist  Text type(s)  Purpose – descriptive  Layout</p>	<p><b>To describe people, places &amp; things</b>  To recognize &amp; use a range of appropriate language  To modulate adjectives</p> <p>To identify nouns</p> <p>To make complete sentences</p> <p>To give facts/habits/routine  To ask &amp; answer questions</p> <p>To recognise genre &amp; purpose of text  To write for audience</p>	<p><b>Word level:</b>  ID parts of speech  ID verb <i>to be</i> in a sentence &amp; a text;  <i>Conjugate verb to be;</i>  ID adjectives in a sentence &amp; a text;  Spell <i>adjectives</i> correctly</p> <p><b>Sentence level:</b>  ID SVO in a sentence &amp; a text;  Write SVO sentences;  Use <i>to be</i> correctly;  Use <i>there is/are</i> correctly;  Write complex sentences;  Write present simple sentences +/-/?;  Answer comp questions</p> <p><b>Text level:</b>  ID gist of text  ID descriptive text types &amp; purpose through language &amp; layout;  Write a <i>travel brochure/magazine article.</i></p>	<p><b>Trinity</b>  Speak to com  Contribute discussions  S&amp;L T1  R T1 &amp; 3  W T2</p> <p><b>OCR</b>  Speak to com  Contribute discussions  Understand sentences;  Construct compound sentences;</p>	Travelogues Magazine Articles Brochures Maps Biographies Images Postcards
6	Describing people, places & things	<p><b>Word level:</b>  Comparative adjective suffixes/modifiers (+er/more + adjective)  Similes</p>	<p><b>To compare 2 people, places or things</b>  To use a range of appropriate language</p>	<p><b>Word level:</b>  ID <i>comparatives &amp; superlatives</i> in a sentence &amp; a text;  Spell <i>comparatives &amp;</i></p>	<p><b>Trinity</b>  S&amp;L T1  R T1 &amp; 3  W T2</p>	Travelogues Magazine Articles Brochures Maps Biographies

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		Root words, prefixes & suffixes CVC words + double letters + suffix (e.g. <i>bigger</i> ) <b>Sentence Level:</b> Comparative structures Punctuation – full stops, caps <b>Text level:</b> New text type(s)& layout	To spell/modify words correctly  To ask & answer comparative questions To mark sentence boundaries  To recognise genre & purpose of text To write for audience	<i>superlatives;</i> ID <i>root words, prefixes &amp; suffixes</i> in a sentence & a text; Spell <i>prefixes/suffixes</i> . <b>Sentence Level:</b> Write comparative sentences <b>Text level:</b> ID descriptive text types & purpose through language & layout; Write a <i>travel brochure/magazine article</i> .	<b>OCR</b> Speak to com  Contribute discussions  Understand sentences;  Construct compound sentences;	Images Postcards
7	Stories	<b>Word level:</b> Range of topic verbs /ed/suffix pronunciation CVC words + double letters + suffix (e.g. <i>stopped</i> ) <b>Sentence level:</b> Past simple & continuous tenses (Form/choice/spelling) Time adverbs (while, as, when) Prepositional phrases Punctuation - full stops, caps, QMs <b>Text level:</b> Sequence text Text type(s) Purpose – to inform/describe Tutorials Exam prep	<b>To narrate past events</b> To listen for /ed/ suffix To speak clearly To spell/modify words correctly  To convey time/duration of action To sequence simultaneous events To write complete sentences To mark sentence boundaries  To listen for gist To sequence events To recognise genre & purpose of text To write for audience	<b>Word level:</b> ID <i>past simple verbs</i> in a sentence & a text; Spell past simple verbs; ID <i>topic vocabulary</i> in a sentence & a text; Spell topic vocabulary. <b>Sentence level:</b> Write sentences using past simple & continuous + <i>time adverbs (while, as, when)</i> <b>Text level:</b> ID informative text types & purpose through language & layout; Write narrative using sequence markers.	<b>Trinity</b> S&L T1 R T1 & 3 W T1 & 2  <b>OCR</b> Speak to com  Contribute discussions  Understand sentences;  Construct compound sentences;	Personal photo/object Folk stories Newspaper articles Reports Poems Personal narrative

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HALF-TERM						
8	Stories	<p><b>Word level:</b> Range of topic verbs Range of time/discourse markers</p> <p><b>Sentence level:</b> <i>Used to + infinitive</i> Intonation Punctuation - commas</p> <p><b>Text level:</b> Planning – paragraphs/detail Paragraph purpose Text type(s) Purpose of text</p>	<p><b>To narrate past events</b> To engage audience appropriately To sequence text</p> <p>To convey time/duration of action To create interest/keep attention To mark word/clause boundaries</p> <p>To organize text To show build-up of meaning To recognise genre &amp; purpose of text To write for audience</p>	<p><b>Word level:</b> ID <i>topic verbs</i> in a sentence &amp; a text; Spell <i>topic verbs</i> ID <i>time/discourse markers</i> in a sentence &amp; a text; Spell <i>time/discourse markers</i>.</p> <p><b>Sentence level:</b> ID &amp; write <i>used to + infinitive</i> in a sentence Punctuate lists &amp; clauses using commas</p> <p><b>Text level:</b> ID paragraphs ID paragraph purpose Use paragraphs with clear purpose <i>ID informative text types &amp; purpose</i> through language &amp; layout; Plan a text Write narrative using sequence markers.</p>	<p><b>Trinity</b> S&amp;L T1 R T1 &amp; 3 W T1 &amp; 2</p> <p><b>OCR</b> Speak to com Understand sentences; Construct compound sentences;</p>	<p>Personal photo/object Folk stories Newspaper articles Reports Poems Personal narrative</p>
9	Problems	<p><b>Word level:</b> Modal verbs <i>could &amp; should</i> Adverbs such as <i>probably/definitely</i></p> <p><b>Sentence level:</b> <i>...need to + infinitive</i></p>	<p><b>To discuss &amp; solve problems</b> To give suggestion, opinion &amp; advice To express possibility/probability To show obligation To show opinion</p>	<p><b>Word level:</b> ID <i>topic vocabulary</i> in a sentence &amp; a text; Spell <i>topic vocabulary</i>; ID <i>modal verbs</i> in a sentence &amp; a text;</p>	<p><b>Trinity</b> S&amp;L T2 R T2 W T3</p> <p><b>OCR</b></p>	<p>Formal letter of complaint immigration letter Puzzles Problem pages</p>

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		<i>I think/in my opinion..... etc.</i> <i>I'd rather + infinitive</i> Questions with modal verbs <i>Shall we + infinitive etc.</i> <b>Text level:</b> Text type(s) Purpose - to inform Formal register	To state preferences To ask someone's opinion/advice To make arrangements  To recognise genre & purpose of text To write for audience	Spell <i>modals</i> correctly. <b>Sentence level:</b> Write complete sentences using: <i>modal verbs</i> <i>need to + infinitive</i> <i>I think/in my opinion</i> <i>I'd rather + infinitive</i> <b>Text level:</b> ID <i>informative text types &amp; purpose</i> through language & layout; Write a formal letter using correct layout & register	Speak to com  Contribute discussions  Understand sentences;  Construct compound sentences;	Invitations
10	Music	<b>Word level:</b> Topic vocab Synonyms/antonyms <b>Sentence level:</b> <i>I like + verb + ing + because + reason</i> Punctuation – speech marks <b>Text level:</b> Music genres Text type(s) Purpose – To inform/entertain Informal register	<b>To discuss, read &amp; write about music</b>  To spell common words To use a range of words  To express & ask for feeling/likes/dislikes To mark speech  To recognise genre & purpose To write for audience	<b>Word level:</b> Spell topic vocab list <b>Sentence level:</b> ID & <i>verb + ing</i> <i>ID because + reason</i> Write sentences using: <i>I like + verb + ing + because + reason</i> Write 3 <sup>rd</sup> person present simple sentences Use <i>speech marks</i> <b>Text level:</b> ID text types, genres & <i>purpose – to inform/entertain;</i> <i>Write a magazine article.</i> <i>Write a music magazine article/artist biopic;</i>	<b>Trinity</b> S&L T2 & 3 R – T1, 2 & 3 W – T2  <b>OCR</b> Speak to com  Contribute discussions  Understand sentences;  Construct compound sentences;	magazines reviews blogs songs biography web pages tickets poster

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11	<b>Sport</b>	<p><b>Word level:</b> A range of (dis)agreements</p> <p><b>Sentence level:</b> <i>Going to + verb</i> <i>Present continuous tense</i></p> <p><b>Text level:</b> Text type(s) Purpose – To inform/entertain</p>	<p><b>To discuss, read &amp; write about sport</b></p> <p>To take part in a group discussion</p> <p>To plan action/an event To show a sure future event</p> <p>To recognise genre &amp; purpose To write for audience</p>	<p>Make a <i>poster</i>.</p> <p><b>Word level:</b> ID &amp; spell <i>a range of (dis)agreements</i></p> <p><b>Sentence level:</b> ID &amp; write sentences with <i>going to + verb</i> <i>present continuous tense</i></p> <p><b>Text level:</b> ID text types, genres &amp; purpose; <i>Write a magazine article/report.</i></p>	<p><b>Trinity</b> S&amp;L T4 R T1, 2 &amp; 3 W T3</p> <p><b>OCR</b> Speak to com</p> <p>Contribute discussions</p> <p>Understand sentences</p> <p>Construct compound sentences</p>	<p>Magazine articles Blogs Reports</p>
12	<b>Jobs</b>	<p><b>Word level</b> Question tags A range of interruptions</p> <p><b>Sentence level</b> 1st conditional</p> <p><b>Text level</b> Text type(s) Purpose – to inform Audience - manager</p>	<p><b>To plan events, read texts &amp; write a report at work</b></p> <p>To clarify meaning To engage in a group discussion</p> <p>To show likely events</p> <p>To recognise genre &amp; purpose To write factual accounts for audience</p>	<p><b>Word level</b> Spell topic vocabulary ID &amp; spell question tags</p> <p><b>Sentence level</b> ID &amp; write sentences with <i>question tags</i> <i>1st conditional</i></p> <p><b>Text level</b> ID Text type(s), genre, Purpose &amp; audience <i>Write a report to your manager</i></p>	<p><b>Trinity</b> S&amp;L T4 R T2 W T1</p> <p><b>OCR</b> Speak to com</p> <p>Contribute discussions</p> <p>Understand sentences;</p> <p>Construct compound</p>	<p>CV Application forms Job advertisements Report forms Staff directories Holiday request forms Memos record of work order forms</p>

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					sentences;	
13	<b>Jobs</b>	<p><b>Word level</b> Formal synonyms/register</p> <p><b>Sentence level</b> <i>Indirect questions in a range of tenses</i></p> <p><b>Text level</b> Text type(s): Forms Purpose – to inform</p>	<p><b>To plan events, role play a meeting, read texts &amp; write a report at work</b></p> <p>To ask formal questions</p> <p>To <b>role play</b> a formal situation</p> <p>To recognise genre &amp; purpose To write for audience/fill in forms</p>	<p><b>Word level</b> ID <i>topic vocabulary</i> in a sentence &amp; a text; Spell topic vocabulary; Look up formal synonyms; Spell formal synonyms.</p> <p><b>Sentence level</b> ID &amp; write <i>indirect questions in a range of tenses</i>.</p> <p><b>Text level</b> ID <i>text type(s), informative purpose</i> through language &amp; layout; Write a form/work record/incident report for your manager; Write a CV</p>	<p><b>Trinity</b> S&amp;L T3 R T2 W T1</p> <p><b>OCR</b> Speak to com</p> <p>Contribute discussions</p> <p>Understand sentences</p> <p>Construct compound sentences</p>	<p>CV</p> <p>Application forms</p> <p>Job advertisements</p> <p>Report forms</p> <p>Staff directories</p> <p>Holiday request forms</p> <p>Memos</p> <p>order forms</p> <p>work record</p> <p>Dictionary</p>
14	<b>Review</b>	See above	To consolidate & assess learning	See above	See above	<p>ILPs</p> <p>Tracking docs</p> <p>Pro-Monitor</p>
	CHRISTMAS HOLIDAY					
	CHRISTMAS HOLIDAY					
15	<b>New Year</b>	<p><b>Word level:</b> Topic vocabulary</p>	<p><b>To discuss, read, plan &amp; write NY</b></p> <p><b>To learn about life in the UK</b></p> <p>Read for <i>meaning new words</i></p>	<p><b>Word level</b> ID <i>topic vocabulary</i> in a sentence &amp; a text; Spell topic vocabulary</p>	<p><b>Trinity</b> S&amp;L T1 &amp; 4 R T1 &amp; 3 W T2</p>	<p>Magazine article</p> <p>Web-page</p>



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		<p><b>Sentence Level:</b> Pronouns</p> <p><b>Text Level:</b> Sequence text Text types Purpose: <i>to inform, to describe</i></p>	<p>To refer to previous information</p> <p>Recognise genre &amp; purpose of text Write for audience</p>	<p>Answer meaning of word questions</p> <p><b>Sentence level</b> Scan for pronouns; Answer comprehension questions; Answer referencing questions; Write <i>compound/complex sentences</i> using <i>pronouns</i> to reference information.</p> <p><b>Text Level:</b> Skim for gist Sequence sections of text ID paragraphs &amp; purpose ID informative/descriptive texts through language &amp; layout; Write a magazine article about New Year Use paragraphs with a clear purpose</p>	<p><b>OCR</b> Speak to com Contribute discussions Understand sentences Construct compound sentences Understand sentences;</p>	
16	<b>The News</b>	<p><b>Word Level:</b> Idiomatic language</p> <p><b>Sentence Level:</b> Recognise &amp; use <i>past +to + infinitive</i></p> <p><b>Text Level:</b> Genres: broadsheet/tabloid Purpose: To inform/to entertain Paragraph length &amp; structure</p>	<p><b>To read, analyse &amp; write newspaper articles</b></p> <p>To understand a range of words &amp; genres</p> <p>To convey time/duration of action</p> <p>To recognise genre &amp; purpose of text</p> <p>To organize writing for audience</p>	<p><b>Word level</b> Spell topic vocabulary ID <i>idiomatic words/phrases</i> in a sentence &amp; a text; Match idiom to meaning; Answer meaning of word questions</p> <p><b>Sentence level</b> <i>ID past +to + infinitive;</i></p>	<p><b>Trinity</b> S&amp;L T1 &amp; 4 R T1 &amp; 3 W T1 &amp; 2</p> <p><b>OCR</b> Speak to com Contribute</p>	<p>Tabloids Broadsheets Web pages Headlines</p>

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				<p>Write sentences using <i>past + to + infinitive</i>; Scan for <i>tenses</i>; <i>Tense choice CLOZE</i></p> <p><b>Text Level</b> Predict story form headline; Match headline to story &amp; picture; ID broadsheet &amp; tabloids through language &amp; layout; State the purpose of broadsheet &amp; tabloids;</p>	<p>discussions</p> <p>Understand sentences</p> <p>Construct compound sentences</p>	
17	<b>The News</b>	<p><b>Word level</b> Genre-specific vocabulary</p> <p><b>Sentence Level:</b> Sentence length &amp; structure</p> <p><b>Text Level:</b> Genres: broadsheet/tabloid Purpose: To inform/to entertain Paragraph length &amp; structure</p>	<p><b>To make class newspaper</b></p> <p>To understand a range of words &amp; genres To convey time/duration of action</p> <p>To recognise genre &amp; purpose of text To write for audience</p>	<p><b>Word level</b> Use genre-specific vocabulary</p> <p><b>Sentence Level:</b> Use appropriate sentence length according to genre.</p> <p><b>Text Level</b> Make a class newspaper: Choose genre – name of newspaper; Research news; Plan article; Use correct paragraph length according to genre; Write a news article for target audience; Sequence the articles in</p>	<p><b>Trinity</b> S&amp;L T1 &amp; 4 R T1 &amp; 3 W T1 &amp; 2</p> <p>Speak to com</p> <p>Contribute discussions</p> <p>Understand sentences</p> <p>Construct compound sentences</p>	<p>Tabloids Broadsheets Web pages Headlines</p>

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				sections; Design & make front page; Design & make genre-specific extras (puzzles, weather etc.)		
18	<b>Creative Writing</b>	<p><b>Word Level:</b> Adverbs</p> <p><b>Sentence Level:</b> Recognise &amp; use <i>past + ing verb</i></p> <p><b>Text Level:</b> Genres: Purpose: To describe</p>	<p><b>To read, discuss &amp; write a piece of creative writing</b></p> <p>To recognise &amp; use descriptive language</p> <p>To convey time/duration of action</p> <p>Recognise genre &amp; purpose of text Write for audience</p>	<p><b>Word level</b> ID a range of adverbs in a sentence &amp; a text; Spell a range of adverbs; Group adverbs to purpose; ID <i>past + ing verb</i> in a sentence &amp; a text;</p> <p><b>Sentence Level</b> Write complex sentences using a range of adverbs in the correct position; Write complex sentences using <i>past + ing verb</i>.</p> <p><b>Text Level</b> ID descriptive texts; through language &amp; layout; Write a descriptive text; Write a <i>love/mystery</i> etc. story; Use long (4+ sentences) paragraphs.</p>	<p><b>Trinity</b> S&amp;L T1 &amp; 4 R T1 &amp; 3 W T1 &amp; 2</p> <p><b>OCR</b> Contribute discussions Understand sentences Construct compound sentences</p>	<p>Novels Comics Stories Narratives Poems</p>
19	<b>Creative Writing</b>	<p><b>Word Level:</b> Concession conjunctions (<i>although, even if</i> etc)</p>	<p><b>To read, discuss &amp; write a piece of creative writing</b></p> <p>To use a range of appropriate language</p>	<p><b>Word Level:</b> ID <i>concession conjunctions</i> in a sentence &amp; a text;</p>	<p><b>Trinity</b> S&amp;L T1 &amp; 4 R T1 &amp; 3 W T1 &amp; 2</p>	<p>Novels Comics Stories Narratives</p>

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		<p><b>Sentence Level:</b> Subordinate concession clause</p> <p><b>Text Level:</b> Paragraph structure Proof reading &amp; correction Genres: Purpose: To describe</p>	<p>To write complex sentences</p> <p>To organise text appropriately</p> <p>To introduce &amp; develop info</p> <p>To check work</p> <p>Recognise genre &amp; purpose of text</p> <p>Write for audience</p>	<p>Spell conjunctions; Spell topic vocabulary; Use <i>root words, prefixes &amp; suffixes</i>.</p> <p><b>Sentence Level:</b> Write complex sentences using concession clauses; Use SVO in sentences.</p> <p><b>Text Level:</b> Structure paragraphs; Proof read &amp; correct exemplar, peer &amp; own work; ID descriptive texts through language &amp; layout; ID genre &amp; purpose of texts; Write a descriptive text; Write an <i>action/comedy/romantic etc.</i> story.</p>	<p><b>OCR</b></p> <p>Contribute discussions</p> <p>Understand sentences</p> <p>Construct compound sentences</p>	<p>Poems</p>
20	Advertising	<p><b>Word Level:</b> Powerful words Pronouns</p> <p><b>Sentence Level:</b> Slogans Short sentences SVO Emphasis</p> <p><b>Text Level:</b> Purpose: To persuade</p>	<p><b>To read, analyse &amp; plan adverts</b></p> <p>To recognise &amp; use persuasive language</p> <p>To create interest/keep attention</p> <p>To plan an advert</p>	<p><b>Word Level:</b> ID <i>powerful words, pronouns, adjectives, intensifiers, adverbs of frequency</i> in a sentence &amp; a text; Spell topic vocabulary;</p> <p><b>Sentence Level:</b> Write slogans; Write short sentences using powerful words,</p>	<p><b>Trinity</b></p> <p>S&amp;L T1 R T2 W T1</p> <p><b>OCR</b></p> <p>Speak to com</p> <p>Contribute discussions</p>	<p>TV adverts Magazine adverts On-line adverts Billboards Vehicle advertising</p>

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		Audience: age, sex etc. Location: TV, magazines etc. Layout	Recognise genre & purpose of text Write for audience	pronouns, adjectives, intensifiers, adverbs of frequency; Emphasise SVO. <b>Text Level:</b> ID persuasive texts through language & layout; ID audience: age, sex etc. ID location: TV, magazines etc. Plan adverts.	Understand sentences Construct compound sentences	
	HALF TERM					
21	Advertising	<b>Word Level:</b> A range of appropriate vocabulary. <b>Sentence Level:</b> Ellipsis (e.g. "Always low prices") <b>Text Level:</b> Visual aids to convey meaning	<b>To make pairs adverts &amp; present to class</b> To recognise & use persuasive language To create interest/keep attention To write for audience To recognise genre To use language appropriate to audience To present an advert	<b>Word Level:</b> Use a range of appropriate vocabulary. <b>Sentence Level:</b> Write slogans; Write short sentences; Use ellipsis. <b>Text Level:</b> Plan, design & make an advert using appropriate language & layout.	<b>Trinity</b> S&L T3 R T2 W T1  <b>OCR</b> Speak to com  Contribute discussions Understand sentences Construct compound sentences	TV adverts Magazine adverts On-line adverts Billboards Vehicle advertising Job adverts LCC advertising
22	Different texts	<b>Review, consolidate &amp; assess:</b> Alphabetical lists	<b>To recognize, read &amp; write different texts</b>	<b>Text Level</b> Add 3 items to an	<b>Trinity</b> R T2	

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
		Test they can recognise & write different texts Write 4 different texts		alphabetical list; ID different text types; Group texts according to genre, purpose, audience & location; Write different texts for different purpose, audience & location.	W T 1,2 & 3  <b>OCR</b> Understand sentences;	
23	<b>History</b>	<b>Word Level:</b> Topic vocabulary Relative pronouns e.g. <i>which, that, who, where</i> <b>Sentence Level:</b> Complex sentences <b>Text level:</b> Text types Purpose: <i>to inform, to describe</i>	<b>To learn about life in the UK</b> To recognise & use appropriate words To refer to previous information  To convey complex information  To organise text appropriately Recognise genre & purpose of text Write for audience & purpose	<b>Word Level:</b> Spell topic vocabulary; Reading race; ID <i>relative pronouns</i> e.g. <i>which, that, who, where</i> in a sentence & a text; <b>Sentence Level:</b> Relative pronoun CLOZE Write complex sentences using <i>relative pronouns</i> ; ID & write <i>complex sentences infinitives of purpose</i> . Use <i>commas</i> to mark boundaries in <i>complex sentences</i> . <b>Text level:</b> ID gist of text; ID text type, genre & purpose through language & layout.	<b>Trinity</b> S&L T1 & 4 R – T1 & 3 W – T2  <b>OCR</b> Speak to com  Contribute discussions  Understand sentences  Construct compound sentences	Text book Web-page
24	<b>History</b>	<b>Word Level:</b> Topic vocabulary <b>Sentence level</b> Infinitives of purpose e.g. <i>to earn money</i>	<b>To learn about life in the UK</b>  To define & explain information	<b>Word Level:</b> Spell topic vocabulary; ID informative language in a sentence & a text.	<b>Trinity</b> S&L T1 & 4 R – T2 W – T2	Text book Web-page Different texts

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
		<b>Text Level</b> Recognise different texts	To show purpose  To sequence text chronologically To read & use texts appropriately	<b>Sentence Level:</b> Write historical fact cards in complex sentences using <i>relative pronouns &amp; infinitives of purpose</i> ; Use <i>commas</i> to mark boundaries in <i>complex sentences</i> . <b>Text level:</b> ID text type, genre & purpose through language & layout; Write a history text using appropriate language & layout.	<b>OCR</b> Speak to com  Contribute discussions  Understand sentences  Construct compound sentences	
25	Review					ILPs Tracking docs
	EASTER HOLIDAY					
	EASTER HOLIDAY					
26	Present Perfect Tense	<b>Word Level:</b> Past participles Time markers: <ul style="list-style-type: none"> <li>• for/since</li> <li>• ever/never</li> <li>• yet/already</li> </ul> Tense choice <b>Sentence Level:</b> Present perfect tenses Ask & answer questions <b>Text Level</b> Text type	To connect past to present To show recent past To show multiple/unknown past times	<b>Word Level:</b> ID present perfect tenses in a sentence & a text; Spell 36 past participles <b>Sentence Level:</b> Write sentences using perfect tenses; Write sentences using time markers Past simple v present perfect CLOZE; Ask & answer questions.	<b>Trinity</b> S&L – T 1 & 3 R – T 1 & 3 W – T 2 & 3  <b>OCR</b> Speak to com  Understand sentences	Grammar h/o Surveys

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
				<b>Text Level</b> ID text type, genre & purpose through language & layout; Write an article about their year so far.	Construct compound sentences	
27	Travel/holidays	<b>Word Level:</b> Phrasal verbs (e.g. <i>get in, pick up</i> etc.) To review idiomatic language <b>Sentence Level:</b> Object pronoun position 2 <sup>nd</sup> conditional ( <i>If I went anywhere, I would go to Japan...</i> ) <b>Text Level:</b> Text types Purpose: <i>to inform, to describe</i>	<b>To narrate a past event &amp; write about possible future event</b> To skim for gist To scan for detail To communicate in formal & informal situations To make complete sentences To read & use texts appropriately To write for audience	<b>Word Level:</b> ID <i>phrasal verbs</i> in a sentence & a text; Spell phrasal verbs. <b>Sentence Level:</b> Use phrasal verbs correctly in a sentence; Use 2 <sup>nd</sup> conditional correctly in a sentence; Position the <i>object pronoun</i> correctly according to the <i>phrasal verb</i> . <b>Text Level:</b> ID text type, genre & purpose through language & layout; Write a <i>post card/travelogue</i> using appropriate language & layout.	<b>Trinity</b> S&L T 1,2, 4 R T1, 2 & 3 W – T3  <b>OCR</b> Speak to com  Contribute discussions  Understand sentences  Construct compound sentences	Travelogue Brochures Leaflets Postcard Insurance form
28	Travel/holidays	<b>Review, consolidate &amp; assess:</b> <b>Word Level:</b> phrasal verbs idiomatic language <b>Sentence Level:</b> Object pronoun position	<b>To narrate a past event &amp; write about possible future event</b> To skim for gist To scan for detail To communicate in formal & informal situations	<b>Word Level:</b> ID <i>phrasal verbs</i> in a sentence & a text; Spell phrasal verbs. <b>Sentence Level:</b> Use phrasal verbs	<b>Trinity</b> S&L T 1, 2, 4 R T1, 2 & 3 W T3	Travelogue Brochures Leaflets Postcard Insurance form



Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
		<p>2<sup>nd</sup> conditional (<i>If I went anywhere, I would go to Japan...</i>)</p> <p><b>Text Level</b> Text types Purpose: <i>to inform, to describe</i></p>	<p>To make complete sentences To read &amp; use texts appropriately To write for audience</p>	<p>correctly in a sentence; Use 2<sup>nd</sup> conditional correctly in a sentence; Position the <i>object pronoun</i> correctly according to the <i>phrasal verb</i>.</p> <p><b>Text Level:</b> ID text type, genre &amp; purpose through language &amp; layout; Write a <i>post card/travelogue</i> using appropriate language &amp; layout.</p>	<p><b>OCR</b> Speak to com Contribute discussions Understand sentences Construct compound sentences</p>	
29	Health/food	<p><b>Word Level:</b> Imperative verbs <b>Sentence Level:</b> Instructions Past, present &amp; future tenses/structures <b>Text Level</b> Text types Purpose: <i>to instruct, to inform</i></p>	<p><b>To read, discuss &amp; write about health &amp; diet</b></p> <p>To discuss daily diet To show past health routines To show recent changes To write recipes To read &amp; use texts appropriately To write for audience</p>	<p><b>Word Level:</b> ID imperative verbs Spell imperative verbs; Spell topic vocabulary <b>Sentence Level:</b> Write instructions. <b>Text Level:</b> ID text type, genre &amp; purpose through language &amp; layout; Answer questions about <i>Food packaging/labels</i>; Complete a <i>diet planner</i>; Write a <i>recipe</i> using appropriate language &amp; layout;</p>	<p><b>Trinity</b> S&amp;L T 1, 2,3,4 R – T1, 2, 3 W – T 3 <b>OCR</b> Speak to com Contribute discussions Understand sentences Construct compound sentences</p>	<p>Recipes Food planner Food values table Food packaging Labels</p>

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
30	Health/food	<p><b>Review, consolidate &amp; assess:</b></p> <p><b>Word Level:</b> Imperative verbs</p> <p><b>Sentence Level:</b> Recognise &amp; use imperative sentences Recognise &amp; use <i>past, present &amp; future tenses</i>; Use <i>comparative structures</i>;</p> <p><b>Text Level</b> Text types Purpose: <i>to instruct, to inform</i></p>	<p><b>Make a class recipe book</b></p> <p>To discuss daily diet To show past health routines To show recent changes To write recipes To read &amp; use texts appropriately To write for audience</p>	<p><b>Word Level:</b> Use <i>topic vocabulary</i> appropriately; Spell <i>topic vocabulary</i></p> <p><b>Sentence Level:</b> Write sentences using <i>past, present &amp; future tenses</i> to compare change in lifestyle; Use comparative structures;</p> <p><b>Text Level:</b> ID <i>text features</i> of a poster; <i>Create a poster</i> describing different ways of having a healthy lifestyle; Scan, skim &amp; read a magazine article for meaning; Write an article for a Health magazine about how your lifestyle has changed.</p>	<p><b>Trinity</b> S&amp;L T 1, 2, 3, 4 R – T1, 2, 3 W – T 3</p> <p><b>OCR</b> Speak to com Contribute discussions Understand sentences Construct compound sentences</p>	<p>Recipes Food planner Food values table Food packaging Labels</p>
31	Art	<p><b>Review, consolidate &amp; assess:</b></p> <p><b>Word Level:</b> Appropriate/range of adjectives Comparatives/superlatives</p> <p><b>Sentence Level:</b> Complex sentences <i>I like + reason</i> <i>I prefer + reason</i></p>	<p><b>To discuss, read &amp; write about art</b></p> <p>To describe &amp; compare pictures To scan for information To understand meaning of words</p> <p>To convey complex information To express/ask for: feelings/likes/dislikes/preference</p>	<p><b>Word Level:</b> ID <i>topic vocabulary</i> in a sentence &amp; a text; Spell topic vocabulary Answer meaning of word questions Use appropriate/range of adjectives Use</p>	<p><b>Trinity</b> S&amp;L T1,3 &amp; 4 R T1 &amp; 3 W – T2</p> <p><b>OCR</b> Speak to com</p>	<p>Pictures Biopics Reviews Graffiti</p>

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
		<i>relative pronouns;</i> <i>infinitives of purpose;</i> Punctuation - <i>commas &amp; speech marks</i> <b>Text Level</b> Skim for gist Text types Purpose: <i>to inform, describe, to incite feelings</i>	To read for meaning  To understand the main point of the text To read & use texts appropriately To write for audience  To research art & information	comparatives/superlative Scan for detail <b>Sentence Level:</b> Read for meaning Write complex sentences to give opinion using: <i>I like + reason;</i> <i>prefer + reason;</i> <i>relative pronouns;</i> <i>infinitives of purpose;</i> Use punctuation: <i>commas</i> to mark boundaries in <i>complex sentence;</i> <i>speech marks</i> for reported speech; <b>Text Level</b> ID text type, genre & purpose ( <i>to inform, describe, to incite feelings</i> ) through language & layout; Skim for gist; Research art.	Contribute discussions  Understand sentences  Construct compound sentences	
32	<b>Art</b>	<b>Review, consolidate &amp; assess:</b>  <b>Word Level:</b> Appropriate/range of adjectives Comparatives/superlatives <b>Sentence Level:</b> Complex sentences Use <i>I like + reason</i> Use <i>prefer + reason</i>	<b>To discuss, read &amp; write about art</b>  To describe & compare pictures To scan for information To understand meaning of words  To convey complex information To express/ask for: feelings/likes/dislikes/preference	<b>Word Level:</b> Identify meaning of words; Scan for detail; Spell a range of words correctly <b>Sentence Level:</b> Use a range of structures in complex sentences;	<b>Trinity</b> All tasks  <b>OCR</b> Speak to com  Contribute discussions	Pictures Biopics Reviews Graffiti Art catalogue (alphabetical)

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
		<i>Relative pronouns;</i> <i>Infinitives of purpose;</i> <b>Text Level</b> Text types Purpose: <i>to inform, describe, to incite feelings</i>	To read for meaning  To skim for gist To read & use texts appropriately To write for audience	Use a range of punctuation; <b>Text Level</b> Identify purpose of text; Identify gist of text; Identify paragraph purpose; Add 3 items to an alphabetical list; Write a review/biopic of an artist/piece of art for a web-site/magazine; Plan using notes + gist & detail, in sequence; Use a range of markers to sequence the text; Use paragraphs appropriate to genre;	Understand sentences  Construct compound sentences	
	HALF TERM					
33	<b>EXAMPRACTICE/ REVIEW/PROG/ L1 TASTERS</b>	<p style="text-align: center;"><b>EXAM PRACTICE</b></p> Mock + feedback Individual skills practice Pairs exams <p style="text-align: center;"><b>REVIEW</b></p> Evaluate year's learning The story of our year Self-assessment Tutorials <p style="text-align: center;"><b>PROGRESSION</b></p> Enter names for courses next year Complete exit review	To prepare for resit exams To consolidate learning To progress students To prepare for the next level		Depends on student	E3 R/W exams L1/2 R/W exams  Tracking docs ILPs Pro-Monitor

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
		Complete ILP <b>L1 TASTERS</b> Past perfect Passive L1/2 R/W exams				
34	<b>EXAMPRACTICE/ REVIEW/PROG/ L1 TASTERS</b>	<b>EXAM PRACTICE</b> Mock + feedback Individual skills practice Pairs exams <b>REVIEW</b> Evaluate year's learning The story of our year Self-assessment Tutorials <b>PROGRESSION</b> Enter names for courses next year Complete exit review Complete ILP <b>L1 TASTERS</b> Past perfect Passive L1/2 R/W exams	To prepare for resit exams To consolidate learning To progress students To prepare for the next level		Depends on student	E3 R/W exams L1/2 R/W exams  Tracking docs ILPs Pro-Monitor
35	<b>EXAM PRACTICE/ REVIEW/PROG/ L1 TASTERS</b>	<b>EXAM PRACTICE</b> Mock + feedback Individual skills practice Pairs exams <b>REVIEW</b> Evaluate year's learning The story of our year Self-assessment Tutorials <b>PROGRESSION</b> Enter names for courses next year	To prepare for resit exams To consolidate learning To progress students To prepare for the next level		Depends on student	E3 R/W exams L1/2 R/W exams  Tracking docs ILPs Pro-Monitor

Session	Topic/genre	Language/skills	Function	Literacy	Exams	Texts
		Complete exit review Complete ILP <p style="text-align: center;"><b>L1 TASTERS</b></p> Past perfect Passive L1/2 R/W exams				
36	<p style="text-align: center;"><b>REVIEW/PROG/L1 TASTERS</b></p>	<p style="text-align: center;"><b>EXAM PRACTICE</b></p> Mock + feedback Individual skills practice Pairs exams <p style="text-align: center;"><b>REVIEW</b></p> Evaluate year's learning The story of our year Self-assessment Tutorials <p style="text-align: center;"><b>PROGRESSION</b></p> Enter names for courses next year Complete exit review Complete ILP <p style="text-align: center;"><b>L1 TASTERS</b></p> Past perfect Passive L1/2 R/W exams	To prepare for resit exams To consolidate learning To progress students To prepare for the next level		Depends on student	E3 R/W exams L1/2 R/W exams  Tracking docs ILPs Pro-Monitor