**Mid - term plan**

**ESOL Yr11**

The ESOL course is designed to develop all four skills (speaking, listening, reading and writing) in English and to prepare the targeted EAL students for their final ESOL exam. Exam tasks vary depending on a level. In lower levels of ESOL (Entry Level 1, Entry Level 2) students are requested to recognise lower or upper case letters, choose the correct word for a context, write a short email or a note. In higher levels of ESOL (Entry Level 3, Level 1 and Level 2) it is requested that the students are familiar with parts of speech, punctuation (e.g. a semicolon) and more advanced vocabulary and sentence structures in order to write a longer letter or an article.

All lessons I have created by myself and my ESOL curriculum is based on different tasks that can be found in ESOL past papers. The lessons also contain differentiated resources since there is a number of EAL Beginners in my groups who very often need the tasks suitable for their ability and the particular ESOL exam level.

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|  | **Autumn 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Connectives - introduction. Connectives to replace “and”, “but” and “because”. | To be able to create compound and complex sentences | additionally, moreover,  although, however, therefore, thus | The students will learn more advanced connectives.  The students will create complex sentences using them. | Powerpoints and print - outs:  [Lesson 1 - introduction](https://docs.google.com/presentation/d/16l-LCzpTsMe89jyt_Ndmx6snaIlMvS75t0ilG3fEBZ8/edit#slide=id.p1)  [Lesson 2](https://docs.google.com/presentation/d/1bESBe5QN8xYRDsFbPJ3MPdQyKIoLck1jnKyqCNbcu_Q/edit#slide=id.p1)  [Lesson 3](https://docs.google.com/presentation/d/18s2WSw4YU1t3dAUaFmGjrlZYjkEWXYWR5j2kPZlGXhw/edit#slide=id.p1) |
| **Week 2** | Connectives - despite, therefore, thus  Connectives - revision | To be able to create compound and complex sentences | despite  although/  however | The students will learn advanced connectives.  The students will create complex sentences using them. | Powerpoints and print - outs:  [Lesson 4](https://docs.google.com/presentation/d/1VYnp6NgC812AbgctF-POe3YFP07xwC9Wp5F_39TZ9eE/edit#slide=id.p1)  [Lesson 5](https://docs.google.com/presentation/d/1RkDUusWtRdRIarzqwJm3jXE6K7JnAE5YmepQt9yNL80/edit#slide=id.p1)  [Lesson 6](https://docs.google.com/presentation/d/1rN7eooHW68b64B9jIOe67dnasauHMjihALks22UtPy4/edit#slide=id.p1)  [Cut - join the sentences with the connectives given](https://docs.google.com/document/d/1mIsTX5VXHCyiS5WjtcnhO6GlvyVCPET9oTPLjJu3QQM/edit)  [HW - rewrite the sentences using other connectives](https://docs.google.com/document/d/1cZmA4-vZ-a9VXqWk6HQjeoVT1BkGDI5OA1YSj6MGh8w/edit) |
| **Week 3** | Simple and compound sentences | Create compound sentences using appropriate connectives taught in previous lessons | and, but, or, for, nor, yet, so | The students will learn the difference between a complex and a compound sentence.  The students will use a variety of sentences in writing. | Powerpoints and print-outs:  [Verb - subject, simple, compound, complex sentences](https://docs.google.com/presentation/d/1bAKeI-8bWKv0KkM2WA-p-uSvXjq8_9YmWKsdVLBjt18/edit#slide=id.p1) |
| **Week 4** | Complex sentences -examples, practice | Create complex sentences using appropriate connectives | when, despite, although, because | The students will learn the difference between a complex and a compound sentence.  The students will use a variety of sentences in writing. | Powerpoints and print-outs:    [Verb - subject, simple, compound, complex sentences](https://docs.google.com/presentation/d/1bAKeI-8bWKv0KkM2WA-p-uSvXjq8_9YmWKsdVLBjt18/edit#slide=id.p1) |
| **Week 5** | Purpose of a text | Understand purpose of writing | invite, instruct, complain, advise, advertise, inform | The students will be able to understand that each text conveys a different type of message. | Three texts written for different purposes: |
| **Week 6** | Application forms | Be able to fill in a simple application form | apply,  application,  capital letter, block capital | The students will be able to fill in an application form correctly by choosing a title, including an address, postcode, street and town names, telephone number and date of birth as well as giving reasons for applying. | Powerpoints and print-outs:  ESOL past papers with application forms on different levels:  [Entry Level 1 Writing](https://drive.google.com/drive/folders/1oIEclzbhhxtLh0oO4Kh4iWu4F4XyMHi7)  [Entry Level 2 Writing](https://drive.google.com/drive/folders/1rHIG_u9PJDFUn2yld_AhllyZZ1pLlI4-)  [Entry Level 3 Writing](https://drive.google.com/drive/folders/1aVDapy7_sKxcjXjHGiS0WyRE6QEs30_d)  [Level 2 Writing](https://drive.google.com/drive/folders/1x2brtnZYrYVJzitCUc8f5gpV8LnhNj0Z) |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

Week 7 Assessment. As part of measuring progress expected to be made by the students, they are asked to complete Spelling (80 words), Reading and Writing tests every half term. Data obtained for each of the three components is recorded and compared in order to assess the students’ performance and progress. The same Spelling and Reading are used each time; writing tasks normally differ from each time. The writing tasks are differentiated: the lower ability students receive either an image or a photo story and they are requested to name objects or write phrases or sentences (if they are able to) showing their vocabulary knowledge. Those students with higher ability are either given a more complicated photo story to write or a more difficult writing task to complete.

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|  | **Autumn 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Writing letters - introduction. Parts of a letter. | To be able to structure a letter correctly | layout, greeting, paragraph, conclusion, closing, signature | The students will recognise parts of a letter and name them.  The students will learn how to structure a letter correctly. | Powerpoints and print - outs:  [PPs: parts of a letter](https://docs.google.com/presentation/d/1iiLxCK9BdlpaXYOnxbkIreeFPc2O2Y3_NT65zT_ZgJ0/edit#slide=id.p1)  A copy of a letter to be labelled (within the PPs)  A copy of formal and informal letter phrases to classify correctly (within the PPs) |
| **Week 2** | Formal vs. informal style | To be able to recognise different writing styles | style, vocabulary, recipient, content, sentence structure | The students will learn what makes a writing style and how to recognise whether it is formal or informal. | Powerpoints and print - outs:  A worksheet with formal/informal examples of letters elements  Formal/informal phrases – match |
| **Week 3** | Writing to enquire | To be able to learn words and phrases characteristic to a letter of enquiry | enquire, I would be grateful, regarding, convenient | The students will practise writing a letter of enquiry | Powerpoints and print-outs:  A copy with informal words/phrases – add formal equivalents |
| **Week 4** | Writing to recommend | To be able to learn words/phrases to recommend a place | recommend, worth, advisable, If I were you, I would… | To be able to write a letter recommending a place of choice. | Powerpoints and print-outs:    A copy of a letter – put paragraphs in the correct order  A copy of vocabulary and sentence starters characteristic to writing to recommend |
| **Week 5** | Writing to advise – arrange a holiday | To be able to remember words/phrases characteristic to a letter of recommendation | advise, advice, recommend, vaccination, in advance, jab | The students will write a letter to give advice before going on holiday. | Three texts written for different purposes:  [Holiday vocabulary. Writing to advise.](https://docs.google.com/presentation/d/1zXMpKJ1oFuyJQ_p_kC-fGHEk_7RKiHOO7DFDpuFFUC4/edit)  A copy of a text to fill in while listening to a speaker  A copy of vocabulary and sentence starters characteristic to writing to advise (within the PPs) |
| **Week 6** | Exam skills – describe a photo | To be able to describe a photo using connectives, adverbs and adjectives | adjectives, adverbs, in the picture I can see…, The picture illustrates… | The students will be able to describe a photo using adjectives, adverbs and connectives. | Powerpoints and print-outs:  [Pictures to describe](https://drive.google.com/drive/folders/1cKSum09fBWCYX9dUfOXqUbg7rlrwwkX4) |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Spring 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Talking about a town. Types of houses. Elements of a house | To be able to learn words/phrases related to different types of houses. | detached, semi-detached, apartment, a block of flats, a cottage, fence, garden, roof, chimney | The students will demonstrate their knowledge of different types of houses.  The students will write a paragraph about their house and what are the advantages and disadvantages of living in such type of accommodation. | Powerpoints and print - outs:  [PPs: Types of houses. Write an advertisement re:your flat.](https://docs.google.com/presentation/d/1l9PS2ZAO2LLEEjszJvOfa-34n9r67IC7NtuS4DJSplc/edit#slide=id.p7) |
| **Week 2** | My house - *there is / there are*  Names of furniture. | To be able to name rooms in the house | There is/are, bedroom, bathroom, kitchen, attic, cellar, garage, shed, first/second floor,furniture | The students will describe their houses/flats naming the rooms and giving adjectives to describe them.  The students will be able to describe their bedroom offering names of furniture, adjectives to describe it and prepositions to show where it is placed. | Powerpoints and print - outs: |
| **Week 3** | Jobs around the house - chores. | To be able to learn verbs and expressions related to chores | chores, ironing, dusting, hang out, wipe, empty, hoover, sweep | The students will write about the chores they are responsible for in their house.  The students will describe a picture: *What a terrible mess! What needs to be done?* | Powerpoints and print-outs:  [PPs: Jobs around the house](https://docs.google.com/presentation/d/1nMgLPvQPlUzy9dr9nnB7wGlznUnKHKUxZKpeauzUYoU/edit)  [PPs: Chores. Letter writing.](https://docs.google.com/presentation/d/1tm8vp-h4OZkfbIYPlHcAcAmhFuv2wFGkrbLEF-8Cxt4/edit)  A copy of activities from Vocabulary Builder book. |
| **Week 4** | Problems around the house - accidents. Tools and things. | To be able to learn phrases to express something doesn’t work. | stain, broken, leak, drip, stuck, ruined, fixed, hammer, needle, torch, screwdriver | To be able to express concerns about something that stopped working.  To be able to write a dialogue with a servicing person or a letter explaining a problem. | Powerpoints and print-outs:    [PPs: Problems around the house. Write a letter to your landlord to describe a problem.](https://docs.google.com/presentation/d/1Eud9MgtItG0BRwZzathDbP4OHw4CTFqmHluqlodBSPU/edit) |
| **Week 5** | Exam skills – R&W past papers practice | To be able to complete Reading and Writing papers |  | The students will complete R&W papers.  The students will be informed about their scores and decisions regarding the level of their ESOL exams. | Reading past papers  Writing past papers  Mark schemes for both tests  [ESOL tests and MS](https://drive.google.com/drive/folders/1TIF9kZXtTkM0aCfrADyLBNtxFaDmpMTl) |
| **Week 6** | Exam skills – Speaking and Listening practice | To be able to follow the teacher’s instructions during the S&L ESOL test |  | The students will be able to follow the gist of a text, answer questions about the text, give information about themselves and ask others for such information. | Powerpoints and print-outs:  ESOL S&L past papers to practise this skill for the ESOL S&L exam  [ESOL tests](https://drive.google.com/drive/folders/1TIF9kZXtTkM0aCfrADyLBNtxFaDmpMTl) |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Spring 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Do you know what time it is? - polite requests | To be able to apply a different way of asking for information | inversion, tense, direct, indirect, polite, request | The students will be able to apply inversion to ask indirectly.  The students will be able to revise tenses to form indirect questions correctly. | Powerpoints and print - outs:  [PPs: Polite requests](https://docs.google.com/presentation/d/1Cm4JJc4LffE7UGPxPIqQUCir-m77RiH0NRZX5m98epU/edit#slide=id.p1)  Student A and B - Speaking and Listening activity sheet  [Student A and Student B dialogues](https://drive.google.com/drive/my-drive)  [Exercises](https://drive.google.com/drive/my-drive) |
| **Week 2** | Writing a response to an email and a note | To be able to respond to a short text or write a short note | note, email, style, response, instructions | The students will be able to follow instructions while responding to a short email.  The students will be able to construct a short note. | Powerpoints and print - outs:  Exemplary activities from ESOL past papers for an email and a note  [ESOL past papers](https://drive.google.com/drive/folders/1TIF9kZXtTkM0aCfrADyLBNtxFaDmpMTl) |
| **Week 3** | Exam skills – Speaking and Listening practice | To be able to follow the teacher’s instructions during the S&L ESOL test | In my opinion, I think, I agree/disagree, I would rather | The students will be able to follow the gist of a text, answer questions about the text, give information about themselves and ask others for such information. | ESOL S&L past papers to practise this skill for the ESOL S&L exam  [ESOL past papers](https://drive.google.com/drive/folders/1TIF9kZXtTkM0aCfrADyLBNtxFaDmpMTl) |
| **Week 4** | Exam skills – Speaking and Listening practice | To be able to follow the teacher’s instructions during the S&L ESOL test | In my opinion, I think, I agree/disagree, I would rather | The students will be able to follow the gist of a text, answer questions about the text, give information about themselves and ask others for such information. | ESOL S&L past papers to practise this skill for the ESOL S&L exam  [ESOL past papers](https://drive.google.com/drive/folders/1TIF9kZXtTkM0aCfrADyLBNtxFaDmpMTl) |
| **Week 5** | Exam skills – R&W past papers practice | To be able to complete Reading and Writing papers | I am writing to…, I would like to… | The students will complete R&W papers.  The students will be informed about their scores and decisions regarding the level of their ESOL exams. | Reading past papers  Writing past papers  Mark schemes for both tests  [ESOL past papers](https://drive.google.com/drive/folders/1TIF9kZXtTkM0aCfrADyLBNtxFaDmpMTl) |
| **Week 6** | Exam skills – Speaking and Listening practice | To be able to follow the teacher’s instructions during the S&L ESOL test | In my opinion, I think, I agree/disagree, I would rather | The students will be able to follow the gist of a text, answer questions about the text, give information about themselves and ask others for such information. | Powerpoints and print-outs:  ESOL S&L past papers to practise this skill for the ESOL S&L exam  [ESOL past papers](https://drive.google.com/drive/folders/1TIF9kZXtTkM0aCfrADyLBNtxFaDmpMTl) |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

**ESOL Yr10**

The ESOL course is designed to develop all four skills (speaking, listening, reading and writing) in English and to prepare the targeted EAL students for their final ESOL exam. Exam tasks vary depending on a level. In lower levels of ESOL (Entry Level 1, Entry Level 2) students are requested to recognise lower or upper case letters, choose the correct word for a context, write a short email or a note. In higher levels of ESOL (Entry Level 3, Level 1 and Level 2) it is requested that the students are familiar with parts of speech, punctuation (e.g. a semicolon) and more advanced vocabulary and sentence structures in order to write a longer letter or an article.

All lessons I have created by myself and my ESOL curriculum is based on different tasks that can be found in ESOL past papers. The lessons also contain differentiated resources since there is a number of EAL Beginners in my groups who very often need the tasks suitable for their ability and the particular ESOL exam level.

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|  | **Autumn 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | The alphabet - practice. | To be able to recognise the letters of the alphabet | the alphabet, the alphabetical order, vowel, consonant | The students to learn the names of the letters of the alphabet.  The students to be able to put words in alphabetical order, distinguish between a vowel and a consonant. | Powerpoints and printouts:  [The alphabet](https://docs.google.com/presentation/d/1j52-p1DbfQBnbBbYHM4096Drvwpszplm7zlY3H9MA7Q/edit#slide=id.p8)  [Spell these words... - Student A and B sheets](https://docs.google.com/document/d/1DMtKJI8f2ncVgHs1vU095oFuiPgSFKqlxxRntOeKoI0/edit)  Mini white board - write the letter the teacher says |
| **Week 2** | “Help!” - introducing the characters | To be able to summarise Chapter 1 and recognise each character of the story | character, chapter, blurb, synopsis, unemployed | The students will learn the parts of a story: a blurb, a chapter, etc.  The students will read the first chapter and learn who the characters are and write a summary of what they find out about them. | Powerpoints and printouts:  [Lesson 1, 2 - "Help!" - introducing the characters](https://docs.google.com/presentation/d/1rTd4fOFtU9ynHV6fv2DM9uvsxqfJVJMeDLfrJQZ7khM/edit#slide=id.p1) |
| **Week 3** | “Help!” - describing people’s appearance. | To be able to identify the main appearance features of the main characters | appearance, smart, scruffy, elegant, handsome, attractive | The students will learn adjectives to describe the appearance of the main characters.  The students will write a character sketch. | Powerpoints and printouts:  [Lesson 3, 4 - "Help!" - describing people's appearance](https://docs.google.com/presentation/d/1kXIhtr2b5jSuk8ZRSp6ryxcGxIWruCqajY2mVDPdD2k/edit) |
| **Week 4** | “Help!” - describing people’s personality. | To be able to identify personality features based on people’s actions | personality, intelligent, careless, responsible | The students will learn some adjectives describing the personality of the main characters.  The students will write a description of a character chosen. | Powerpoints and printouts:  [Lesson 5, 6 - "Help!" - describing people's personality](https://docs.google.com/presentation/d/1bpbFIuA6_RkDDe-dq8MpGw30AWHFdaWgp50AnXL6a_g/edit#slide=id.p1) |
| **Week 5** | Joe is a versatile student - writing a teacher’s report. | To be able to use adjectives taught to create a teacher’s report. | report, careless, responsible, hard- working | The students will be able to apply the adjectives previously taught to write a teacher’s report. | Powerpoints and printouts:  [PPs: Personality adjectives. Teacher's report.](https://docs.google.com/presentation/d/1dNlwDyQ4StwLrF9xecbzIVszENDnOxNEzr4qLrmyudw/edit)  [Listening](https://drive.google.com/drive/folders/119vH2yr0m9CwrOOms_uQHMMTl2oEn7zB) |
| **Week 6** | “Help!” - synonyms., How to replace commonly used words? | To be able to offer some synonyms of the words “say”, “answer”, “ask” | synonym, state, whisper, scream, respond, reply, enquire | The students will be able to replace commonly used dialogue verbs (“say”, “answer”, “ask”) with more specific ones.  The students to write their own dialogues that include those synonyms. | Powerpoints and printouts:  [Lesson 1, 2, 3 - synonyms of commonly used dialogue words](https://docs.google.com/presentation/d/1umsvb5kkfidYp-bZoyVGYhRPN2YcO5ykW9I2rcE34dk/edit#slide=id.p14)  [PPs: Synonyms of say, ask, answer.](https://docs.google.com/presentation/d/12IH5wifGU6cxy2QUR-upMOGYvIBIH1FrwD7zRcAMdF0/edit#slide=id.p) |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

Week 7 Assessment. As part of measuring progress expected to be made by the students, they are asked to complete Spelling (80 words), Reading and Writing tests every half term. Data obtained for each of the three components is recorded and compared in order to assess the students’ performance and progress. The same Spelling and Reading are used each time; writing tasks normally differ from each time. The writing tasks are differentiated: the lower ability students receive either an image or a photo story and they are requested to name objects or write phrases or sentences (if they are able to) showing their vocabulary knowledge. Those students with higher ability are either given a more complicated photo story to write or a more difficult writing task to complete.

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|  | **Autumn 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Festivals: Halloween | To be familiar with vocabulary related to Halloween | Halloween, ghost, scary, haunted, witch, pumpkin | The students will be able to name objects related to Halloween.  The students will be able to describe the festival briefly and use Halloween adjectives in writing. | Powerpoint and printouts:  [Halloween](https://docs.google.com/presentation/d/1U_wkMxG1Y_mIwghbVnUhbry5lF8q2UHyl-tnxqtvyYw/edit#slide=id.p1)  [Halloween - unscramble the words](https://drive.google.com/drive/folders/1uENcTkCYsXZbkxOMCRUVNOuy7qymbpC5)  [Halloween - word search](https://drive.google.com/drive/folders/1uENcTkCYsXZbkxOMCRUVNOuy7qymbpC5)  [Halloween - crossword](https://docs.google.com/document/d/16zlgGEo5kua0BZHfZDeklZT3394j-csOj_2LwxIaLlc/edit)  [Halloween - board game](https://drive.google.com/drive/folders/1uENcTkCYsXZbkxOMCRUVNOuy7qymbpC5)  [Halloween - fill in the gaps, answer the questions](https://docs.google.com/document/d/1q2nmrmyVfrJbvdBhAfhjU4x22uoykMA9oK8fIaDSRaY/edit) |
| **Week 2** | Descriptive language: a park at night | To learn descriptive techniques (similes, adverbs, adjectives, metaphors) to make writing more interesting | simile, adverb, adjective, dark, silent, gloomy, frightening | The students will be able to write sentences using descriptive words and phrases (containing similes, adjectives, adverbs or metaphors).  The students to be aware of how descriptive language modifies a text and makes it more interesting. | Powerpoint and printouts:  [Lesson 1, 2 - Adjectives in description](https://docs.google.com/presentation/d/1IDE0aoZ2iXJA2vME-UEoOOazeH-25wNG8O5yjnM6hmM/edit#slide=id.p2) |
| **Week 3** | Today it’s my birthday - writing a birthday invitation. Ordinal numbers | To be able to use ordinal numbers in different contexts | birthday, invitation, ordinal, cardinal, venue, refreshments, celebration | The students will be able to recognise ordinal numbers.  The students will be able to write an invitation to an event. | Powerpoints and printouts:  [PPs: Ordinal numbers. Birthday invitation.](https://docs.google.com/presentation/d/1_1GogPF8EYZCXyuJy8HXlKWgZh_ZoKlZ7vmMG0FVU64/edit) |
| **Week 4** | What time do you get up? - daily routines. Present Simple | To be able to talk about daily routines. | get up, have breakfast/lunch, go to school, go home, do homework, play on the computer, watch TV, read a book | The students will be able to name daily routines.  They will be able to talk and write about people’s daily routines. | Powerpoints and printouts: |
| **Week 5** | Handicapped people do useful job - Present Simple for 3rd person singular. | To be able to describe someone’s day. | handicapped, broom, sell, guide dog, blind | The students to be able to talk about the man’s job and routines.  The students will apply Present Simple for 3rd person singular. | Powerpoints and printouts:  [PPs: Handicapped people - Present Simple 3rd person singular.](https://docs.google.com/presentation/d/10YtpKdEo0WKQbsgh8QFyqdHSDZrER4Tj4LSOIQPwUmk/edit#slide=id.p10)  [PPs\_2: Senses](https://docs.google.com/presentation/d/12fgdHLRd-Lh3T8yuvRuXqmjfe_0kbGE_cFoE5aE2gak/edit#slide=id.p14)  [The text with activities](https://docs.google.com/document/d/1q5PazMGsmh95vkLFbXMDsTK56Ssg3dNt7Gn-w4-QAds/edit)  [Text](https://docs.google.com/document/d/1q5PazMGsmh95vkLFbXMDsTK56Ssg3dNt7Gn-w4-QAds/edit) |
| **Week 6** | I like riding a bike - leisure activities. Present Simple. | To be able to talk about the activities we like or don’t like | like, don’t like, I think…, boring, exciting, interesting, creative | The students will be able to express their opinion about the activities they like or don’t like doing.  The students will be able to justify their opinion. | Powerpoint and printouts: |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Spring 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Past Simple of “to be” affirmative, negative sentences.Who was John Kennedy? -questions. | To be be to create Past Simple forms of “to be” in affirmative, negative sentences and questions. | past, composer, scientist, musician, singer, trumpeter, president | The students will be able to change Present Simple of “to be” into Past Simple of “to be”;  The students will be able to create a sentence with a connective “who” (John Kennedy, who was an American president, died in… .) | Powerpoint and printouts:  [PPs: Halloween was yesterday - Past Simple of "to be"](https://docs.google.com/presentation/d/1V8Ql9EwxwZvxI9aFx3Vgl86RGkxWI42ADmzyg0zNwK0/edit#slide=id.p8)  [Who was Isaac Newton? - Past Simple of "to be".](https://docs.google.com/presentation/d/1C7ItyjwwMbDoLpn8Q1y7MPcgDXAey2nBWoM-8Bv9jlE/edit#slide=id.p23)  [PPs: Who was John Kennedy?](https://docs.google.com/presentation/d/1wfKUzwyPsB_rGpE5cD9zy20N_mDdQqIXLHu0hnMNme8/edit#slide=id.p27) |
| **Week 2** | I saw them on a ladder - Past Simple of other verbs. | To learn interesting vocabulary related to crime | crime, robber, thief, break into, ladder, investigate | The students will be able to complete an interview with a police officer;  The students will be able to write a report from a crime scene. | Powerpoint and printouts:  [PPs: An interview with a police officer](https://docs.google.com/presentation/d/1P1V9IKMvly0YKAC-8p-I-VQAkm4MzVuECdxIwzdwU1s/edit#slide=id.p12)  [An interview with a policeman - worksheet to make questions](https://docs.google.com/document/d/17JPvW90TD9wfpwwvLPrMa6KkSKZE28_FFKNEkL9yzbc/edit) |
| **Week 3** | My football day - Past Simple - writing a story. | To be able to write a story using Past Simple verbs. | match, goal, hurt, injured, hospital, ambulance | The students will be able to gather vocabulary needed to write a story in Past Simple;  The students will be able to use Past Simple verb form in their stories. | Powerpoints and printouts:  [Cut, stick around the room - add a Past Simple verb](https://docs.google.com/document/d/1TumElrYJCmdN7FZWfbxVb_79QFiE81eiTKAlyUF9J8s/edit#)  [A worksheet with Wh- questions](https://docs.google.com/document/d/1KbKAQiua6OROuzMCPyUWNIOrOSd6dIGZ3vXUC3T_oCU/edit#) |
| **Week 4** | Past Simple - revision. | To become more confident in using Past Simple verbs or reporting events. | ride, serve, clean, cross, catch | The students will be able to report events using Past Simple. | Powerpoints and printouts:  [PPs: Past Simple - revision.](https://docs.google.com/presentation/d/123yY1mlQ0BUQ2KgwUoE9Ly16twIynEVQUlRvcjY1oHQ/edit#slide=id.p12)  A poster with little cartoon characters - name actions in the poster (teams) |
| **Week 5** | Festivals: Valentine’s Day | To be able to describe what Valentine’s Day is about | love, rose, heart, feelings, beautiful, romance, come to terms, appeal | The students will be familiar with the Valentine’s Day vocabulary taught in class.  The students will be able to say why Valentine’s Day is celebrated. | Powerpoints and printouts:  [PPs: Jamie Brodlin's romance](https://docs.google.com/presentation/d/1zMbz7zAsWXJTUplctQWQ0P9BLGII2TTVXp3qYrLK4rc/edit)  [A text, simplified version. Homework](https://docs.google.com/document/d/1HZJN7pgB3YfR-GCMRjzGwUpGjUE-6F1IlxIpTljmxI4/edit) |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Spring 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | This food smells amazing - adjectives describing smell, taste and texture. | To be able to describe favourite food | texture, smell, taste, chewy, aromatic, crunchy, smooth, lumpy, | The students will be able to talk about the qualities of their most and least favourite food using the adjectives taught in lesson. | Powerpoint and printouts:  [PPs: Senses - food](https://docs.google.com/presentation/d/1TNG_eIRNjS5lVbvITAYZ_EuygzLvOs1LTuKj5g0xBs0/edit#slide=id.p17) |
| **Week 2** | Pour milk into a bowl - writing a recipe. | To be able to write a recipe for a simple dish | recipe, instruction, imperative | The students will be able to use imperative verb forms to write a recipe for a simple dish. | Powerpoint and printouts:  [PPs: Preparing food - writing a recipe](https://drive.google.com/drive/my-drive)  [PPs\_2: Preparing food - check](https://docs.google.com/presentation/d/16IQAXwp_M9SBDPC-CXVmIsN6NxTR99NgVtIWLCKu45k/edit#slide=id.p1) |
| **Week 3** | At a restaurant - ordering food. | To be able to order a meal at a restaurant | May I…, would you like…, can I have…, order, bill, pay, main course, a glass of... | The students will be able to write a restaurant dialogue.  The students will be familiar with phrases and words needed to communicate with a waiter. | Powerpoints and printouts: |
| **Week 4** | This restaurant is bigger than that one - comparative adjectives. | To be able to compare places, meals, etc using comparative adjectives | comparative, bigger, better, more expensive, more delicious | The students will be able to construct comparative adjective forms to compare things or places.  The students will be able to compare their experience in two different restaurants. | Powerpoints and printouts:  Advertisements or two places |
| **Week 5** | The world’s friendliest city - superlative adjectives. | To be able to make superlative forms of adjectives | superlative, friendliest, polluted, comfortable, impatient | The students to be able to practice the superlative adjectives in the context of cities. | Powerpoints and printouts:  <https://docs.google.com/file/d/0B9GzyhUQRHVyLW01bTc4MUg1NTA/edit> |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Summer 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Natural disasters - introduction | To be able to learn words related to natural disasters | disaster, catastrophe, damage, destroy, injured, casualty | The students will be able to learn the names of natural disasters.  The students will be able to explain how they happen and what they cause. | Powerpoint and printouts:  [PPs: Natural disasters](https://docs.google.com/presentation/d/1MAkqgeh7m1BTIwcLQSHsOJj8it4Qqqi_rTsFWPg9OAc/edit#slide=id.p7)  [Listening - check](https://drive.google.com/drive/folders/1wEc3KFN08jLwIyFp0XYyRIrMY12jeE-l)  [Cross word](https://docs.google.com/document/d/1Wf9q2dFPVepf50boYZE6vlKQlH37nGux-zJb8ufDUG0/edit#heading=h.gjdgxs)  [Word search](https://docs.google.com/document/d/1FKzx-f9ORPwUHJ3PHoBe1y1hBZvAMKQPNaHUzaxN9sI/edit) |
| **Week 2** | Natural disasters: earthquakes | To understand what is caused by earthquakes and why they are dangerous | earthquake, damage, crack, injury, casualties | The students will be able to understand what earthquakes are and how they happen.  The students will learn the words related to earthquakes and will be able to explain what damage they cause. | Powerpoint and printouts:  [PPs: Earthquakes - introduction](https://docs.google.com/presentation/d/1MRQd3DbPbPN5-Bc5ABTM7HIZJvyHHlXbvi4DeJGMx90/edit#slide=id.p17)  [Text with gaps](https://docs.google.com/document/d/1gRi5L1SLqrj5jBiu1co2dw8xhwDcbtXWOvy9Zs0DKG4/edit)  [Earthquakes - word formation - more advanced](https://drive.google.com/drive/folders/1vNELG01xQfrJWQNsIsE2yRJSfVsdoVbU)  [Listening](https://drive.google.com/drive/folders/1vNELG01xQfrJWQNsIsE2yRJSfVsdoVbU) |
| **Week 3** | Natural disasters - volcanic eruptions and floods | To be able to recognise words related to volcano eruption and floods | Volcano, erupt, eruption, lava, spill | The students will be able to explain what causes volcanic eruptions and floods.  The students will be able to explain why they are dangerous. | Powerpoints and printouts:  [PPs\_1: Volcanic eruptions](https://docs.google.com/presentation/d/1Ox8tqWirsKaIBBJsbG7ZnwEe1ROXHZvYMXIOesZbL5o/edit#slide=id.p1)  [PPs\_2: Volcano eruptions](https://docs.google.com/presentation/d/1VdM1o1oHZASsxszQfGOdpb_IHvkmo3MqpFO_GTKQ-rw/edit#slide=id.p4)  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  [PPs: Natural disasters - discussion](https://docs.google.com/presentation/d/1FcDeniwRa8RT2jXG0B4FMhA46Vf_hY0sVHxLiPatiek/edit#slide=id.p12) |
| **Week 4** | Natural disasters: revision | To be able to comprehend the causes and consequences of certain natural disasters | disaster, catastrophe, damage, destroy, injured, casualty | The students will be able to become confident at the vocabulary related to natural disasters. | Powerpoints and printouts:  [PPs: Natural disasters - revision - check](https://docs.google.com/presentation/d/1vcTlkXu9DBFoBRfWcgs_Xu1pUynmv0dS1iZWgo7BDjE/edit#slide=id.p1)  [Who wants to be a millionaire quiz](https://docs.google.com/presentation/d/1OZBhenixmMviapTHhC-qcYbYrg_8QNQaMBXX6Q7mIzA/edit#slide=id.p5)  [**Gap fill and homework task**](https://docs.google.com/document/d/1Ue96akTvM3BiQgtSIdBFL4zl4s72MZARLAMCzFe5Z0s/edit) |
| **Week 5** | Refugee Week: why do people flee their country? | To be able to understand who a refugee is and why they flee their country. | refugee, shelter, danger, discrimination, prosecution | The students to be able to explain many refugees’ situation .They will understand the dangers that refugees face. | Powerpoints and printouts:  [PPs: Refugees](https://docs.google.com/presentation/d/12CqFV2p9AhYk3_MT9yqCuKPA77_9BjZbM3KBpSx1fis/edit#slide=id.p8)  [PPs: Refugees - Latigo Justin](https://docs.google.com/presentation/d/1iBbZTYcTmoJ09PEBkXrh1AWmlXrd5qUAFMytMtZcF5g/edit#slide=id.p19)  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*  [PPs: Famous refugees](https://docs.google.com/presentation/d/1uEzw1eVvAZ_OXFuKKbp-aFyXQkeF6gdwNBhrxzm68ys/edit#slide=id.p1) |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Summer 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Word formation - introduction.  Adjective suffixes. | To be able to understand how new words/parts of speech are created by adding a suffix | suffix, word formation, part of speech | The students will be able to understand how new words are created.  They will be able to create adjectives by adding adjective suffixes to nouns. | Powerpoint and printouts:  [PPs: Adjective suffixes](https://docs.google.com/presentation/d/1LcpOsA7eiONZforP3xgCIM5kSdHIGT8O8wt97vKWflw/edit#slide=id.p1) |
| **Week 2** | Word formation - adjective suffixes - practice. | To comprehend and revise ways of creating adjectives with suffixes. | suffix,  create, adjective | The students will be able to revise adjectives with suffixes are created. | Powerpoint and printouts:  [PPs: Adjective suffixes - practice](https://docs.google.com/presentation/d/1RbHQ0RXhJF-lyZo4CpMLghtv91K05-VTmOJuVlA_l0s/edit) |
| **Week 3** | Word formation - noun suffixes | To be able to understand how nouns with suffixes are created | noun, object, abstract, suffix | The students will be able to learn suffixes that create nouns.  They will learn new abstract nouns and use them in writing. | Powerpoints and printouts:  [PPs: Noun suffixes](https://docs.google.com/presentation/d/11SR_XEjw6udKbmBOkv09Q4R04QQlRkN1C1TZgPRIE9Y/edit#slide=id.p17)  [Word search](https://docs.google.com/document/d/1_2CS7CsduIipR0wdgrHeUJOhwMcppVlUPYKICpdmQJ4/edit) |
| **Week 4** | Word formation - verb suffixes | To be able to learn how verbs with suffixes are created | verb, action, suffix | The students will be able to learn verb suffixes.  They will use them in writing. | Powerpoints and printouts:  [PPs: Verb suffixes](https://docs.google.com/presentation/d/1CUqCGxL5uxFicyNyJIUI39jzAfyiJBdbzj_eAa8VpoM/edit#slide=id.p1)  [Multiple choice activity](https://docs.google.com/document/d/1noRFF0-mFwxA9bOepjvv8-waIwRwWbb-OH50ru32f6o/edit) |
| **Week 5** | “Despite” and word formation. | To be able to understand what “despite” means and how to use correctly in a sentence | despite, connective | The students to be able to learn how to use “despite” in a sentence correctly. | Powerpoints and printouts:  [PPS\_1: Despite and word formation](https://docs.google.com/presentation/d/1HWCwTIb4EAB4L2jOuTl0mlsLc_p7T_8rK7R8_RqUswg/edit#slide=id.p1)  [PPs: Despite and word formation](https://docs.google.com/presentation/d/1bVzEMWC1BthiNI4Uf0nOCJUO0MYJOk2KsrGegQ1K4zs/edit#slide=id.p1)  [Who wants to be a millionaire quiz](https://docs.google.com/presentation/d/1Kmq0Diw5p6-zdqDYqrIR2OwTTjrIMIKtAwpX2h1t4uc/edit#slide=id.p3) |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |
| **Week 7** | Creative writing - write a story using words with suffixes you have learnt. | To be able to use higher tier words with suffixes in creative writing. | Vocabulary of the students’ choice from the previous lessons | The students will learn how to apply the abstract and higher tier words in their creative writing. | Powerpoints and printouts:  [PPs: Write a story with words with suffixes](https://docs.google.com/presentation/d/1RWJ-cWJuM1mkbEdnFJsPwVToCIbeAu2yzWUMOH4CuDY/edit) |

**ESOL Yr9**

The ESOL course is designed to develop all four skills (speaking, listening, reading and writing) in English and to prepare the targeted EAL students for their final ESOL exam. Exam tasks vary depending on a level. In lower levels of ESOL (Entry Level 1, Entry Level 2) students are requested to recognise lower or upper case letters, choose the correct word for a context, write a short email or a note. In higher levels of ESOL (Entry Level 3, Level 1 and Level 2) it is requested that the students are familiar with parts of speech, punctuation (e.g. a semicolon) and more advanced vocabulary and sentence structures in order to write a longer letter or an article.

In Year 9 the aim is to boost confidence of these MPAs whose English needs a slight improvement in order for them to access a different GCSE option. Those Year 9 students who join an ESOL class as EAL beginners continue their attendance there until they made visible progress in English. If this happens before December of Year 10, they stand a chance to be moved to a different option; after December it is too late to move them so they will remain in ESOL and complete ESOL exams.

All lessons I have created by myself and my ESOL curriculum is based on different tasks that can be found in ESOL past papers. The lessons also contain differentiated resources since there is a number of EAL Beginners in my groups who very often need the tasks suitable for their ability and the particular ESOL exam level.

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|  | **Autumn 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | The alphabet | To be able to recognise letters of the alphabet | alphabet, vowel, consonant | The students will learn the pronunciation of different letters of the alphabet, recognise vowels and consonants.  They will be able to spell words correctly or write words spelt to them. | Powerpoints and printouts:  [PPs\_1: The alphabet. Put words in the alphabetical order.](https://docs.google.com/presentation/d/1j52-p1DbfQBnbBbYHM4096Drvwpszplm7zlY3H9MA7Q/edit#slide=id.p1)  [Link to alphabet flashcards](https://docs.google.com/document/d/1_C7PzrC8pK4Zmb-8iVg3yqnvk2fFrBCPicL5QCyIAjc/edit)  Mini white boards |
| **Week 2** | My name is…  I am 13 years old. - let me introduce myself.  My family. | To learn the verb “to be” and use it to talk about people’s names and age | be, am, is, are  years old, how old, age,  Introduce  Family, members of a family | The students to be able to use the verb “to be” in the context of introducing themselves and others.  The students will be able to ask questions *What is your name? How old are you?* to find out more information about others. | Powerpoints and printouts:  [PPs: My family](https://docs.google.com/presentation/d/1k1Bz_4j2e-BHxsvoie8MzrcQL1NDXSQY0ykyYnCOIYM/edit#slide=id.p8) |
| **Week 3** | Where are you from?  Verb “to be”  Countries and nationalities. | To learn about countries and nationalities | country, nationality, Where are you from?  I am from... | The students to be able to identify countries and nationalities taught in the lessons.  They will be able to ask and answer questions about their country and nationality: *Where are you from? What nationality are you? Are you (British)? Yes, I am. No, I am not.* | Powerpoints and printouts:  [Lesson 1, 2 - where are you from?](https://docs.google.com/presentation/d/146KksELAJuK72dT7amFRROgSmmM2OAKhJAB_dT88v6Y/edit#slide=id.p1)  [Country/nationality - add missing information, fill in the gaps](https://docs.google.com/document/d/1uC5N3Eya8UTzL3YfERAiAAYtgJ1JavxuhvbjZaQvYdY/edit) |
| **Week 4** | Are you happy or sad? - feelings and emotions | To learn about people’s feelings and emotions | emotions. embarrassed, happy, disappointed, amused, furious, confused | The students will be able to identify words that describe people’s feelings and emotions.  The students will be able to write a paragraph to describe feelings and emotions of the people in the picture. | Powerpoints and printouts:  [Lesson 1 - feelings and emotions](https://docs.google.com/presentation/d/1KoEDZHJdj8pvhc_LosVPGN5arxeyyQDMLGYmASrhCf4/edit#slide=id.p5) |
| **Week 5** | Talking about interests | To be able to use appropriate phrases to express their interests | fond of, interested in, keen on, passionate about | The students will be able to use phrases taught in class to ask and talk about their interests | Powerpoint and printouts:  [Lesson 1, 2 - talking about interests](https://docs.google.com/presentation/d/1gn-L-pONaiHiKJPv5KmnCbKhwVB_Er9WSAHOLHBKnL4/edit#slide=id.p30)  [Lesson 4 - interested or interesting?](https://docs.google.com/presentation/d/1gu-8-YiL-APhAfFVI2YsmGcyYIRLTtg9soqEdhg54vo/edit#slide=id.p59)  [Lesson 3 - my interests. Create a Facebook profile page.](https://docs.google.com/presentation/d/1DpyOVlWDQ37r5RbnuTzSP2PnJdBLJ6fsqLoHv5nYIhw/edit#slide=id.p5) |
| **Week 6** | Festivals: Halloween | To be familiar with vocabulary related to Halloween | Halloween, ghost, scary, haunted, witch, pumpkin | The students will be able to name objects related to Halloween.  The students will be able to describe the festival briefly and use Halloween adjectives in writing. | Powerpoint and printouts:  [Halloween](https://docs.google.com/presentation/d/1U_wkMxG1Y_mIwghbVnUhbry5lF8q2UHyl-tnxqtvyYw/edit#slide=id.p1)  [Halloween - unscramble the words](https://drive.google.com/drive/folders/1uENcTkCYsXZbkxOMCRUVNOuy7qymbpC5)  [Halloween - word search](https://drive.google.com/drive/folders/1uENcTkCYsXZbkxOMCRUVNOuy7qymbpC5)  [Halloween - crossword](https://docs.google.com/document/d/16zlgGEo5kua0BZHfZDeklZT3394j-csOj_2LwxIaLlc/edit)  [Halloween - board game](https://drive.google.com/drive/folders/1uENcTkCYsXZbkxOMCRUVNOuy7qymbpC5)  [Halloween - fill in the gaps, answer the questions](https://docs.google.com/document/d/1q2nmrmyVfrJbvdBhAfhjU4x22uoykMA9oK8fIaDSRaY/edit) |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

Week 7 Assessment. As part of measuring progress expected to be made by the students, they are asked to complete Spelling (80 words), Reading and Writing tests every half term. Data obtained for each of the three components is recorded and compared in order to assess the students’ performance and progress. The same Spelling and Reading are used each time; writing tasks normally differ from each time. The writing tasks are differentiated: the lower ability students receive either an image or a photo story and they are requested to name objects or write phrases or sentences (if they are able to) showing their vocabulary knowledge. Those students with a higher ability are either given a more complicated photo story to write or a more difficult writing task to complete.

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|  | **Autumn 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | Descriptive language: a park at night | To learn descriptive techniques (similes, adverbs, adjectives, metaphors) to make writing more interesting | simile, adverb, adjective, dark, silent, gloomy, frightening | The students will be able to write sentences using descriptive words and phrases (containing similes, adjectives, adverbs or metaphors).  The students to be aware of how descriptive language modifies a text and makes it more interesting. | Powerpoint and printouts:  [Lesson 1, 2 - Adjectives in description](https://docs.google.com/presentation/d/1IDE0aoZ2iXJA2vME-UEoOOazeH-25wNG8O5yjnM6hmM/edit#slide=id.p2) |
| **Week 2** | I have got a pen. - verb “have got”. School equipment. | To be able to use “have got” for different persons and to know the names of the school items. | have got/has got  pen, rubber, pencil, ruler, school-bag, equipment | The students will learn to use “have got” for different persons correctly, ask questions and offer positive and negative answers.  They will be able to name objects in their pencil case. | Powerpoints and printouts:  [I have got…](https://docs.google.com/presentation/d/1RZqvMEzeHA6zCqEb5Vb9204Fpxyo_SPn_ZRPAC_KVrs/edit#slide=id.p1)  [Have got with some, any](https://docs.google.com/presentation/d/16Il28sTvjGOZoa2mYoejlWztNAFvT0asCMqPaZPvqAw/edit#slide=id.p1)  Photos of school objects  <https://speak-and-play-english.com/wp-content/uploads/2018/07/free-printable-classroom-objects-flashcards.pdf> |
| **Week 3** | My hair is long and curly - body parts. Adjectives describing body parts. | To be able to name body parts and use the verb “have got” to describe them. | hair, head, arms, shoulders, legs, feet, toes, fingers, hands, eyes, ears, mouth, nose  Wide, long, short, curly, light, dark, thin, fat | The students will be able to recognise different body parts (parts of face + the rest of the body).  The students will be able to describe someone’s appearance using adjectives taught and those of their choice. | Powerpoints and printouts:  Pictures of body parts  “The wanted” poster  [Parts of face. Describe a monster. Describe a person.](https://docs.google.com/presentation/d/1pkQFCWG9yKqog5YYhZfjupfKEXCcfqszvVewQRuvv18/edit#slide=id.p21)  [The wanted poster idea](https://docs.google.com/presentation/d/13ugo1GTJlPYhGhGvQCsXnk9bIUTinYGhJgIOhsGk4ic/edit) |
| **Week 4** | My friend’s hair is short. - possessive apostrophe. | To be able to apply a possessive apostrophe to talk about people’s belongings. | apostrophe, possess, possession, belong | The students will be able to learn how we use an apostrophe to show possession. | Powerpoints and printouts: |
| **Week 5** | My family - “have got”.  Naming family members. | To be able to learn the names of family members | mother, father, sister, brother, cousin, nephew, niece, grandmother, grandfather, aunt, uncle | The students will be able to recognise different members of a family and tel a relationship between their family members (e.g. This is my mum’s sister.) | Powerpoints and printouts:  [PPs: My family](https://docs.google.com/presentation/d/1k1Bz_4j2e-BHxsvoie8MzrcQL1NDXSQY0ykyYnCOIYM/edit#slide=id.p8) |
| **Week 6** | Festivals: Christmas celebrations | To be able to use the vocabulary taught to talk about Christmas traditions | Christmas, celebration, cracker, mistletoe, holy, decorations | The students will be able to describe Christmas traditions in their house. | Powerpoint and printouts:  [PPs: Christmas vocabulary, listening](https://docs.google.com/presentation/d/1qveVxLOy6niCbhTRsrHU1499Ty3Oy0x75TRuDrZbvNA/edit#slide=id.p1) |
| **Week 7** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Spring 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | I am wearing a grey uniform - clothes. What are you wearing? | To be able to recognise the names of different clothes.  To be able to ask and answer what they are wearing. Present Continuous. | wear, clothes, names of clothes | The students will be able to name clothes and apply their knowledge together with Present Continuous tense to form a question and answer it/create a short dialogue about what people wear. | Powerpoint and printouts:  [PPs: Clothes - intro](https://docs.google.com/presentation/d/1Ef4FxJeugbWU-ahrYgSSWU_lweLTPr0pcuadNsTd6hs/edit#slide=id.p12)  [PPs: I am wearing...](https://docs.google.com/presentation/d/1EmdJJPz-5gALtOXWs4u1CzSeC4rHslNU51VFsX_Omb0/edit#slide=id.p7)  [Clothes - crossword easy](https://drive.google.com/drive/my-drive)  [PPs: Shopping for clothes](https://docs.google.com/presentation/d/1DDK16hGvRi5Bh4b_2FZPMpZ1jTfxXbfMS-x9Ggmcn7U/edit#slide=id.p18) |
| **Week 2** | What time is it? - telling the time. | To be able to ask about the time and tell the time. | hour, the time, clock, watch, minutes, half, a quarter | The students will be able to ask about the time and tell the time. | Powerpoints and printouts: |
| **Week 3** | What time do you get up? - daily routines.Present Simple | To be able to talk about daily routines. | get up, have breakfast/lunch, go to school, go home, do homework, play on the computer, watch TV, read a book | The students will be able to name daily routines.  They will be able to talk and write about people’s daily routines. | Powerpoints and printouts:  [PPs: Daily routines](https://docs.google.com/presentation/d/1IQvJ-n439XSnyQyQ2Xibq-xPWULaSTEQsvdm4y8V-GM/edit#slide=id.p12) |
| **Week 4** | Handicapped people do useful job - Present Simple for 3rd person singular. | To be able to describe someone’s day. | handicapped, broom, sell, guide dog, blind | The students to be able to talk about the man’s job and routines.  The students will apply Present Simple for 3rd person singular. | Powerpoints and printouts:  [A text with activities](https://docs.google.com/document/d/1q5PazMGsmh95vkLFbXMDsTK56Ssg3dNt7Gn-w4-QAds/edit) |
| **Week 5** | Festivals: Valentine’s Day | To be familiar with Valentine’s Day tradition. | Valentine’s Day, cupid, heart, love, message, rose, romantic | The students will be able to brainstorm words associated with Valentine’s Day.  The students will be able to give details about Valentine's Day. | Powerpoints and printouts: |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Spring 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | She is a doctor. She cures sick people - the world of work. | To be able to talk about people's jobs. | job, teacher, gardener, cleaner, driver, chemist, director, mechanic | The students will be able to name jobs and describe them. | Powerpoint and printouts: |
| **Week 2** | My favourite season. What’s the weather like? | To be able to discuss the weather. | the weather, sunny, cloudy, cold, hot, windy, rainy, snowy | The students will be able to talk about the weather: ask and answer about the weather today. | Powerpoints and printouts:  [PPs: What is the weather like in...?](https://docs.google.com/presentation/d/1p-YKjxi5WUt3todN_q3eoG08K3iYm-QyiyDyxB1clU4/edit#slide=id.p1)  [The weather - worksheets](https://drive.google.com/drive/my-drive) |
| **Week 3** | There is a TV in the living room - my house. There is/are + prepositions. | To be able to describe a room. | there is/are, living room, furniture, desk, sofa, cupboard, shelves, table | The students will be able to name furniture and other objects in the living room.  They will be able to ask and answer about things in the living room and describe it. | Powerpoints and printouts: |
| **Week 4** | There aren't any plants in the kitchen - some/any. | To be able to use some/any in sentences. | some, any, question, negative sentence | The students will be able to describe a kitchen using some and any. | Powerpoints and printouts: |
| **Week 5** | Where’s the Town Hall? - prepositions of place.  Can you tell me the way to…? | To be able to talk about where places are. | directions, left, right, straight, opposite, next to, behind, in front of | The students will be able to give directions to places in town.  They will be able to ask for directions to places in town. | Powerpoints and printouts:  [A folder: directions resources](https://drive.google.com/drive/folders/1ZZnGQFmxBoWD8V98JvTyubhVW94AIgD4) |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Summer 1** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | I can sing but I can’t drive a car - talking about abilities. | To use can/cannot correctly when talking about abilities | drive, ride, fly, play, knit, swim | The students will be able to use can/cannot to talk about abilities;  The students will write a paragraph about what they and their friends/family members can and cannot do. | Powerpoint and printouts:  [PPs: I can, I cannot...](https://docs.google.com/presentation/d/1FG6lzXisFcL59gGYUkXUKZ2P5lRDrEy-p0QTSHL_va0/edit#slide=id.p1) |
| **Week 2** | You are going to be rich, you are going to be wealthy - synonyms and antonyms. Vocabulary building. | To learn a variety of adjectives: synonyms and antonyms to talk about | rich, wealthy, poor, beautiful, pretty, expensive, cheap, difficult, easy | The students will be able to learn a variety of adjectives - synonyms and antonyms - to describe people. | Powerpoints and printouts:  [PPs: Synonyms, antonyms - Help Chapter 2](https://docs.google.com/presentation/d/1v24Aue4U5br61x4x6aOBoygEfICCoi88zMpbhsDQ7oA/edit#slide=id.p1)  [Synonyms - extension](https://docs.google.com/document/d/1gv5EXB8Pxb23ccRm5ZG7RsbDz1uhmngRmg3sMLQF42w/edit)  [Homework: synonyms - practice](https://docs.google.com/document/d/1QxWRq4RkzA6Jfdn69EV0kjT9D276H0j2PrxO77WxWL0/edit#)  [Synonyms - memory game](https://docs.google.com/document/d/1BEPLlzX8zgHiIF9e-LN-8wfv21gqOjyUOeKDVHv_JJE/edit) |
| **Week 3** | Adverbs in writing. | To learn different adverbs and use them in writing. | adverb, action, describe | The students will learn different adverbs and use them in their written task. | Powerpoints and printouts:  [PPs: Adverbs in writing](https://docs.google.com/presentation/d/1NIXaFKOepKYLLwF1i5egtyhBj5TDOonNskXXMfs8SEA/edit) |
| **Week 4** | Sentence openers. | To learn new ways of starting a new sentence. | simile, adverb, connective | The students will learn how to start sentences in more interesting ways. | Powerpoints and printouts:  [PPs: Sentence openers](https://docs.google.com/presentation/d/1PUrYzasZ8Pjep5HdcLbNAtdrSZAJeco6hTf2pETKDk0/edit) |
| **Week 5** | Editing a text. | To practise using interesting adjectives, adverbs, verbs and sentence openers in writing. | simile, adverb, adjective, connective, sentence opener | The students will revise what it takes to write interesting texts. | Powerpoints and printouts:  [PPs: Edit sentences](https://docs.google.com/presentation/d/1lag-qzUaYbwkKEOOJKm3swzcZypRMZ1AMNLbzQb75bI/edit) |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |

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|  | **Summer 2** | | | | |
|  | ***Topic*** | ***Function*** | ***Vocabulary*** | ***Outcome*** | ***Resources*** |
| **Week 1** | What’s your favourite food? - I like…, I don’t like…  Chocolate is delicious - countable and uncountable nouns.  Would you like some coffee? - some/any for offers. | To be able to express an opinion about food they like/dislike.  To be able use vocabulary to measure quantity of food or request food. | some/any  like/dislike, countable, uncountable | The students will be able to express their opinion about food they like/dislike.  They will be able to recognise countable or uncountable food.  They will be able to request food and drink using some/any. | Powerpoint and printouts: |
| **Week 2** | Types of shops and types of food (meat, poultry, dairy).  Going shopping - can I have…? | To be able to buy food. | meat, poultry, pasty, dairy, fish, butcher, baker, confectionary | The students will be able to learn the names of different shops and types of food.  They will be able to buy some food in a shop. | Powerpoints and printouts: |
| **Week 3** | Food around the world. | To be able to describe food from different parts of the world and express personal preference. | spicy, mild, exotic | The students will learn vocabulary to describe food qualities;  They will be able to express their personal opinion about food from other countries. | Powerpoints and printouts: |
| **Week 4** | You should wear a hat - should (advice) | To be able to use a verb “should’ to give advice. | wear, sun cream, stay, hide, protect | The students will be able to learn the verb “should’ and use it when giving advice. | Powerpoints and printouts: |
| **Week 5** | A postcard from holiday - I would like... | To be able to use ‘I would like…” structure when talking about personal wants and likes. | visit, travel, sightsee, climb, discover, explore | The students will learn another way to express personal likes and wants using “I would like…”. | Powerpoints and printouts: |
| **Week 6** | Half term assessment | To check students’ progress and find out how they develop their English skills. | Spelling and Reading tests and a writing sample | The students will be able to complete all three assessments. | Spelling and Reading tests:  [Spelling test - 80 words](https://drive.google.com/drive/folders/1VuN2C0Ifg3yX6wtMnfpMmpRUd2z56Tk1)  [Reading test](https://drive.google.com/drive/my-drive)  A topic or picture story for the writing sample: |