

# Scheme of Work



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| <b>Course title: English KUWTC</b>  | <b>Accreditation opportunities (Including Functional Skills)</b> |
| <b>Course code:</b>   |  |
| <b>Tutor: Jonothan Hope</b>   | <b>Length, start and end date: 6 – 12wks</b>                     |
| <b>Course aim(s):</b> <ol style="list-style-type: none"> <li>1. Increase learners' confidence with English language, both written and spoken</li> <li>2. Increase confidence with supporting children with English related homework / school work</li> <li>3. Provide ideas for making reading and writing more enjoyable at home</li> <li>4. Understand how English and guided reading is taught in primary schools</li> </ol> |  |
| <b>Progression opportunities: Accredited English Level 1 / 2, Maths, KUWTC, ICT</b>   |  |

| No | Differentiated learning outcomes                                     |   |   |   |   |   |          | What have you planned for Initial Assessment and does it include functional skills?                               |
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|    | Basic  | >   | > | >   | > | > | Advanced |   |
|    | Outcome A  | Outcome B   |   | Outcome C   |   |   |          |   |
| 1  | Recall what a grapheme and phoneme is and 1 way children learn them. | Describe a variety of speed sounds and letter combinations and how to sound out words                         |   | Apply knowledge of speed sounds and sounding out to read new words and write spoken words |   |   |          | Initial assessment  |
| 2  | Recall what an adjective, noun, verb and adverb is                   | Identify examples of a variety of sentence structure elements, including adjectives, nouns, verbs and adverbs |   | Describe connectives, phrases, clauses and simple and complex sentences                   |   |   |          |   |
| 3  | Recall when full stops and capital letters should be used            | Select the correct use of apostrophes   |   | Identify the correct use of common grammar and punctuation errors                         |   |   |          | What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners? |

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| 4   | <b>Identify 5 stages of a quest story</b>                                    | <b>Describe elements of a good story, including adjectives, openers, rule of three and character thoughts and actions</b> | <b>Apply knowledge of story writing techniques to write a story section including all checklist items</b> |
| 5   | <b>Recall what a lead-in and lead-out is and when they are used</b>          | <b>Demonstrate correct cursive writing for 80% of letters</b>   | <b>Demonstrate correct cursive writing for 100% of letters</b>  |
| 6   | <b>Recall at least 2 features of a NCR and instructions</b>                  | <b>Recall at least 4 features of a NCR and instructions</b>   | <b>Apply knowledge of NRC and instructions to create both with at least 4 elements in each</b>            |
| 7   | <b>To be able to write a short article using paragraphs to structure it.</b> | <b>To be able to write an article, using a clear structure and observing good grammar.</b>                                | <b>To be able to write a lengthy article, using a variety of conjunctions and accurate grammar.</b>       |
| 8   | <b>To be able to ask questions and listen for the answers.</b>               | <b>To be able to take part in a discussion.</b>   | <b>To express own views in a strong but respectful way and acknowledge the views of others.</b>           |
| 9   | <b>To be able to read simple texts and identify the subject.</b>             | <b>To be able to identify the main points of view in an article.</b>  | <b>To be able to identify implicit points of view and supporting detail.</b>                              |
| <b>Outcomes for children (if family learning)</b> |  |   |   |

| Date | Learning outcomes number | Assessment / learning checks  | Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development   |
|------|--------------------------|---|--|
| 1    | 1                        | Tutor led<br>Group discussion, learner input<br>Paperwork completed<br>Tutor led<br>Group discussion, Learner feedback, answering questions verbally<br>Tutor led, Learner queries<br>Written work in notepads<br>Learner verbal sounding-out, feedback<br>Written work | <b>Phonic</b><br>Introduction to session outcomes.<br>Course overview<br>Session overview<br>Why are we here?<br>What's your experience?<br>Paperwork<br>Phonics<br>Reading and writing in life<br>Speed sounds<br>Letters and sounds<br>Speed sounds sheet<br>Spelling<br>Sounding out<br>Dinosaur names<br>Reflection on learning<br>Evaluation of session.<br>Learners record own progress. |
| 2    | 2                        | Tutor observation<br>Written work   | <b>Sentence structure</b><br>Introduction to session outcomes.<br>Adjectives<br>Cops and Robbers<br>Verbs<br>Adverbs<br>Nouns<br>Adjectives, verbs, adverbs and nouns<br>Connectives<br>Phrases<br>Clauses<br>Main and subordinate clauses<br>Simple and complex sentences<br>Reflection on learning<br>Evaluation of session.<br>Learners record own progress.                                |

| Good practice checklist   |
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| Have you planned: <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate</li> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> Embedded FS learning opportunities?</li> <li><input type="checkbox"/> Methods/format for regular recording progress and achievement with learners?</li> <li><input type="checkbox"/> Timely reviews and recording of learning and progress</li> <li><input type="checkbox"/> Embedded equality and diversity?</li> <li><input type="checkbox"/> Enhancement of learning by using digital technologies?</li> <li><input type="checkbox"/> Attention to health and safety?</li> <li><input type="checkbox"/> Ensuring learners feel safe and able to raise issues and concerns?</li> <li><input type="checkbox"/> Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?</li> </ul> |

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| <b>3</b> | 3 | <p>Tutor led<br/> Discussion<br/> Learner feedback<br/> Tutor led – discussion<br/> Written work<br/> Learner feedback – input.<br/> Diaries completed</p> | <p><b>Punctuation and grammar 1</b><br/> Introduction to session outcomes.<br/> Full stops and capital letters<br/> Crimes against punctuation<br/> Capital letters<br/> Commas for meaning<br/> Commas for information<br/> Commas in lists<br/> Apostrophes<br/> Contraction<br/> Possessive<br/> Reflection on learning<br/> Evaluation of session.<br/> Learners record own progress.</p>                  |
| <b>4</b> | 3 | <p>Tutor led<br/> Group discussion<br/> Tutor led – discussion.<br/> Learner feedback<br/> Learning diaries completed</p>                                  | <p><b>Punctuation and grammar 2</b><br/> Introduction to session outcomes<br/> Crimes against apostrophes<br/> Punctuation Rules<br/> Hyphens<br/> Semi-colons<br/> Commas in a list<br/> Recognising plural / singular<br/> Their, there, there, they're<br/> Your / you're<br/> Whose / who's<br/> Its / it's<br/> Reflection on learning<br/> Evaluation of session.<br/> Learners record own progress.</p> |

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| 5 | 1, 5 | <p>Tutor led<br/>Learner discussion<br/>Written work and group sharing – tutor observation<br/>Learner discussion<br/>Tutor observations of learners practicing with partner<br/>LDs completed</p> | <p><b>Reading, stories &amp; handwriting</b><br/>Introduction to session outcomes<br/>Story reading<br/>Sentence Structure Story - Silly<br/>Reading at home<br/>Story reading<br/>Choose a book – have a go<br/>Guided Reading Questions<br/>Paired Reading Technique<br/>Handwriting introduction<br/>Handwriting practice<br/>Reflection on learning<br/>Evaluation of session.<br/>Learners record own progress.</p> |
| 6 | 2, 4 | <p>Tutor led<br/>Discussion<br/>Learner feedback<br/>Group feedback – join planning story<br/>Written work<br/>Verbal input – sharing written work<br/>Learning diaries completed</p>              | <p><b>Story writing</b><br/>Introduction to session outcomes.<br/>Introduce text types<br/>Stories<br/>Types of stories<br/>Planning a story checklist<br/>Planning a story<br/>Writing the story<br/>Telling the story<br/>Reflection on learning<br/>Evaluation of session.<br/>Learners record own progress.</p>  |
| 7 | 2, 4 | <p>Tutor led<br/>Group discussion, learner input<br/>Learner input<br/>Written work – metaphors and similes created<br/>Learner feedback – recorded on flipchart<br/>Story planners</p>            | <p><b>Story writing – practical</b><br/>Welcome &amp; agreement<br/>Course overview<br/>Session overview<br/>Recap of previous session<br/>Metaphors &amp; Similes<br/>Brainstorm<br/>Story planner<br/>Story writing<br/>Pause and share</p>  |

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|    |           | <p>completed by learners<br/>Stories written.<br/>Checked by tutor.<br/>Verbal sharing to group<br/>Written work</p>  | <p>Keep writing<br/>Story share<br/>Reflection on learning<br/>Evaluation of session.<br/>Learners record own progress.</p>  |
| 8  | 6         | <p>Tutor led<br/>Group discussion<br/>Learner feedback –<br/>recorded on flipchart<br/>Written work on<br/>planning sheet and<br/>NCR created<br/>Work read out to group<br/>Learning diaries<br/>completed</p> | <p><b>Non-chronological reports &amp; instructions</b><br/>Introduction to session outcomes<br/>NCR<br/>Identifying features<br/>Planning a NCR<br/>Creating a NCR<br/>Instructions<br/>Writing instructions<br/>Reflection on learning<br/>Evaluation of session.<br/>Learners record own progress.</p> |
| 9  | 2,3,7,8,9 | <p>Tutor led, discussion<br/>Q&amp;A<br/>Peer assessment<br/>Peer discussion<br/>Peer learning<br/>On-board marking<br/>Self-assessment,<br/>observation, individual<br/>support.</p>                           | <p><b>Letters</b><br/>Letter purpose<br/>Formal and Informal<br/>Letter Templates<br/>Content<br/>Purposes of letters<br/>Inserting phrases<br/>Break<br/>Letter writing<br/>Spellings<br/>Formal words game<br/>Hand out course diaries and ask learners to fill in.<br/>Homework</p>                   |
| 10 | 2,3,7,8,9 | <p>Tutor led<br/>Discussion<br/>Learner feedback<br/>Discussion<br/>Discussion – tutor led<br/>Tutor led<br/>Group feedback – join</p>  | <p><b>Letter writing - practical</b><br/>Introduction to session outcomes.<br/>Introduce text types<br/>Stories<br/>Types of stories<br/>Planning a story<br/>Checklist</p>  |

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|   |         | <p>planning story<br/>Written work<br/>Verbal input – sharing<br/>written work</p>   | <p>Planning a story<br/>Writing the story<br/>Telling the story<br/>Reflection on learning<br/>Evaluation of session.<br/>Learners record own progress.</p>  |
| 11  | 2,3,7,8 | <p>Peer assessment, Q&amp;A<br/>Written work and peer<br/>assessment.<br/>Board marking.<br/>Paired interviews,<br/>Self-assessment in<br/>developing questions<br/>and then writing up<br/>Self-assessment,<br/>demonstration,<br/>discussion</p> | <p><b>Newspapers</b><br/>Welcome and introduction to session outcomes.<br/>Icebreaker: Famous person game – sticky labels<br/>5Ws Sort and Match<br/>News Report planning<br/>News Report writing<br/>Break<br/>Spellings<br/>Interviews and report writing<br/>Writing check<br/>Reflection on learning.<br/>Learners record own progress.</p>  |
| 12  | 2,9     | <p>Discussion, Q&amp;A.<br/>Completion of<br/>questions,<br/>peer assessment,<br/>marking of questions.<br/>Self-assessment,<br/>course evaluation<br/>Self-assessment.<br/>Learning diaries<br/>completed</p>                                     | <p><b>Reading Comprehension</b><br/>Welcome and share objectives<br/>Reading comprehension texts and questions<br/>Tutor led them individual / pairs practice questions<br/>Break<br/>Complete all paperwork<br/>Grammar &amp; Punctuation test questions<br/>Evaluation and assessment Hand out course diaries and<br/>ask learners to fill in.<br/>Reflection on learning<br/>Evaluation of session.<br/>Learners record own progress.</p> |
| <p>How will you know the course aims and LOs have been achieved?<br/>Learning diaries and work completed during each session.</p> |         |  |  |
| <p>Tutor reflection / Notes for future delivery</p>   |         |  |  |

