At phase 4 in line with ability students will work through Entry Level 1, 2 or 3 before moving onto Functional Skills Level 1 then 2 when appropriate.

Week	Entry	Level 1	Entry	Level 2	Entry	Level 3
	Specification references	Objectives	Specification references	Objectives	Specification references	Objectives
1	E1.5 SLC Respond to questions about specific information E1.2 SLC Identify and extract the main information from short statements and explanations E1.10 R Understand a short piece of text on a simple subject	By the end of the session, learners should be able to:	E2.1 SLC Identify and extract the main information and detail from short explanations E2.4 SLC Follow the gist of discussions E2.8 R Understand the main points in texts	By the end of the session, learners should be able to: • introduce themselves to the group • say what they hope to achieve • read about and discuss the course • listen to and follow instructions.	E3.5 SLC Follow and understand the main points of discussions E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) E3.2 SLC Make requests and ask concise questions using appropriate	By the end of the session, learners should be able to: • introduce themselves to the group • say what they hope to achieve • read about and discuss the course • listen to and follow instructions.

2	E1.1 SLC Say the names of the	By the end of the session, learners	E2.13 W Use basic punctuation	By the end of the session, learners	language in different contexts E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.13 W Use a range of	By the end of the session, learners
	letters of the alphabet	should be able to: • identify the letters of the alphabet correctly • say the names of the letters of the alphabet aloud.	correctly (e.g. full stops, capital letters, question and exclamation marks)	should be able to: identify why full stops, capital letters, question marks and exclamation marks are used use full stops and capital letters use question marks and exclamation marks write sentences using the correct punctuation marks.	punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	 should be able to: identify why full stops, capital letters, question and exclamation marks, and commas are used use full stops and capital letters use question marks and exclamation marks use commas correctly write sentences using the correct punctuation marks.

3	E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case	By the end of the session, learners should be able to: • use upper and lower case correctly • sequence the alphabet correctly.	E2.15 SPG Use the first and second letters to sequence words in alphabetical order E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)	By the end of the session, learners should be able to: • correctly sequence letters in the alphabet • use a dictionary to find the meaning of words • check their spelling using a dictionary.	E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types) E3.16 W Use the first, second and third place letters to sequence words in alphabetical order	By the end of the session, learners should be able to: • correctly sequence words in alphabetical order using first, second and third place letters • use a dictionary to find a meaning • check their spelling using a dictionary.
4	E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.16 W Communicate information in	By the end of the session, learners should be able to: • identify nouns, proper nouns, verbs and pronouns • give simple definitions of each word class.	E2.7 R Read correctly words designated for Entry Level 2* E2.8 R Understand the main points in texts	By the end of the session, learners should be able to: • read a short, straightforward text containing common Entry Level 2 words • use a dictionary to check the	E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working	By the end of the session, learners should be able to: • identify the meaning of a word from the context • read and identify the main points

	words, phrases and simple sentences		effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.3 SLC Respond appropriately to straightforward questions * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	meaning of words answer simple verbal questions discuss the main points in the text.	out meaning from context; using knowledge of different word types) E3.3 SLC Communicate information and opinions clearly on a range of topics	and ideas in a text answer comprehension questions about the text share ideas about the topic with their group.
5	E1.15 W Spell correctly words designated for Entry Level 1* E1.9 R Read simple sentences containing one clause	By the end of the session, learners should be able to: • spell common one-syllable words correctly • read simple sentences containing	E2.16 W Spell correctly words designated for Entry Level 2* E2.8 R Understand the main points in texts	By the end of the session, learners should be able to: • spell Entry Level 2 words correctly • spell common two-syllable words correctly	E3.17 W Spell correctly words designated for Entry Level 3* E3.8 R Read correctly words designated for Entry Level 3	By the end of the session, learners should be able to: • spell Entry Level 3 words correctly • identify a spelling strategy to

	Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	common Entry Level 1 words identify a spelling strategy to support learning.	E2.7 R Read correctly words designated for Entry Level 2 * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	 identify a spelling strategy to support learning read simple sentences containing common Entry Level 2 words. 	*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	support learning • read sentences containing common Entry Level 3 words.
6	E1.10 R Understand a short piece of text on a simple subject E1.2 SLC Identify and extract the main information from short statements and explanations E1.15 W Spell correctly words designated for Entry Level 1*	By the end of the session, learners should be able to: • identify the main information from the text • say what a short piece of text is about • accurately spell the key words from this session.	E2.9 R Understand organisational markers in short, straightforward texts E2.17 W Communicate information in words, phrases and simple sentences E2.16 W Spell correctly words designated for Entry Level 2*	By the end of the session, learners should be able to: I ist the organisational markers that writers use to help their readers find information use subheadings to locate information	E3.12 R Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) E3.20 W Use appropriate format and structure when writing straightforward texts, including the	By the end of the session, learners should be able to: Iist the organisational features writers use to help their readers to find information use organisational features to locate information

Annexe lists fo 1 in the specific the ful expect reading spelling level.	cation for I list of ations for g and g at this	* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	 use bullet points to list key ideas accurately spell the key words from this session. 	appropriate use of headings and bullet points	 use bullet points to list key ideas accurately spell the key words from this session.
senten contain clause E1.15 \ correct design Entry L *Please Annexe lists fo 1 in the specific the ful expect reading	should be able to: read simple sentences correctly say what a text is about accurately spell the key words from this session. rentry Level e cation for I list of ations for	images and	By the end of the session, learners should be able to: • read a short text containing common Entry Level 2 words • answer simple comprehension questions about the text • use images and captions to locate key information.	E3.10 R Identify different purposes of straightforward texts E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.8 R Read correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of	By the end of the session, learners should be able to: • say some key purposes of writing • read and identify the purpose of a text • answer comprehension questions about instructional and/or explanatory text.

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		reading and		expectations for	
		spelling at this		reading and	
		level.		spelling at this	
E1.8 R Read correctly work designated for Entry Level 1* E1.10 R Under a short piece of text on a simple subject *Please refer to Annexe B: Wollists for Entry 1 in the specification of the full list of expectations of reading and spelling at this level.	should be able to: identify word classes correctly identify the correct pronoun for each sentence read simple words correctly evel say what a text is about or accurately spell the key words from this session.	E2.7 R Read correctly words designated for Entry Level 2* E2.11 R Read and understand sentences with more than one clause E2.8 R Understand the main points in texts E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and	By the end of the session, learners should be able to: • identify simple conjunctions • read compound sentences • answer questions on a text • accurately spell the key words from this session.	level. E3.8 R Read correctly words designated for Entry Level 3* E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.12 R Understand organisational features and use them to locate relevant information (e.g.	By the end of the session, learners should be able to: • read and understand a straightforward text • answer the comprehension questions • use a dictionary to check the meaning of words • accurately spell the key words from this session.
		_		contents, index,	

			spelling at this level.		menus, tabs and links)	
					E3.17 W Spell correctly words designated for Entry Level 3	
					*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	
9	E1.15 W Spell correctly words designated for Entry Level 1* E1.9 R Read simple sentences containing one clause *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for	By the end of the session, learners should be able to: • spell common two-syllable words correctly • identify a spelling strategy to support learning • read simple sentences containing common two-	E2.19 W Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses E2.17 W Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: • identify simple conjunctions • select the correct conjunction • use conjunctions in their writing.	E3.8 R Read correctly words designated for Entry Level 3* E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)	By the end of the session, learners should be able to: • read and understand a straightforward narration • answer the comprehension questions • use a dictionary to check the meaning of words

exp rea	efull list of pectations for ding and elling at this el.	syllable Entry Level 1 words.			E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.5 SLC Follow and understand the main points of discussions E3.17 W Spell correctly words designated for Entry Level 3 *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and	 discuss the main ideas in the text take part in a group discussion accurately spell the key words from this session.
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a shot text subject to the feather subject to	ses short ements and anations 5 W Spell ectly words gnated for y Level 1* ease refer to exe B: Word for Entry Level the cification for full list of ectations for ding and ling at this	read a short piece of text about someone's likes and dislikes answer questions about the text tell a partner about what they have read accurately spell the key words from the previous session.	E2.7 R Read correctly words designated for Entry Level 2* E2.8 R Understand the main points in texts E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.3 SLC Respond appropriately to straightforward questions E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the	By the end of the session, learners should be able to: • read a short text including instructions and containing common Entry Level 2 words. • answer simple comprehension questions • use a dictionary to check the meaning of words • discuss the main ideas in the text • accurately spell the key words from this session.	spelling at this level. E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types) E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and	By the end of the session, learners should be able to: • read and understand straightforward instructions • use a dictionary to check the meaning of words • answer the comprehension questions • accurately spell the key words from this session.
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11	E1.10 R Understand	By the end of the	specification for the full list of expectations for reading and spelling at this level.	By the end of the	spelling at this level. E3.9 R Identify,	By the end of the
	a short piece of text on a simple subject E1.2 SLC Identify and extract the main information from short statements and explanations E1.11 W Punctuate simple sentences with a capital letter and a full stop	session, learners should be able to: • identify when to use capital letters and full stops • add capital letters and full stops to a short piece of text • read and understand simple instructions • demonstrate that they can follow simple instructions.	correctly words designated for Entry Level 2* E2 R 8 Understand the main points in texts E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.3 SLC Respond appropriately to straightforward questions E2.16 W Spell correctly words designated for Entry Level 2*	session, learners should be able to: • read a short text including descriptions and containing common Entry Level 2 words • answer simple comprehension questions • identify the adjectives in the description • use a dictionary to check the meaning of words • discuss the main points in the text • accurately spell the key words from this session.	understand and extract the main points and ideas in and from texts E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.5 SLC Follow and understand the main points of discussions E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the	session, learners should be able to: read and understand a straightforward descriptive text answer the comprehension questions discuss the main ideas in the text take part in a group discussion accurately spell the key words from this session.

	* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	specification for the full list of expectations for reading and spelling at this level.	
E1.10 R Understand a short piece of text on a simple subject E1.2 SLC Identify and extract the main information from short statements and explanations E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of	By the end of the session, learners should be able to: • read and understand a short piece of text • answer questions about the text with their partner • accurately spell the key words from this session. E2.7 R Read correctly words designated for Entry Level 2* E2.8 R Understand the main points in texts E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.3 SLC Respond appropriately to straightforward questions	By the end of the session, learners should be able to: • read a short text including explanations and containing common Entry Level 2 words • answer simple comprehension questions • use a dictionary to check the meaning of words • discuss the main points in the text. E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.5 SLC Follow and understand the main points of discussions E3.17 W Spell correctly words designated for Entry Level 3*	By the end of the session, learners should be able to: • read and understand a straightforward explanation • answer the comprehension questions • discuss the main ideas in the text • take part in a group discussion • accurately spell the key words from this session.

rea	pectations for ading and elling at this vel.		* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and		*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and	
			spelling at this level.		spelling at this level.	
sing inst for rep	.3 SLC Follow ligle-step structions, asking them to be peated if cessary	By the end of the session, learners should be able to: • follow simple verbal instructions • ask for help if needed • demonstrate that they can follow simple instructions.	E2.2 SLC Make requests and ask clear questions appropriately in different contexts E2.3 SLC Respond appropriately to straightforward questions E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for	By the end of the session, learners should be able to: ask questions use a polite tone when talking to others listen to others answer questions accurately spell the key words from this session.	E3.2 SLC Make requests and ask concise questions using appropriate language in different contexts E3.1 SLC Identify and extract relevant information and detail in straightforward explanations	By the end of the session, learners should be able to: ask questions and listen to the reply identify the main points and information say what the discussion was about.

14	E1.4 SLC Make requests and ask straightforward questions using appropriate terms and registers	By the end of the session, learners should be able to: • ask a question • use 'please' and 'thank you' correctly • demonstrate active listening.	reading and spelling at this level. E2.4 SLC Follow the gist of discussions E2.1 SLC Identify and extract the main information and detail from short explanations E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. E2.5 SLC Clearly	By the end of the session, learners should be able to: Iisten to a discussion say what the discussion was about identify and extract the main information accurately spell the key words from this session.	E3.5 SLC Follow and understand the main points of discussions E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	By the end of the session, learners should be able to: Ilisten to the views of others share their ideas with others speak when it is appropriate identify the main points and information say what the discussion was about. By the end of the
15	to questions about specific information	session, learners should be able to: • respond to simple questions to	express straightforward information and communicate feelings and	session, learners should be able to: contribute to a group discussion	Communicate information and opinions clearly on a range of topics	session, learners should be able to: listen to the views of others

	E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	give information Iisten to questions carefully answer simple questions accurately spell the key words from this session.	opinions on a range of straightforward topics	 share their opinion with the group say what they feel listen to the views of others. 	E3.5 SLC Follow and understand the main points of discussions E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	 share their opinions with others speak when it is appropriate identify the main points and information say what the discussion was about.
16	E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level	By the end of the session, learners should be able to: • share their opinion with their partner • share their feelings on a straightforward topic • accurately spell the key words from this session.	E2.6 SLC Make appropriate contributions to simple group discussions with others about a straightforward topic E2.4 SLC Follow the gist of discussions	By the end of the session, learners should be able to: • share their ideas with the group • listen to the ideas of others • show they understand the topic.	E3.6 SLC Make relevant contributions to group discussions about straightforward topics E3.5 SLC Follow and understand the main points of discussions	By the end of the session, learners should be able to: Iisten to the views of others share their opinions and ideas with others focus on the topic of the discussion and stick to the subject identify the main points and information

	1 in the specification for the full list of expectations for reading and spelling at this level.					say what the discussion was about.
17	E1.7 SLC Understand and participate in simple discussions or exchanges with another person about a straightforward topic	By the end of the session, learners should be able to: • share their ideas with their partner • listen to the ideas of their partner • show that they understand the topic • ask their partner to repeat the question if they are unsure.	E2.19 W Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses E2.17 W Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: • identify simple conjunctions • use conjunctions in writing • write a short explanation.	E3.21 W Write in compound sentences and paragraphs where appropriate E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)	By the end of the session, learners should be able to: • know how to write a compound sentence and when to use a paragraph • order a text into a logical sequence • write a short text in a logical sequence.
18	E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.15 W Spell correctly words	By the end of the session, learners should be able to: identify a noun identify pronouns and proper nouns	E2.14 W Form regular plurals E2.16 W Spell correctly words designated for Entry Level 2*	By the end of the session, learners should be able to: • spell regular plurals correctly • create sentences using regular plurals	E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)	By the end of the session, learners should be able to: • know how to use the correct subject–verb agreement when writing.

	designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	 give examples of proper nouns correctly use sentences with personal pronouns and proper nouns accurately spell the key words from this session. 	E2.17 W Communicate information in words, phrases and simple sentences * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	write a short paragraph.		
19	E1.16 W Communicate information in words, phrases and simple sentences E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of	By the end of the session, learners should be able to: • identify a verb • spell common verbs correctly • write sentences using common verbs.	E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • identify common prefixes • spell words with prefixes where the root word is unchanged • spell words correctly that use the prefixes ill-, im-, ir	E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)	By the end of the session, learners should be able to: • know how to use the correct tense in writing • know how to use the correct definite and indefinite article.

20	expectations for reading and spelling at this level. E1.11 W Punctuate simple sentences with a capital letter and a full stop	By the end of the session, learners should be able to: • identify when a capital letter should be used • say why we use a full stop • add capital	E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the	By the end of the session, learners should be able to: • identify common suffixes • spell words with suffixes where the root	E3.14 W Form irregular plurals E3.19 W Write text of an appropriate level of detail and of appropriate length (including where this is	By the end of the session, learners should be able to: • spell irregular plurals correctly • write sentences using irregular plurals
		letters and full stops to a piece of text use capital letters and full stops in writing.	specification for the full list of expectations for reading and spelling at this level.	word is unchanged • spell words with suffixes where the last 'e' in the root word is dropped before adding a suffix beginning with a vowel.	specified) E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	 write two paragraphs accurately spell the key words from this session.
21	E1.11 W Punctuate	By the end of the	E2.16 W Spell	By the end of the	E3.16 W Use the	By the end of the
	simple sentences	session, learners should be able to:	correctly words	session, learners should be able to:	first, second and third place letters	session, learners should be able to:

	with a capital letter and a full stop E1.16 W Communicate information in words, phrases and simple sentences E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	 add capital letters and full stops to a piece of text write simple sentences using capital letters and full stops accurately spell the key words from this session. 	* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	 say what is meant by a silent letter identify words that contain silent letters spell words with silent letters correctly. 	to sequence words in alphabetical order E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	 correctly sequence words in alphabetical order using first, second and third place letters spell Entry Level 3 words correctly identify a spelling strategy to support learning read common words containing suffixes correctly spell correctly common words with suffixes.
22	E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case	By the end of the session, learners should be able to: identify when to use a lower-case letter use upper- and lower-case	E2.16 W Spell correctly words designated for Entry Level 2* E2.10 R Use effective strategies to find the meaning	By the end of the session, learners should be able to: • say what a homophone is • identify common homophones	E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level	By the end of the session, learners should be able to: • read common words containing hyphenated

	E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.13 W Use lower-case letters when there is no reason to use capital letters	letters correctly write sentences using both upper- and lower-case letters correctly.	of words and check their spelling (e.g. a simple dictionary, spell- checker) * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	spell common homophones correctly.	3 in the specification for the full list of expectations for reading and spelling at this level.	prefixes correctly • spell common words with prefixes correctly.
23	E1.15 W Spell correctly words designated for Entry Level 1* E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of	By the end of the session, learners should be able to: • spell the days of the week correctly • use capital letters correctly for the days of the week • write a short sentence about a day of the week.	E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • spell words correctly where the single consonant letter is doubled before adding a suffix beginning with a vowel or 'y' • spell words correctly where a root word ending in 'y' changes to 'i' before adding a	E3.17 W Spell correctly words designated for Entry Level 3* E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) *Please refer to Annexe D: Word	By the end of the session, learners should be able to: • know about common homophones • list common homophones • understand the meaning of common homophones • spell common homophones correctly.

24	expectations for reading and spelling at this level. E1.15 W Spell	By the end of the	E2.17 W	suffix beginning with a vowel spell words ending in '-tion' correctly.	lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. E3.17 W Spell	By the end of the
2-7	correctly words designated for Entry Level 1* E1 W 16 Communicate information in words, phrases and simple sentences *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	session, learners should be able to: write simple sentences using numbers spell the days of the week correctly.	Communicate information in words, phrases and simple sentences E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	session, learners should be able to: • identify how to begin and end an informal/formal email • write an informal/formal email • accurately spell the key words from this session.	correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	session, learners should be able to: understand what is meant by an unpronounced sound in a word identify words that contain unpronounced sounds spell words with silent, unpronounced sounds correctly.
25	E1.16 W Communicate information in	By the end of the session, learners should be able to:	E2.18 W Complete a form asking for personal information (e.g.	By the end of the session, learners should be able to:	E3.10 R Identify different purposes of straightforward texts	By the end of the session, learners should be able to:

words, phrases and simple sentences E1.15 W Spell correctly words designated for Entry Level 1* E1.11 W Punctuate simple sentences with a capital letter and a full stop *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	 write simple sentences using subject—verb—object format spell correctly words designated for Entry Level 1 use full stops and capital letters correctly. 	first name, surname, address, postcode, age, date of birth) E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	•	identify the key information needed for a form requiring personal information complete a form accurately use upper- and lower-case letters correctly.	E3.22 W Use language appropriate for purpose and audience E3.19 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	•	read and understand the purpose of texts identify the purpose of writing use language suitable for the purpose write text for a specific purpose and audience use correct punctuation spell Entry Level 3 words correctly use grammar correctly.
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26					E3.17 W Spell correctly words designated for Entry Level 3* E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles) *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	
26	E1.15 W Spell correctly words designated for Entry Level 1* E1.16 W Communicate information in	By the end of the session, learners should be able to: • use '-ed' correctly when the root word remains the same	E2.20 W Use adjectives and simple linking words in the appropriate way E2.10 R Use effective strategies to find the meaning	By the end of the session, learners should be able to: • identify when adjectives are used • say why we use adjectives	E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	By the end of the session, learners should be able to: • identify the purpose and audience of a straightforward report

words, phrases and simple sentences *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	write simple sentences using words that end in '-ed'.	of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	•	identify the most appropriate adjective to use write a short piece of descriptive text using adjectives accurately spell the key words from this session.	E3.22 W Use language appropriate for purpose and audience E3.17 W Spell correctly words designated for Entry Level 3* E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, exclamation marks, commas) E3.15 W Use mostly correct grammar, (e.g. subject—verb agreement, consistent use of tense, definite and indefinite articles) *Please refer to Annexe D: Word	 write text for a specific purpose and audience spell Entry Level 3 words correctly check the text for punctuation and grammar errors use correct punctuation use grammar correctly.

27	E1.15 W Spell correctly words designated for Entry Level 1* E1.16 W Communicate information in words, phrases and simple sentences *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • spell common contractions correctly.	E2.17 W Communicate information in words, phrases and simple sentences E2.20 W Use adjectives and simple linking words in the appropriate way E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)	By the end of the session, learners should be able to: • identify the words and phrases used in a review • write a short review • accurately spell the key words from this session.	specification for the full list of expectations for reading and spelling at this level. E3.21 W Write in compound sentences and paragraphs where appropriate E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points E3.22 W Use language appropriate for purpose and audience	By the end of the session, learners should be able to: • write using compound sentences and paragraphs • identify the purpose and audience of a straightforward set of instructions • write text for a specific purpose and audience • write a set of straightforward instructions • check the instructions for
					E3.17 W Spell correctly words designated for Entry Level 3*	instructions for punctuation and grammar errors

					E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) E3.15 W Use mostly correct grammar (e.g. subject—verb agreement, consistent use of tense, definite and indefinite articles) *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this	 spell Entry Level 3 words correctly use correct punctuation use grammar correctly.
20	E1.16 W	By the and of the	E2.17 W	By the and of the	level.	By the end of the
28	Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: write simple sentences using subject—	Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: • identify the words and phrases used	compound sentences and paragraphs where appropriate	session, learners should be able to: write using compound

29	E1.16 W	By the end of the	E2.17 W	By the end of the	agreement, consistent use of tense, definite and indefinite articles) *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. E3.21 W Write in	By the end of the
	Communicate	session, learners	Communicate	session, learners	compound	session, learners
	information in	should be able to:	information in	should be able to:	sentences and	should be able to:
	words, phrases and	 write simple 	words, phrases and	write a short	paragraphs where	 write using
	simple sentences	sentences	simple sentences	piece of	appropriate	compound
	E1.15 W Spell	 spell correctly words 	E2.10 R Use	narrative text	E3.20 W Use	sentences and paragraphs
	correctly words	designated for	effective strategies	 accurately spell the key words 	appropriate format	identify the
	designated for	Entry Level 1	to find the meaning	from this	and structure when	purpose and
	Entry Level 1*	 use full stops 	of words and check	session	writing	audience of a
		and capital	their spelling (e.g. a	• use	straightforward	straightforward
	E1.11 W Punctuate	letters	simple dictionary,	conjunctions	texts, including the	narrative
	simple sentences	correctly.	spell- checker)	correctly in	appropriate use of	 write text for a
	with a capital letter		F2 10 W Write in	their sentences.	headings and bullet	specific
	and a full stop		E2.19 W Write in compound	 use adjectives 	points	purpose and
	*Please refer to		sentences, using	correctly.	E3.22 W Use	audience
	Annexe B: Word		common		language	

lists for Entry Level	conjunctions (e.g.	appropriate for	use compound
1 in the	or, and, but) to	purpose and	sentences and
specification for	connect clauses	audience	paragraphs
the full list of			 spell Entry
expectations for	E2.20 W Use	E3.17 W Spell	Level 3 words
reading and	adjectives and	correctly words	correctly
spelling at this	simple linking	designated for	 use correct
level.	words in the	Entry Level 3*	punctuation
	appropriate way		use grammar
		E3.13 W Use a	correctly
		range of	 check the text
		punctuation	for punctuation
		correctly (e.g. full	and grammar
		stops, question	errors.
		marks, exclamation	
		marks, commas)	
		E3.15 W Use	
		mostly correct	
		grammar, (e.g.	
		subject–verb	
		agreement,	
		consistent use of	
		tense, definite and	
		indefinite articles)	
		*Please refer to	
		Annexe D: Word	
		lists for Entry Level	
		3 in the	
		specification for	
		the full list of	
		expectations for	

30	E1.16 W Communicate information in words, phrases and simple sentences E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics	By the end of the session, learners should be able to: • identify what went well • say what they feel they have learned • identify a new goal or target to work towards.	E2.5 SLC Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.3 SLC Respond appropriately to straightforward questions	By the end of the session, learners should be able to: • identify what went well • say what they would have done differently • say how they feel • identify a goal for next year.	reading and spelling at this level. E3.6 SLC Make relevant contributions to group discussions about straightforward topics E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.5 SLC Follow and understand the main points of	By the end of the session, learners should be able to: • identify what went well • say what they would have done differently • say how they feel • identify a goal for next year.
					discussions	
Week		skills Level 1			Skills Level 2	
	Specification references	Obje	ctives	Specification references	Obje	ctives
1	L1.1 SLC Identify relevant information and lines of argument in explanations or presentations	be able to: introduce themselves to the group say what they hope to achieve read about and discuss the course relevant informa extended explana		L2.1 SLC Identify relevant information from extended explanations or presentations	By the end of the session, learners should be able to: introduce themselves to the group tell the group about something they are interested in read about and discuss the course listen to and follow instructions.	

	1		T	
	L1.3 SLC Respond		L2.3 SLC Respond	
	effectively to		effectively to	
	detailed questions		detailed or	
			extended questions	
	L1.7 SLC Use		and feedback	
	appropriate			
	phrases, registers		L2.5 SLC	
	and adapt		Communicate	
	contributions to		information, ideas	
	take account of		and opinions clearly	
	audience, purpose		and effectively,	
	and medium		providing further	
			detail and	
	L1.8 SLC Respect		development if	
	the turn-taking		required	
	rights of others			
	during discussions,		L2.9 SLC Adapt	
	using appropriate		contributions to	
	language for		discussions to suit	
	interjection		audience, purpose	
			and medium	
2	L1.19 SPG Use a	By the end of the session, learners should	L2.20 SPG	By the end of the session, learners should
	range of	be able to:	Punctuate writing	be able to:
	punctuation	 identify how to use full stops, 	correctly using a	 identify how to use a range of
	correctly (e.g. full	question marks, exclamation marks,	wide range of	punctuation marks
	stops, question	commas, brackets and apostrophes	punctuation	explain the effect of each
	marks, exclamation	explain the effect of each	markers (e.g.	punctuation mark
	marks, commas,	punctuation mark	colons, commas,	use each mark correctly in a sentence
	possessive	use each mark correctly in a sentence	inverted commas,	 proofread and correct punctuation
	apostrophes)	proofread and correct punctuation	apostrophes and	errors.
		errors.	quotation marks)	
	L1.18 R Use			
	knowledge of			

3	punctuation to aid understanding of straightforward texts L1.6 SLC Follow and understand discussions and make contributions relevant to the situation and the subject L1.11 R Identify	By the end of the session, learners should	L2.18 R Follow an	By the end of the session, learners should
	meanings in texts and distinguish between fact and opinion	 be able to: identify facts and opinions read and highlight the key words in a text identify the main purpose of a text 	argument, identifying different points of view and distinguishing fact from opinion	 be able to: distinguish facts from opinions read the texts closely identify the style of writing/tone
	L1.9 R Identify and understand the main points, ideas and details in texts	 identify the main purpose of a text explain the key ideas in a text. 	L2.11 R Identify the different situations when the main points are sufficient	explain the key ideas in the text.
	L1.4 SLC Communicate information, ideas		and when it is important to have specific details	
	and opinions clearly and accurately on a		L2.5 SLC Communicate	
	range of topics L1.5 SLC Express opinions and		information, ideas and opinions clearly and effectively, providing further	

	arguments and support them with evidence		detail and development if required L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	
4	L1.9 R Identify and understand the main points, ideas and details in texts L1.5 SLC Express opinions and arguments and support them with evidence L1.18 R Use knowledge of punctuation to aid understanding of straightforward texts L1.4 SLC Communicate	By the end of the session, learners should be able to: read and highlight the key words in the texts identify the main purpose of the texts discuss the key ideas in the texts explain the key ideas in the texts explain how the writers use punctuation in the texts to convey meaning.	L2.11 R Identify the different situations when the main points are sufficient and when it is important to have specific details L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence L2.5 SLC Communicate information, ideas and opinions clearly	By the end of the session, learners should be able to: • read and highlight the key words in the texts • identify the main purpose of the texts • discuss the key ideas in the texts • explain the key ideas in the texts • use punctuation to understand meaning in the texts.

a cl a ra L o a si	nformation, ideas and opinions learly and ccurately on a leange of topics 1.5 SLC Express opinions and rguments and upport them with evidence	Dutho and of the cassion learners should	and effectively, providing further detail and development if required	Butho and of the session learners should
ir a d	nformation, ideas nd opinions in lifferent texts 1.11 R Identify neanings in texts and distinguish petween fact and poinion	By the end of the session, learners should be able to: identify facts and opinions in the texts read and highlight the key words in the texts identify the main purpose of the texts explain the key ideas in the texts compare information in the texts use quotations to evidence their ideas.	L2.12 R Compare information, ideas and opinions in different texts, including how they are conveyed L2.18 R Follow an argument, identifying different points of view and distinguishing fact from opinion L2.5 SLC Communicate information, ideas and opinions clearly and effectively, providing further detail and	By the end of the session, learners should be able to: identify facts and opinions explain the key ideas in the texts compare information in the texts use quotations o evidence their ideas.

evidence Part					
Example 1.1.12 R Recognise that language and other textual features can be varied to suit different audience and purposes 1.1.16 R Recognise vocabulary typically associated with specific types and purposes of text 1.1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics 1.1.5 SLC Express opinions and arguments and support them with relevant and persuasive evidence 1.1.12 R Recognise that language and other textual features and devices, and how they can be used to shape meaning for different audiences and purposes 1.1.16 R Recognise vocabulary typically associated with specific types and purposes of text 1.1.4 SLC Communicate 1.1.5 SLC Express opinions and arguments and support them with relevant and persuasive evidence 1.1.14 R Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes 1.1.15 R Recognise vocabulary typically associated with specific types and purposes of text 1.1.4 SLC Communicate 1.1.6 R Recognise vocabulary typically associated with specific types and purposes of text 1.1.15 R Recognise vocabulary and identifying levels of formality and bias 1.1.15 R Communicate 1.1.16 R Recognise vocabulary and identifying levels of formality and bias 1.1.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias 1.1.15 R SLC Communicate 1.1.16 R Recognise vocabulary and identifying levels of formality and bias		support them with		development if	
6 L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes L1.16 R Recognise vocabulary typically associated with specific types and purposes of text L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L2.5 SLC Communicate in factors and support them with relevant and persuasive evidence L2.14 R Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes L2.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias		evidence		required	
6 L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes L1.16 R Recognise vocabulary typically associated with specific types and purposes of text L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L2.5 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L3.12 R Recognise support them with relevant and persuasive evidence L3.14 R Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes L2.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate L2.5 SLC Communicate L3.14 R Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes L2.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias					
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L1.16 R Recognise vocabulary typically associated with specific types and purposes of text L2.17 R Analyse texts, of different levels of complexity, recognising their Communicate information, ideas and opinions clearly and accurately on a range of topics and purposes L2.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate				different audiences	,
vocabulary typically associated with specific types and purposes of text levels of complexity, L1.4 SLC recognising their use of vocabulary information, ideas and opinions clearly and accurately on a range of topics L2.5 SLC Communicate L2.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias		L1.16 R Recognise		and purposes	141.644601
associated with specific types and purposes of text L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L2.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate		_			
specific types and purposes of text L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics specific types and texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate				L2 17 R Analyse	
purposes of text L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate				•	
Complexity, recognising their use of vocabulary and identifying levels of formality clearly and accurately on a range of topics complexity, recognising their use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate				· ·	
L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.4 SLC recognising their use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate		purposes or text			
Communicate information, ideas and opinions clearly and accurately on a range of topics use of vocabulary and identifying levels of formality and bias L2.5 SLC Communicate		14 4 61 6			
information, ideas and opinions clearly and accurately on a range of topics and identifying levels of formality and bias L2.5 SLC Communicate					
and opinions clearly and accurately on a range of topics L2.5 SLC Communicate				•	
clearly and accurately on a range of topics L2.5 SLC Communicate		· ·		, -	
accurately on a range of topics L2.5 SLC Communicate		1		•	
range of topics L2.5 SLC Communicate		clearly and		and bias	
Communicate		accurately on a			
Communicate		range of topics		L2.5 SLC	
				Communicate	
ן וווטווומנוטוו, ועכמא ו				information, ideas	

	L1.5 SLC Express opinions and arguments and support them with evidence		and opinions clearly and effectively, providing further detail and development if required L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	
7	L1.14 R Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts L1.9 R Identify and understand the main points, ideas and details in texts	By the end of the session, learners should be able to: • identify organisational and structural features • use organisational and structural features to locate relevant information in a text • identify the key ideas in the text • explore and discuss ideas in the text and support these with evidence from the text.	L2.16 R Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources L2.11 R Identify the different situations when the main points are sufficient and when it is important to have specific details	By the end of the session, learners should be able to: • identify organisational features • use organisational features to locate relevant information in a text • identify and explain the key ideas in the text.

	T	T		
	L1.4 SLC		L2.5 SLC	
	Communicate		Communicate	
	information, ideas		information, ideas	
	and opinions		and opinions clearly	
	clearly and		and effectively,	
	accurately on a		providing further	
	range of topics		detail and	
			development if	
	L1.5 SLC Express		required	
	opinions and			
	arguments and		L2.6 SLC Express	
	support them with		opinions and	
	evidence		arguments and	
			support them with	
			relevant and	
			persuasive	
			evidence	
8	L1.13 R Use	By the end of the session, learners should	L2.15 R Use a range	By the end of the session, learners should
	reference materials	be able to:	of reference	be able to:
	and appropriate	 use a dictionary to locate a meaning 	materials and	 use a dictionary to locate a meaning
	strategies (e.g.	suggest an alternative word	appropriate	 suggest an alternative word
	using knowledge of	 identify the language features used in 	resources (e.g.	 identify the textual features used in a
	different word	a text	glossaries,	text
	types) for a range	use organisational and structural	legends/keys) for	 use organisational features to locate
	of purposes,	features to locate relevant	different purposes,	relevant information in a text
	including to find	information in a text	including to find	 identify and explain the key ideas in a
	the meaning of	 identify the key ideas in a text. 	the meanings of	text.
	words	identify the key ideas in a text.	words in	text.
			straightforward and	
	L1.12 R Recognise		complex sources	
	that language and			
	other textual		L1.12 R Recognise	
	features can be		that language and	
	.catares can be		that language and	

varied to suit	other textual	
different audiences	features can be	
and purposes	varied to suit	
	different audiences	
L1.14 R Understand	and purposes	
organisational and		
structural features,	L2.16 R Understand	
and use them to	organisational	
locate relevant	features and use	
information (e.g.	them to locate	
index, menus,	relevant	
subheadings,	information in a	
paragraphs) in a	range of	
range of	straightforward and	
straightforward	complex sources	
texts		
	L2.11 R Identify the	
L1.9 R Identify and	different situations	
understand the	when the main	
main points, ideas	points are sufficient	
and details in texts	and when it is	
	important to have	
L1.4 SLC	specific details	
Communicate		
information, ideas	L2.5 SLC	
and opinions	Communicate	
clearly and	information, ideas	
accurately on a	and opinions clearly	
range of topics	and effectively,	
0	providing further	
L1.5 SLC Express	detail and	
opinions and	development if	
arguments and	required	
ar particitio atta	required	

			1	
	support them with			
	evidence		L2.6 SLC Express	
			opinions and	
			arguments and	
			support them with	
			relevant and	
			persuasive	
			evidence	
9	All Level 1 Reading	By the end of the session, learners should	All Level 2 Reading	By the end of the session, learners should
	specification	be able to:	specification	be able to:
	references	identify key words in the questions	references	 identify key words in the question
		read and understand the texts		 read and understand the texts
	L1.2 SLC Make	 use a dictionary to find meaning. 	L2.4 SLC Make	 use a dictionary to find meaning.
	requests and ask	ase a distinction of the first meaning.	requests and ask	ase a distinction of the initial meaning.
	relevant questions		detailed and	
	to obtain specific		pertinent questions	
	information in		to obtain specific	
	different contexts		information in a	
			range of contexts	
10	L1.10 R Compare	By the end of the session, learners should	L2.12 R Compare	By the end of the session, learners should
	information, ideas	be able to:	information, ideas	be able to:
	and opinions in	identify revision targets	and opinions in	identify revision targets
	different texts	, ,	different texts,	
	different texts	Identify and discuss the key ideas in the texts	including how they	 identify and discuss the key ideas in the texts
	L1.9 R Identify and		are conveyed	
	understand the	compare texts and select appropriate	are conveyed	compare texts and select appropriate
		quotations	L2.18 R Follow an	quotations
	main points, ideas	recognise language and textual		recognise textual and organisational
	and details in texts	features.	argument,	features.
	14.42 B B		identifying different	
	L1.12 R Recognise		points of view and	
	that language and		distinguishing fact	
	other textual		from opinion	
	features can be			

1				1
	varied to suit		L2.19 R Identify	
	different audiences		different styles of	
	and purposes		writing and writer's	
			voice	
	L1.16 R Recognise			
\	vocabulary typically		L2.6 SLC Express	
a	associated with		opinions and	
9	specific types and		arguments and	
	purposes of texts		support them with	
	(e.g. formal,		relevant and	
i	informal,		persuasive	
i	instructional,		evidence	
	descriptive,			
	explanatory and			
l t	persuasive)			
ι	L1.4 SLC			
	Communicate			
i	information, ideas			
a	and opinions			
	clearly and			
a	accurately on a			
r	range of topics			
11 l	L1.15 R Infer from	By the end of the session, learners should	L2.13 R Identify	By the end of the session, learners should
i	images meanings	be able to:	implicit and	be able to:
r	not explicit in the	 infer meaning from an image 	inferred meaning in	identify implicit and inferred meaning
	accompanying text	 use context to understand meaning 	texts	 use context to understand meaning
		 identify the key ideas in a text 		identify and explain the key ideas in
l	L1.16 R Recognise	 discuss the key ideas in a text. 	L2.17 R Analyse	texts
\	vocabulary typically	,	texts, of different	 discuss the key ideas in texts.
	associated with		levels of	
9	specific types and		complexity,	
ŀ	purposes of texts		recognising their	

	Ι,	T		
	(e.g. formal,		use of vocabulary	
	informal,		and identifying	
	instructional,		levels of formality	
	descriptive,		and bias	
	explanatory and			
	persuasive)		L2.18 R Follow an	
			argument,	
	L1.17 R Read and		identifying different	
	understand a range		points of view and	
	of specialist words		distinguishing fact	
	in context		from opinion	
			-	
	L1.9 R Identify and			
	understand the			
	main points, ideas			
	and details in texts			
	L1.12 R Recognise			
	that language and			
	other textual			
	features can be			
	varied to suit			
	different audiences			
	and purposes			
12	All Level 1 Reading	By the end of the session, learners should	All Level 2 Reading	By the end of the session, learners should
	specification	be able to:	specification	be able to:
	references	 identify key words in the questions 	references	 identify key words in the question
		 read and understand the texts 		 read and understand the texts
	L1.2 SLC Make	 use a dictionary to find meaning. 	L2.4 SLC Make	 use a dictionary to find meaning.
	requests and ask	ase a dictionary to find meaning.	requests and ask	ase a dictionary to find meaning.
	relevant questions		detailed and	
	to obtain specific		pertinent questions	
	to obtain specific		to obtain specific	
			to obtain specific	

		T		
	information in		information in a	
	different contexts		range of contexts	
13	L1.1 SLC Identify relevant information and lines of argument in explanations or presentations L1.5 SLC Express opinions and arguments and support them with evidence	By the end of the session, learners should be able to: • identify the key features of a successful discussion • demonstrate close listening • identify the keys ideas shared in the discussion.	L2.1 SLC Identify relevant information from extended explanations or presentations L2.2 SLC Follow narratives and lines of argument L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	By the end of the session, learners should be able to: • identify the key features of a successful discussion • demonstrate close listening • identify the keys ideas shared in the discussion.
14	L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts L1.3 SLC Respond effectively to detailed questions	By the end of the session, learners should be able to: • prepare their ideas • ask questions • listen carefully and respond to a question.	L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts L2.3 SLC Respond effectively to detailed or extended questions and feedback	By the end of the session, learners should be able to: • prepare their ideas • ask detailed questions • listen carefully and respond to a question in detail.

15	L1.1 SLC Identify	By the end of the session, learners should	L2.1 SLC Identify	By the end of the session, learners should
13	relevant	be able to:	relevant	be able to:
	information and		information from	
		present their talk to the group		Give their presentation to the group
	lines of argument	speak clearly about their topic	extended	speak clearly about their topic
	in explanations and	ask open questions	explanations or	ask pertinent questions
	presentations	listen and respond to questions.	presentations	listen and respond to questions in
	L1.2 SLC Make		L2.2 SLC Follow	detail.
	requests and ask		narratives and lines	
	relevant questions		of argument	
	to obtain specific		or argument	
	information in		L2.3 SLC Respond	
	different contexts		effectively to	
	different contexts		detailed or	
	11 2 CLC Despend		extended questions	
	L1.3 SLC Respond effectively to		and feedback	
	detailed questions		and reedback	
	detailed questions		L2.4 SLC Make	
	L1.4 SLC			
			requests and ask	
	Communicate		detailed and	
	information, ideas		pertinent questions	
	and opinions		to obtain specific	
	clearly and		information in a	
	accurately on a		range of contexts	
	range of topics		12 5 61 6 5	
	14.7.61.61.		L2.5 SLC Express	
	L1.7 SLC Use		opinions and	
	appropriate		arguments and	
	phrases, registers		support them with	
	and adapt		relevant and	
	contributions to		persuasive	
	take account of		evidence	

	audience, purpose and medium		L2.7 SLC Use language that is effective, accurate and appropriate to context and situation	
16	L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and support them with evidence L1.6 SLC Follow and understand discussions and make contributions relevant to the situation and the subject L1.7 SLC Use appropriate phrases, registers and adapt contributions to	By the end of the session, learners should be able to: research their topic contribute to a formal group discussion share their opinions with the group listen closely wait for a gap before speaking use an appropriate tone.	L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence L2.7 SLC Use language that is effective, accurate and appropriate to context and situation L2.8 SLC Make relevant and constructive contributions to move discussion forward L2.9 SLC Adapt contributions to discussions to suit audience, purpose and medium	By the end of the session, learners should be able to: research their topic contribute to a formal group discussion share their opinions with the group listen closely wait for a gap before speaking use an appropriate tone move the discussion forward.

	take account of audience, purpose and medium L1.8 SLC Respect the turn-taking rights of others during discussions, using appropriate language for interjection		L2.10 SLC Interject and redirect discussion using appropriate language and register	
17	All Level 1 Speaking, listening and communicating specification references	By the end of the session, learners should be able to: give a short talk ask questions listen to and answer questions contribute to a group discussion listen to the ideas of others use an appropriate tone.	All Level 2 Speaking, listening and communicating specification references	By the end of the session, learners should be able to: • give a short presentation • ask pertinent questions • listen to and answer questions in detail • contribute to a group discussion • listen to the ideas of others • use an appropriate tone.
18	L1.24 W Use format, structure and language appropriate for audience and purpose L1.22 W Communicate information, ideas and opinions	By the end of the session, learners should be able to: • identify the correct format and structure of each text type • identify the purpose of a text • identify appropriate language features.	L2.25 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) L2.23 W Communicate	By the end of the session, learners should be able to: • identify the correct format and structure of each text type • identify the purpose of a text • identify and use appropriate language features.

19	clearly, coherently and accurately L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience L1.21 SPG Spell words used most often in work, study and daily life, including specialist words	By the end of the session, learners should be able to: identify common spelling errors identify a spelling strategy to support learning identify and correct spelling errors.	information, ideas and opinions clearly, coherently and effectively L2.24 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words	By the end of the session, learners should be able to: identify common spelling errors identify a spelling strategy to support learning identify and correct spelling errors identify and correct spelling errors identify and use punctuation correctly.
20	L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)	 By the end of the session, learners should be able to: identify simple, compound and complex sentences write simple, compound and complex sentences identify and use the correct definite and indefinite article 	L2.21 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of a range of tenses, definite and indefinite articles)	By the end of the session, learners should be able to: • identify simple, compound and complex sentences • write simple, compound and complex sentences • identify and use the correct definite and indefinite article

			1 1 1:	
		 use the correct subject–verb 	and modality	use the correct subject–verb
	L1.25 W Write	agreement	devices (e.g. to	agreement
	consistently and	 use the correct tense when writing. 	express probability	use the correct tense when writing
	accurately in		or desirability)	use modality devices.
	complex sentences,			
	using paragraphs		L2.28 W Construct	
	where appropriate		complex sentences	
			consistently and	
			accurately, using	
			paragraphs where	
			appropriate	
21	L1.24 W Use	By the end of the session, learners should	L2.27 W Use	By the end of the session, learners should
	format, structure	be able to:	different language	be able to:
	and language	 use a clear structure when writing 	and register (e.g.	 use a clear structure when writing
	appropriate for	 identify when to use a paragraph 	persuasive	 identify when to use a paragraph
6	audience and	 write in depth and with detail. 	techniques,	 use appropriate language and register
	purpose		supporting	write in depth and with detail.
			evidence, specialist	
	L1.25 W Write		words), suited to	
	consistently and		audience and	
	accurately in		purpose	
	complex sentences,			
ι	using paragraphs		L2.28 W Construct	
\	where appropriate		complex sentences	
			consistently and	
	L1.23 W Write text		accurately, using	
	of an appropriate		paragraphs where	
	level of detail and		appropriate	
	of appropriate			
	length (including		L2.25 W Organise	
	where this is		writing for different	
	specified) to meet		purposes using	
t	the needs of		appropriate format	

	T		and storestions to	
	purpose and		and structure (e.g.	
	audience		standard	
			templates,	
			paragraphs, bullet	
			points, tables)	
22	L1.22 W	By the end of the session, learners should	L2.23 W	By the end of the session, learners should
	Communicate	be able to:	Communicate	be able to:
	information, ideas	 identify the correct layout for a 	information, ideas	 identify the correct layout for a
	and opinions	formal letter	and opinions	formal letter
	clearly, coherently	 plan and draft a formal letter 	clearly, coherently	 plan and draft a formal letter
	and accurately	use complex sentences	and effectively	use complex sentences
		 proofread their work for errors. 		 proofread their work for spelling,
	L1.23 W Write text	·	L2.24 W Write text	punctuation and grammar errors.
	of an appropriate		of an appropriate	
	level of detail and		level of detail and	
	of appropriate		of appropriate	
	length (including		length (including	
	where this is		where this is	
	specified) to meet		specified) to meet	
	the needs of		the needs of	
	purpose and		purpose and	
	audience		audience	
	L1.24 W Use		L2.25 W Organise	
	format, structure		writing for different	
	and language		purposes using	
	appropriate for		appropriate format	
	audience and		and structure (e.g.	
	purpose		standard	
	' '		templates,	
	L1.21 SPG Spell		paragraphs, bullet	
	words used most		points, tables)	
	often in work,		p 3(3) (abics)	
	orten in work,		1	

study and daily life,	L2.22 SPG Spell
including specialist	words used in
words	work, study and
	daily life, including
L1.20 SPG Use	a range of specialist
correct grammar	words
(e.g. subject–verb	
agreement,	L2.21 SPG Use
consistent use of	correct grammar
different tenses,	(e.g. subject–verb
definite and	agreement,
indefinite articles)	consistent use of a
	range of tenses,
L1.25 W Write	definite and
consistently and	indefinite articles)
accurately in	and modality
complex sentences,	devices (e.g. to
using paragraphs	express probability
where appropriate	or desirability)
	L2.20 SPG
	Punctuate writing
	correctly using a
	wide range of
	punctuation
	markers (e.g.
	colons, commas,
	inverted commas,
	apostrophes and
	quotation marks)
	L2.28 W Construct
	complex sentences

	1	T	Γ	
			consistently and	
			accurately, using	
			paragraphs where	
			appropriate	
23	L1.22 W	By the end of the session, learners should	L2.23 W	By the end of the session, learners should
	Communicate	be able to:	Communicate	be able to:
	information, ideas	 identify the correct layout for an 	information, ideas	 identify the correct layout for an
	and opinions	email	and opinions	email
	clearly, coherently	plan and draft an email	clearly, coherently	 plan and draft an email
	and accurately	 use complex sentences 	and effectively	 use complex sentences
		 proofread their work for errors. 		 proofread their work for errors.
	L1.23 W Write text	·	L2.24 W Write text	·
	of an appropriate		of an appropriate	
	level of detail and		level of detail and	
	of appropriate		of appropriate	
	length (including		length (including	
	where this is		where this is	
	specified) to meet		specified) to meet	
	the needs of		the needs of	
	purpose and		purpose and	
	audience		audience	
	L1.24 W Use		L2.25 W Organise	
	format, structure		writing for different	
	and language		purposes using	
	appropriate for		appropriate format	
	audience and		and structure (e.g.	
	purpose		standard	
			templates,	
	L1.21 SPG Spell		paragraphs, bullet	
	words used most		points, tables)	
	often in work,		·	
	study and daily life,			

including specialist	L2.22 SPG Spell
	· ·
words	words used in
	work, study and
L1.20 SPG Use	daily life, including
correct grammar	a range of specialist
(e.g. subject–verb	words
agreement,	
consistent use of	L2.21 SPG Use
different tenses,	correct grammar
definite and	(e.g. subject–verb
indefinite articles)	agreement,
	consistent use of a
L1.25 W Write	range of tenses,
consistently and	definite and
accurately in	indefinite articles)
complex sentences,	and modality
using paragraphs	devices (e.g. to
where appropriate	express probability
	or desirability)
	L2.20 SPG
	Punctuate writing
	correctly using a
	wide range of
	punctuation
	markers (e.g.
	colons, commas,
	inverted commas,
	apostrophes and
	quotation marks)
	L2.28 W Construct
	complex sentences

24	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately	By the end of the session, learners should be able to: identify the correct layout and tone for a review plan and draft a review use complex sentences	consistently and accurately, using paragraphs where appropriate L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively	By the end of the session, learners should be able to: identify the correct layout and tone for a review plan and draft a review use complex sentences
	L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience	proofread their work for errors.	L2.24 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience	proofread their work for errors.
	L1.24 W Use format, structure and language appropriate for audience and purpose L1.21 SPG Spell words used most often in work, study and daily life,		L2.25 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)	

including specialist	L2.22 SPG Spell
	· · · · · · · · · · · · · · · · · · ·
words	words used in
	work, study and
L1.20 SPG Use	daily life, including
correct grammar	a range of specialist
(e.g. subject–verb	words
agreement,	
consistent use of	L2.21 SPG Use
different tenses,	correct grammar
definite and	(e.g. subject–verb
indefinite articles)	agreement,
	consistent use of a
L1.25 W Write	range of tenses,
consistently and	definite and
accurately in	indefinite articles)
complex sentences,	and modality
using paragraphs	devices (e.g. to
where appropriate	express probability
	or desirability)
	L2.20 SPG
	Punctuate writing
	correctly using a
	wide range of
	punctuation
	markers (e.g.
	colons, commas,
	inverted commas,
	apostrophes and
	quotation marks)
	L2.28 W Construct
	complex sentences

			consistently and	
			•	
			accurately, using	
			paragraphs where	
25	14.22.11/	5 11 1 611 1 1 1 1 1	appropriate	
25	L1.22 W	By the end of the session, learners should	L2.23 W	By the end of the session, learners should
	Communicate	be able to:	Communicate	be able to:
	information, ideas	identify the correct layout for an	information, ideas	identify the correct layout for an
	and opinions	article	and opinions	article
	clearly, coherently	plan and draft an article	clearly, coherently	 plan and draft an article
	and accurately	use complex sentences	and effectively	 use complex sentences
		 proofread their work for errors. 		 proofread their work for errors.
	L1.23 W Write text		L2.24 W Write text	
	of an appropriate		of an appropriate	
	level of detail and		level of detail and	
	of appropriate		of appropriate	
	length (including		length (including	
	where this is		where this is	
	specified) to meet		specified) to meet	
	the needs of		the needs of	
	purpose and		purpose and	
	audience		audience	
	L1.24 W Use		L2.25 W Organise	
	format, structure		writing for different	
	and language		purposes using	
	appropriate for		appropriate format	
	audience and		and structure (e.g.	
	purpose		standard	
			templates,	
	L1.21 SPG Spell		paragraphs, bullet	
	words used most		points, tables)	
	often in work,			
	study and daily life,			

including specialist	L2.22 SPG Spell	
words	words used in	ļ
Words	work, study and	
L1.20 SPG Use	daily life, including	
correct grammar	a range of specialist	
	words	
(e.g. subject–verb	words	
agreement,	12.24.600.11	
consistent use of	L2.21 SPG Use	
different tenses,	correct grammar	
definite and	(e.g. subject–verb	
indefinite articles)	agreement,	
	consistent use of a	
L1.25 W Write	range of tenses,	
consistently and	definite and	
accurately in	indefinite articles)	
complex sentences,	and modality	
using paragraphs	devices (e.g. to	
where appropriate	express probability	
	or desirability)	
	L2.20 SPG	
	Punctuate writing	
	correctly using a	
	wide range of	
	punctuation	
	markers (e.g.	
	colons, commas,	
	inverted commas,	ļ
	apostrophes and	ļ
	quotation marks)	ļ
	quotation marks)	ļ
	L2.28 W Construct	ļ
	complex sentences	ļ
	complex sentences	

			consistently and accurately, using	
			paragraphs where appropriate	
26	All Level 1 Writing specification references L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts	By the end of the session, learners should be able to: identify key words in the question plan and draft a response proofread their work for errors.	All Level 2 Writing specification references L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	By the end of the session, learners should be able to: identify key words in the question plan and draft a response proofread their work for errors.
27	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience	By the end of the session, learners should be able to: • identify the correct layout for a report • plan and draft a formal report • use complex sentences • proofread their work for errors.	L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively L2.24 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience	By the end of the session, learners should be able to: • identify the correct layout for a report • plan and draft a formal report • use complex sentences • proofread their work for errors.

L1.24 W Use	L2.25 W Organise
format, structure	writing for different
and language	purposes using
appropriate for	appropriate format
audience and	and structure (e.g.
purpose	standard
	templates,
L1.21 SPG Spell	paragraphs, bullet
words used most	points, tables)
often in work,	
study and daily life,	L2.22 SPG Spell
including specialist	words used in
words	work, study and
	daily life, including
L1.20 SPG Use	a range of specialist
correct grammar	words
(e.g. subject–verb	
agreement,	L2.21 SPG Use
consistent use of	correct grammar
different tenses,	(e.g. subject–verb
definite and	agreement,
indefinite articles)	consistent use of a
	range of tenses,
L1.25 W Write	definite and
consistently and	indefinite articles)
accurately in	and modality
complex sentences,	devices (e.g. to
using paragraphs	express probability
where appropriate	or desirability)
	L2.20 SPG
	Punctuate writing
	correctly using a

L1.22 W Communica information and opinion clearly, cohe and accurat L1.23 W Wr of an appropria level of deta of appropria length (inclu where this is specified) to the needs o purpose and audience	 identify the correct layout for a forust contribution plan and draft a forum contribution use complex sentences proofread their work for errors. 	Communicate	By the end of the session, learners should be able to: identify and use the correct layout for a forum contribution plan and draft a forum contribution use complex sentences proofread their work for errors.
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L1.24 W Use	L2.25 W Organise	
format, structure	writing for different	
and language	purposes using	
appropriate for	appropriate format	
audience and	and structure (e.g.	
purpose	standard	
	templates,	
L1.21 SPG Spell	paragraphs, bullet	
words used most	points, tables)	
often in work,		
study and daily life,	L2.22 SPG Spell	
including specialist	words used in	
words	work, study and	
	daily life, including	
L1.20 SPG Use	a range of specialist	
correct grammar	words	
(e.g. subject–verb		
agreement,	L2.21 SPG Use	
consistent use of	correct grammar	
different tenses,	(e.g. subject–verb	
definite and	agreement,	
indefinite articles)	consistent use of a	
	range of tenses,	
L1.25 W Write	definite and	
consistently and	indefinite articles)	
accurately in	and modality	
complex sentences,	devices (e.g. to	
using paragraphs	express probability	
where appropriate	or desirability)	
	L2.20 SPG	
	Punctuate writing	
	correctly using a	

29	All Level 1 Writing specification references L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts	By the end of the session, learners should be able to: identify key words in the question plan and draft a response proofread their work for errors.	wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) L2.28 W Construct complex sentences consistently and accurately, using paragraphs where appropriate All Level 2 Writing specification references L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	By the end of the session, learners should be able to: identify key words in the question plan and draft a response proofread their work for errors.
30	L1.5 SLC Express opinions and arguments and support them with evidence L1.6 SLC Follow and understand	By the end of the session, learners should be able to: identify what went well say what they would have done differently say how they feel identify a goal for next year.	L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	By the end of the session, learners should be able to: identify what went well say what they would have done differently say how they feel identify a goal for next year.

discussions and	L2.7 SLC Use	
make contributions	language that is	
relevant to the	effective, accurate	
situation and the	and appropriate to	
subject	context and	
	situation	
	L2.8 SLC Make	
	relevant and	
	constructive	
	contributions to	
	move discussion	
	forward	