Phas	e 5 Step up t	o English e1-3						
Term	Topics	Genre	Resources	Learning Outcomes	E1	E3	E3	
Autu	mental health and covid-19	Email/ letter	https://ww w.skillswork shop.org/re sources/loo king_after_y our_mental health_un der_coronav irus_covid1 9	Read a range of straightforwa rd texts on a range of topics and of varying lengths that instruct, describe, explain and	AO1 • Read some high frequency and familiar words in simple texts eg up to 45 high frequency words, phonetic CVC words. • Use blending to decode some familiar and unfamiliar words eg use letter names and sounds to decode a CVC word.	AO1 • Read with some fluency and accuracy, reading most words on sight eg up to 200 words including high frequency, some medium frequency and CVCC, CCVC words. • Use appropriate strategies to decode unfamiliar words eg blending 'ch', 'sh', 'th', some	with expr Use a rawords in a phonetic clusters, I and suffix Demonthe main	inge of strategies to tackle a variety of texts eg structure, initial and final ong vowel sounds, prefixes es. strate an understanding of points in a variety of texts ters, setting, theme with
	Black history month (Claudia Jones)	Reports/ creative writing	https://ww w.skillswork shop.org/in dex.php/res ources/blac k history m onth claudi a jones https://ww	write a straightforwa rd texts such as narratives,	 Recall main points from simple texts eg put a simple story in sequence. Locate some points and information in simple texts eg find the name of a shop on a business card. Make simple inferences and deductions eg make a 	long vowel sounds, simple prefixes and suffixes, common endings such as 'ing', 'ed', 'er', contextual clues. • Recall some specific and straightforward information from texts eg describe a character, action	 Locate I some diffinewspape story. Make in piece of to text answ character prediction 	sey points in texts eg note erences between two er reports on the same ferences based on a single extual detail eg in a longer er questions about 's actions or make as about feelings.
	Catering	restaurant	w.skillswork shop.org/re sources/inte ractive cv t emplate https://ww	instructions, explanations and reports of varying lengths	simple prediction to a question in a picture story. AO2 • Establish the meaning of a simple word in a wider context eg in a picture story understand.	or event with general accuracy. • Locate main points and information in texts eg use a contents page, find and note an important	AO2 • Ide language without c	et at a literal level. Intify some features of the used by the writer, often omment eg identify s, verbs and dialogue.
		critic review/ formal writing	w.skillswork shop.org/in dex.php/res ources/resta urant_critic using_adje ctives		picture story understand that the phrase 'sob sob' next to a picture of a girl crying, refers to her being upset or sad.	 Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event. 	difference event, the texts eg 'i	entify similarities and es between character, an eme or presentation in two n both texts the girls are x is always laughing and s a lot'.

Halloween	advert/	https://ww	AO3 • From two simple		
	articles	<u>w.skillswork</u>	texts identify a similarity or	AO2 • Use contextual clues	AO4 • Express personal preferences
		shop.org/re	difference between an	to help understand the	with a limited awareness of the
		sources/hist	event eg in response to	meaning of simple	writer's viewpoint or impact eg 'I
		ory of hallo	adult questioning recall	words/language choices eg	didn't like it when because I felt
		ween differ	'the boys are sad'.	'it can zip' next to a picture	scared. I do not like horror'.
		<u>entiated_re</u>		of a sports car. The student	
		ading comp	AO4 • Make simple	can express that zip refers	AO5 • Write legibly eg may choose
		<u>rehension</u>	comments/observations	to speed.	to join letters, beginning to develop
			about personal preferences		own handwriting style.
		https://ww	eg 'I liked the book it was	AO3 • From two simple	 Sometimes adapt writing style to
		<u>w.skillswork</u>	funny'.	texts identify a similarity or	match purpose and audience eg
		shop.org/in	Form most letters	difference between	with prompts can choose style for a
		dex.php/res	correctly with possible	character, events or	familiar writing purpose (letter,
		ources/hallo	confusion over upper and	presentation eg when	email, newspaper) and begins to use
		ween_comp	lower case eg all letters	given an event from one	formal/informal language, but not
		<u>lex_sentenc</u>	upper and lower case are	text, say if it is the same or	consistently.
		<u>es</u>	correctly oriented.	different in another text	Sequence ideas logically eg
			 Inconsistently match 	and say why.	sentences are usually grammatically
		https://ww	writing to structure and		correct, writing has clear beginning,
		<u>w.skillswork</u>	understand that words	AO4 • Make simple	middle and end.
		shop.org/re	have permanence eg work	comments/observations	
		sources/hall	must be scaffolded within a	about personal preferences	AO6 • Spell most words including
		oween_entr	writing frame and heavily	sometimes supported with	common polysyllabic words
		<u>y_level_func</u>	modelled.	reasons eg 'I liked it	accurately eg polysyllabic words or
		tional_engli	Sometimes arrange ideas	when'	common diagraphs 'wh', 'qu', 'sh',
		sh_assessm	in appropriate order eg		some high frequency words that do
		<u>ents</u>	sequence three related	AO5 • Form letters	not conform to spelling patterns. •
writing	descriptive	https://ww	events in a picture based	accurately and consistently	Use capital letters, full stops and
directions	writing	<u>w.skillswork</u>	text.	eg ascenders and	question marks usually accurately. •
		shop.org/sit		descenders are clear and	Choose words for variety and
		<u>es/skillswor</u>	AO6 • Spell simple	consistent.	interest eg adjectives, adverbs,
		kshop.org/fi	phonetically plausible and	Show some awareness of	powerful verbs.
		<u>les/resource</u>	many high frequency	narrative, non-narrative	
		s/genlit/fra	words accurately eg	form and audience eg	
		me3.pdf	monosyllabic words ('it',	within a structure can	

Poppy Day	letter/ diary/	https://ww	'on', 'up'), CVC words ('cat',	follow a writing form such	AO7 • Talk with confidence in
	character	w.skillswork	'mum') and high frequency	as a newspaper article,	different contexts eg school based
	profile	shop.org/re	words ('the', 'I', 'in') are	email or story and try to	only.
		sources/ho	usually correct or	structure it clearly for the	 Make sustained contributions,
		<u>w we reme</u>	phonetically plausible. •	reader.	developing ideas and feelings eg
		mber_armis	Show some awareness of	Write mainly in simple	converse on a wider range of
		tice centen	full stops and capital	sequenced sentences eg	subjects, thinking about use of
		ary tasks	letters.	will make links between	adjectives and questions to maintain
			Use some simple	ideas or events.	interest.
			descriptive language eg to		 Match language and non-verbal
		https://ww	indicate colour, size,	AO6 • Spell phonetically	features to purpose and audience eg
		<u>w.skillswork</u>	emotion.	plausible and most high	by adjusting tone, pace, volume and
		shop.org/in		frequency words with	intonation.
		dex.php/res	AO7 • Talk to familiar peers	growing accuracy eg simple	
		ources/char	and adults in supported	CVCC words or CCVC	AO8 • Listen carefully in different
		acter_profil	groups or 1:1, especially on	monosyllabic words and	group situations eg familiar settings
		<u>e</u>	matters of personal	high frequency words.	with familiar adults and peers.
Youth Clubs/	persuasive	https://ww	interest.	Inaccuracies are	 Respond to others, developing
police	letter writing	<u>w.skillswork</u>	Communicate feelings	phonetically plausible.	ideas and making helpful comments
Winter	email/	shop.org/re	and ideas eg 'I feel sad	Demarcate most	and suggestions eg make an
Solstice	creative	sources/you	whenbecause'	sentences with full stops	appropriate comment about what
	writing	th_clubs	When speaking to	and capital letters.	they have heard.
			familiar peers and adults	 Use appropriate words to 	Take on different
Office work	application	https://ww	add some detail to sustain	create interest eg use	roles/responsibilities in working
	forms/ diary	w.skillswork	interest.	adjectives to give more	with others.
	writing/	shop.org/re		detail.	
	writing notes	sources/wor	AO8 • Listen attentively to		AO9 • Begin to show an awareness
		king in an	familiar peers and adults in	AO7 • Talk to familiar and	of Standard English eg use of
		office_functi	supported groups or 1:1,	sometimes unfamiliar	pronouns to indicate someone or
		onal_english	especially on matters of	people, especially on topics	something that has already been
		<u>resource_p</u>	interest.	of personal interest.	mentioned and conjunctions to link words to the rest of the sentence.
T		ack	• Engage with others eg agree or disagree with a	Communicate experiences,	words to the rest of the sentence.
Travel and	advert/creativ	https://ww	comment or idea.	thoughts and feelings, linking ideas eg can	
tourism-	e writing	w.skillswork	• Take turns.	communicate outside of	
winter		shop.org/re	- Take turns.	their own immediate	
holiday		sources/win	AO9 • Use appropriate	interests.	
		ter_holiday_	personal pronouns and	micrests.	
		in lapland_	personal pronouns and		

		1	T	T	
		writing_assi	begin to use different	Use simple devices such	
		<u>gnment</u>	language to adults and	as variations in tone, pace,	
			peers.	expression, vocabulary to	
				hold the attention of the	
				listener.	
Christmas	descriptive	https://ww			
	writing/	w.skillswork		AO8 • Listen carefully in	
	invitation/	shop.org/re		group settings to familiar	
	planning an	sources/ten		and sometimes unfamiliar	
	event	ages of ch		people, especially on topics	
	Cvenc	ristmas		of personal interest. •	
		<u></u>		Engage with others, making	
		https://ww		simple comments and	
		w.skillswork		suggestions eg agree or	
		shop.org/re		disagree with an idea and	
		sources/pla		sometimes suggest an	
		nning a chr		alternative.	
		istmas part		Take turns, making	
		<u>ізетназ_рате</u> У		helpful, more extended	
		1		contributions.	

		AO9 • Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose eg speak to an unfamiliar adult differently than to a friend.	

	Mental		https://www.	Read a range	AO1 • Read some high	AO1 • Read with some	AO1 • Read fluently, accurately and
Sprin	health and		skillsworksho	of	frequency and familiar	fluency and accuracy,	with expression.
g	body image		p.org/resourc	straightforwa	words in simple texts eg up	reading most words on	Use a range of strategies to tackle
			es/body_ima	rd texts on a	to 45 high frequency	sight eg up to 200 words	words in a variety of texts eg
		Information	ge and men	range of	words, phonetic CVC	including high frequency,	phonetic structure, initial and final
		texts	tal_health	topics and of	words.	some medium frequency	clusters, long vowel sounds, prefixes
		texts		varying	Use blending to decode	and CVCC, CCVC words.	and suffixes.
				lengths that	some familiar and	Use appropriate	Demonstrate an understanding of
				instruct,	unfamiliar words eg use	strategies to decode	the main points in a variety of texts
	Learning to	leaflet	https://www.	describe,	letter names and sounds to	unfamiliar words eg	eg characters, setting, theme with
	drive		<u>skillsworksho</u>	explain and	decode a CVC word.	blending 'ch', 'sh', 'th', some	some explanation.
			p.org/index.p	persuade	Recall main points from	long vowel sounds, simple	Locate key points in texts eg note
			hp/resources		simple texts eg put a	prefixes and suffixes,	some differences between two
			<u>/learning_to_</u>		simple story in sequence.	common endings such as	newspaper reports on the same
			<u>drive_functio</u>	Write a	Locate some points and	'ing', 'ed', 'er', contextual	story.
			nal_english_t	straightforwa	information in simple texts	clues.	Make inferences based on a single
			<u>asks</u>	rd texts such	eg find the name of a shop	Recall some specific and	piece of textual detail eg in a longer
				as narratives,	on a business card.	straightforward	text answer questions about
	Describing	Descriptive	hatter out the second	instructions,	Make simple inferences	information from texts eg	character's actions or make
	Describing	Descriptive	https://www.	explanations	and deductions eg make a	describe a character, action	predictions about feelings.
	people	writing Reading	skillsworksho p.org/sites/sk	and reports	simple prediction to a	or event with general	Interpret at a literal level.
		newspaper	illsworkshop.	of varying	question in a picture story.	accuracy.	
		articles	org/files/reso	lengths		Locate main points and	AO2 • Identify some features of the
		articles	urces/senten		AO2 • Establish the	information in texts eg use	language used by the writer, often
			ce/e2e3descr		meaning of a simple word	a contents page, find and	without comment eg identify
			ibepeop.pdf		in a wider context eg in a	note an important	adjectives, verbs and dialogue.
			переор.раг		picture story understand	sentence.	AGG Harrif striketing and
			https://www.		that the phrase 'sob sob'	Make simple inferences	AO3 • Identify similarities and
			skillsworksho		next to a picture of a girl	and deductions sometimes	differences between character, an
			p.org/index.p		crying, refers to her being	supported by textual detail	event, theme or presentation in two texts eg 'in both texts the girls are
			hp/resources		upset or sad.	eg make a prediction about characters' feelings based	happy, xxx is always laughing and
			/describing_p		AO3 • From two simple	on an event.	xxx smiles a lot'.
			eople a writ		texts identify a similarity or	on an event.	AAA SIIIICS & IOC.
			ing framewo		difference between an		
			rk		difference between an		

Police:	advert/	https://www.	event eg in response to	AO2 • Use contextual clues	AO4 • Express personal preferences
Beating	application	skillsworksho	adult questioning recall	to help understand the	with a limited awareness of the
crime	form	p.org/index.p	'the boys are sad'.	meaning of simple	writer's viewpoint or impact eg 'I
		hp/resources		words/language choices eg	didn't like it when because I felt
		/beating_cri	AO4 • Make simple	'it can zip' next to a picture	scared. I do not like horror'.
		me_function	comments/observations	of a sports car. The student	
		al skills read	about personal preferences	can express that zip refers	AO5 • Write legibly eg may choose
		ing	eg 'I liked the book it was	to speed.	to join letters, beginning to develop
			funny'.		own handwriting style.
		https://www.	 Form most letters 	AO3 • From two simple	 Sometimes adapt writing style to
		<u>skillsworksho</u>	correctly with possible	texts identify a similarity or	match purpose and audience eg
		p.org/resourc	confusion over upper and	difference between	with prompts can choose style for a
		es/job_applic	lower case eg all letters	character, events or	familiar writing purpose (letter,
		ation_words	upper and lower case are	presentation eg when	email, newspaper) and begins to use
Good night's	Information	https://www.	correctly oriented.	given an event from one	formal/informal language, but not
sleep	texts:	<u>skillsworksho</u>	 Inconsistently match 	text, say if it is the same or	consistently.
	Leaflets,	p.org/resourc	writing to structure and	different in another text	 Sequence ideas logically eg
	articles	es/sleep_scre	understand that words	and say why.	sentences are usually grammatically
		en_and_activ	have permanence eg work		correct, writing has clear beginning,
		ity time for	must be scaffolded within a	AO4 • Make simple	middle and end.
		<u>children_rea</u>	writing frame and heavily	comments/observations	
		ding_spelling	modelled.	about personal preferences	AO6 • Spell most words including
		<u>_tasks</u>	 Sometimes arrange ideas 	sometimes supported with	common polysyllabic words
			in appropriate order eg	reasons eg 'I liked it	accurately eg polysyllabic words or
		https://www.	sequence three related	when'	common diagraphs 'wh', 'qu', 'sh',
		<u>skillsworksho</u>	events in a picture based		some high frequency words that do
		p.org/sites/sk	text.	AO5 • Form letters	not conform to spelling patterns. •
		illsworkshop.		accurately and consistently	Use capital letters, full stops and
		org/files/reso	AO6 • Spell simple	eg ascenders and	question marks usually accurately. •
		urces/e1l2scr	phonetically plausible and	descenders are clear and	Choose words for variety and
		<u>eensleeptext</u>	many high frequency	consistent.	interest eg adjectives, adverbs,
		s5.pdf	words accurately eg		powerful verbs.

Valentine's	letter	https://www.	monosyllabic words ('it',	 Show some awareness of 	
day	writing/	<u>skillsworksho</u>	'on', 'up'), CVC words ('cat',	narrative, non-narrative	AO7 • Talk with confidence in
	poetry	p.org/index.p	'mum') and high frequency	form and audience eg	different contexts eg school based
		hp/resources	words ('the', 'I', 'in') are	within a structure can	only.
		<u>/valentines_d</u>	usually correct or	follow a writing form such	 Make sustained contributions,
		ay_functional	phonetically plausible. •	as a newspaper article,	developing ideas and feelings eg
		english_task	Show some awareness of	email or story and try to	converse on a wider range of
		<u>s</u>	full stops and capital	structure it clearly for the	subjects, thinking about use of
			letters.	reader.	adjectives and questions to mainta
Media- film	Film review	https://www.	Use some simple	Write mainly in simple	interest.
		<u>skillsworksho</u>	descriptive language eg to	sequenced sentences eg	Match language and non-verbal
		p.org/index.p	indicate colour, size,	will make links between	features to purpose and audience
		hp/resources	emotion.	ideas or events.	by adjusting tone, pace, volume a
		<u>/the_horror_</u>			intonation.
		film_vocabul	AO7 • Talk to familiar peers	AO6 • Spell phonetically	
		ary_game	and adults in supported	plausible and most high	AO8 • Listen carefully in different
			groups or 1:1, especially on	frequency words with	group situations eg familiar setting
		https://www.	matters of personal	growing accuracy eg simple	with familiar adults and peers.
		<u>skillsworksho</u>	interest.	CVCC words or CCVC	Respond to others, developing
		p.org/index.p	 Communicate feelings 	monosyllabic words and	ideas and making helpful commer
		hp/resources	and ideas eg 'I feel sad	high frequency words.	and suggestions eg make an
		/writing_a_fil	whenbecause'	Inaccuracies are	appropriate comment about what
		m_review	 When speaking to 	phonetically plausible.	they have heard.
Blogging	writing	https://www.	familiar peers and adults	Demarcate most	Take on different
	online	<u>skillsworksho</u>	add some detail to sustain	sentences with full stops	roles/responsibilities in working
		p.org/resourc	interest.	and capital letters.	with others.
		es/lets get b		Use appropriate words to	
		logging	AO8 • Listen attentively to	create interest eg use	AO9 • Begin to show an awarenes
			familiar peers and adults in	adjectives to give more	of Standard English eg use of
			supported groups or 1:1,	detail.	pronouns to indicate someone or
					something that has already been

St Patrick's	email	https://www.	especially on matters of	AO7 • Talk to familiar and	mentioned and conjunctions to link
day		<u>skillsworksho</u>	interest.	sometimes unfamiliar	words to the rest of the sentence.
		p.org/resourc	 Engage with others eg 	people, especially on topics	
		es/st_patrick	agree or disagree with a	of personal interest. •	
		s_day_functi	comment or idea.	Communicate experiences,	
		onal_english	 Take turns. 	thoughts and feelings,	
		<u>_tasks</u>		linking ideas eg can	
			AO9 • Use appropriate	communicate outside of	
			personal pronouns and	their own immediate	
Hair and	offering	https://www.	begin to use different	interests.	
Beauty	advice	<u>skillsworksho</u>	language to adults and	 Use simple devices such 	
		p.org/index.p	peers.	as variations in tone, pace,	
		<u>hp/resources</u>		expression, vocabulary to	
		<u>/hair_and_be</u>		hold the attention of the	
		auty_vocabul		listener.	
		ary and part			
		s of speech		AO8 • Listen carefully in	
				group settings to familiar	
		https://www.		and sometimes unfamiliar	
		<u>skillsworksho</u>		people, especially on topics	
		p.org/resourc		of personal interest. •	
		es/hair_beau		Engage with others, making	
		ty_giving_ad		simple comments and	
		<u>vice</u>		suggestions eg agree or	
It's not all	News articles			disagree with an idea and	
bad		https://www.		sometimes suggest an	
		<u>skillsworksho</u>		alternative.	
		p.org/resourc		Take turns, making	
		es/its_not_all		helpful, more extended	
		<u>_bad</u>		contributions.	
				AO9 • Choose appropriate	
				vocabulary including	
				adjectives and adverbs	

St George's	invitation/	https://www.		according to audience and	
day	persuasive	skillsworksho		purpose eg speak to an	
day	writing	p.org/resourc		unfamiliar adult differently	
	wiiting	es/st_george		than to a friend.	
		s day literac		than to a menu.	
		y functional			
		english			
		<u>engiisii</u>			
Walter Tull	article	https://www.			
(First black	article	skillsworksho			
soldier in UK		p.org/resourc			
army)		es/walter_tul			
army,		I the uks fir			
		st black arm			
		y officer			
		y_omeer			
	Persuasive	https://www.			
	writing	skillsworksho			
	J	p.org/index.p			
Estate Agents		hp/resources			
		/finding a n			
		ew home fu			
		nctional skill			
		s reading ta			
		sks			

Sum mer	Revision of Reading and	Complete a range of past	Revision of different	Learners will rehearse and refine reading and writing	Learners will rehearse and refine reading and writing	Learners will rehearse and refine reading and writing skills
	Writing	papers	texts	skills demonstrating confidence in the above	skills demonstrating confidence in the above	demonstrating confidence in the above criteria
			Past papers	criteria	criteria	
		Demonstrate				
		a good level of	https://ww			
		independent	w.skillswork			
		skills for	shop.org/re			
		examinations	sources/l1_f			
			<u>unctional_sk</u>			
			ills_english_			
			revision_ha			
			<u>ndout</u>			