

Phase 5 Step up to English e1-3							
Term	Topics	Genre	Resources	Learning Outcomes	E1	E3	E3
Autumn	mental health and covid-19	Email/ letter	https://www.skillsworkshop.org/resources/looking-after-your-mental-health-under-coronavirus-covid19	Read a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade	<p>AO1 • Read some high frequency and familiar words in simple texts eg up to 45 high frequency words, phonetic CVC words.</p> <ul style="list-style-type: none"> • Use blending to decode some familiar and unfamiliar words eg use letter names and sounds to decode a CVC word. • 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 simple prediction to a question in a picture story. <p>AO2 • Establish the meaning of a simple word in a wider context eg in a picture story understand that the phrase 'sob sob' next to a picture of a girl crying, refers to her being upset or sad.</p>	<p>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.</p> <ul style="list-style-type: none"> • Use appropriate strategies to decode unfamiliar words eg blending 'ch', 'sh', 'th', some 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 or event with general accuracy. • Locate main points and information in texts eg use a contents page, find and note an important sentence. • Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event. 	<p>AO1 • Read fluently, accurately and with expression.</p> <ul style="list-style-type: none"> • Use a range of strategies to tackle words in a variety of texts eg phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes. • Demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation. • Locate key points in texts eg note some differences between two newspaper reports on the same story. • Make inferences based on a single piece of textual detail eg in a longer text answer questions about character's actions or make predictions about feelings. • Interpret at a literal level. <p>AO2 • Identify some features of the language used by the writer, often without comment eg identify adjectives, verbs and dialogue.</p> <p>AO3 • Identify similarities and differences between character, an event, theme or presentation in two texts eg 'in both texts the girls are happy. xxx is always laughing and xxx smiles a lot'.</p>
	Black history month (Claudia Jones)	Reports/ creative writing	https://www.skillsworkshop.org/index.php/resources/black-history-month-claudia-jones	Write a straightforward texts such as narratives, instructions, explanations and reports of varying lengths			
	Writing a CV	Filling out forms	https://www.skillsworkshop.org/resources/interactive-cv-template				
	Catering	restaurant critic review/ formal writing	https://www.skillsworkshop.org/index.php/resources/restaurant-critic-using-adjectives				

	Halloween	advert/ articles	https://www.skillsworkshop.org/resources/history_of_halloween_differentiated_reading_comprehension	<p>AO3 • From two simple texts identify a similarity or difference between an event eg in response to adult questioning recall 'the boys are sad'.</p> <p>AO4 • Make simple comments/observations about personal preferences eg 'I liked the book it was funny'.</p> <ul style="list-style-type: none"> • Form most letters correctly with possible confusion over upper and lower case eg all letters upper and lower case are correctly oriented. • Inconsistently match writing to structure and understand that words have permanence eg work must be scaffolded within a writing frame and heavily modelled. • Sometimes arrange ideas in appropriate order eg sequence three related events in a picture based text. <p>AO6 • Spell simple phonetically plausible and many high frequency words accurately eg monosyllabic words ('it',</p>	<p>AO2 • Use contextual clues to help understand the meaning of simple words/language choices eg 'it can zip' next to a picture of a sports car. The student can express that zip refers to speed.</p> <p>AO3 • From two simple texts identify a similarity or difference between character, events or presentation eg when given an event from one text, say if it is the same or different in another text and say why.</p> <p>AO4 • Make simple comments/observations about personal preferences sometimes supported with reasons eg 'I liked it when...'</p> <p>AO5 • Form letters accurately and consistently eg ascenders and descenders are clear and consistent.</p> <ul style="list-style-type: none"> • Show some awareness of narrative, non-narrative form and audience eg within a structure can 	<p>AO4 • Express personal preferences with a limited awareness of the writer's viewpoint or impact eg 'I didn't like it when ... because I felt scared. I do not like horror'.</p> <p>AO5 • Write legibly eg may choose to join letters, beginning to develop own handwriting style.</p> <ul style="list-style-type: none"> • Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begins to use formal/ informal language, but not consistently. • Sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end. <p>AO6 • Spell most words including common polysyllabic words accurately eg polysyllabic words or common digraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns.</p> <ul style="list-style-type: none"> • Use capital letters, full stops and question marks usually accurately. • Choose words for variety and interest eg adjectives, adverbs, powerful verbs.
			<p>https://www.skillsworkshop.org/index.php/resources/halloween_complex_sentences</p> <p>https://www.skillsworkshop.org/resources/halloween_entry_level_functional_english_assessments</p>			
	writing directions	descriptive writing	https://www.skillsworkshop.org/sites/skillsworkshop.org/files/resources/genlit/frame3.pdf			

Poppy Day	letter/ diary/ character profile	https://www.skillsworkshop.org/resources/how-we-remember-armistice-centenary-tasks https://www.skillsworkshop.org/index.php/resources/character-profile			<p>'on', 'up'), CVC words ('cat', 'mum') and high frequency words ('the', 'I', 'in') are usually correct or phonetically plausible.</p> <ul style="list-style-type: none"> • Show some awareness of full stops and capital letters. • Use some simple descriptive language eg to indicate colour, size, emotion. <p>AO7 • Talk to familiar peers and adults in supported groups or 1:1, especially on matters of personal interest.</p> <ul style="list-style-type: none"> • Communicate feelings and ideas eg 'I feel sad when...because...' • When speaking to familiar peers and adults add some detail to sustain interest. <p>AO8 • Listen attentively to familiar peers and adults in supported groups or 1:1, especially on matters of interest.</p> <ul style="list-style-type: none"> • Engage with others eg agree or disagree with a comment or idea. • Take turns. <p>AO9 • Use appropriate personal pronouns and</p>	<p>follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader.</p> <ul style="list-style-type: none"> • Write mainly in simple sequenced sentences eg will make links between ideas or events. <p>AO6 • Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible.</p> <ul style="list-style-type: none"> • Demarcate most sentences with full stops and capital letters. • Use appropriate words to create interest eg use adjectives to give more detail. <p>AO7 • Talk to familiar and sometimes unfamiliar people, especially on topics of personal interest.</p> <ul style="list-style-type: none"> • Communicate experiences, thoughts and feelings, linking ideas eg can communicate outside of their own immediate interests. 	<p>AO7 • Talk with confidence in different contexts eg school based only.</p> <ul style="list-style-type: none"> • Make sustained contributions, developing ideas and feelings eg converse on a wider range of subjects, thinking about use of adjectives and questions to maintain interest. • Match language and non-verbal features to purpose and audience eg by adjusting tone, pace, volume and intonation. <p>AO8 • Listen carefully in different group situations eg familiar settings with familiar adults and peers.</p> <ul style="list-style-type: none"> • Respond to others, developing ideas and making helpful comments and suggestions eg make an appropriate comment about what they have heard. • Take on different roles/responsibilities in working with others. <p>AO9 • Begin to show an awareness of Standard English eg use of pronouns to indicate someone or something that has already been mentioned and conjunctions to link words to the rest of the sentence.</p>
Youth Clubs/ police Winter Solstice	persuasive letter writing email/ creative writing	https://www.skillsworkshop.org/resources/youth-clubs					
Office work	application forms/ diary writing/ writing notes	https://www.skillsworkshop.org/resources/working-in-an-office-functional-english-resource-pack					
Travel and tourism-winter holiday	advert/creative writing	https://www.skillsworkshop.org/resources/winter-holiday-in-lapland					

			writing assignment		begin to use different language to adults and peers.	<ul style="list-style-type: none"> • Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener. 	
	Christmas	descriptive writing/ invitation/ planning an event	https://www.skillsworkshop.org/resources/ten-ages-of-christmas https://www.skillsworkshop.org/resources/planning-a-christmas-party			<p>AO8 • Listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest. • Engage with others, making simple comments and suggestions eg agree or disagree with an idea and sometimes suggest an alternative.</p> <ul style="list-style-type: none"> • Take turns, making helpful, more extended contributions. 	

				<p>AO9 • Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose eg speak to an unfamiliar adult differently than to a friend.</p>	
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Spring	Mental health and body image	Information texts	https://www.skillsworkshop.org/resources/body_image_and_mental_health	Read a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade	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. • 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 simple prediction to a question in a picture story.	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 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 or event with general accuracy. • Locate main points and information in texts eg use a contents page, find and note an important sentence. • Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event.	AO1 • Read fluently, accurately and with expression. • Use a range of strategies to tackle words in a variety of texts eg phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes. • Demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation. • Locate key points in texts eg note some differences between two newspaper reports on the same story. • Make inferences based on a single piece of textual detail eg in a longer text answer questions about character's actions or make predictions about feelings. • Interpret at a literal level.
	Learning to drive	leaflet	https://www.skillsworkshop.org/index.php/resources/learning_to_drive_functional_english_tasks	Write a straightforward texts such as narratives, instructions, explanations and reports of varying lengths	AO2 • Establish the meaning of a simple word in a wider context eg in a picture story understand that the phrase 'sob sob' next to a picture of a girl crying, refers to her being upset or sad. AO3 • From two simple texts identify a similarity or difference between an	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 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 or event with general accuracy. • Locate main points and information in texts eg use a contents page, find and note an important sentence. • Make simple inferences and deductions sometimes supported by textual detail eg make a prediction about characters' feelings based on an event.	AO1 • Read fluently, accurately and with expression. • Use a range of strategies to tackle words in a variety of texts eg phonetic structure, initial and final clusters, long vowel sounds, prefixes and suffixes. • Demonstrate an understanding of the main points in a variety of texts eg characters, setting, theme with some explanation. • Locate key points in texts eg note some differences between two newspaper reports on the same story. • Make inferences based on a single piece of textual detail eg in a longer text answer questions about character's actions or make predictions about feelings. • Interpret at a literal level.
	Describing people	Descriptive writing Reading newspaper articles		https://www.skillsworkshop.org/sites/skillsworkshop.org/files/resources/sentence/e2e3describepeople.pdf https://www.skillsworkshop.org/index.php/resources/describing_people_a_writing_framework			

Police: Beating crime	advert/ application form	https://www.skillsworkshop.org/index.php/resources/ beating_cri me_function al_skills_read ing	https://www.skillsworkshop.org/resources/job_applic ation_words		event eg in response to adult questioning recall 'the boys are sad'. AO4 • Make simple comments/observations about personal preferences eg 'I liked the book it was funny'. • Form most letters correctly with possible confusion over upper and lower case eg all letters upper and lower case are correctly oriented. • Inconsistently match writing to structure and understand that words have permanence eg work must be scaffolded within a writing frame and heavily modelled. • Sometimes arrange ideas in appropriate order eg sequence three related events in a picture based text.	AO2 • Use contextual clues to help understand the meaning of simple words/language choices eg 'it can zip' next to a picture of a sports car. The student can express that zip refers to speed. AO3 • From two simple texts identify a similarity or difference between character, events or presentation eg when given an event from one text, say if it is the same or different in another text and say why. AO4 • Make simple comments/observations about personal preferences sometimes supported with reasons eg 'I liked it when...'	AO4 • Express personal preferences with a limited awareness of the writer's viewpoint or impact eg 'I didn't like it when ... because I felt scared. I do not like horror'. AO5 • Write legibly eg may choose to join letters, beginning to develop own handwriting style. • Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begins to use formal/ informal language, but not consistently. • Sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end.
Good night's sleep	Information texts: Leaflets, articles	https://www.skillsworkshop.org/resources/sleep_scre en_and_activ ity_time_for children_rea ding_spelling_tasks	https://www.skillsworkshop.org/sites/skillsworkshop.org/files/resources/e112screensleeptexts5.pdf		AO6 • Spell simple phonetically plausible and many high frequency words accurately eg	AO5 • Form letters accurately and consistently eg ascenders and descenders are clear and consistent.	AO6 • Spell most words including common polysyllabic words accurately eg polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns. • Use capital letters, full stops and question marks usually accurately. • Choose words for variety and interest eg adjectives, adverbs, powerful verbs.

Valentine's day	letter writing/ poetry	https://www.skillsworkshop.org/index.php/resources/valentines_day_functional_english_tasks	<p>monosyllabic words ('it', 'on', 'up'), CVC words ('cat', 'mum') and high frequency words ('the', 'I', 'in') are usually correct or phonetically plausible.</p> <ul style="list-style-type: none"> Show some awareness of full stops and capital letters. Use some simple descriptive language eg to indicate colour, size, emotion. <p>AO7 • Talk to familiar peers and adults in supported groups or 1:1, especially on matters of personal interest.</p> <ul style="list-style-type: none"> Communicate feelings and ideas eg 'I feel sad when...because...' When speaking to familiar peers and adults add some detail to sustain interest. <p>AO8 • Listen attentively to familiar peers and adults in supported groups or 1:1,</p>	<ul style="list-style-type: none"> Show some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader. Write mainly in simple sequenced sentences eg will make links between ideas or events. <p>AO6 • Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible.</p> <ul style="list-style-type: none"> Demarcate most sentences with full stops and capital letters. Use appropriate words to create interest eg use adjectives to give more detail. 	<p>AO7 • Talk with confidence in different contexts eg school based only.</p> <ul style="list-style-type: none"> Make sustained contributions, developing ideas and feelings eg converse on a wider range of subjects, thinking about use of adjectives and questions to maintain interest. Match language and non-verbal features to purpose and audience eg by adjusting tone, pace, volume and intonation. <p>AO8 • Listen carefully in different group situations eg familiar settings with familiar adults and peers.</p> <ul style="list-style-type: none"> Respond to others, developing ideas and making helpful comments and suggestions eg make an appropriate comment about what they have heard. Take on different roles/responsibilities in working with others. <p>AO9 • Begin to show an awareness of Standard English eg use of pronouns to indicate someone or something that has already been</p>
Media- film	Film review	https://www.skillsworkshop.org/index.php/resources/the_horror_film_vocabulary_game https://www.skillsworkshop.org/index.php/resources/writing_a_film_review			
Blogging	writing online	https://www.skillsworkshop.org/resources/lets_get_blogging			

St Patrick's day	email	https://www.skillsworkshop.org/resources/st_patricks_day_functional_english_tasks			<p>especially on matters of interest.</p> <ul style="list-style-type: none"> • Engage with others eg agree or disagree with a comment or idea. • Take turns. 	<p>A07 • Talk to familiar and sometimes unfamiliar people, especially on topics of personal interest. • Communicate experiences, thoughts and feelings, linking ideas eg can communicate outside of their own immediate interests.</p>	mentioned and conjunctions to link words to the rest of the sentence.
Hair and Beauty	offering advice	https://www.skillsworkshop.org/index.php/resources/hair_and_beauty_vocabulary_and_parts_of_speech https://www.skillsworkshop.org/resources/hair_beauty_giving_advice			<p>A09 • Use appropriate personal pronouns and begin to use different language to adults and peers.</p>	<p>• Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener.</p> <p>A08 • Listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest. • Engage with others, making simple comments and suggestions eg agree or disagree with an idea and sometimes suggest an alternative.</p>	
It's not all bad	News articles	https://www.skillsworkshop.org/resources/its_not_all_bad				<p>• Engage with others, making simple comments and suggestions eg agree or disagree with an idea and sometimes suggest an alternative.</p> <ul style="list-style-type: none"> • Take turns, making helpful, more extended contributions. <p>A09 • Choose appropriate vocabulary including adjectives and adverbs</p>	

St George's day	invitation/persuasive writing	https://www.skillsworkshop.org/resources/st_georges_day_literacy_functional_english			according to audience and purpose eg speak to an unfamiliar adult differently than to a friend.	
Walter Tull (First black soldier in UK army)	article	https://www.skillsworkshop.org/resources/walter_tull_the_uk's_first_black_army_officer				
Estate Agents	Persuasive writing	https://www.skillsworkshop.org/index.php/resources/finding_a_new_home_functional_skills_reading_tasks				

Sum mer	Revision of Reading and Writing	Complete a range of past papers Demonstrate a good level of independent skills for examinations	Revision of different texts Past papers https://www.skillsworkshop.org/resources/1_functional_skills_english_revision_handout		Learners will rehearse and refine reading and writing skills demonstrating confidence in the above criteria	Learners will rehearse and refine reading and writing skills demonstrating confidence in the above criteria	Learners will rehearse and refine reading and writing skills demonstrating confidence in the above criteria
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