

SPARK!

WORKBOOK 2:

TEACHERS'

PROGRAMMING

GUIDE

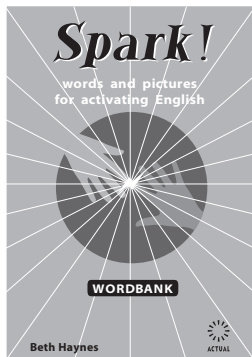


Mapped to:

Adult ESOL Core Curriculum:

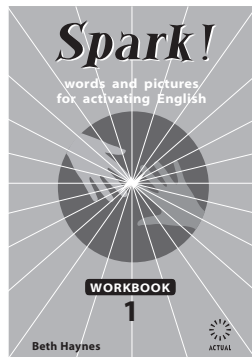
Entry 1

European Languages Framework:
Wordbank: A1-A2
Workbooks 1 & 2: A1
Workbooks 3 & 4: A2



Milestones 6-8
working towards Entry 2

• BLUE



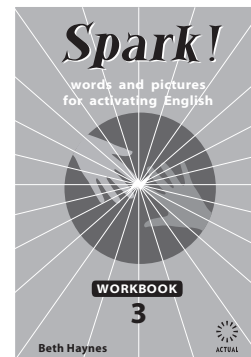
Milestones 6-8
working towards Entry 1

• RED



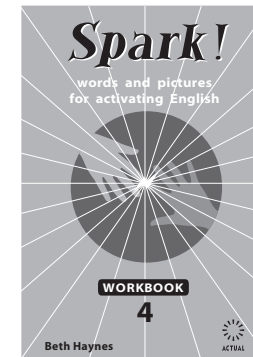
Entry 1

• ORANGE



Entry 1 working towards
Entry 2 (introductory)

• GREEN



Entry 1 working towards
Entry 2 (continuing)

• PURPLE

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Beth Haynes



Teachers' Programming Guide: Spark! Workbook 2

ESOL CORE CURRICULUM: ENTRY 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	CORE CURRICULUM DESCRIPTORS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
1	5, 23, 35, 77	<p>Choose the Word</p> <ul style="list-style-type: none"> • table 	<p>SLlr/M7.3 Listen to and follow simple instructions and requests containing three to five key words, signs, symbols.</p> <p>Rtc/M6.2 Find and name key images, characters, events.</p> <p>Rtc/M7.1 Distinguish between print, text, symbols, images.</p> <p>Rw/M7.2 Understand that words are composed of groups of letters and that this group has meaning as a word.</p> <p>Wt/M6.1 Understand, in contexts related to personal information, that particular words, signs, symbols, have particular meanings.</p> <p>Ww/M6.1 Understand the difference between words, signs, symbols, letters.</p> <p>Rw/Ww/M8.2 Associate sounds with patterns in some letters, syllables, words, rhymes, songs.</p>	<ul style="list-style-type: none"> • teacher goes through pronunciation on the overhead projector, focussing on sound/ spelling discrimination • teacher and students together find the correct word from the alternatives • students do independently • students can check their work for homework, using Wordbank • note: It is good for the students to familiarise themselves with the Wordbank, and use it independently to learn word sets and check spellings. 	<ul style="list-style-type: none"> • browsing, scanning, skimming • distinguish between similar sound/ letter patterns in words • instructional language: <i>put – circle – row – column</i> • reference book layout (Spark! Wordbank): <i>contents page, page number, heading, items within headings</i> 	



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2	6-12	<p>Can you do it?</p> <ul style="list-style-type: none"> labelling activities interview questions and replies: speech balloons class survey grid describing and recounting activities 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E.1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E.1.2 decode simple, regular words</p> <p>Wt/E.1.1 use written words and phrases to record or present information</p> <p>Ws/E.1.1 construct a simple sentence</p> <p>Ws/E.1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E.1.3 use a capital letter for personal pronoun 'I'</p> <p>Ww/E.1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> introduce topic and brainstorm things you can do look at <i>Activities</i> in Wordbank label phrases and pictures class survey: compose questions and statements to request and give information about abilities students interview each other in pairs transfer spoken text into written statements – affirmative and negative – using repetition and variation within basic patterns to practise pronunciation and recall teacher models basic strategies for classroom exchange, eg: <i>'Could you say that again, please?'</i> – <i>'Can you spell your name?'</i> – <i>'Wait a minute.'</i> <p>extension:</p> <ul style="list-style-type: none"> T/F statements or cloze statements on board based on results of class survey or introducing new items students reconstruct grid in notebook to make further questions and statements 	<ul style="list-style-type: none"> <i>Activities: Can you do it? – What can you do?</i> <i>Can you ...? – Yes, I can. – No, I can't.</i> <i>She/He/I can/can't....</i> ability: modal <i>can</i> + action verb (+ article + noun), eg. <i>can ride a bike</i> present tense: <i>to be able (can)</i> 1st, 2nd, 3rd person pronouns articles: <i>a, some, any</i> phrases related to activities yes/no and wh- question forms affirmative and negative statements communicative strategies to initiate, maintain and close exchanges, eg. use repetition, seek clarification and explanation, use politeness conventions short spoken replies longer written statements 	



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3	13-17	Numbers A: Ordinal <ul style="list-style-type: none"> • table • word search • list • number sentences 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Rw/E1.3 recognise the letters of the alphabet in both upper and lower case</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ww/E1.2 write the letters of the alphabet using upper and lower case</p>	<ul style="list-style-type: none"> • introduce numbers: teacher could point to a student and they say the next number in the series • pronounce numbers, listen for correct numbers • teacher could say a number and students write it down – teacher writes number in words, students write in numerals and vice versa • students write missing numbers in table • transfer in writing from numerals to words and words to numerals • number sentences – make written sentences from numerals and from words to numerals • complete word search <p>extension:</p> <ul style="list-style-type: none"> • students make number sentences for dictating to each other 	<ul style="list-style-type: none"> • <i>to be, to equal, to make</i> • ordinal numbers 1-100 • numerals and words • number sentences • listening and pronunciation, syllable stress, eg. 'three – thir-'teen – 'thir-ty – 'thir-ty 'three • identity – addition • simple present tense identifying verbs: <i>is, equals, makes</i> • conjunctions: <i>plus, and</i> • synonyms, technical language: <i>plus/and – equals/ is/ makes</i> • upper and lower case 	



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4	18,19	<p>Transport Where are they?</p> <ul style="list-style-type: none"> labelling crossword puzzle picture cloze of transport and location descriptive sentences 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> brainstorm names of transport look at <i>Transport</i> in Wordbank label modes of transport complete crossword puzzle insert names of transport and prepositions to form descriptive sentences about transport and location 	<ul style="list-style-type: none"> <i>What are they called?</i> <i>Where are they?</i> nouns for types of transport nouns of place present simple: <i>to be</i> action verbs present continuous, eg. <i>is going</i> noun groups: article/ adjective/ noun joining noun groups adjectives of size, colour, speed prepositional phrases of location 	



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5	24-28	<p>Do you have it?</p> <ul style="list-style-type: none"> labelling possessions interview questions and replies class survey grid personal description 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E.1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E.1.2 decode simple, regular words</p> <p>Wt/E.1.1 use written words and phrases to record or present information</p> <p>Ws/E.1.1 construct a simple sentence</p> <p>Ws/E.1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E.1.3 use a capital letter for personal pronoun 'I'</p> <p>Ww/E.1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> introduce topic: possessions match and label noun groups and pictures class survey: compose questions and statements to request and give information about possessions transfer spoken text into descriptive written statements – using repetition and variation within basic patterns to practise pronunciation and recall <p>extension:</p> <ul style="list-style-type: none"> teacher makes T/F or cloze sentences on board students reconstruct grid in notebook and then ask further questions and tell 	<ul style="list-style-type: none"> <i>What do you have?</i> <i>Do you have ...? – Yes, I do. – No, I don't.</i> <i>I have – I don't have</i> <i>S/he has – S/he doesn't have</i> possession: <i>have</i> + article + noun, eg. <i>have a bike</i> simple present tense: <i>to have</i> 1st, 2nd, 3rd person pronouns and verbs articles: <i>a, some, any</i> noun groups related to objects, eg. <i>a bike</i> yes/no and wh- question forms affirmative and negative statements interview strategies short spoken replies longer written statements 	



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6	29	Find a Word <ul style="list-style-type: none"> • table • classification 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Rw/E1.3 recognise the letters of the alphabet in both upper and lower case</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ww/E1.2 write the letters of the alphabet using upper and lower case</p>	<ul style="list-style-type: none"> • focus on first letter of words • basic research skills: skim and scan to locate lexical items within categories • fill in a table • play as a game in groups <p>extension:</p> <ul style="list-style-type: none"> • use words in sentences 	<ul style="list-style-type: none"> • word skills • 1st letter of word • sound/ letter discrimination • reference skills • classification, information hierarchy • table: <i>rows, columns</i> • <i>headings/ topics, items/ examples</i> 	



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7	30-34	<p>Sport: Equipment and Actions</p> <ul style="list-style-type: none"> labelling table descriptive sentences descriptive paragraphs 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sc/E.1.3 ask questions to obtain specific information</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> review <i>Sport</i> in Wordbank label sports identify sports on grid, ticking and crossing the equipment you use and the actions you do form descriptive sentences, classifying and grouping information <p>extension:</p> <ul style="list-style-type: none"> combine sentences from <i>Equipment</i> and <i>Actions</i> to form descriptive paragraphs, eg: <i>Volleyball is a sport where you use a ball and a net. You throw, hit and bounce the ball, and run.</i> depending on level, add further details, eg. how many teams/ players, how many points personal preferences and abilities construct report from matrix 	<ul style="list-style-type: none"> <i>What do you use? – Do you use ...?</i> <i>What do you do? – You</i> <i>In ... you use – In ... you</i> vocabulary of sports, equipment and actions simple present tense action verbs: <i>to do, to run/ jump/ etc</i> identifying verbs: <i>to be, to have to use</i> (equipment) information report staging: general classifying statement, description 	



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8	36-40	<p>Do You Like It?</p> <ul style="list-style-type: none"> labelling interview questions and replies class survey grid personal preferences/opinions 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E.1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E.1.2 decode simple, regular words</p> <p>Wt/E.1.1 use written words and phrases to record or present information</p> <p>Ws/E.1.1 construct a simple sentence</p> <p>Ws/E.1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E.1.3 use a capital letter for personal pronoun 'I'</p> <p>Ww/E.1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> match and label phrases and pictures about activities and objects class survey: compose questions and statements to find out about preferences, likes and dislikes transfer spoken text into written statements, affirmative and negative, using repetition and variation within basic patterns to practise pronunciation and recall <p>extension:</p> <ul style="list-style-type: none"> T/F statements or cloze statements on board based on results of class survey or introducing new items students reconstruct grid in notebook and then ask further questions give reasons using <i>because</i> 	<ul style="list-style-type: none"> <i>What do you like?</i> <i>Do you like...? – Yes, I do. – No, I don't.</i> <i>I like – I don't like</i> <i>S/he likes – S/he doesn't like</i> preferences: <i>to like</i> phrases related to activities: verb + article + noun eg. <i>riding a bike</i> simple present tense: <i>to like</i> 1st, 2nd, 3rd person pronouns and verbs articles: <i>a, some, any</i> nouns about objects and activities yes/no and <i>wh-</i> question forms affirmative and negative statements interview strategies short spoken replies longer written statements give reasons using <i>because</i> 	



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9	41-46	<p>Money</p> <ul style="list-style-type: none"> identifying and describing instructions 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Rw/E1.3 recognise the letters of the alphabet and numerals in both upper and lower case</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ww/E1.2 write the letters of the alphabet and numerals using upper and lower case</p>	<ul style="list-style-type: none"> identify different coins and notes in Wordbank or use real money add coins, add coins and notes Student A and Student B exchange information about amounts (then change roles) distinguish pronunciation of different numerical amounts note: can be adapted for UK 	<ul style="list-style-type: none"> <i>How much money?</i> numbers: numerals and words addition words and symbols: <i>cents, dollar/s</i>, including positioning of the symbols, (eg. \$10 – 10¢) <i>coins, notes</i> singular and plural 	



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10	47-53	Fruit and Vegetables <ul style="list-style-type: none"> • labelling • table • list • classifying, defining • instructions • descriptive sentences • information report • paragraphs • personal preferences 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Lr/E.1.3 follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> • brainstorm names of fruits and vegetables on board and look in Wordbank • label fruits and vegetables • identify and classify fruits and vegetables (being aware of some cross-cultural differences in demarcating) • students instruct each other about colouring the pictures • write names in alphabetical order • form descriptive, defining sentences • indicate preferences • short information paragraphs combine classifying sentences with descriptive sentences, eg. <i>...(name) is a (fruit/vegetable). It is ...(colour).</i> 	<ul style="list-style-type: none"> • <i>What are they called? – What is it called? – What is this called?</i> • <i>Which are fruits and which are vegetables?</i> • <i>Colour the + (fruit/ vegetable) + colour.</i> • <i>My favourite ... is</i> • nouns of fruits and vegetables • imperative • colours • prepositions: <i>with, on, outside, inside, underneath</i> • <i>is/are</i> (singular/ plural) • distinguishing similar words, eg. <i>peas, peach, pear</i> • alphabetical order • information report staging: general classifying statement, description • note: singular/ plural, use of articles, and countable/ uncountable nouns are presented but not comprehensively explained because of complexities 	



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11	54-59	<p>How Often?</p> <ul style="list-style-type: none"> labelling interview questions and replies class survey grid describing and recounting activities 	<p>Lr/ELr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E1.3 use a capital letter for personal pronoun 'I'</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> model the frequency cline on board – have students reproduce it and pronounce the words, eg. <i>occasionally</i> match and label phrases and pictures model short question and reply exchange class survey: compose questions and statements to talk about activities transfer spoken text to written statements – affirmative and negative note: word order is modelled but not explicitly explained extension: T/F statements or cloze statements on board based on results of class survey, or introducing new items students reconstruct grid in notebook and ask further questions on a separate occasion, students study <i>Frequency</i> cline in Wordbank and reconstruct using additional vocabulary 	<ul style="list-style-type: none"> <i>How often do you do it?</i> <i>How often do you ...?</i> <i>I go – S/he goes</i> <i>to go, to do</i> phrases related to activities: verb + article + noun phrases about activities, eg. <i>ride a bike</i> timeless present tense verbs 1st, 2nd, 3rd person pronouns and verbs nouns about objects and activities articles: <i>a, some, any</i> frequency words: <i>every day/ most days/ sometimes/ occasionally/ never</i> affirmative and negative statements yes/no and <i>wh-</i> question forms interview strategies short spoken replies longer written statements 	



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12	60-68	Food Food Shopping <ul style="list-style-type: none"> • labelling • crossword • goods and services transaction: speech balloons • list • recipes 	Lr/E.1.1 listen for the gist of short explanations Lr/E.1.2 listen for detail using key words to extract some specific information Sc/E.1.1 speak clearly to be heard and understood in simple exchanges Rt/E.1.2 recognise the different purposes of texts at this level Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols. Rw/E1.2 decode simple, regular words Wt/E1.1 use written words and phrases to record or present information Ws/E1.1 construct a simple sentence Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop Ww/E1.1 spell correctly some personal key words and familiar words Ww/E1.2 write the letters of the alphabet using upper and lower case	<ul style="list-style-type: none"> • label foods and complete crossword puzzle • goods and services transaction: role play buying and selling food – information gap • missing letters extension: <ul style="list-style-type: none"> • make shopping lists • give out cards and various food items – students must ask others and exchange their own items • food in other countries • simple recipes, eg. chicken and vegetable stir-fry, vegetable soup, salad, fruit salad 	<ul style="list-style-type: none"> • <i>What are they called?</i> • food items • quantities – packaging (countable, uncountable) • word skills – missing letters, double letters, sounds • <i>customer, sales assistant</i> 	



Teachers' Programming Guide: Spark! Workbook 2

ESOL CORE CURRICULUM: ENTRY 1

unit	pages	TOPIC/ FOCUS AREA AND TEXT FORMS	CORE CURRICULUM DESCRIPTORS	TEACHING/ LEARNING ACTIVITIES	LANGUAGE FEATURES	TEACHER ASSESSMENT AND COMMENTS
13	68,69	Numbers B: Cardinal <ul style="list-style-type: none"> • word search • list 	<p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sc/E.1.4 make statements of fact clearly</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Rw/E1.3 recognise the letters of the alphabet and numerals in both upper and lower case</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ww/E1.2 write the letters of the alphabet and numerals using upper and lower case</p>	<ul style="list-style-type: none"> • compare cardinal with ordinal numbers • model pronunciation of ordinal numbers and cardinal numbers • look in Wordbank to revise spelling • listening exercise: writing numbers • demonstrate how to use cardinal numbers, eg: <i>Tuesday is the second day of the school week.</i> <p>extension:</p> <ul style="list-style-type: none"> • teacher makes cloze sentences for students to complete 	<ul style="list-style-type: none"> • cardinal numbers, <i>1st</i> to <i>20th</i> – numerical symbols and words • compare with ordinals • writing numerals and words, eg. <i>3rd, third</i> • noun groups • upper and lower case • pronunciation, eg. <i>thir'teen, thir'teenth, 'thir-ti-eth</i> • <i>is</i> 	



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14	70-76	<p>Animals: Size, Legs/ Wings, Movement</p> <ul style="list-style-type: none"> labelling crossword puzzle table classifying, defining descriptive sentences information report reference books internet 	<p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.3 ask questions to obtain specific information</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Sc/E2.3 express clearly statements of fact and short accounts and descriptions</p> <p>Rt/E2.2 recognise the different purposes of texts at this level</p> <p>Rt/E2.3 identify common sources of information</p> <p>Rt/E2.4 use illustrations and captions to locate information</p> <p>Rw/E2.5 use initial letters to find and sequence words in alphabetical order</p> <p>Wt/E2.1 use written words and phrases to record or present information</p> <p>Ws/E2.1 construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but</p> <p>Ws/E2.2 use adjectives</p> <p>Ws/E2.3 use punctuation correctly, e.g. capital letters, full stops and question marks</p> <p>Ww/E2.2 produce legible text</p>	<ul style="list-style-type: none"> brainstorm names of animals on board – perhaps play an animal sounds guessing game refer to <i>Animals</i> and <i>Size</i> cline in Wordbank – students could reconstruct in their notebooks label animals complete crossword puzzle identify/ classify characteristics on grid: size, legs/ wings, movement write descriptive sentences add classifying statement and make information text paragraphs, eg. <i>A/an ... is a/an animal. It is – or: A/an ... is a/an animal which is</i> <p>extension:</p> <ul style="list-style-type: none"> <i>What animal is it?</i> guessing game compare and contrast – discuss further animals and make sentences, eg. <i>An elephant and a whale are both very big. or: Elephants, camels and horses are very big and they can all walk and run. However, the elephant is the biggest.</i> research animals in library or on internet transfer and generalise language patterns of description and information report to other topics mark information on matrix 	<ul style="list-style-type: none"> <i>What are they called?</i> <i>How big are they? – How big is it? – Is it ...?</i> <i>What do they have? – What does it have? – Does it have ...?</i> <i>How do they move? – How does it move? – Does it ...?</i> <i>What are they like? – What is it like?</i> <i>A/n ... is It has ... and it can</i> <i>Does it ...? – Does a?</i> <ul style="list-style-type: none"> nouns of animals identifying, describing, classifying – levels of categorisation: <i>size, legs/ wings, movement</i> <i>to be, to have</i>, verbs of movement singular and plural noun groups: <i>a (size) animal – (number) legs</i> alphabetical order research skills information report staging: general classifying statement, description 	



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15	78-82	What Did You Do? <ul style="list-style-type: none"> labelling activities interview questions and replies class survey grid describing and recounting activities 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sc/E.1.1 speak clearly to be heard and understood in simple exchanges</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E.1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E.1.2 decode simple, regular words</p> <p>Wt/E.1.1 use written words and phrases to record or present information</p> <p>Ws/E.1.1 construct a simple sentence</p> <p>Ws/E.1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E.1.3 use a capital letter for personal pronoun 'I'</p> <p>Ww/E.1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> introduce topic and brainstorm activities, then add past tense match and label phrases and pictures class survey: compose questions and statements to request and give information about activities in the past transfer spoken text into written statements – affirmative and negative complete table of positive and negative past tense verbs compose sentences about self make recount paragraphs 	<ul style="list-style-type: none"> <i>What did you do yesterday?</i> <i>Did you ... yesterday? – Yes, I did. – No, I didn't.</i> <i>I ... – I didn't</i> <i>She/He.... – She/He didn't....</i> phrases related to activities: verb + article + noun, eg. <i>ride a bike</i> simple past tense action verbs, <i>feel, read</i> verbs <i>to do: did, do</i> 1st, 2nd and 3rd person pronouns and verbs articles: <i>a, some, any</i> noun groups about objects and activities time markers: <i>yesterday</i> yes/no and <i>wh-</i> question forms affirmative and negative statements interview strategies short spoken replies longer written statements 	



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16	83-89	<p>Time Days and Dates Time Measurements</p> <ul style="list-style-type: none"> • clockface • descriptive sentences (identifying) 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Rw/E1.3 recognise the letters of the alphabet in both upper and lower case</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p> <p>Ww/E1.2 write the letters of the alphabet using upper and lower case</p>	<ul style="list-style-type: none"> • introduce by asking questions about times, eg. 'What time is it now? – What time is lunch?' etc • refer to <i>Time</i> in Wordbank – read through the times • read clockfaces • label digital clocks in numerals • draw times on clockfaces and write in words • read digital times and write in words • sequence times • match different expressions for time • complete exercises about <i>Days and Dates, Time Measurements</i> <p>extension:</p> <ul style="list-style-type: none"> • barrier activity with students telling and writing various times • <i>How many ... in a ...? (lessons in a day, minutes in a lesson, etc)</i> • 12 hour clock and 24 hour clock (introduce on a separate occasion) 	<ul style="list-style-type: none"> • <i>What's the time? – What time is it? – It's</i> • <i>How many are there? – There are</i> • numbers, days, dates • <i>past/to, half, quarter, twenty</i> • identifying: <i>is, are</i> • writing times in numerals and words • two ways of saying times, eg. <i>one forty five, a quarter to two</i> • forms of time notation: clockface, digital 	



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17	90-94	A Picnic <ul style="list-style-type: none"> • verb table • picture cloze • recount 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Rt/E.1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E.1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E1.3 use a capital letter for personal pronoun 'I'</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> • complete verb table by matching past tense verbs with present tense verbs • complete cloze passage focussing on people, time, location, sequence of events • rewrite recount in 3rd person 	<ul style="list-style-type: none"> • <i>What did they do?</i> • action verbs: simple past tense • 1st and 3rd person pronouns – <i>I, my, we – he, his, they</i> • noun groups and adjectives • time markers/ connectives: <i>Last weekend, Then, At 8 o'clock, After lunch, After that, At home, Later</i> • prepositional phrases of time and location • paragraphs • recount staging: orientation, and sequence of activities/ events, reorientation 	



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18	95	<p>One Weekend Day</p> <ul style="list-style-type: none"> recount 	<p>Lr/E.1.1 listen for the gist of short explanations</p> <p>Lr/E.1.2 listen for detail using key words to extract some specific information</p> <p>Sd/E.1.1 & Lr/E.1.5 speak and listen in simple exchanges and in everyday contexts</p> <p>Rt/E1.1 follow a short narrative on a familiar topic or experience</p> <p>Rt/E1.2 recognise the different purposes of texts at this level</p> <p>Rw/E1.1 possess a limited, meaningful sight vocabulary of words, signs and symbols.</p> <p>Rw/E1.2 decode simple, regular words</p> <p>Wt/E1.1 use written words and phrases to record or present information</p> <p>Ws/E1.1 construct a simple sentence</p> <p>Ws/E1.2 punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E1.3 use a capital letter for personal pronoun 'I'</p> <p>Ww/E1.1 spell correctly some personal key words and familiar words</p>	<ul style="list-style-type: none"> write personal recount incorporating some language from previous work, and new scaffolded language extension: interviews, writing about classmates 	<ul style="list-style-type: none"> <i>What did you do?</i> action verbs – simple past tense 1st person pronouns: <i>I, my, we</i> paragraphs recount staging: orientation, sequence of activities/ events, reorientation 	