

KS3 (Y8)

After being evaluated, Band A, B and C- EAL students will follow:

TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Literacy skills Reading, Writing, Listening and Speaking + Curricular Links	INDUCTION PROGRAMME (First 2-3 weeks) Survival Vocabulary and school basics (through Flash Academy and IDL) Racing to English Programme Grammar + Vocabulary EAL Term Medium Plan Creative writing Horror Unit Focus on Creative writing Reading and analysing <i>Tell Tale Heart</i> , <i>Monkey Paw</i> , <i>The Raven</i> Description and Sequencing (use of senses to describe, adjectives, nouns, and creative drawing) Horror film and Horror conventions (PowerPoint, mind map, create your	EAL Term Medium Plan Animal Farm Cross-Curricular Links: History & It Focus on Writing and Reading The value of Democracy Values: Mutual Respect, Democracy, and Individual Liberty <i>Movie with subtitles, translated versions, booklet with comprehension questions, abridged version, and graphic novel) Game (Quiz) Kahoot Contest.</i> Oral Presentation/Video created by students about a character from this novel Flash Academy Grammar (High Frequency words 1,2,3, Punctuation) Building Specific Subject vocabulary/knowledge	EAL Term Medium Plan A view from the Bridge Cross-Curricular Links: PSHE, Drama and History Immigration, Justice, and Sexism Values: Equality and Mutual Respect Focus on Writing, Listening, Reading, and Speaking: PowerPoint to explain <i>Italian Immig. to USA</i> Play from <i>National Theatre at Home</i> (with subtitles) Reading abridged version, booklet with comprehension questions Role Playing AVFTB Pointless Game Presentation/Video created by students about a character from this novel What is a Play? Differences between Novel/Play	EAL Term Medium Plan Crime and Punishment Cross-Curricular Links: RE, Music, PSHE, Mathematics Joint Enterprise Values: Social responsibility, Rule of Law, and Individual Liberty Focus on Speaking: Difference between fact and opinion <i>Knife Crime PowerPoint</i> <i>Amani Film with subtitles</i> Researching about <i>Knife Crime Statistics in London</i> Debate: Violence in Media: Does drill music promote violence? Analysing lyrics Analysing interviews Analysing Speech How to create a basic speech?	EAL Term Medium Plan Gender Equality Cross-Curricular links: Music, PSHE Gender Inequality, Prejudices and Sexism Values: Tolerance, Individual Liberty and Mutual respect Focus on Writing and Reading: <i>Gender Gap Evolution video with captions</i> <i>Gender Equality Presentation</i> <i>Gender Equality Activity Sheet</i> <i>Gender Equality worksheet</i> <i>Gender equality survey (activity)</i> <i>Gender equality timeline (activity)</i> <i>Persepolis movie with subtitles</i> Displays created by students summarising the film What is "Male Gaze" Investigating ads portraying women in our community	EAL Term Medium Plan Othello Cross-Curricular links: History, PSHE, Geography Prejudices, Love and Hate Values: Tolerance, Mutual respect Focus on reading, listening, and writing Where is Italy? Shakespeare's context What was life like in Shakespeare's times? Venn Diagram Researching activity (Shakespeare) Mind map (Shakespeare and Othello facts) PowerPoint introduction Reading abridged version of Othello Othello movie with subtitles Othello booklet with comprehension activities Creative design of character profiles displays Kahoot quiz (highlighting quotes and character description) Focus on speaking: ICTs

	<p>own horror character/setting/story)</p> <p>Describe/Analyse Horror setting or Create Horror story</p>	<p>Beginner lessons (History/Geography/Science) in Flash-Academy</p> <p>IDL (Literacy) (writing +listening, and reading)</p>	<p><i>Features of a Play Script (Alice in Wonderland -example)</i></p> <p>Building Specific Subject vocabulary/knowledge</p> <p>Beginner lessons (History/Geography/Science) in Flash-Academy</p> <p>IDL (Literacy) (writing +listening, and reading)</p>	<p>Speech created by students (for or against Stop and Search)</p> <p>Building Specific Subject vocabulary/knowledge</p> <p>Intermediate lessons (History/Geography/Science/DT and ICT) in Flash-Academy</p> <p>IDL (Literacy) (writing +listening, and reading)</p>	<p>Building Specific Subject vocabulary/knowledge</p> <p>Intermediate lessons (Arts/DT and ICT) in Flash-Academy</p> <p>IDL (Literacy) (writing +listening, and reading)</p>	<p>Oral Presentation/Video created by students about AMSND</p> <p>Building Specific Subject vocabulary/knowledge</p> <p>Intermediate lessons (Biology/Chemistry/Physics ICT) in Flash-Academy</p> <p>IDL (Literacy) (writing +listening, and reading)</p>
--	--	--	--	---	---	--

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EAL-SEN STUDENTS	<p>Individual and Adapted Ruth Miskin -Phonics Programme Set 1</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme Set 2 (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme Set 3 (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme</p> <p>Revising Sets (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme</p> <p>Revising Sets (Depending on individual progress)</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>	<p>Individual and Adapted Ruth Miskin -Phonics Programme</p> <p>Ruth Miskin Writing and Reading modules (Practice booklets) Module 1 and 2. This could be done before if the student has memorised phonics, is able to recall the spelling and can comfortably blend all the sounds</p> <p>Worksheets Adapted Literacy</p> <p>Numeracy Worksheets (adapted)</p> <p>Logical Thinking challenged through interactive mathematic ludic activities</p> <p>Adapted Cognitive worksheets focus on: Sequencing, measuring, identifying, matching, sorting,</p> <p>IDL (Dyslexic typing platform to acquire or boost literacy and oracy)</p> <p>1/week Art sessions (Cross Curricular activities to enhance Literacy through artistic self-expression)</p>

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Summative Assessments Using adaptative assessment: Flash Academy	Baseline Specific EAL Initial Proficiency assessment to measure and track competence across four literacy skills: reading, writing, speaking, and Listening Results are shared with teaching/non-teaching staff L		Ongoing Specific EAL Proficiency testing to measure and track competence across four literacy skills: reading, writing, speaking, and listening Results are shared with teaching/non-teaching staff			Final EAL Proficiency testing to measure and track competence across four literacy skills: reading, writing and Numeracy, listening Results are shared with teaching/non-teaching staff

TERM	THROUGHOUT THE SCHOOL YEAR
Social Skills/New arrival transition Cultural capital/enrichment	Extending and enhancing ability to communicate through spoken and written words Developing Resilience through the practice of how to cope with unfamiliar language Learning to cooperate, improving organisation and the ability to work independently. Attendance at break and Lunch time EAL Homework club Peer support: Buddy System for Band A and Band B EAL students