

## KS3 (Y9)

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

TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
<p><b>Literacy skills</b></p> <p><b>Reading, Writing, Listening and Speaking + Curricular Links</b></p>	<p><b>INDUCTION PROGRAMME (First 2-3 weeks) Students Band A will continue doing this programme until Autumn 2</b></p> <p>Survival Vocabulary and school basics (through <b>Flash Academy</b> and IDL)</p> <p><b>Racing to English Programme</b> Grammar + Vocabulary</p> <p><b>EAL Term Medium Plan (Band B and C- students) Of Mice and Men</b></p> <p>Cross-Curricular Links: History and PSHE</p> <p>Poverty, Marginalisation, Disability, Prejudices, The American Dream and The Great Depression</p> <p>Values: Tolerance and Mutual respect Focus on Writing and Reading</p>	<p><b>EAL Term Medium Plan Mini Film Unit</b></p> <p>Cross-Curricular Links: Film Studies Focus on Writing and Reading</p> <p>Type of Films, Film Genre Conventions Camera shots (and effects) Colour, Setting, Lighting, Props</p> <p><i>Identify the camera shot and its effect</i> Worksheet <b>Analysing a scene from a movie</b> Quiz Game</p> <p><b>Flash Academy</b> Grammar (High Frequency words 1,2,3, Punctuation)</p> <p><b>Building Specific Subject vocabulary/knowledge</b> Beginner lessons (ICTs and Biology, Chemistry and Physics) in <b>Flash-Academy</b></p> <p><b>IDL (Literacy)</b> (writing +listening, and reading)</p>	<p><b>EAL Term Medium Plan A Taste of Honey</b></p> <p>Cross-Curricular Links: History, PSHE, Drama</p> <p>Empathy and Parental responsibility 1950'S Society Class System Gender Sexism What is Kitchen-Sink? Values: Equality and Mutual Respect</p> <p>Focus on Writing, Listening, Reading, and Speaking: <i>PowerPoint to explain context</i> <i>Play from National Theatre at Home (with subtitles)</i> <i>Reading abridged version</i> <i>Comprehension questions (matching, sequencing, identifying quotes, describing characters, etc)</i> <b>Rehearse and Perform an extract from ATOH</b></p>	<p><b>EAL Term Medium Plan Crime and Punishment</b></p> <p>Cross-Curricular Links: RE, Music, PSHE, Mathematics</p> <p>Joint Enterprise Values: Social responsibility, Rule of Law, and Individual Liberty</p> <p>Focus on Speaking, Reading, and Writing: Difference between fact and opinion <i>Knife Crime</i> <i>Who is Guilty? Film with subtitles</i> <i>PowerPoint to introduce: Joint Enterprise, Knife Crime</i> <i>Translate and define</i> <i>Fill in the gap activity</i> <i>Sequencing activity</i> <i>Debate: Agree or disagree?</i> <i>Common Film with subtitles</i> <i>Active viewing worksheet</i></p>	<p><b>EAL Term Medium Plan Macbeth</b></p> <p>Ambition, Prejudices and Violence, Witchcraft in Shakespeare's times Scotland Cross-Curricular links: History and Geography</p> <p>Values: Rule of Law and Individual Liberty</p> <p>Focus on Writing and Reading and Speaking:  <i>Where is Scotland?</i> <i>What was life like in Shakespeare's times?</i> <i>Shakespearean Context Presentation and Questions</i> <i>Venn Diagram</i> <i>Researching activity (Shakespeare)</i> <i>Reading abridged version/Plain version</i> Students Band A to read MACBETH in native language Comprehension booklet with questions Play Script questions</p>	<p><b>EAL Term Medium Plan Power and Conflict</b></p> <p>Cross-Curricular links: History and PSHE</p> <p>War, Conflict, Violence Values: Tolerance, Individual Liberty, Mutual Respect</p> <p>Focus on reading, listening, and writing</p> <p><i>Introduction to Power and Conflict</i> <i>Context: What is war, Power Mind map</i> <i>Timeline of conflicts, Crimean war/WWI &amp; WWII, Iraq/Afghanistan wars. Facts and data</i> <i>What is PTSD?</i> <i>Poster anti-war created by students</i></p> <p><i>The Charge of the light brigade</i> <i>Patriotism and Heroism</i> <i>PowerPoint: Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles</i></p> <p><i>Bayonet Charge</i> <i>Suffering, power of humans and war confusion</i></p>

	<p>PowerPoint to introduce context (Great depression) Introducing plot, characters, and themes Movie with subtitles Reading abridged version of OMAM Description of characters (using adjectives, adverbs, similes, and metaphors) Booklet with comprehension questions Hot seating</p> <p>Mind map summarising the novel, including quotes.</p>		<p><b>Building Specific Subject vocabulary/knowledge</b> Intermediate lessons (Physics, Chemistry and Biology) in <b>Flash-Academy</b></p> <p><b>IDL (Literacy)</b> (writing +listening, and reading)</p>	<p>How to create a basic speech? Speech created by students (for or against Stop and Search)</p> <p><b>Building Specific Subject vocabulary/knowledge</b> Intermediate lessons (History/Geography/Science/DT and ICT) in <b>Flash-Academy</b></p> <p><b>IDL (Literacy)</b> (writing +listening, and reading)</p>	<p>McCluedo Analysing plot, characters, and themes</p> <p>Presentation created by students about a character, focus on descriptions and quotes</p> <p><b>Building Specific Subject vocabulary/knowledge</b> Intermediate lessons (Arts/DT and ICT) in <b>Flash-Academy</b></p> <p><b>IDL (Literacy)</b> (writing +listening, and reading)</p>	<p>PowerPoint: Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles Comparing poem with TCOTLB</p> <p>Remains PTSD, Effect of conflict on humans, Death PowerPoint: Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles</p> <p>Poppies Grief, war, loss, effect of war on civilians Context, reading and understanding themes, metaphors/similes/personifications, and hyperboles</p> <p><b>Building Specific Subject vocabulary/knowledge</b> Intermediate lessons (Biology/Chemistry/Physics ICT) in <b>Flash-Academy</b></p> <p><b>IDL (Literacy)</b> (writing +listening, and reading)</p>
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TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EAL-SEN STUDENTS</b>	<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
<b>Summative Assessments</b>  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
<b>Social Skills/New arrival transition Cultural capital/enrichment</b>	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