

KS4 (Y10)

After being evaluated, Band A, B and C- EAL students will be withdrawn from mainstream English + PSHE to follow:

TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Literacy skills Reading, Writing, Listening and Speaking Preparati on for Function al Skills Level 2	<p>New arrivals: INDUCTION PROGRAMME (First 2-3 weeks) Students Band A will continue doing this programme until Autumn 2</p> <p>Survival Vocabulary and school basics (through Flash Academy and IDL)</p> <p>Racing to English Programme Grammar + Vocabulary</p> <p>Functional Skills Level 1 and Level 2 AQA qualification in English equivalent to 1-4</p> <p>Past Papers FS: Reading, Writing</p> <p>Level 1</p> <p>Work by Components (Topics) Component 1 Hobbies (Silver/Gold) Booklet with activities</p> <p>Display + Presentation created by students about favourite Hobbies</p>	<p>Functional Skills Level 1 and Level 2 AQA</p> <p>Level 1</p> <p>Past Papers FS: Reading, Writing</p> <p>Work by Components (Topics) Component 1 Music (Silver)</p> <p>Booklet with activities Research Music Genres Video created by students about 1 Music Style Debate- Should Drill music be banned?</p>	<p>Functional Skills Level 1 and Level 2 AQA</p> <p>Level 1</p> <p>Past Papers FS: Reading, Writing</p> <p>Work by Components (Topics) Component 1 Holidays (Silver)</p> <p>Booklet with activities Research Holidays in London Debate Negative- Positive aspects of going on holidays in South-East London Presentation (min 6 mins)</p>	<p>Functional Skills Level 1 and Level 2 AQA</p> <p>Level 1</p> <p>Past Papers FS: Reading, Writing</p> <p>Work by Components (Topics) Component 1 Next Step (Silver)</p> <p>Booklet with activities Activity Evaluating local businesses Emailing/Reviewing/R ating Debate - Is university important?</p> <p>IDL (Literacy) (writing +listening, and reading)</p>	<p>Functional Skills Level 1 and Level 2 AQA</p> <p>Level 2</p> <p>Past Papers FS Level 2: Reading, Writing</p> <p>Work by Components (Topics) Component 2 Crime (Gold)</p> <p>Booklet with activities Research activity: Knife crime data in south east London Knife Crime in London Discussion- Stop and Search; For or Against</p> <p>IDL (Literacy) (writing +listening, and reading)</p>	<p>Functional Skills Level 1 and Level 2 AQA</p> <p>Level 2</p> <p>Past Papers FS Level 2: Reading, Writing</p> <p>Work by Components (Topics) Component 1 Transports (Gold)</p> <p>Booklet with activities Rating/Reviewing/ any transport in London</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