



Lost and found

Coverage of Literacy Curriculum

Practise listening and speaking

- Listen for the gist of short explanations SLlr/E1.1
- Listen for detail using key words to extract some specific information SLlr/E1.2
- Follow single step instructions in a familiar content, asking for instructions to be repeated if necessary SLlr/E1.3
- Speak clearly to be heard and understood in simple exchanges SLc/E1.1
- Make statements of fact clearly SLc/E1.4

Practise reading and writing

- Recognise the different purposes of text at this level Rt/E1.2
- Possess a limited, meaningful sight vocabulary of words, signs and symbols Rw/E1.1
- Read and recognise simple sentence structures Rs/ E1.1
- Use written words or phrases to record or present information Wt/E1.1
- Construct a simple sentence Ws/E1.1
- Decode simple regular words Rw/E1.1
- Spell correctly some personal key words and familiar words Ww/E1.1
- Use basic sound / symbol association to help spelling as appropriate for the needs of the learner Ww/E1.3
- Follow a short narrative on a familiar topic or experience Rt/E1.1
- Punctuate a simple sentence with a capital letter and a full stop Ws/E1.2

Key functions

- Extracting key information from spoken and written text
- Following simple spoken instructions
- Making statements

Key grammar

- Capital letters and full stops
- Simple sentence structures

Resources to support this unit

- Stereo system

Materials preparation

- Audio clips 1–5
- Highlighter pens
- Various coloured pens
- Copies of the alphabet (lower- and upper-case)
- Pre-prepared word cards from the learner materials
- Blank word cards
- Word / phrase book
- Notebook for word bank vocabulary
- Cards with instructions
- Newspaper headlines
- A variety of objects to describe
- Phoneme cards

Reading strategy: The text in this unit is designed to reflect real, authentic material found in an adult environment. It therefore contains some words and structures that may be difficult for learners at Entry 1. It is essential that all learners practise a number of reading strategies to decode and decipher unfamiliar words and their meanings. Examples of reading strategies are provided with the activities.

Spelling strategy: See the spelling strategy for the level at the end of these notes. In this unit, learners are introduced to spelling strategies and are encouraged to recognise high frequency words.

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcomes of the unit: to identify key words when listening to information and to read and write sentences.
- Show how the core curriculum skills for each page are itemised on each page of the learner's material.
- Demonstrate how the core curriculum skills reflect the ILP.

Specific to this unit

- Elicit information about learners' experiences of losing and finding things.
- Talk about losing and finding things.
- Lead learners to identify the skills that they may need to report losses, to protect themselves against losing things and to report something that they have found.
- Ensure that this opening discussion is short and to the point. The purpose is to focus on the topic and move quickly and smoothly on to the first skills page.

Pages 2 and 3

Watch out!

Materials

- Pre-prepared cards with words from mixed-up sentences are at the back of the learner's material. These should be placed on card and cut up for learners to use. Further blank cards should be made available for other words learners may want to use
- Provide copies of the alphabet, upper- and lower-case.
- Provide examples of badly punctuated texts or write them on the board

Rationale

- To read and recognise simple sentence structures

Activity A

Reading

Pre-task

- As a group, discuss robberies that have been reported in the news. What happens when there is a robbery? Who is involved? What do you have to do?
- Talk about pickpockets. How do they operate? Where are they likely to be found?
- Write the word 'pickpocket' on the whiteboard.
- Read the text with learners, ensuring they use appropriate reading strategies to deal with unknown words.
- Encourage learners to :
 - sound out words
 - use initial sounds
 - use the context to help predict meaning
 - use the grammar of the sentence
 - use the pictures to provide additional cues.
- Discuss the content of the text to ensure learners have understood it.

Task

- Look at the sentence in the box with learners. Point out the capital letter and full stop and ask learners about the function of each.
- Tell learners that a sentence needs to make sense. This is why we use punctuation marks and capital letters. Every sentence has a subject and a verb.
- Explain to learners that capital letters and full stops mark the beginning and end of a sentence and that the sentence itself lies within them. Ask learners to find and circle the capital letters and full stops in the text and then use these as markers to help them underline or highlight the sentences.
- Ask learners to find a sentence in the text and to underline or highlight it. Then ask them to underline or highlight other sentences in a different colour.

Help

- Provide learners with alphabets in lower- and upper-case to support them in identifying the capital letters.

Extension

- Encourage more-confident learners to read the text independently.

Activity B

Pre-task

- Explain that sentences have to make sense. Re-read some of the sentences from the article to demonstrate.
- Write some sentences, non-sentences and part sentences on the board. Ask learners whether they make sense. Stress must be given to context clues.
- Read the first sentence word by word, e.g. on, on Friday, on Friday I etc. Gradually build up the sentence until it makes sense.

Task

- Show learners how the example is marked and ask them to break the text up in the same way.
- Encourage learners to read the sentences word by word until they makes sense. Then ask them to add capital letters and full stops at the beginning and end of each sentence.

Extension

- You could dictate more sentences and give out some extra word cards as a follow-up activity for more-confident learners.
- Provide more-confident learners with examples of badly punctuated texts, asking them to correct the punctuation by reading the text and seeing whether it makes sense.

Help

- Read the text with learners, ensuring that they use appropriate reading strategies to deal with unknown words.
- Encourage learners to sound out words, to use initial sounds, to use the context to help them predict meaning and to use the grammar of the sentence.
- On the whiteboard, build up a variety of sentences word by word, asking learners whether there is a sentence at each stage.
- Take learners through the text in the same way, agreeing as a group when each sentence begins and ends.

Reading Activity C

- Provide learners with alphabets in lower- and upper-case to support them in identifying the appropriate capital letter.

Pre-task

- Discuss the images with learners.
- Remind learners that sentences have to make sense. Refer to the 'grammar box' on sentences. Write a mixed-up sentence on the whiteboard as an example.
- Explain that sentences are not made up of words in random order and that they must be in a particular order to make sense.
- Read the words in the mixed-p sentences with learners to ensure that they can read them.

Task

- Ask learners to work with the words on cards and give them the opportunity to rearrange them using trial and error to make sentences that make sense. Encourage learners to use the pictures to help.

Extension

- Ask more-confident learners to write their own sentences about the pictures. They can then read their sentences to each other and check for sense.

Help

- Complete the first sentence as a group as an example. Remind learners that the capital letters and full stops can help them.
- Read the words with learners, ensuring that they use appropriate reading strategies to deal with unknown words.
- Encourage learners to sound out words, use initial sounds, use the context to help them predict meaning and to use the pictures to provide additional cues.

Activity D

Pre-task

- Encourage learners to read back the sentences they have written in Activity C.

Reading

Writing

- Using these sentences and the pictures, ask learners to write their own sentences about the robbery. Explain that they are going to write the story.

Task

- Ask learners to use the word cards to make their own sentences.
- Encourage learners to use the word cards from the previous activity to help with spelling and to attempt any other words they are unsure of.
- Draw learners' attention to the spelling strategies on the spelling page, particularly the 'Look, Say, Cover, Write, Check' method.
- Remind learners that their sentences must make sense and should begin with capital letters and end with full stops.
- When learners are happy with the order of the words on the cards they should write out the completed sentences.

Extension

- Encourage more-confident learners to write their sentences independently and to add additional information to the sentences and / or additional sentences to the story.

Help

- Encourage less-confident learners to use the cards to support their writing. Support them by using questioning to elicit sentences.
- Encourage learners to use the spelling strategies given on the spelling page to attempt to spell words independently.
- Scribe some of the story for less-confident learners.

Pages 4 and 5 Reporting a loss

Materials

- Audio clip 1
- Blank word cards

Rationale

- To speak clearly to be heard and understood
- To make statements of fact clearly



Activity A

Listening and speaking

Pre-task

- Draw learners' attention to the picture of the woman in the police station.
- Discuss what she may be doing.
- Tell learners that they are going to listen to Asha reporting the crime to the police.

Task

- Play audio clip 1 and ask learners to follow the script on page 18 of the learner's material.
- Ask learners to underline or highlight any words they find difficult and then support learners in reading them.
- Encourage learners to use a range of reading strategies to decipher unknown words, focusing on those exemplified on the page, finding words they can read within words and using analogy through rhyming words.
- As a group, discuss whether Asha reports the loss clearly. What can they learn from her report? How could she improve it?

Extension

- More-confident learners can read the text independently and make an attempt at words they find difficult. They can then listen to the audio clip and check their attempts.

Help

- Play each sentence of the audio clip with learners following the section of the text.
- Ask learners to read back the sentence, checking that they have heard and recognised every word.
- Encourage learners to use a range of reading strategies. Repeat for each sentence.
- Finally, replay the whole section of the audio clip and ask the learners to follow the words.

Activity B

Writing

Pre-task

- Encourage learners to think about a time when they, or someone they know, lost something.

Task

- Encourage learners to write in their own words what happened when they reported the lost item.
- Discuss the importance of planning, and ask learners to write down the things that they want to say. Some learners will be able to write in complete sentences, others will write words or phrases.
- Remind learners that they can use words from their cards, the word bank and words from the text. Encourage learners to experiment with word order to make complete sentences.
- Remind learners of the spelling strategies on the spelling page.

Help

- Less-confident learners can write the words they want to use on cards and then rearrange the cards to make sentences.
- They can discuss the sentences they want to use and then use the audio clip, the text on page 2 and the words in the box to write their sentences or part of a sentence.

Activity C

Speaking

Pre-task

- Look at the pictures with learners and discuss what is happening in them.
- Read the questions with learners, supporting appropriately.
- Explain to learners that they are going to ask and answer questions about each of the pictures.
- Discuss possible responses to the questions as a whole group; if necessary, model answering the first question.

Task

- Ask learners to think carefully about the questions under the pictures.
- Ask learners to ask and answer the questions in pairs.
- Remind learners of the need to speak clearly so that the questions and answers can be understood.
- Encourage learners to evaluate their own and the other person's speech.

Extension

- Encourage more-confident learners to develop skills in speaking and listening by introducing their own questions and answers.
- Learners can plan and write additional questions and answers, or the activity can be carried out with a degree of spontaneity. More-confident learners will naturally extend the dialogue.

Help

- This activity focuses on putting speech into practice. Less-confident learners can prepare written answers to support this activity.

Activity D

Speaking

Pre-task

- Discuss the common problems associated with listening and understanding. Remind learners of the need to speak clearly to ensure they are understood.
- Discuss strategies for speaking clearly and generate a list of tips. Elicit strategies such as looking at the person you are talking to, making eye contact, speaking slowly and clearly, repeating difficult information and checking that the person understands.

Task

- Ask learners to consider the following:
- Why is it important to repeat difficult information?
- Why must they check that the person they are giving information to fully understands?
- Ask learners to think of any other points that are important to consider when giving information to ensure they are understood.
- Ask learners to use the report from Activity B to report the loss clearly.

Extension

- Ask more-confident learners to evaluate their own and the other person's speaking against the checklist created earlier. Encourage them to discuss ways of making their speech clearer.

Pages 6 and 7

Lost and found

Materials

- Word / phrase bank

Rationale

- To construct a simple sentence

Activity A *Speaking and writing*

Pre-task

- Tell learners that the pictures on these two pages tell a story and that they are going to write the story.
- Point out the sentence in the learner's material and explain that it is an example of what could be said about this picture.
- Remind learners that sentences have to make sense and that they have to have an initial capital letter and a full stop.

Task

- As a group, generate a selection of sentences about the picture, e.g. The woman is carrying ... She has a ... She is wearing ... etc.
- Model writing sentences that learners suggest on the whiteboard.
- Encourage learners to read back their sentences once you have written them. This will enable them to read their own language at a level beyond their normal reading ability.
- Encourage learners to check the sentences for sense.

Extension

- More-confident learners could write one or more sentences or could work together in small groups.

Help

- Support less-confident learners by asking them very specific closed questions to help generate their sentences, e.g. What is the woman wearing? What is she carrying?

Activity B

Writing

Pre-task

- This activity should be completed following Activity A, in which you modelled generating and writing sentences about pictures.
- Remind learners about this activity.

Task

- Ask learners to discuss each of the pictures as a group or in pairs and decide what is happening in each.
- Ask learners to use the part-completed sentences to help them write about the pictures.
- Encourage learners to use the words in the word bank to help them, and to attempt writing other words independently. Draw their attention to the first sentence, which is completed as a model.
- Refer learners to the spelling page for strategies, including the 'Look, Say, Cover, Write, Check' method.

Extension

- More-able learners can write their own sentences to tell the story, but it is important that they do so independently, i.e. without you giving them the words.
- This will give them the opportunity to practise using a wider range of vocabulary.

Help

- With less-confident learners, complete the activity orally first as a group.
- Support learners in using appropriate reading strategies to read the part completed sentences. Discuss the words needed to complete the sentences. This is a good opportunity to focus on spelling strategies.

Activity C

Writing

Pre-task

- The pictures tell the next part of the story that began on the previous page.
- Ask learners to discuss in small groups what is happening in the pictures.
- Explain to learners that they are going to write a sentence about each of the pictures to tell the story.

Task

- Ask learners to write a sentence about each of the pictures.

Extension

- Learners who are more confident can work independently to write their own sentences for the six pictures.
- Encourage learners to attempt to spell any unknown words and to check using spelling strategies.

Help

- With less-confident learners, complete the task orally in groups first and then support learners in writing sentences.
- Encourage learners to use the word bank on page 5 and the spelling strategies outlined on the spelling pages.
- Provide sentence starters for the pictures as in Activity B. Encourage learners to gradually rely less on the sentence starters as they complete the activity.
- Less-confident learners could also be asked to write a one or two word caption for each of the pictures.

Activity D

Writing

Pre-task

- Remind learners of the way they put words together to make sentences and introduce the concept of sentences being put together to build a story. Use a few sentences written on cards to model sentence building.
- Use the model in the learner's material as a further example to show learners how the sentences could be put together to make a story.
- Point out additional words that have been added to make the sentences more interesting.
- Write a sentence on the board and model adding different words and phrases, explaining how they change or add to the story.
- Write a second sentence and scribe as learners suggest additional words that could be included.

Task

- Ask learners to use the sentences they have written as a class, in groups and individually as the basis for a story.
- Remind learners that sentences have to make sense and must have capital letters and full stops.
- Encourage learners to add extra words and phrases to make their story more interesting.
- Provide a word / phrase bank for learners or encourage them to start building up their own.

Extension

- Learners who are more confident can write their own story based on the pictures, using parts of sentences they have written in previous activities to support their writing.
- Encourage learners to add to the sentences to make them more descriptive. More-confident learners can also read each other's stories and suggest additional words and phrases that can be added.

Help

- Where appropriate, use the sentences learners have already written and ask them to copy them as a story.
- Give learners a bank of words or phrases that could be added.
- Ask learners to read the story, with support, and find ways of using the words to make it more interesting.
- Provide the story of the woman on the bus, using the sentences learners have written as a cloze procedure.

Page 8

What to do

Materials

- Audio clip 2
- Cards with instructions

Rationale

- To follow single-step instructions in a familiar context

Activity A *Reading and listening*

Pre-task

- Tell learners that they are going to listen to some instructions.
- Explain that instructions are sentences that tell you what to do.
- Discuss different places you may find instructions, e.g. DIY leaflets, rules for games etc.
- Read the words in the word bank with learners, using appropriate reading strategies to ensure that all learners can read them.

Task

- Tell learners that they are going to listen to some instructions about how to keep a bicycle safe.
- Play the sentences on audio clip 2 individually, repeating as necessary.
- Ask learners to follow the words as they listen.
- Read the sentences with learners, checking that they are able to read all the words. Encourage them to use appropriate reading strategies to read unknown words, focusing on those in the learner's material.

Activity B

Task

- Look at the pictures with learners and discuss the advice that the picture may be giving. Ask learners to listen to audio clip 2 and / or read the sentences again to match the instruction to the picture.

Extension

- Learners who are more confident can read the sentences independently and then look at the picture and / or listen to audio clip 2 to check their reading.
- Learners can write their own sentences to describe the pictures, using the taped instructions as a model.

Help

- Discuss the pictures with less-confident learners before asking them to listen to the audio clip or read the sentences.

- Elicit or give the key information for each of the pictures so that learners are prepared for the vocabulary used.
- This is an opportunity to introduce the use of pictures and other visual information to support reading. For example, to support reading of the word 'postcode', ask learners to look at the picture and tell you what the person is writing. Do they recognise the pattern of numbers and letters? What sort of writing is it? etc.

Pages 9 and 10 Lost!

Materials

- Audio clips 3, 4 and 5
- A variety of objects to describe

Rationale

- To listen for detail using key words to extract specific information
- To use written words or phrases to record information

Reading **Activity A**

Pre-task

- Encourage learners to look closely at the picture and discuss what they see.
- Explain that they are going to listen to a description of a boy and that they have to find the mistakes in the picture.

Task

- Ask learners to listen to audio clip 3 and find the mistakes. Encourage them to listen carefully for the particular features.
- Lead a whole-group discussion on how they found the mistakes, i.e. hearing certain key words.
- Use the responses to lead into the key-words activity in Activity B.

Extension

- Encourage more-confident learners to write sentences about the picture, using the audio clip for support.

Listening

Help

- With less-confident learners, play audio clip 3 in short sections.
- Ask learners to identify the feature being discussed, e.g. hair, clothes.
- Replay sentences and ask learners to focus on what is being said about the feature. Ask them to put a tick or a cross against the features as they hear them.

Activity B

Reading

Pre-task

- Lead a discussion about the way learners identified the mistakes in the picture in Activity A.
- Use learner suggestions such as 'black trousers', 'six' and 'sports bag' to lead into a discussion about key words.
- Draw learners' attention to the example in the learner's material. Explain that in this sentence the age of the child is the key information.
- Read the sentences with learners, encouraging them to use appropriate reading strategies such as sounding out words, using initial sounds, using the context to help them to predict meaning and using the grammar of the sentence.

Task

- Ask learners to read the sentences and underline the words that provide the key information.

Extension

- More-confident learners can read real texts and identify the key words, even if they are not able to read every word.
- Give more-confident learners some key words and ask them to write their own sentences using the words.

Help

- Use the image to support learners.
- Point out the features identified in each sentence, e.g. look at sentence 2.
- Point out the hair on the picture and ask learners what the picture shows. Then ask them which word is important in the sentence. Repeat for each of the sentences.

Activity C

Speaking and listening

Pre-task

- Explain that you have to use key words to describe people, and share these with learners. Explain that all of these words can be important but there are certain key words that we remember when describing a person.

Task

- Ask learners to listen to audio clip 4 and look at the picture on the page, checking that the description matches the picture. Tell learners to focus on the key words such as blond hair and dark coat. Ask learners if the description matches the picture.
- Ask learners to work in pairs or small groups. They select one of the thumbprint pictures on the page and write a few key words about it on a piece of paper. The pictures are enlarged at the back of the learner's material.
- Learner A describes the picture to learner B or the whole group.
- Ask learners to guess which of the four pictures is being described.

Extension

- Ask learners to choose one of the objects and write a few key words to describe it. Ask learners to describe the object to another person without naming it; can the other person draw it? If learners are reluctant to draw, they can write a few brief notes.
- Ask learners to guess the object. Pairs can then compare the drawn object with the original and see how many of the features they have identified correctly.
- Use games such as 'Taboo' as an extension. This requires learners to describe a word or item without using key words that are printed on a card.
- Explain that it is difficult to describe something without using the obvious key words; encourage learners to search for alternatives.

Help

- Provide less-confident learners with a bank of generic questions about the objects. This will help them to provide the necessary information, e.g. What colour is it? How big is it? What is it made of?

Activity D *Listening and writing*

Pre-task

- Remind learners of the importance of key words in correctly identifying an item.
- Explain that they are going to listen to a conversation between Ahmed and his manager giving details of some lost property.
- Introduce the word bank in the learner's material and tell learners that they may need these words to complete the activity.
- Ensure that learners can read these words and encourage them to use a range of reading strategies to help.

Task

- Play audio clip 5 and ask learners to record the key words that give details of the lost item.
- Draw learners' attention to the audio script in the learner's material and ask them to check their own answers.

Extension

- Learners who are more confident can write a brief description of the sports bag, using the words in the word bank and the audio script as support.

Help

- Play audio clip 5 one sentence at a time and encourage learners to identify the feature that is being described.
- Replay the sentence and ask learners to listen for the key word describing that particular feature.

Page 11 In a pickle!

Materials

- Newspaper headlines from real newspapers

Rationale

- To follow a short narrative on a familiar topic or experience
- To possess a limited, meaningful sight vocabulary

Activity A *Speaking and reading*

Pre-task

- Show learners a few newspaper headlines.
- Ask learners to guess the likely content of each of the stories.
- Discuss the way headlines give clues to and sometimes sum up a story.

Task

- Ask learners to read the headline of the story in the learner's material and look at the picture.
- Ask them to predict the content of the story.
- Lead a whole-group discussion about the possible content, whether learners feel they would be interested and, if not, who might be interested in this story.
- Ask learners whether they remember reading / hearing about the time the World Cup was stolen.

Extension

- More-confident learners could attempt to read the story on their own.

Help

- Go through the story word by word with learners, working with them on words they find difficult, then read the story again as learners follow the text.

Activity B *Reading and listening*

Pre-task

- Following on from the discussion in the previous activity, tell learners that this article is about the time the World Cup was stolen and how it was found.
- Introduce the words in the box. Ensure that all learners can read the words. Remind them of the strategies they can use.

Task

- Ask learners to find the words in the text.
- Read the text to the learners and ask them to follow the words.
- Use this passage to reinforce reading strategies introduced in the unit. Focus on techniques for building up words from their constituent sounds, and the context, images and grammatical structures to support meaning.

Extension

- Learners who are more confident could read the text independently, underlining or highlighting any words they are unsure of.
- This is an ideal opportunity to introduce the concept that you do not need to be able to read every word to understand the meaning of the text.

Help

- Read the story with less-confident learners as a shared or supported reading activity. Ensure that less-confident learners are able to read words from common word lists.

Page 12 Writing your own sentences

Rationale

- To construct simple sentences

Activity A

Writing

Pre-task

- Tell learners that they are going to use the pictures and the sentences to write a story similar to the story about Pickles. Show them how the Pickles story can be broken down, and discuss the content of each section.

Task

- Ask learners to write a story based on the Pickles' story.
- Ask learners to talk about each picture, using the questions under each as a stimulus for a sentence they could write.

- Model writing an alternative story using the pictures; draw learners' attention to the key words.
- Tell learners to use their own words – words they have learnt to spell in the unit, from the word banks and words from the Pickles story to help.
- Put the words they want to use on cards and move them around to make sentences. Check sentences for learners.

Extension

- More-confident learners can write their own story, possibly using a blank writing frame (i.e. without the Pickles story).
- Encourage them to write their sentences independently, to attempt spellings before asking for support and to use the spelling strategies on the spelling page.

Help

- Encourage less-confident learners to write a story strongly modelled on the Pickles story. Demonstrate the process.
- Break down the writing frame into sections. For each section, discuss the prompt questions, encourage learners to answer them orally and then to write their own answers in simple sentences. Remind learners of the spelling strategies on the spelling pages.

Pages 13 and 14 Spelling

Materials

- Word and sound cards

Rationale

- To use basic sound-symbol association to help spelling

Activity A

Pre-task

- Prepare a series of cards with a selection of phonemes.

- Use the cards to demonstrate to learners how to break words down into sounds.
- Use the examples in the learner's material for further exemplification.

Task

- Ask learners to read the words in the box.
- They can practise breaking the words into sounds and writing them.
- Encourage learners to use this strategy for words from their own writing.

Activity B

Pre-task

- Explain that some letters written together make one sound.
- Looking for letter patterns and relating the letter pattern to a sound can help them to spell words.
- Draw learners' attention to the 'cl' example in the learner's material and the words 'clinic', 'clip' and 'class'.

Task

- Ask learners to look at the word banks in the unit and find the sounds 'st', 'nd', 'ck' and 'sh'.

Help

- Help learners to build the sounds by sounding each letter then making the sound of both letters.

Activity C

Pre-task

- Explain that some words have very similar spelling patterns to others and that being able to spell one word can help you to spell a number of others.
- Write the word 'make' on the whiteboard and ask learners which other words sound similar.
- Generate a list such as the one in the learner's material.
- Draw learners' attention to the common letter string.

Task

- Ask learners to read the words in the learner's material and write some words that sound similar. Check that learners have generated real words.
- Write the word 'back' on the whiteboard and model how to write 'tack' and 'lack'.
- Ask learners to make new words from 'tall' and 'old' by adding or changing a letter.

Activity D

Pre-task

- Introduce the 'Look, Say, Cover, Write, Check' method for learning irregular spellings by sight.
- Ask learners to choose a word they need to know how to spell and to look closely at it, thinking of ways to remember how to spell it, e.g. smaller words inside, unusual visual or spelling patterns, similarity to other words etc.
- Stress to learners that they should check the word is spelt correctly with their teacher before learning it.
- Ask learners to say the word to themselves, to cover it and to write it from memory. Then ask them to check the word letter by letter to ensure that they have spelt it correctly.
- NB: this method relies on learners writing the word once, then checking carefully, and then repeating the whole process. Encourage leaving longer gaps in-between each practice. Check after a week that learners can spell the words correctly.
- If learners do not check carefully, they can reinforce incorrect spelling patterns.

Task

- Ask learners to use the 'Look, Say, Cover, Write, Check' method to learn some words from their own writing.
- Encourage them to repeat the process on a regular basis over a period of about a week and then test them.
- If learners have learnt how to spell the words, encourage them to use the method to learn other words.

Page 15

Integrated skills

Rationale

- To bring together the skills developed and practised throughout this unit
- To provide an opportunity to practise the skills learnt outside the classroom
- To provide evidence of learning for portfolio, progress record and ILP review

Pre-task

- Explain that valuable goods often need to be marked or labelled in case they are lost or stolen; pets have tags in case they get lost.
- Ask learners to complete the label / tag with their name and address.

Key words

- Explain that it is often useful to keep a brief description of an object so that if it is lost or stolen the details are available, e.g. for insurance companies.
- In the case of objects, this will often include key words such as make, model, serial number and date of purchase.
- Ask learners to write key words that describe their chosen pet or object.
- Remind learners that key information does not have to be written in full sentences.
- Encourage learners to focus on the key words that they will need to write a clear description.

Writing sentences

- Discuss what people can do when they have lost something or had something stolen.
- Discuss the idea of placing an advert in a local newsagent or similar.
- Explain that key words like the ones used in the previous activity can help to write full sentences
- Encourage learners to use their key words to write a description of the object or pet.
- Learners can read their sentences back to you.

Reporting a loss

- Set up a role-play, with one learner acting as someone who has lost something or had it stolen and the other playing the part of a police officer or an employee at lost property office.
- The first learner uses the notes they made earlier and their written descriptions to describe the object or pet.
- The second learner makes notes or completes a lost-property form based on the information given.
- Learners can then discuss the completed form and check whether all of the details have been recorded accurately.
- Learners should then swap roles.

Page 16

Check it

Rationale

- To check and consolidate learning
- to ensure learners can complete the *Check it* page

Help

- Prepare additional tasks for learners who are still unsure. Recap as necessary.

Review

Refer the learner back to page 1 of the learner's material. What objectives have been covered? How has the work of the unit reflected the needs identified in the ILP?

What new knowledge and skills have been acquired by the learner? What makes the learner feel more confident?

What skills still need to be practised? What needs clarification? What should the learner do next?

There are four other units at this level. There are five more units at Entry 2. Direct the learner to the next stage.