

3

Where I live

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
- Listen and responding to requests for personal information SLlr/E1.4
- Speak clearly to be heard and understood in simple exchanges SLc/E1.1
- Make requests using appropriate terms SLc/E1.2
- Ask question to obtain specific information SLc/E1.3

Practise reading and writing

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

Key functions

- Sharing information and personal details with others
- Practising using a range of reading strategies to read unfamiliar words
- Practising recognition and recording of letters of the alphabet in upper- and lower-case
- Collecting and recording personal details
- Understanding that different texts have different purposes

Key grammar

- Understanding how word order affects meaning
- Understanding knowledge of language rules helps to predict meaning and check for sense
- Knowing about punctuation, capital letters/full stops and the use of the personal pronoun 'I'
- Constructing and punctuating a simple sentence

Resources to support this unit

- Stereo system and headphones
- Prepared audio clips for listening activities
- Learner alphabet strips containing upper- and lower-case letters
- Large whiteboard / flipchart and small whiteboards for learners
- Alphabet display showing upper- and lower-case letters
- Handwriting practice sheets (with appropriate lines)
- Digital camera / printing facilities (optional)
- An assortment of directories, maps, newspapers, advertisements, leaflets from the local community

Materials preparation

- Enlarged sentence starters, e.g. My name is ... (see teacher notes)
- Display copies of grammar tips (see learner's material)
- Three charts of spellings of numbers: 0–10; 11–20; 30, 40 ... 100, for display
- Enlarged grid for teacher to record 'sh' 'ch' 'th' words from learners
- List of key vocabulary – add local sounds to these
- Audio clip of 'neighbourhood sounds'
- Audio clips 1–10
- Assorted forms and examples of paperwork that require a signature and address
- Enlarged pictures of neighbourhoods
- Alphabet rulers (Photocopy 1, Unit 2)
- Examples of documents with personal information, e.g. passports, bus passes, application forms etc.
- Assorted forms and examples of paperwork that require a signature and address
- Enlarged copies of Anna's application form
- Local newspapers
- Enlarged display copies of sentences on page 10, Activity B
- Chart of days of the week
- Examples of signs and symbols
- *Highway Code* book / CD viewing and printout examples, leaflets with text and icons, e.g. simple recipe
- Examples of maps, guide books, tourist information.
- Enlarged copies of sentences in learner's material for display (page 10)

- Letter formation chart for display
- Examples of timetables and wall planners
- Enlarged sentence frames for Activity B, page 13
- Copies of photocopy 1
- Resources e.g. assorted magazines, newspapers and highlighter pens

Reading strategy: This unit contains text for the teacher and learner to read together. It also contains text for learners to read independently. Some of the activities in this unit contain words that are challenging to read for learners at Entry 1 but this vocabulary is always supported with strong context clues and should be assimilated into the learner's sight vocabulary as s/he progresses through the unit.

Spelling strategy: This unit develops skills in spelling key words, word recognition and sight vocabulary of key words using the 'Look, Say, Cover, Write, Check' method. Learners should hear, identify and write initial phonemes and practise these in the context of activities using the alphabet and spelling words in group activities.

Page 1

Unit aims

To begin

- Clarify the content, purpose, objectives and outcomes of the unit: to use a range of reading strategies to decode simple regular words, and to write simple sentences using correct punctuation.
- Show how the core curriculum skills for each unit are itemised on each page of the learner's material.
- Demonstrate how the core curriculum skills reflect the ILP.

Specific to this unit

- Discuss situations that require giving personal information, e.g. informal situations: meeting new people, neighbours, friends of friends, at the community centre, bus stop, and more formal situations: a visit to a doctor, health centre, benefit claims etc.
- Discuss situations that require written personal details, e.g. job applications, passport, driving test and licence, club memberships etc.
- Explain that the unit begins with a discussion about different people and places and different neighbourhoods.
- Keep this opening discussion short and to the point. Its purpose is to focus on the unit topic and to proceed smoothly to the first skills page.

Pages 2 and 3

My place

Materials

- List of key vocabulary – add local sounds to these
- Audio clip of 'neighbourhood sounds'
- Audio clip 1

Rationale

- To identify key vocabulary about different places to live
- To practise identifying initial sounds in spelling words

Activity A

Listening

- Listen to the first extract of the 'neighbourhood sounds' audio clip and collect ideas about what sounds can be heard.
- Listen to the extract again. Have learners missed anything?
- Ask learners to write a list of the key vocabulary for Extract 1. Focus on one word at a time.
- Ask learners to say the word (out loud or in their heads) and to identify the initial sound / phoneme in the word.
- Continue to write a list of sounds identified from the audio clip. Focus on discussing and identifying the kind of neighbourhood featured in that extract.
- Play Extract 2 and collect suggestions, again orally first.
- Replay the extract, check suggestions and write the key vocabulary as with Extract 1.

Activity B

Reading and listening

Task

- Listen to audio clip 1 about Sandford.
- Encourage discussion with questions, e.g. Who? What? Where? Is it similar to our area?
- Read the sentences with the group. You may have to lead reading.
- Ask learners to turn to the questions given as supported reading, i.e. Can you find these words in sentences or in pictures?
- Ask learners to read and discuss the first two questions in pairs.
- Bring learners back as a group to share the main points of their discussion.
- Suggest pairs take one question each to focus on in the feedback discussion so that learners of all confidence levels participate equally.
- Explain to learners that they will be looking at strategies for breaking up spellings and improving spelling skills throughout the unit.

Help

- Read the questions for the group. Ask learners to follow the text with their fingers as you read it.
- Record all words identified by the group as being new or difficult on the board or wall chart.
- Learners may wish to begin their own list of new or difficult words. (An exercise book / notebook or file with a page for each alphabet letter can become a personal dictionary and can be invaluable for learners to collect their own key words.)

Activity C *Reading and speaking*

- Repeat same format as Activity B for the Shepton description.
- Ask learners to work in pairs.
- Ask learners to think of three or four characteristics to describe where they live. If necessary give time for a paired discussion for less-able/ less-confident speakers to practise what they are going to say to the group.

Extension

- Ask learners to extend their description to cover more characteristics. Choose some other features to label and add them to their lists.

Help

- Give a model of how you would describe where you live. Learners can use this when thinking up a description of their own to share with the group.
- Review work to reinforce learning. Read the key vocabulary from Activity B with learners. Give them some time to read the vocabulary to themselves independently. Reinforce work in Activity A by reminding learners to focus on initial sounds, e.g. 'S' in Sandford.
- Keep paying attention to hearing the initial sound and identifying the letter to which it corresponds. Those needing support should be given plenty of opportunity to repeat similar tasks.
- Direct learners to choose words from Activity B and to practise writing them in the learner's material. Encourage learners to talk to themselves! Ask them to say the word first and then write it down.

- Give less-confident learners help with letter formation. This is an opportunity to practise writing initial sounds – in the air, in sand, in cornflour (See Access for All, page 169).

Pages 4 and 5 Where we live

Materials

- Audio clips 3, 4 and 5
- Whiteboard
- Key vocabulary
- Enlarged picture of neighbourhoods
- Alphabet rulers (Photocopy 1, Unit 2)
- Separate pictures of neighbourhoods for display (enlarged as necessary)

Rationale

- To listen for key information
- To understand sentence punctuation

Activity A *Listening and speaking*

Pre-task

- Briefly remind learners of the listening activity in the previous sub-unit on comparing different neighbourhoods.
- This task will focus on listening to people living in different neighbourhoods.

Task

- Turn to the supported text and read the instructions.
- Let learners know that after listening to audio clip 3, there will be a chance to talk about what Amisha has said to another person (this will give an immediate purpose and encourage careful listening).
- Listen to audio clip3.
- Give learners time to share the information that Amisha has given.
- Give out pictures to assist discussion.
- As a whole group, collect the main information from the paired discussions, ensuring that the key vocabulary given in the learner's material is used.
- You may wish to reverse the order and give the picture to the group and then listen to audio clip.

Activity B

Reading

Pre-task

- Ask the group to look at the sentences.
- Identify the features of a sentence. (This is covered in other Entry 1 units and may be a revision task or it may be the first introduction to sentence sense and structure.)
- Write on the board, 'Sentences need to make sense.'
- Write up: 'Name is my Amisha.' Ask, Does this make sense? Mark a cross by the sentence.
- Write up: 'My name is Amisha.' Ask, Does this make sense? Mark a tick by the sentence. Draw attention to the upper-case M in 'My'
- Use the alphabet ruler to establish and model capital letters and small letters.
- This a full stop '.' Reminding learners that it comes at the end of a sentence to show that the sentence is complete. Sentences always start with a capital letter and end with a full stop.

Task

- Read the sentences with the group.
- Record new words and guide learners towards reading and spelling strategies, e.g. Sounding out a word. What is the first sound of 'flat'? What comes next? Write the word on the board, breaking it into sounds f-l-a-t. Put the sounds together fl-at. Say the sounds aloud to make the word. Look at the words in context. Are there clues to help in the sentence or even in the pictures?
- Ask the group to write key words and phrases in the boxes.

Activity C

Listening

Task

- Repeat the task as in Activity A but using audio clip 4.
- Establish that Tom has a different view of his area to Amisha. He talks about what Sandford used to be like.

Activity D

Reading and speaking

Task

- Read the sentences about Tom.
- In this activity, try to encourage the group to read more independently, but use your judgement about what is appropriate here – support learners where necessary.
- It is important to achieve a balance between working with supported text and providing engaging teaching to keep the session interesting and directing the learner to read for him / herself.
- Allow a minute or two for pairs to talk about the information they gained from listening to the extract.
- Listen to the audio clip and work as a whole group, asking learners to identify the key vocabulary that gives us the main information about Tom.
- Write a list for and with the group, pausing where appropriate to listen to and identify some initial sounds, as in previous activities.

Extension

- Learners who are confident with initial sounds / phonemes and have some skills in decoding simple words could be asked during the last part of the activity to read some of the sentences for the group, taking care to be sensitive to the needs of the others in the group.

Activity E Speaking and listening

Task

- Play the concluding remarks by Pat in his radio show (audio clip 5). This gives the instructions to the group for this activity and the next.
- Arrange a discussion in pairs or in a full group about how life has changed in Sandford over the years.
- Encourage discussion about where the group live. What can they remember? Are they new to the area? Have they lived there all their lives? What changes have they seen?
- This is an opportunity for a short presentation by the group or individuals to express their view or memories of where they live.

Activity F

Writing

Pre-task

- Go through each of the stages of writing a sentence.
- Remind learners of what constitutes a sentence, the importance of beginning each sentence with a capital letter and ending with a full stop.
- Ask learners to give examples of sentences and write them on the board.

Task

- Learners are now ready to write some short sentences based on what they have discussed and learnt about sentences.
- You may wish to ask for some sentences from the group and write them on the board or have a set of prepared sentences about your area to model for the group.
- Complete the task.

Pages 6, 7 and 8 **All about me**

Materials

- Audio clip 6
- Examples of documents with personal information, e.g. passports, bus passes, application forms etc.
- Assorted forms and examples of paperwork that require a signature and address
- Enlarged copies of Anna's application form

Rationale

- To write personal details
- To write sentences, correctly punctuated



Activity A

Speaking and listening

Pre-task

- Turn to page 6 in the learner's material.
- Collect suggestions from the group about situation when our personal details are presented like this, e.g. passport, driving licences, GP records etc.
- Show some real examples, hand them around and note any similarities / differences.

- Point out the use of capital letters for names of people, street names and town names. Indicate the opportunity to practise capital letters at the bottom of the page.
- Discuss situations in which we have to give our personal details to people. What information is usually required?

Task

- Listen to audio clip 6.
- Ask the group to identify which strategies Tom and the assistant use to make sure that the address is full and correct – repeating details, spelling difficult names, including the postcode, reading over and checking what the assistant has written.
- Ask the group to prepare a similar role-play in pairs – face-to-face or on the telephone. Use the situations that were discussed at the beginning of the activity.

Activity B

Writing

Task

- Read the details on the extract from a form with the group.
- Draw learners' attention to the 'reminder box' on capital letters. Explain to learners that when writing an address, capital letters are used for the names of people and places. Capital letters are also used for the postcode.
- Learners should complete their personal details. This may be a practice task for some learners. Others may need to be given correct spellings for street names etc. and may need more practice at writing them down.

Extension

- To assess the accuracy of letter formation, check the size (including ascenders and descenders) and practise accordingly.
- Encourage self-assessment here, especially if working in a large group.

Help

- Check details orally.
- Scribe for the learner, reading back and checking as you go.

- Depending on the level of skill with letter formation, select some element of the task for learners to try independently.
- Make sure that those learners who are still working on writing their own full names get an opportunity to practise regularly.

Activity C

Writing

Task

- Read the supported text. Ask individual learners for the first letter of their name.
- Write a list of the names on the board or ask learners to identify from the enlarged alphabet of capital letters, the capital letter at the front of their own names.
- Ask learners to practise writing the capital letter at the beginning of their first and second names. Then ask them to practise those capital letters collected from the names in the group. Give learners an opportunity then to select their own choice of capital letters to practise.
- Alphabet ruler can be available for learners to use for reference throughout the lesson, if appropriate.

Extension

- Practise upper- and lower-case letters (grouped as in handwriting guidance).

Help

- Give less-confident writers an opportunity to practise particular letters (see handwriting guidance).

Activity D

Reading

Pre-task

- Ask the group where they would see an advert like this. Have they ever had to write one?
- Explain that the sentences give information about jobs.
- Give learners time to look at the text and have a go at reading some / all of it to themselves.
- Stress the importance of having a go, even if just to look through for any particular words used in the unit so far, e.g. My name is, I live.

Task

- Read the text through for the group. Were there words that learners could read correctly for themselves?
- Given learners time to have another go at reading the sentences independently. It is important to talk about attempts to read unfamiliar words: self-help strategies can be shared and developed, additional teaching points can be made and learners can develop their skills in a supportive and positive context.
- The next part of the task is to begin finding out about sentences. Talk about two of the main features – sentences start with a capital letter and end with a full stop.
- Use the enlarged text about Anna to demonstrate how to identify the sentence markers by pointing out the capital letter at the beginning and the full stop at the end, looping both in a bright contrasting colour.
- Read the advert with the group. This activity can be done as a whole group or individually depending on the make up and confidence of the group.
- Encourage learners to read the completed application form on their own or in pairs and to look for the errors. Bring the group together to discuss what they found, and correct the work.

Activity E

Writing

- The pace that learners work at to complete writing tasks at this level is likely to vary considerably. You will need to decide whether to move on to the last part of the activity with some learners before others have finished.
- The following are prompts you could use without being intrusive. Who do you live with? Do you live near shops? What do you like or dislike about where you live?
- This will be a challenging task for some writers at Entry 1. However, you can give help in a variety of ways:
 - encourage oral composition of sentences in pairs
 - point out vocabulary in the question e.g. (I) have shops near where (I) live
 - encourage the use the strategies for writing tricky words.

Extension

- Encourage learners to add more sentences (perhaps on the learner's page if there is room or on separate paper).

Help

- Scribe for the learner, having spent time encouraging learners to compose what should be written down.

Activity F

Writing

- Ask learners take down the name and address of other members of the group. Provide names and addresses for learners if they do not wish to share personal information.
- Ask learners to identify any common names of people and places that they had difficulty spelling.
- Finish with the 'Look, Say, Cover, Write, Check' routine for remembering the spellings of new words.
- This is a routine that needs to be introduced and practised regularly as an important spelling strategy, laying the foundations for learning in subsequent units.

Help

- Reduce the amount of vocabulary if appropriate.
- Some learners may be helped more by working on letter formation of initial sounds.

Page 9 Leaving town

Materials

- Local newspapers

Activity A

Reading

Pre-task

- Ask the group to look through local newspapers for pictures and headlines that are of interest to them. Ask them to identify how a news story is laid out on the page: headline, picture, story made up of sentences etc.

Task

- Read the *Last pint for milkman Martin* news story.
- Discuss the content with the group. Who has milk delivered, or do they buy from the shop?

Activity B

Writing

- Read the story again. Ask learners to find 'has' and 'his'. Go through the modelling process for the whole group.
- H-a-s (consonant-vowel-consonant) has three sounds that together make the word 'has'.
- Ask the group to work in pairs or individually to find other examples.
- Ask the group to change one letter of a three-letter word to make a new word, e.g. *has* to *his*.

Help

- This can be done as a group activity, with large cards for each of the sounds. You can then give out the cards. Write the word on the board and ask learners to make up the words / spellings using the sound cards.

Extension

- If the group is beyond this activity, use it as a quick revision in preparation for the next activity.

Activity C

Reading

Pre-task

- Explain that the short words in Activity B will now be used to look at ways of decoding / reading longer spellings.

Task

- Use the same approach as Activity B to model the scaffolding as in the learner's material.
- Write the word 'milk' on the board. Split the word into the sounds m-i-lk. Sound out the word for learners and highlight the sound 'lk' made when these two letters are sounded together. Go through the letter sounds 'st', 'fl', 'th' and 'fr'. Ask learners to find words in the story where these letters are sounded together.
- Encourage learners to work individually. This will allow you to work more closely with less-able learners.

Pages 10

Shopping around

Materials

- Local newspapers
- Audio clip 7
- Enlarged display copies of sentences in Activity B, page 10 of the learner's material
- Chart of days of the week
- Enlarged copies of sentences in learner's material for display (page 10)
- Letter formation chart for display

Rationale

- To practise reading and writing the days of the week
- To begin to focus on initial sounds

Activity A Speaking and listening

Pre-task

- This can be a group sharing exercise. Use this opportunity to give clear guidance on speaking clearly and listening attentively.
- With learners, reflect on the skills of speaking clearly and listening with attention.

Task

- Talk about the area where learners live. Where are the best shops? Are they easy to get to?
- Look in local papers for information and sentences about shopping in the area, e.g. stories, adverts, maps etc.
- Learners can discuss the questions. Ask them to be prepared to share the information.
- Encourage learners to speak clearly and not too quickly and to give specific information as well as general comments in response to the questions.
- Ensure that learners use expression with their face and voice.
- Point out the features of good listening.

Extension

- Ask learners to draw out and extend detail of information.
- Learners will develop their skills in asking questions to clarify meaning in discussions and to gather additional information.

Help

- Support learners by modelling examples of questions and answers, giving appropriate details and demonstrating enthusiasm and ways of making their talk interesting for the listener.



Activity B

Listening and reading

Pre-task

- This is an opportunity to use reading strategies alongside identifying sentence punctuation. Away from the learner's material, ask learners what they have found out about sentences so far in this unit.
- Discuss examples from previous activities.

Task

- Listen to audio clip 7.
- Refer to the definition of a sentence in the learner's material.
- Display an enlarged copy of the definition (grammar tip) in the teaching space.
- Read the text for the group first so they become familiar with the meaning.
- Ask learners to listen for the pauses indicating the end of each sentence. For fun, read it first as if there were no punctuation, thus demonstrating the function of the full stop.
- Ask learners to read the text independently, highlighting the capital letters and full stops, i.e. the sentence markers.
- Explain that knowing about sentences helps you to read unfamiliar texts, using the punctuation as guidance.

Extension

- Give learners an additional, more challenging text to read independently.

Help

- Give more support in reading the text.

Activity C

Reading and writing

Pre-task

- The previous task tells us that Tom goes shopping with his son on Fridays. Ask learners to find that sentence in the text from Activity B.

Task

- Show the chart displaying the days of the week.
- Whilst reading them to the group, point to the 'day' part of the words.
- Point out that if you can identify the initial sound and know that the word for each day of the week is going to be written that way, then you can almost spell it all!
- For example M-day / Monday.
- Show them that 'T' starts Tuesday but the 'Th' sound / phoneme starts Thursday. Wednesday is hard for everyone to spell, although it is quite easy to read as only one day starts with 'W'. Saying it as Wed-nes-day helps and will be covered when saying it in the 'Look, Say, Cover, Write, Check' activity.
- Ask learners to choose three days of the week and write a sentence about what they do on each day.

Extension

- Ask learners to write additional sentences for other activities for particular days of the week.

Help

- Learners who need support over and above this simple 'sentence frame' could answer the question orally and practise forming the capital letters at the beginning of the days of the week.

Page 11

Writing lists

Materials

- Examples of shopping lists, notes and quick messages
- Posters, illustrations, packages of a variety of foods (optional)

Rationale

- To write a short list
- To use a list to plan

Activity A

Reading and writing

Pre-task

- Talk about shopping lists, other lists and reminder notes.
- Read the supported reading text, explaining that these are personal notes and jottings and, as such, are not neat and tidy documents for a wider audience.
- Remind learners that lists are usually written quickly, and correct spelling and best handwriting are not essential. Abbreviations are often used, e.g. toms, TV etc. Show some real examples to illustrate.

Task

- Ask learners to read the lists on page 11 independently. Remind them to use their knowledge of the sounds of the alphabet and begin to blend sounds to decode. Demonstrate with a word of your choice.
- Having read through the lists, learners can discuss the answer to the question in pairs or as a group.
- The next part of the task can be done individually or in pairs; however, both learners need to write the list in the learner's material.
- You can begin a list for a street party on the board as a group activity. Spend time breaking up the spellings of the words that are suggested by the group. Each learner could be responsible for a different aspect of organisation or it could be a project for paired work. This can include everyone.
- Ask learners to make up a list on their own (working individually).
- Remind learners to record new spellings and practise using the 'Look, Say, Cover, Write, Check' method to remember new spellings.

Help

- Ask learners to compose the list orally.
- Ask learners to participate in the writing task by identifying the initial sounds for the words. Ask them to find the initial sounds on the alphabet strip in their books or on display.
- Remember to consider that some words start with a sound / phoneme with two letters – see Entry 1 guidance.

Pages 12

Getting around

Materials

- Examples of signs and symbols
- *Highway Code* book / CD viewing and printout examples, leaflets with text and icons, e.g. simple recipe
- Examples of maps, guide books, tourist information

Rationale

- To read signs and symbols
- To read street names and place names focusing on context and initial sounds

Activity A

Reading

Pre-task

- Talk about signs and symbols around the building and locality.
- Show some real examples, e.g. *Highway code*, Health and Safety etc.

Task

- Turn to Page 12 in the learner's material.
- Do this activity as a whole group, pairs or individually to answer the question, 'Have you seen these signs?'
- In discussion, add another question, 'Where would you see them?'
- If working in pairs, come back as a group and discuss these questions.

Extension

- Read texts with signs and symbols, e.g. those in the pre-task activity.

Help

- Working in pairs should provide support for this activity.
- Keep to visual images for the signs if learners do not have confident letter identification and formation.

Activity B

Reading and writing

Pre-task

- The previous task serves as an introduction.

Task

- Ask learner to look at the signs.
- Ask learners to talk to another person about what they think the signs mean.
- Write a key word or words to match the sign.
- For any tricky words, ask learners to identify the first sound and check it against the alphabet ruler. Ask learners to have a go at writing the rest of the word.

Extension

- The above task should present challenges in transcription skills to most learners at Entry 1. However, those working quickly and accurately with this spelling task could be asked to label other signs with key words, e.g. from the *Highway Code*, Health and Safety signs etc.

Help

- Learners could be given this as an oral task, i.e. to talk about what they understand the sign to be about and make decisions about the key words for labelling.
- Support could then be given in writing those labelled words. Again, as in the main task, place importance in listening out for and identifying the initial sound.

Page 13

What's on, where and when?

Materials

- Examples of timetables and wall planners
- Enlarged sentence frames for Activity B
- Copies of Photocopy 1

Rationale

- To read for information.
- To use initial sounds and context to read new words
- To compose sentences using information from reading

Activity A

Pre-task

- Look at the activities offered at Sandford community centre with the group.
- Talk about the features and layout.
- Introduce the enlarged version of the timetable and talk about how the information is laid out on the chart, emphasising left-to-right scanning and top-to-bottom scanning.

Task

- Refer learners to the community activities timetable in Activity A.
- Can learners recognise any activities? This should be an informal sharing of ideas. Prompt the use of initial sounds.
- Ask learners to work in pairs or individually to identify more of the activities.
- Come back as a group and use the enlarged copy to discuss the words learners could identify and then talk about the words they were unsure of.
- Demonstrate the range of strategies that could be used to 'read' some of these words.

Extension

- Read through some real examples to introduce this sub-unit.

Help

- Focus on a simple question, e.g. find something that you could do on Sunday.

Activity B *Speaking*

Task

- Encourage learners to talk about the leisure activities they would consider doing.
- Look at the spellings.

Activity C *Reading and writing*

Task

- Give out the template for this task (Photocopy 1).
- Ask learners to complete the wall planner using their choice of activities and times of day. When completed they can show it to others in the group, who will look at content and spellings.

Reading

Extension

- Learners could prepare a simple questionnaire on what people would like to happen at their community centre and the best days for each session.

Pages 14 and 15 Spelling

Materials

- Assorted magazines, newspapers and highlighter pens
- Chart for group 'ch', 'sh', 'th' words
- Audio clips 8 and 9

Activity A

Task

- You will need to write the scaffolding from the learner's material and show learners how to build up of words step by step.
- This activity can then be completed in pairs.
- Bring the group together to make a list of all the words chosen.
- Have the answers on enlarged cards to use as a prompt or to assist with 'marking' the quiz.

Activity B

Task

- Play audio clip 8.
- Stop after each phrase if appropriate to allow time for learners to write the answer individually or to work as a group.
- Encourage learners to complete the sentence gaps individually. Correct them together.
- Play audio clip 9 and repeat as above.
- As in Activity A, have the answers on enlarged cards to use as a prompt or to assist with 'marking' the quiz.

Activity C

Pre-task

- Write the first sentence on the board and highlight the 'sh'; identify it as a single unit of sound.

- This is an interesting phoneme because it is one sound represented by two letters. There are two other sounds / phonemes like this: 'ch' and 'th'. Write them to show learners.

Task

- Turn to the enlarged sentences.
- Point out that these sentences are to do with going to the shops.
- Write the word 'shop' on the board.
- Repeat the point about two letters making the one sound. Read the first sentence (without showing it), asking learners to listen for the 'sh' sound.
- How many times did the learners hear 'sh'? Scribe the sentence on the whiteboard and ask the group to find the 'sh' grapheme.
- Loop / highlight the 'sh' sounds. Repeat with the second and third sentences.
- Focus on the other sounds 'ch' and 'th' and highlight some examples in the sentences you have already written on the board. Display the last sentence: 'The supermarket is the shop with the best prices.'
- Ask learners to turn to page 15 in the learner's material and look for all three phonemes (sounds) in the sentences. Highlight or circle them.

Extension

- Ask learners to compose and write a sentence with a word/s containing any of the three sounds / phonemes.

Help

- Ask learners to look for the sound / phoneme 'sh'.
- Complete the task with one-to-one support and guidance. If learners show confidence in this shorter task, then move on to finding one or both of the other sounds / phonemes.
- Draw attention to the ch / th / sh words that they have already come across in the unit. Ask learners to find more examples.
- Have the ch / sh / th words from the unit and the answers on enlarged cards to use as a prompt or to assist with 'marking' the quiz.

Activity D

- This activity can be recommended as a regular routine for learners to undertake independently. It does not have to be covered in the session unless appropriate.

Page 16 Integrated skills

Materials

- Supporting texts in teaching space – key vocabulary, days of week, numbers 1–10, upper- and lower-case alphabet etc.
- Whiteboards
- Additional audio extracts of your choice
- Dictionaries, for selective use (see Rules and Tools)

Rationale

- To talk about yourself and to listen to others talk about themselves
- To write about yourself and about where you live and read it aloud to another person

Task

- Encourage independent work for all these activities. Be prepared to work with learners one-to-one, to support and reinforce learning.

Extension

- Encourage more-confident speakers to include more information and to plan their talk in more detail.
- Give good listeners a more complex extract to follow up, e.g. a weather forecast, a sports bulletin, a news item etc.
- Ask more-confident writers to include more personal information, e.g. information on their family and / or friends, to express feelings and opinions about themselves and their neighbourhood.

Help

- This integrated skills activity has 'built-in scaffolds' for less-confident writers, e.g. sentence starters, key vocabulary etc.

- Encourage learners to work as independently as they can. In particular, reduce the amount of writing and suggest choosing one or two of the tasks for completion. One sentence written independently gives the learner an opportunity to feel successful and should be celebrated.
- Providing lots of sentences that have already been scribed will not motivate learners in the same way in terms of becoming independent.
- Look at the support available in the teaching space. Pay attention to the way in which the teaching and activities have developed through the unit and build the visual supports into the environment alongside these learning opportunities.
- Encourage opportunities for the remainder of the writing task to be completed orally for those who are trying fewer sentences.
- These projects present an ideal opportunity for the group to support each other and work together to produce a shared assignment.
 - *All about me* could be undertaken as a short presentation / role-play in front of the group.
 - *Where I live* could be undertaken as a group activity to be displayed in the main foyer or hall of the centre/ library / CAB office.

Review

Refer learners back to page 1 of the learner's booklet. 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.

Pages 17 and 18

Check it

Rationale

- To check and consolidate key learning
- To ensure learners can complete the **Check it** pages

Help

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

Photocopiable resources

Photocopy 1

Template for what's on where and when

| Community centre | | |
|------------------|------------|-------|
| What's on? | Where? | When? |
| | Main hall | |
| | | |
| | | |
| | Small hall | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | Gym | |
| | | |
| | | |