**WRITING BEANS**

**NTRO TO : LITERACY ( more able learners ) TERM ONE**

**5 hours/week 35 weeks**

**The course will deliver an introduction to Literacy specifically aimed at higher level learners who could possibly attempt Functional skills *at a later date.***

**The course will encourage teamwork and social inclusion and will show clear progression throughout three terms of differentiated but challenging sessions which will also strongly encourage creativity and self-expression through the written word.**

**The first term will focus on reading- what is text comprised of- lets break it down.**

**Different types of text?**

**Text all around us? – newspapers, songs, text messages, emails, icons, poems, Haiku.**

**Term one will conclude with a basic intro to writing with a focus** **towards the end on the concept of *audience.***

**Term two will again focus on the components of the written language – but this time bringing it all together.**

**Having deconstructed language students will now focus on completing short fluid pieces of self-expressive writing .**

**Term three will develop this theme to enable learners to write themselves using adverbs, adjectives, and other common literary devices, whilst manging basic grammatical concepts.**

**Every students final piece of work will be published in the Baked Bean Charity Newsletter.**

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|  | **Objective** | **Activities/ Task** |  |
| Week 1.  (5hrs ) | Enrolment  Introduction  Induction  Health and Safety  Share Course overview | Course information-requirements  Enrolment forms  Student handbook  Complete a baseline assessment  ILPs target setting  Forms  Folders  Brainstorm ideas of what we want from course  Course content  Expectations  LETS READ THE NEWS – every week a short newspaper article will be read and shared and discussed.  Certain words will be cut out and looked at in detail to discuss how impact is created. | * **Leaners to be able to complete and sign the induction and enrolment forms** * **Learners to understand what their set individual targets are and how they will be assessed in their understanding of these** * **Learners able to demonstrate a clear understanding of the courses content.** * **Learners understand expectations re attendance, behaviour, H&S, and all other relevant policies** * **Learners start to discuss writing through the medium of newspapers.** |
| Week 2/3/4  (5hrs/week ) | Reading- how to present texts | What is the purpose of different texts?  Newspapers, text messages, comics, emails, poems- haiku.   * Naming and sorting different texts * Working out meaning from images * Comparing different texts for impact * Use of the first and third person * Reading a very short story then answering questions relating to it * Sentence creation using word sequencing then reading back and changing the sequences. | * **Learners will be able to identify the difference between certain types of common text encountered daily and for creative/ enjoyment purposes.** |
| Week 5/6/7.  (5hrs) | Reading-for detail | Picking out the main points  Understanding certain words and learning how to spell them  Using layout to help  Using punctuation to help  Answering tricky questions regarding capital letters and basic punctuation and sequencing. | * **Be able to discuss and articulate their understanding of a basic text** * **Understand how layout impacts** * **Use very basic punctuation** * **Make progress through very basic spelling tests each week** |
| Week 8  (5hrs ) | Adverbs and adjectives | What is an adverb/adjective where do we find them? how do we use them?  Through a variety of sources – media, film, and radio, learners will be taught how to identify then use. | * **Be able to identify and use adjectives and adverbs** |
| Week 9/10 (5hrs) | Tone | What is tone- what does tone tell us about a writer’s intent.  Learners to identify tone in several types of text.  Is the writer happy? sad? angry?  Use very simple very accessible written formats eg advertisements, simple newspaper stories, | * **Learners understand what tone means and how to interpret it** |
| Week 11/12 | Intro to writing – leading to TERM TWO | AUDIENCE – learners will look at children’s books, front of a magazine, an advert  Knowing your audience and purpose. | **By the end of term one learners will be clear WHO they will be writing for**  **What they will be writing about and How they will be feeling in their writing – angry, sad, happy,** |
| **TERM TWO**  **WEEKS 13-24** | **NEXT STEPS LITERACY** |  | **COURSE OVERVIEW**  **Learners will gradually build on knowledge from Term One starting with revision relating to how to**  **Deconstruct a sentence**  **Look at a very simple poem talking about things in the past**  **Talking about things in the future**  **Using tenses consistently**  **Common mistakes with verbs**  **Using joining words**  **Learners will then progress onto learning what is a brilliant descriptive sentence.**  **They will learn to use the five senses in their writing to describe and explain- i.e. what they see, hear, smell, taste and touch.**  **What is a fantastic paragraph?**  **Changing your layout**  **They will write and post a poem to a friend.**  **They will write emails** |
| **Term Three**  **WEEKS 25-35** | **LITERACY Grand Finale** |  | **Course Overview**  **Learners will complete their piece of writing – it can be any form, to any audience but will demonstrate :**  **correct punctuation,**  **commas and apostrophes**  **prefixes and suffixes adjectives and adverbs- all of the above- TONE, AUDIENCE, an understanding of very basic structures.**  **It will also incorporate the skills picked up over the past two terms including use of the senses and how to structure by having a very simple intro, middle and end.**  **Every students final piece of work will be published in the Baked Bean Charity Newsletter.** |