

Family Learning Session Plan

Course: Family Language 2 hours 15 minutes	Date/Session No. 1 9/01/08	Venue: Primary school
Aims: To introduce parents to course content and aims with bilingual translator. To initially assess and enrol parents ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		Learning objectives: Parents will be able to understand course aims, length of course, required commitment etc. in own language. Parents will have given personal information in response to questions. Parents will have written a few words/sentences about themselves.

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Introduction to course aims – content, length and commitment needed.	Listen.		
9.30	Enrol parents.	Fill in enrolment forms with support from bi-lingual teacher.	Ww/E1.1	Q&A
10.00	Set up nursery rhyme box activity. Give out materials for making nursery rhyme box. Show how to make and how it works	Start making 'incy wincy' spider box.		Observation Initial Q&A assessment
10.45	Interview and initially assess learners while other continue with nursery rhyme box activity.	Answer questions, give personal information.	Lr/E1.4	
11.00	Bilingual school teacher to explain course to learners length of course, children's participation etc. in own language.	Listen and ask questions in own language	Sd/E1.1	Observation
11.20	Plenary Explain home activity: Take story boxes home to complete with child.	Learners listen and respond		

Family Learning Session Plan

Course: Family Language 9.30–11.30	Date/Session No. 2 16/1/08	Venue: Primary school
Aims: Adult – to develop awareness of importance of listening and use of rhyme. Joint – to increase awareness of sounds around us and develop vocabulary to describe the sounds. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		Learning objectives: Will be able to identify different sounds. Will be able to join in sound games/sung nursery rhymes. Will be able to make a resource to help develop listening and practice rhymes.

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.30–9.50	Enrol any new parents. Encourage feedback from nursery rhyme box making – how much has been done? (to complete with child in JS later on) One comment from each parent “why child is happy” “my child likes reading”.	Learners to contribute to discussion and answer questions. * Learners answer with support from bilingual teacher.	Lr/ EI.4b	Enrolment form
10.10	Tutor recap on purpose of story box/nursery rhymes – e.g. nursery rhymes – Incy Wincy, Humpty Dumpty.	Listen and ask questions.	Lr/EI.1b	Q&A
10.10	What ‘children’s songs’ or nursery rhymes do you remember from your country? Encourage parents to say a song and sing to group.	Learners share songs and rhymes from their own culture.	Sc/ EI.1b	Q&A
10.20	Link songs rhymes to listening. Why is listening important? Elicit answers.	Learners contribute to discussion.	Sd/ EI.4d	Q &A
	Ask parents to listen to sounds around them. Listen – what can you hear?	Listen and contribute to discussion.	Lr/ EI.1d	Participation
10.30	Brainstorm to W/B. Fill in spider diagrams. Parents copy.	Make a copy of brainstorm of sounds we can hear all around us.		Task
10.40	Go through home-time activity ‘sounds in our day’. Explain.	Listen.		

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Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
10.45	Joint session with bilingual teacher and adult tutor.			
10.45	Support parents to complete making nursery rhyme box with child.	Work with child to complete nursery rhyme box.		Observation
11.00	Play with nursery rhyme story box saying rhyme.	All parents and children together.	Sd/ El.1a	Observation
11.10	Circle of parents and children led by bilingual teacher. Nursery rhymes – Incy Wincy, Baa Baa Black Sheep, listening game – rolling the ball and saying the name. Focus on listening and saying name first.	Parents and children to take part in activities.	Sc/ El.1b	Observation Participation
11.20	Listening moment – what can you hear? (Parents and children together)	Group activity to listen sounds all around.	Lr/ El.1d	
11.25	Finish off story box – recap on home activity listening to all the sounds in a day (bilingual teacher to translate if necessary).	* Translation for parents.		Observation Completed task

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Course: Family Language intensive	Date/Session No. 3 23/1/07	Venue: Primary school 9.15–11.45
Aim: To raise awareness of sounds around us in an everyday context ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		Learning objectives: Use 'wh' questions about things they can hear and see. Describe sounds they can hear. Use a sound walk to ask their child questions.

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15 9.30	Encourage feedback from sounds in a day H/T. Introduce the day's session – sound walk – asking questions – 'wh' and 'can you see?'	Learner give examples of what they heard. Listen to aims.	Sc/EI.4d Lr/E1.1b	Q&A
9.45	Ask – what can you hear? Explain 'sounds'. Examples of sounds – brainstorm responses to whiteboard.	Learners listen and identify sounds they can hear.	Lr/E1.2b	Q&A
10.00	Explain pair work; practise using visual cues: What you see? What can you hear?	In pairs, look and listen to identify sounds. Draw pictures of what they see. * Pair up learners stronger with weaker.	Sc/EI.4d Sc/E1.4a	Q&A
10.30	Monitor pairs Elicit feedback from pairs on pictures, reinforce as whole group: 'What can you see?' 'What can you hear?'	Group discussion on previous activity. * Bilingual teacher to translate as required.	Sd/EI.1	Participation
10.45	Joint Session – sound walk. Explain, give instructions on purpose of walk. Give out quiz and explain. Introduce 'wh' and 'can' questions to use with children. Walk around neighbourhood listening for environmental sounds and completing quiz – 'wh' and 'can' questions. Encourage use of home language.	Talk with their children using 'wh' and 'can' questions as they walk around the neighbourhood. Complete quiz.		Listening skills

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Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
11.15	Elicit feedback from walk and quiz. Listening moment – parents and children – stand and listen to sounds.	Parents and children talk about what they have heard on the walk and answer quiz.	Lr/E1.5	Q&A
11.40	Plenary. Home activity: draw a picture of sounds heard on sound walk and label it.	Listen and respond.		

Family Learning Session Plan

Course: Family Language 9.15–11.45	Date/Session No. 4 30/1/07	Venue: Primary school
Aim: Adult – to practise ‘ooh’ questions and other open question forms. Joint – to be aware of ‘good sitting’ ‘looking’ ‘listening’ ‘thinking’ ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		Learning objectives: Will be able to use answer cues to construct wh + open questions. Will be able to form open questions in pairs. Will be able to observe children carrying out good listening, looking, thinking.

Time	Activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Elicit feedback from home task – ‘sounds’ in a day and sound walk pictures.	Learners share what they have listened to with children during the week.	Lr/E1.4b Sc/E1.1a	
9.30–9.40	Recap on sounds ??? Introduce picture cards – what can you see? What (do you think) you can hear?	Learners identify pictures and possible sounds.	Lr/E1.2c	Q&A
10.00	Write vocabulary on whiteboard. Introduce card activity – in pairs, use the cards to practise ‘What can you see?’ ‘What can you learn?’	Learners use cards to practise vocabulary for looking and listening. * Pair weaker with stronger learners.	Lr/E1.4b	Observation
10.10	Swap cards and pairs around regularly – encourage further ‘wh’ and ‘where is it?’	Continue activity in pairs.	Sc/E1.4e	Observation
10.20	‘Wh’ questions – give out answers and elicit question forms – how, what, where, put onto whiteboard.	Practise finding questions to match answers in pairs. * Use question cards as prompts.	Sc/E1.4d	Q&A
10.45	Joint session Explain cards used in class with children: 4 cards ‘good sitting’, ‘good listening’, ‘good looking’, ‘good concentration’, ‘good turn-taking’	Parents and children listen and discuss.	Lr/E1.1b	Observation
11.00	Teacher to get children to demonstrate each skill. Lead group in making up own version of ‘Humpty Dumpty’ and alternative version ‘nursery rhymes’. Record on whiteboard	Parents to join with their children in thinking up alternative versions for rhymes.		Observation

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Time	Activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
11.45	Plenary Home activity: Using 'Wh' question cue cards with members of the family e.g. 'What time do you get up?' 'Where do you go to school?' Matching questions and answers exercise. Share nursery rhymes at home.	Listen and respond.		Completion of home task

Family Learning Session Plan

Course: Family Language 9.15–11.30	Date/Session No. 5 6/2/08	Venue: Primary School
Aim: To practise ways to enliven a children's stay and learn 'sound' vocabulary in the story. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		Learning objectives: Will be able to use key 'sound' vocabulary from 'Bear Hunt' story. Will be able to answer questions about story. Will be able to make a shaker for child.

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Elicit feedback from Q&A matching exercise – home activity – show good examples of homework.	Share what they have done at home with children and what they have learnt.	Sc/E1.4a 4d	
9.30	Recap on Q&A – check question vocabulary and consolidate. Introduce session aims – introduce Big Book its title 'Who is a Bear?' 'Who knows the story?'	Learners to respond to tutor's questions.	Lr/E1/1d Sc/E1.4a	Q&A
9.40	Read the story – elicit/vocabulary from pictures. Focus on sound long words: 'swishy swashy', 'squelch', 'hoo woo'. Check understanding – what makes this noise?	Learners to listen to the story and join in with the sounds.	Lr/E1.2e	Q&A
10.10	Discussion Do you have snow/mud/rivers/caves in your country? What noise does grass, snowstorm, mud, make?	Learners to respond to questions.	Sc/E1.4a	Participation
10.15	Model how to make noises to accompany telling of story. Parents make noises. Model matching cards and noises.	Parent make noises. Parents match vocabulary cards together (e.g. long grass and 'swishy swashy').	Rw/E1.1b	Completed task

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Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
10.30	Show parents how to make shakers – explain and demonstrate uses	Watch tutor and ask questions.	Lr/E1.1	Observation
10.45	Joint session – Let children choose shakers, – what's in it? What is it? What noise does it make? – Bear Hunt Story.	Children listen and shake shakers at right part. Children make different sounds in story with shakers, feet and mouths (e.g. swishy swashy).		Observation
11.30	Plenary Explain home activity: parents receive copy of Bear Hunt story and read at home with children over half- term using shakers and making sounds	Listen and respond		

Family Learning Session Plan

Course: Family Language 9.15–12.30	Date/Session No. 6 20/2/08	Venue: Primary school
Aim: To encourage parents to engage and interact with child on an educational visit to Museum of Science and Technology, using mother tongue to ask and answer questions and thus consolidate listening and speaking skills. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		Learning objectives: Parents will be able to engage in various activities with their child and engage them with different questions in mother tongue. Parent and child will draw and note down things of interest. Take pictures to go into a scrapbook of trip to be compiled in future sessions.

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Brief parents on trip and explain focus of trip and importance of talking with their child in mother tongue about things they see at the museum. Give out notebooks for drawing pictures and noting down words. Give out disposable cameras for taking pictures of things they like to go in scrapbook for trip. Explain their use.	Parents and children to listen and ask questions as needed.	Lr/El.1b Lr/El.1b	Listening and attentiveness
9.30	Leave on coach for trip.			Listening & attentiveness
9.50	Arrive.			

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Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
10.00	<p>Lead group to Experiment Crazy Chemistry and Turbine Hall</p> <p>Encourage parents to ask child questions and write or draw with child in notebook things they find interesting or like.</p> <p>Encourage them to take turns with child using the disposable camera and drawing or writing in the notebook.</p> <p>Take photos of parents and children to form part of a trip evaluation sheet.</p> <p>Explain to parents that notebook/scrapbook is a joint activity and that we will be working on it further in class – it must include work of both parents and children</p> <p>Take video of parents and children to be shown at school in next joint session to encourage speaking commentary and describing of trip by parents verbally and to stimulate writing in the scrapbook.</p>	<p>Take part in activities in museum with their child.</p> <p>Ask child questions. Draw and write in notebook to record interesting things they see.</p> <p>Parent and child take turns to use camera.</p>	<p>Rw/EI.1a</p> <p>Sd/EI.1a Sc/E1.4e * participation and interaction</p> <p>Lr/EI.1d Lr/EI.1b</p>	<p>Observation</p> <p>Observation</p> <p>Observation of parent and child</p> <p>Observation of parent and child</p>
11.30	Introduce lunch and opportunities for developing social interaction with children.	Take part in shared lunch to develop social skills with children.		Observation of parent and child interaction
12.15	Plenary and explain home activity. Complete pictures and label drawings in scrapbook	Listen and respond		
12.30	Return to school			

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Course: Family Language 9.15–11.30	Date/Session No. 7 27/2/08	Venue: Primary School
Aim: To use pictures taken on museum trip to encourage speaking and writing in verbal and written feedback.		Learning objectives: Parents will be able to give simple description of what is happening/happened after watching video of museum trip. Parent will be able to write a guided writing piece about the trip with help.
ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Introduce aims and elicit feedback on home activity. Project photos as slideshow onto whiteboards.	Look at photos on screen.		Q&A
9.25	Using photos from trip, ask open questions to encourage speaking: 'What this?' 'Who's that?' Put key vocabulary on whiteboard.	Respond to questions, e.g. 'It's Shahida. She is listening to the sounds down the tube.'	Lr/E1.5	Responses
10.00	Introduce photos worksheet and give examples of written sentences on whiteboard. Provide structured gap fill paragraph which parents can copy and fill in gaps. Demonstrate use.	Parents choose a photo worksheet of them and their child and use gap fill for own written feedback, filling in gaps to complete the paragraph. * Teacher to support as needed.	Wt/E1.1	Completed worksheet Observation
10.45	Joint session: introduce slideshow and ask children open questions.	Children give responses and feedback. Parents listen.		Q&A
11.15	Show video (5 mins) of trip and ask questions.	Children and parents give responses comments on video.	Lr/E1.1	Observation Q&A
11.25	Plenary Explain home activity. Draw picture and/or write about favourite part of trip in scrap book or on photo feedback sheet of trip.			

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Course: Family Language 9.15–11.30	Date/Session No. 8 5/3/08	Venue: Primary school
Aim: To practise aspect 5 in 'Letters and sounds' curriculum; saying initial sounds, and hearing and clapping out syllables. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)	Learning objectives: Will be able to name initial sounds for objects. Play initial letter 'I spy' game. Identify written form of heard sounds. Identify syllables – clapped out syllables in games.	

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Introduction to day's aims and elicit feedback on home activity.	Listen and respond.	Sr/E1.5	LS
9.25	Explain activity – identifying initial sound of objects in the room. Point to objects.	Say initial sounds of objects items in room.	Rw/E1.3	Q&A test
9.35	Ask who knows how to play 'I spy'. Start off game and support.	Say 'I Spy' with classroom objects.	Rw/E1.3	Observation
9.45	Dictate sounds and check back'	Write letters for sounds on whiteboards.	Ww/E1.2	TEST Observation
10.00	Give out cards for S,A,T,P,I,N letter card race and explain that parents in groups will try to make the most words.	Parents in groups combine letters to make words (as a race).	Ww/E1.1	GAME Observation
10.15	Demonstrate clapping syllables using names.	Clap own names out and count syllables.	Rw/E1.2	Observation GAME
10.25	Who's Name? Clap out a learners name.	Learners guess whose name it is. Learners clap out child's name.	Rw/E1.2	Observation GAME
10.40	Children and teacher to demonstrate alternative jingles done in reception, and give out cards.	Using names of child/parent to make jingles. Parent and child build words together, using cards for support. * Bilingual teacher to support weaker learners.		



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Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
11.20	Plenary Explain home activity. Practise jingles at home and draw pictures to go with sounds practised.			

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Family Learning Session Plan

Course: Family Language 9.15–11.30	Date / Session No: 9 12/3/08	Venue: Primary school
Aim: To recap and practise saying and writing letter sounds s,a,t,p,i,n and introduce and practise c,k,e,h,r,m,d individually and with children. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)	Learning outcomes: Will be able to use s,a,t,p,i,n cards to build words as a race activity. Will be able to play I spy using c,k,e,h,r,m,d. Will be able to use hand actions for c,k,e,h, r,m,d as practised on jolly phonics DVD. Will be able to identify syllables in own and child's name. Will be able to join in with child practising s,a,t,p,i,n.	

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Recap on last week's lesson and home activity.	Give examples of homework	Sc/E1.4d	Verbal feedback and examples of home task
9.30	Intro to today's session and info on forthcoming sessions.	Learners listen and answer questions		
9.40	Introduce next task. Pass feely bag with objects in around class.	Pull an object out of sack and make the sound it begins with. * Learners make final sound. ** Learners sound out whole word blending through the word.	Sc/E1.1b	Oral example
9.55	Choose learners to write on the whiteboard the letter each object begins with, observing correct letter formation. Encourage correction from class.	Learners write initial sound on lines ruled on whiteboard. Others critically observe and correct.	Ww/E1.2a	Observation Completion of task
10.05	Introduce I spy activity. Encourage sounding out	Play 'I spy' using m,d,g,o,c,k in class room environment * Encourage sounding out of whole word when word is guessed.	Lr/E1.2d Sc/E1.1b	Observation OE
10.15	Play letters and sounds DVD (set 3). Stop DVD regularly and ask learners to identify letter sound being practised	Learners watch letters and sounds DVD (aspect3), identifying sounds being practised.	Lr/E1.2d,e Sc/E1.4d	VF OE

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
10.30	JOINT SESSION Bilingual teacher leads session where children demonstrate: m,d,g,o,c,k.	Parents watch and join in with children practising the letters.	Lr/E1.2d,e Sd/E1.1a	Parent/child interaction
10.45	Children demonstrate use of magnetic letters	Parents join in with children using magnetic letters to make words.	Lr/E1.2d,e Sd/E1.1a	Parent/child interaction
11.00	Alliteration games			
11.20– 11.30	Plenary Explain home task	Make own letter cards and use to play letter card games	Lr/E1.2e	

Session evaluation (strengths/weaknesses)	Notes for next session

Name	Comment

Family Learning Session Plan

Course: Family Language 9.15–11.30	Date / Session No: 10 19/3/08	Venue: Primary School
Aim: To practise saying ,writing and blending letter sounds m,d,g,o,c,k individually and with children. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)	Learning outcomes: <ul style="list-style-type: none"> • Will be able to identify objects with initial sounds m,d,g,o,c,k. • Will be able to play I spy using m,d,g,o,c,k • Will be able to form letters m, d, g, o, c, k using a whiteboard. • Will be able to practise m,d,g,o,c,k with child and on letters and sounds DVD. • Will be able to use magnetic letters to make words with child. 	

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Recap on last week's lesson and home activity.	Give examples of homework	Sc/E1.4d	Verbal feedback and example of home task
9.30	Introduce today's session and give information on forthcoming sessions.	Learners listen and answer questions		
9.40	Introduce next task. Pass feely bag with objects in around class.	Pull an object out of sack and make sound it begins with * learners make final sound ** learners sound out whole word blending through the word	Sc/E1.1b	Oral example
9.55	Choose learners to write on the whiteboard the letter each object begins with, observing correct letter formation. Encourage correction from class.	Learners write initial sound on lines ruled on whiteboard. Others critically observe and correct.	Ww/E1.2a	Observation Completion of task
10.05	Introduce I spy activity. Encourage sounding out	Play 'I spy' using m,d,g,o,c,k in class room environment* encourage sounding out of whole word when word is guessed.	Lr/E1.2d Sc/E1.1b	Observation Oral example
10.15	Play letters and sounds DVD (set 3) stop DVD regularly and ask learners to identify letter sound being practised an	Learners watch letters and sound s DVD (aspect3) identifying sounds being practised.	Lr/E1.2d,e Sc/E1.4d	Oral example

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Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
10.30	JOINT SESSION Bilingual teacher leads session where children demo: m,d,g,o,c,k.	Parents watch and join in with children practising the letters.	Lr/E1.2d,e Sd/E1.1a	Parent/child interaction
10.45	Children demonstrate use of magnetic letters.	Parents join in with children using magnetic letters to make words.	Lr/E1.2d,e Sd/E1.1a	Parent/child interaction
11.00	Alliteration games.			
11.10	Plenary Explain home task.	Walk outside spotting m,d,g,o,c,k and fill in on worksheet.	Lr/E1.2e	

Session evaluation (Strengths/weaknesses)	Notes for next session

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Family Learning Session Plan

Course: Family language 9.15–11.30	Date / Session No: 11 9/4/08	Venue: Primary School
Aim: To recap on s,a,t,p,l,n,m,d,g,o,c,k with jolly phonics hand actions and practise hearing mid vowels in CVC words ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)	Learning outcomes: <ul style="list-style-type: none"> • Will be able to recognise initial sounds: s,a,t,p,i,n,m,d,g,o,c,k. • Will be able to demonstrate hand actions for letter sounds as on jolly phonics DVD. • Will be able to use jolly phonics hand actions. • Will be able to identify mid vowels in CVC words. • Will be able to use magnetic letters to practise mid vowels with child. 	

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Today's aims on whiteboard.	Listen and copy if they wish	Sc/E1.4d	Verbal feedback and example of home task
9.30	Holiday home task. Elicit a verbal response.	Show and talk about examples of homework done in hols		
9.45	Recap on s,a,t,p,l,n,m,d,g,o,c,k sounds. Make sound. Point to objects. Elicit more things with same initial sound.	Learners point to object. Learners make sound. Name words with same initial sounds.	Sc/E1.1b	Oral example
9.55	Play jolly phonics DVD of first set of letters.	Learners watch jolly phonics DVD to see how hand actions work and see letter formation demonstrated.	Lr/E1.1 and 1.2d	Oral example
10.10	Jolly phonics hand actions.	One learner makes a letter sound, the group does the J.P. hand action in response.	Lr/E1.1 and 1.2d Sc/E1.1b	Observation
10.20	What are vowels? Put on whiteboard. Write some simple CVC words on whiteboard. Sound out deliberately and elicit mid vowel sound.	Name vowels, then sound them. Learners listen to word then articulate the mid vowel .	ScE1.1b Lr/E1.1d/2d	Observation Completion of task

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10.25	Make vowel sound. Choose a learner to write the sound on the whiteboard.	Learner writes vowel on whiteboard in response to sounds. Others critically observe letter formation.	Lr/E1.2d Ww/E1.2a Ww/E1.1b	Observation Completion of task
10.45	JOINT SESSION Bilingual teacher leads session where children demo m,d,g,o,c,k hand actions.	Parents watch and join in with children practising the JP hand actions .	Lr/E1.2d, Sd/E1.1a	Parent/child interaction
11.00	Mid vowel practise using magnetic letters. Concentrate on words that are only different by one letter e.g. mid vowel or initial consonant.	Parents join in with children using magnetic letters to make words that f/k dictate e.g. mog, ham, dug, box.	Lr/E1.2d,1d Ww/E1.1b	Parent/child interaction
11.20	Plenary Give out instructions for play dough and explain home activity: to make play dough at home and bring to class to use next week.	Make play dough at home with child.	Lr/E1.2b	

Session evaluation (Strengths/weaknesses)	Notes for next session

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Name	Comment

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Course: Family Language 9.15–11.30	Date / Session No: 12 16/4/08	Venue: Primary School
Aim: To introduce and practise writing and saying initial sounds h,e,u,r,b and consolidate and practise initial letter sounds and mid vowels already done. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)	Learning outcomes: <ul style="list-style-type: none"> • Will be able to identify initial sounds s,a,t,p,l,n,m,d,g,o,c,k. • Will be able to use jolly phonics hand actions for letter sounds. • Will be able to identify initial sounds of objects. • Will be able to build words using letter cards and sounded them out. • Will be able to use play dough to form initial letters and mid vowels in words with child. 	

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Today's aim and outcomes on whiteboard.	Listen	Lr/E1.1d	Tutor Observation
9.20	Feedback from home task (making play dough)	Learners show play dough they have made.	Sc/E1.4d	Verbal feedback
9.30	Recap on s,a,t,p,l,n,m,d,g,o,c,k sounds using mini whiteboards.	Learners write letter on mini whiteboard in response to sound. * S ticks letter on letter formation sheet instead.	Lr/E1.2d Ww/E1.2a	Tutor observation
9.45	Jolly Phonics hand actions practise- tutor led then learner led	Learners make sounds in response to hand actions by tutor. A Learner makes a hand action and others say sound	Lr/E1.2d Sc/E1.1b	Tutor Observation Oral example

Family Learning Session Plan

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.55	Introduce feely bag.	Learners take it in turns to pick an object out of bag, name it and make the initial sound e.g. hat 'h'. *Encourage sounding out of whole word (if phonetic) for stronger ones.	Sc/E1.1b	Tutor . observation Oral eg.
10.10	Practise jolly phonics hand actions for new sounds: h,e,u,r,b. Use objects from bag. Give out hand actions w/s.	As a group, learners practise hand actions for each letter in response to objects seen. Refer to hand actions w/s to help.	Lr/E1.2d	Tutor observation Oral eg
10.20	Introduce letter cards activity. Learners to work in pairs (stronger & weaker together – mix up seating) Who can make most words in time limit?	Learners build words using letter cards incorporating old and new letter sounds. *Stronger ones record their words on paper.	Rw/E1.2a Ww/E1.1a	Tutor observation OE Completion of task
10.35	Ask learners to read out words. Encourage sounding out of whole word for stronger ones and initial sound for less confident. Emphasise blending through word.	Read out the words. *Stronger sound out word (if poss) blending sounds together. Less confident make initial sound only.	Sc/E1.1b Ww/E1.1b Rw/E1.2a	Oral eg. Completion of task
10.45	JOINT SESSION F /K Making initial letters out of play-dough.	Child picks object out of feely bag. Parent and child make initial letter out of play dough. Refer learners to letter formation sheet if needed	Lr/E1.2d, Ww/E1.1b Ww/E1.2a Rw/E1.2a Sd/E1.1a	Tutor obsv. Completion of task. Parent/child interaction.
11.00	F/ K say CVC words in random order.	Parent and child identify and make middle vowel sound out of play dough, referring to letter formation sheet if needed.	Lr/E1.2d, Ww/E1.1b Ww/E1.2a Sd/E1.1a	Tutor obsv. Completion of task. Parent/child interaction.
11.15	If time , F to lead alliterative jingle game. K to support.	Play alliterative jingles game with child.	Lr/E1.1b Lr/E1.2d, Sc/E1.1a Sd/E1.1a	Tutor obsv. Parent/child interaction

Family Learning Session Plan

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
11.25	Plenary Explain H/T: to find food labels or pictures with child and glue next to letters on an alphabet list.	Learners listen and respond	Lr/E1.2b	

Session evaluation (Strengths/weaknesses)	Notes for next session

Name	Comment

Family Learning Session Plan

Course: Family Language 9.15–11.30	Date / Session No: 13 23/4/08	Venue: Primary School
Aim: To review learners ILP targets and set new ones. To practise language of instruction. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)	Learning outcomes: <ul style="list-style-type: none"> • Will be able to identify new ILP targets and talk through them simply with tutor. • Describe ingredients and process of making play dough. • Sequence pictures for making tea. • Give instructions using sequencers. 	

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Feedback on home activity (dictionary). Ask Qs to encourage learners to describe what they did.	Show work done on dictionary so far to class. Describe if poss. what they did.	Sc/E1.4d	VF Q&A
9.30	Ask learners how they made play-dough to elicit instruction language. Put key ingredients and words on whiteboard	Learners describe process of making play-dough including ingredients.	Sc/E1.4d	Verbal feedback and example of home task
9.50	Give out pictures of process of making tea. Elicit process, emphasise imperative; put, fill, empty etc.	Learners look at pictures and describe what's happening in them. Practise using imperative form.	Sc/E1.4d	Oral example
10.10	Give out pictures of process of making tea, one learner with complete sequence, the other with jumbled pictures	Learners work in pairs. Learner with complete sequence gives instructions to the other who puts pictures in correct order	Sc/E1.4d	Oral example
10.25	Give out new ILP targets. Go round individually going through them with learners. Others write out instructions while waiting.	Learners look through new ILP targets with K. Learners write instructions for making tea below pictures.	Ww/E1.2a Rs/E1.1a	Observation Completion of task

Family Learning Session Plan

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
10.45	JOINT SESSION- Bilingual teacher to lead. Big book 'down in the jungle' teacher modelling reading to children and asking questions.	Parents listen and watch children reading with F.	Lr/E1.2d Sc/E1.1b	Observation
	Teacher asking questions to parents and children about the story: vocabulary, punctuation, etc.	Parents and children answering questions about the story.	Lr/E1.2d,e Sc/E1.4d	VF Oral example
11.15	Explain about library trip in three weeks using bilingual teacher to translate.	Parents and children listen.	Lr/E1.2d,e Sd/E1.1a	Parent/child interaction
11.25	Plenary Explain home task: instructions for making chapattis; putting in correct order and writing instructions.	Parents listen and respond.	Lr/E1.2d,e	

Session evaluation (Strengths/weaknesses)	Notes for next session

Name	Comment

Family Learning Session Plan

DRAFT

Family Learning Session Plan

Course: Family language 9.15–11.30	Date / Session No: 14 30/4/08	Venue: Primary School
Aim: To practise saying, writing and blending letter sounds f,l,j,v,w,y,x,z individually and with children. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)	Learning outcomes: Will be able to identify objects with initial sounds: f,l,j,v,w,y,x,z. Will be able to use jolly phonics hand actions for f,l,j,v,w,y,x,z. Will be able to use letter formation of f,l,j,v,w,y,x,z. Will be able to build words using f,l,j,v,w,y,x,z and previously practised letter sounds. Will be able to use magnetic letters and play dough to form letters and make words with child.	

Time	Tutor activity	Learner activity Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Feedback on home activity.	Give examples of homework.	Sc/E1.4d	Verbal feedback and examples of home task
9.30	Intro to today's session aims/outcomes.	Learners listen.		
9.35	Recap on previous letter sounds. Point to objects in classroom environment to elicit letter sounds.	Learners make initial sound of objects pointed to in class.	Lr/E1.2d Sc/E1.1b	Oral example.
9.40	Intro next task. Pass feely bag with objects in around class.	Pull an object out of sack and make sound it begins with. * Learners make final sound. ** Learners sound out whole word blending through word.	Sc.E1.1b	Oral example
9.50	Introduce and practise jolly phonics hand actions for new letter sounds. Use wall frieze and w/s.	Practise hand actions for f,l,j,v,w,y,x,z and make them in response to given sounds.	Lr/E1.2d Sc/E1.1b	Observation Oral example
10.10	Give out card. Explain task. Put 'x' and 'z' at end of words e.g. box, buzz.	Learners make letter cards for new letters and then use them to build CVC words, incorporating letters already learnt and new ones practised. * Use letter formation sheet to help e.g. jam.	Lr/E12d,e Sc/E1.4d	Oral example

Family Learning Session Plan

Course: Family Language 9.15–11.30	Date/Session No. 15 7/5/08	Venue: Primary School
Aim: To teach hand actions and articulation of 'qu', 'ch', 'sh', 'th' (soft and hard) and practise answering 'wh' questions ready for visit to the library. ECM reference: Enjoy and achieve (ready for school); Achieve economic wellbeing (ready for employment)		
Learning objectives: Will have practised. Will be able to articulate 'qu', 'ch', 'th', 'sh' and demonstrate accompanying hand actions. Will be able to read information sheet about library and answer 'wh' questions about it. Will be able to scan for key information. Build words with child using magnetic letters.		

Time	Tutor activity	Learning activity: Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
9.15	Recap on previous weeks session and intro next weeks session visit to library etc.	Learners listen.	Lr/EI.1d	Listening skills
9.30	Present library information to learners. Ask them to look at it quietly. Look for information on opening hours, services etc.	Learners read Manchester Council large print library information sheet.	Rt/EI.1b	Completion of task
9.45	Ask 'wh' questions about library information: Where it is? When is it open? When is it open late? What type of books can you borrow?	Learners scan the text to find opening hours – multilingual books for loan, address, telephone number, events etc. * Support less-able learners.	Rt/EI.1b	Q&A
10.10	Draw learners attention to Jolly Phonics hand actions for qu, ch, sh, th. Demo sounds. Ask for examples of objects/words with sounds.	Learners identify words, objects beginning with qu, ch, sh, th and say words, practising beginning part of example. Practice hand actions.	Sc/E1.1	Q&A oral examples Tutor observation
10.20	Say sound and make hand action.	Learners make hand action. Learners make sounds.	Lr/EI.2d Sc/EI.1b	Oral examples Tutor observation
10.30	Show letters and sounds DVD, Phase 2 – articulation of sounds so far.	Learners watch DVD and copy sounds if wished as they watch.	Lr/EI.2d	Tutor observation Q&A

Family Learning Session Plan

Time	Tutor activity	Learning activity: Differentiation activities to be highlighted with *	Curr. ref.	Method of assessment
10.45	Joint Session: introduce activity to parents and children – making words with magnetic letters. Talk about looking after books. Talk about author, illustrator etc., turning pages. Fiction/non fiction books. Share story from big book.	Practise words with magnetic letters in particular mid vowels. Listen and respond to story.	Lr/EI.2d WW/EI.1b	Tutor observation
11.20	Plenary Explain home activity: Practise new letter sounds and hand actions at home.	Listen and respond.		