

Programme: Bilingual families: Keeping up with the children 30 hours. Adults only with children's involvement through home activities	Subject Sector Category: FLLN	Level of Learning: Entry 2/3 ESOL:	Length of session: 2 hours	Tutor: Teacher:
Start date: March 2008	End date: July 2008	Day & time: Monday 10 a.m. – 12 noon		Location: Primary School

Session	Session Topic	Learning outcomes and activities	Curriculum ref.	Assessment	Home activities
1 25/2/08	Exploring phonics	<ul style="list-style-type: none"> Identify initial letter sounds. Identify letter clusters (gr, sn, gl, fr, cl, br, fr, bl, dr, cr, sh, pr). Construct a game to teach children these letter sounds. Assessment – writing: ask learners to write a short piece about their children; Listening and speaking: informal Q and A about themselves and their family Reading: read a short text	Lr/E3.2e Sc/E3.1b Rw/E1.2a	Oral Oral Obs	Play the phonics game from the session with their children.
2 3/3/08	Exploring fairy tales	<ul style="list-style-type: none"> Identify the language and format of fairy tales. Listen and recount a fairy tale. Identify adverbs and adjectives and use them to enhance a story. 	Rt/E2.2a Lr/E2.2e Ws/E2.2a	Oral Oral Written	Share picture story of Little Red Riding Hood with children. Reorder pictures and recount the story orally. (Get older children to suggest adjectives and adverbs to enhance an oral retelling of the story.)

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3 10/3/08	Exploring nursery rhymes and poems	<ul style="list-style-type: none"> • Use antonyms and synonyms. • Identify differences and similarities between nursery rhymes, stories and poems. • Make a game to help children identify rhymes and develop their vocabulary. 	Rw/E3.1a Rt/E3.2a Sc/E3.4f	Oral Oral Obs	Play rhyming card game at home.
4 17/3/08	Retelling a story (Goldilocks & the Three Bears) orally and in written form	<ul style="list-style-type: none"> • Retell a story. • Write the story of Goldilocks & the Three Bears. • Identify and use five different punctuation marks correctly. • Make a punctuation game. 	Sc/E3.4c Ws/E3.3a Rs/E1.2a	Oral Written Written	Play punctuation game at home with children.
5 31/3/08	Making a book about learners' families (part 1)	<ul style="list-style-type: none"> • Follow instructions to construct a book. • Identify key features of instructional texts. • Produce a plan of the book's contents. • Identify resources needed (photos, pictures, mementoes). 	Lr/E2.4a Rt/E3.3a Wt/E3.1b	Obs Oral Written	Make a smaller (A4) version of slotted book at home with children. Involve children in writing a fairy story about themselves using writing frame.
6 21/4/08	Making a book about learners' families (part 2)	<ul style="list-style-type: none"> • Draw a family tree. • Write a short text about family members. • Produce a timeline for the family. • Identify additional content, including input from family members. 	Wt/E2.1a Wt/E3.1a	Written	Get children to draw self-portrait and write short description about themselves using writing frame
7 28/4/08	How children learn to write	<ul style="list-style-type: none"> • Look at examples of children's writing and how this develops. • Trace the development of children's writing. • Identify CVC words. • Look at writing plans (spidergrams, word webs etc.) and use them to illustrate the stages of children's writing 	Rs/E2.1b Sd/E3.1g Rw/E2.2a Wt/E3.1a	Oral Oral Oral & written	Play 'Making and Breaking' game at home with children. Formulate CVC/CCVC/CCVCC words with children using worksheet.

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8 12/5/08	Spelling	<ul style="list-style-type: none"> Identify different strategies to help children spell (e.g. clap out syllables, words within words). Identify some spelling rules (matching game). Brush up dictionary skills. Discuss games to help children spell (scrabble, hangman, wordsearch, crosswords) and look at examples. 	Sd/E3.1c Rw/E3.3a Ww/E3.1a <i>Rw/E2.4a</i>	Oral Oral and obs Written Oral Obs	Play spelling games ('hangman', 'words within words' 'crosswords' etc.) with children.
9 19/5/08	Looking at the National Curriculum (early years – Yr 6)	<ul style="list-style-type: none"> Identify main early learning goals. Discuss the literacy strategy. Complete a quiz on the national curriculum. Match year groups with different stages of the curriculum. 	Rt/E2.4a Sd/E.3a Sd/E3.1e	Oral Oral Written Obs & oral	Learners to observe their children playing and identify what learning is taking place.
10 2/6/08	Looking at spelling and grammar (i)	<ul style="list-style-type: none"> Check grammatical knowledge. Use prepositions. Check knowledge of verbs. Use plurals correctly. 	Ws/E3.2a Rs/E3.1b	Written	Use positional language with children in everyday situations – playing with toys, setting the table.
11 9/6/08	Looking at spelling and grammar (ii)	<ul style="list-style-type: none"> Identify five grammatical terms. Identify complete and incomplete sentences. Construct a grammar game. 	Ws/E3.2a Rs/E3.1b	Written Oral Obs	Play grammar game with children.
12 16/6/08	How children learn to read	<ul style="list-style-type: none"> Read and discuss how to support the development of reading skills. Construct letter fans and zig-zag books to help with phonemes. Identify individual phonemes. Discuss how to encourage older children to read. 	Sd/E3.1d Rt/E2.1b Rw/E2.3a	Oral Obs Oral Written & oral	Use realia from home to help children identify initial phonemes (feather, fork etc.).

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13 23/6/08	Visit from dental adviser ('Smile with the Prophet')	<ul style="list-style-type: none"> Listen to a talk and make notes of main points. Present a synopsis of the talk. Ask for information. Draft a leaflet to promote the talk to other parents (including quiz and poster competition for children). Practice for national test at home. 	Lr/E2.3b Wt/L1.2a Wt/E3.2a Sc/E3.3b	Written Oral Written	Help children design a poster to promote dental health to parents and classmates.
14 7/07/08	Discussing progress	<ul style="list-style-type: none"> Listen to a presentation and ask for information about courses. Discuss progression, including signposting. Practise completing a job application form and CRB check. Write a short summary of plans for training/education in the future. 	Sc/E3.3b Sc/E3.1e Wt/E3.2a	Oral Oral Written Written	Interview children about plans for the future using writing frame.
15 7/6/8	Summative assessment (including presenting an overview of the course)	<ul style="list-style-type: none"> Produce a spidergram of the topics covered in the course (group activity). Draft a leaflet to promote the course. Plan and write a short presentation on the benefits of the course. 	Wt/E3.1b Wt/E3.1a Wt/E3.2a	Written Written Written and oral	