

KS5 English Skills: Language in the community and information texts Summer Term 2022

In this unit students will develop their understanding of how English is used in the community, especially relating to work placements. Students will develop their understanding of Standard English and how individuals and organisations use language to run a community and deal appropriately with the public. Students will develop their understanding of the language specific to health and safety. Students will use this knowledge to develop skills to keep safe in the workplace and in the wider community. Students will also become familiar with and use the language related to community services and will learn how to find services, extract information and how to use these services. In addition, students will also become familiar with the language related to food preparation, including language used in supermarkets and in recipes. Students will identify formal language in their reading, watching and listening and use appropriate language in role play. Students will practise their skills in using their existing knowledge of grammar and punctuation.

Unit Learning Objectives:

Students should use **speaking and listening skills** to participate in group discussions, deliver individual presentations and learn how to formally make requests and complaints.

Students should use **reading skills** to identify how writers communicate key information and promote their products and services in the community to identify features that writers use to make to health and safety requirements clear and explicit.

Students should use **writing skills** to create and shape their own texts, to write texts linked to a theme, to organise information to write an information text and to develop understanding of spelling, punctuation and grammar.

Key Features of Information Text Type

Audience	General public
Purpose	To inform reader with accurate but interesting information.
Structure	Hook/ intro. Chunks of information in logical order possibly including subheadings, information boxes, list, bullet points, diagrams, images etc
Language	Generalisers e.g. most, many, the majority etc. Sentence signposts e.g. in addition, also, moreover etc. Subject -specific and technical
Features	vocabulary. Third person (possibly second), present tense. Formal. Detail and description.

Keywords

Non fiction, health and safety, hazard, risk, measure, customer information, help desk, question, answer, directions, destination, where, when, depart, arrive, single, return, how much, black, white, latte, cappuccino, Americano, espresso, trolley, basket, aisle, till, payment, ingredients, weigh, mix, add, pour, whisk, boil, simmer, slice, cut.

Suggested Texts:

Health and safety information e.g. importance of handwashing etc. Bus/ train leaflets. Leisure centre leaflets. Supermarket websites etc

Drama - Role play and hot seating activities

ICT - Researching information about local community services, recording role play

RRS Articles: This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Wks	Stage of Talk for Writing Approach	Aim	Main activity
Wks 1-4	Immersion & imitation	Students learn and internalise model text. Students identify transferable ideas and structures	<p>Cold Task / Have a Go Task - Use an interesting stimulus/ starting point with minimal teaching and students to write a text e.g. health and safety information on Covid and handwashing, a shopping list or recipe or script for asking for directions, ordering a coffee.</p> <p>Immersion - Explore health & safety information, brochures and leaflets, recipes etc.</p> <p>Tune into the text: role play, watch video clips e.g. cooking shows</p> <p>Focus on audience, purpose, structure, language features of texts</p> <p>Students identify and arrange key features of a customer service script</p> <p>Students warm up to the text/ embed words/phrases and grammar,</p> <p>Introduce model text e.g. health & safety information, information leaflet, recipe etc. - text map and learn text.</p> <p>Students internalise model text using text map</p> <p>Students read as a reader -vocabulary & comprehension work</p> <p>Students read as a writer - Box up model text, analyse features etc.</p>
Wks 5-8	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	<p>Students explore and rewrite the model text for a different health and safety measure, key community service, meal etc. Shared writing to innovate the model</p> <p>Students box up a new version of the model text - creative hook, key headings and information. Students amend / innovate key elements</p> <p>Use word bank and structure of original text</p> <p>Use mind map to generate and record different ideas.</p> <p>Use Narrative Therapy & Colourful Semantics to revise model text</p>
Wks 9-12	Invention / Independent application	Students create original texts as independently as possible	<p>Students use structure of model text.</p> <p>Students create own text</p> <p>Use word bank and structure of original and innovated text</p> <p>Use mind map to generate and record different ideas.</p> <p>Students plan, review, edit and revise their writing.</p> <p>Use Narrative Therapy & Colourful Semantics to create new text</p> <p>Hot Task / Show us what you have learnt - An independent task on a similar type of writing</p>

	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key learning:	Communication skills- Language in the Community and Information Texts				
<u>Subject specific knowledge</u>	Students understand some key concepts and ideas.	Students recognise key instructions from staff in role play activities.	Students are able to identify and name three or more good communication qualities.	Students are able to identify if a situation is in a formal context or a less formal context.	Students understand a number of key differences between spoken and written language used in the community.
Communication Skills.	Students know simple nouns used to describe safety measures.	Students know that they need to take turns in role play situations.	Students are able to identify whether a question is closed and only needs a yes / no answer.	Students are able to identify examples of formal language, terms of address and sentence structures.	Students know a range of suitable questions to find out information or about services provided in the community.
How to communicate ideas effectively.	Students understand simple questions: What? Where? When?	Students are familiar with the names of a range service providers e.g. bus, train companies, post office etc.	Students are able to identify whether a question is open and needs a full answer.	Students know how to frame open and closed questions in discussions about information and services provided by organisations.	Students are able to recognise when to adjust their tone/volume of voice in different settings / situations.
How to respond to others appropriately	Students are familiar with the names of key community services and sources of information.	Students are aware that people use formal terms of address to get people's attention.	Students know that they should stand or sit with their body towards the person they are talking to and turn their face towards the other person.	Students know how to frame questions to gain different information about information and services provided by organisations.	Students know how to sequences their ideas logically.
	Students are familiar with words used to describe information e.g. timetable, frequency.	Students know that good listening involves looking at the person speaking during role play activities.	Students are able to identify why they should practise good listening during role play activities.	Students know how to use mind maps to inform their planning.	
	Students are familiar with the language used to describe key community services.	Students know that turning your back on a person who is speaking is not positive communication behaviour	Students are able to identify how people feel when they do not practise good listening skills during role play activities.	Students know that they need to adapt their communication style to match the context.	
	Students are familiar with the language used to describe key food ingredients.		Students are aware that eye contact is important in communicating with others.	Students know how to describe what constitutes good body language in a range of community or workplace settings.	
	Students are familiar with the language used in supermarkets and shops.		Students can identify difficulties in communication caused by not maintaining eye contact when it is appropriate.		
	Students are familiar with the language used in recipes.				

			<p>Students are familiar with the reasons why good listening is important</p> <p>Students are familiar with the impact of not listening.</p>	Students know how to adapt their communication method to suit different situations.	
<p><u>Subject specific skills</u></p> <p>Communication Skills.</p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p>Students are able to combine two or three key ideas and concepts.</p> <p>Students are able to use signs, switches, symbols or words to ask simple questions from a choice of 3.</p> <p>Students are able to use signs, switches, symbols or words from a choice of 3 to explain how to keep safe.</p> <p>Students are able to use signs, switches, symbols or words to identify a key community service.</p> <p>Students are able to use signs, switches, symbols or words to describe what a sign represents.</p> <p>Students are able to use signs, switches, symbols or words to describe a hazard from a choice of three.</p> <p>Students are able to use their chosen method of communication to ask</p>	<p>Students are able to follow verbal or visual prompts to carry out actions in role play activities.</p> <p>Students are able to follow verbal or visual prompts to speak, sign, use a switch or symbols in role play activities.</p> <p>Students are able to use signs, switches, symbols or words to describe what they want.</p> <p>Students are able to use signs, switches, symbols or words to identify and describe what they need.</p> <p>Students are able to use signs, switches, symbols or words to identify how to keep safe.</p> <p>Students are able to use single words to answer a range of simple questions about information or services they need.</p> <p>Students are able to use single words to answer a range of simple questions about a recipe or shopping list.</p>	<p>Students are able to communicate using one or two good communication qualities when joining in with different types of group activities.</p> <p>Students are able to communicate using three or more good communication qualities when joining in with different types of group activities.</p> <p>Students are able to stand or sit with their body towards the person they are talking to.</p> <p>Students are able to turn their face towards the person they are talking to.</p> <p>Students begin to answer a closed question with a yes / no answer or single word answer.</p> <p>Students begin to answer open questions with full answers using short phrases.</p>	<p>Students are able to identify if certain communication skills are appropriate to the context.</p> <p>Students are able to use formal language, terms of address and sentence structure in the workplace or when requesting information.</p> <p>Students are able to apply their understanding of different skillsets to allocate roles to others in a group role play about health and safety.</p> <p>Students are able to use basic planning strategies like mind maps to develop a role play about health and safety or community services.</p> <p>Students are able to ask open and closed questions to adults and peers in a range of situations.</p>	<p>Students are able to identify at least 5 characteristics of spoken language used to communicate about information and services provided in the community.</p> <p>Students are able to identify at least 5 characteristics of written language used in the community.</p> <p>Students are able to identify at least 5 characteristics of written language used in health and safety situations.</p> <p>Students are able to use a range of suitable questions to develop understanding of services provided in the community.</p> <p>Students are able to identify at least 5 differences between spoken and written language about information and services provided in the community.</p>

	<p>simple questions in a variety of discussions which are led by a member of staff and/or peer.</p> <p>Students are able to use their chosen method of communication to answer simple questions in a variety of discussions which are led by a member of staff and/or peer.</p> <p>Students are able to use their chosen method of communication to make comments in a variety of discussions which are led by a member of staff and/or peer.</p> <p>Students are able to ask for appropriate items linked to a situation e.g. identifying hazards or following a recipe.</p> <p>Students are able to ask for a pen to write, or glue to attach a symbol.</p> <p>Students are able to ask for information, details about services provided.</p>	<p>Students are able to briefly look at the speaker when they hear their name.</p> <p>Students are able to briefly look at the speaker when being addressed.</p> <p>Students are able to look at the speaker for the whole duration of a question or statement.</p> <p>Students are able to look at the person speaking during role play activities</p> <p>Students are able to smile and nod whilst someone else speaks in a role play activity.</p> <p>Students are able to identify when people are not demonstrating good listening skills in role play activities.</p>	<p>Students are able to recognise when eye contact is needed and describe some communication difficulties caused by not using eye contact in a variety of situations.</p> <p>Students are able to identify reasons why good listening is important.</p> <p>Students are able to describe the impact of not listening.</p> <p>Students are able to demonstrate effective listening in a role play activity.</p> <p>Students are able to take an independent role in role play activities.</p> <p>Students are able to participate independently in a role play activity.</p>	<p>Students are able to use a range of questions to elicit different information about a key community service provided.</p> <p>Students are able to use a range of questions to elicit different information about keeping safe in the workplace.</p> <p>Students are able to use a formal communication style when requesting information in the community e.g "Excuse me, could you please tell me...."</p> <p>Students are able to demonstrate good body language when communicating with people in the community.</p> <p>Students are able to recognise where and when communication methods need to be adapted depending on the situation.</p>	<p>Students are able to increase the volume of their voice to speak loudly and clearly in formal settings /situations associated with customer services.</p> <p>Students are able to adopt an appropriate tone of voice to speak clearly and respectfully in formal settings / situations in the community.</p> <p>Students are able to communicate their ideas/thoughts in a clear and logical manner.</p>
	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key Learning-	Reading - Language in the Community and Information Texts				

<p><u>Subject specific knowledge</u> Reading</p>	<p>Students know which way to hold a book, brochure, flyer or leaflet and to turn the pages one at a time, starting from the front cover.</p> <p>Students are aware that text flows on a page from left to right and from top to bottom of a column or page.</p> <p>Students know that they should begin reading at the top of a page and at the start of each sentence.</p> <p>Students are familiar with least 20 familiar symbols and/or words used to describe information and services provided in the community.</p> <p>Students are familiar with least 20 familiar symbols and/or words used in health and safety.</p> <p>Students associate certain objects of reference with services or locations.</p> <p>Students understand the meaning of key words or symbols associated with health and safety and community services.</p>	<p>Students are familiar with at least 5 key signs in the community e.g. Toilets, Reception, Emergency Exit, Library, School, Police, Hospital, Bus Station, Post Office.</p> <p>Students are familiar with words or symbols used in a range of texts associated with key community services.</p> <p>Students are familiar with the requirements and layout of maps, timetables, brochures etc</p> <p>Students are able to identify the initial sound of a word.</p> <p>Students are familiar with key words or symbols e.g. name, address and date of birth or destination, day and time</p> <p>Students know how to order visual steps to support them to complete a task.</p>	<p>Students are familiar with and understand chronological language e.g. first, then, next, finally</p> <p>Students are familiar with and understand commands e.g. Do not walk on the grass, No entry, Wash and peel etc.</p> <p>Students are familiar with and understand at least 7 key words associated with health and safety.</p> <p>Students are familiar with and understand at least 7 key words associated with key community services.</p> <p>Students are familiar with and understand at least 7 key words associated with shopping and recipes.</p> <p>Students know how to segment and blend words.</p> <p>Students recognise root words in words containing common suffixes and prefixes.</p> <p>Students know to use the context of the writing to help them make sense of a text.</p> <p>Students recognise common tricky words.</p>	<p>Students are familiar with the language used in key community services.</p> <p>Students are familiar with the language used in timetables.</p> <p>Students are familiar with the language used in health and safety.</p> <p>Students are familiar with and know how to respond to at least 10 key words or phrases associated with health and safety.</p> <p>Students are familiar with and know how to respond to at least 10 words or phrases associated with key community services.</p>	<p>Students are aware of the need to read clearly and loudly when reading out texts e.g. recipes, shopping lists, health and safety information, etc</p> <p>Students are aware of the need to read clearly and loudly when reading out timetables and opening hours in leaflets.</p> <p>Students understand variation of pace and tone when reading.</p> <p>Students are familiar with the typical structure and phrasing of health and safety information and recipes etc.</p> <p>Students are familiar with the key language used in health and safety advice and information..</p> <p>Students are familiar with the key language used in recipes and food preparation.</p> <p>Students are familiar with key features of presentation in timetables and brochures.</p> <p>Students are aware that their opinion should be supported by the text or other facts and reasons.</p>
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<u>Subject</u> <u>specific skills</u>	<p>Students are able to choose a book, brochure, flyer or leaflet from a given selection.</p> <p>Students are able to handle a book, brochure flyer or leaflet with care.</p> <p>Students are able to turn the pages of book, brochure flyer or leaflet one page at a time starting from the front cover.</p> <p>Students are able to follow a text from left to right and from top to bottom of a column or page and read the symbols or words.</p> <p>Students are able to read at least 20 familiar symbols and/or words used to describe key community information and service.</p> <p>Students are able to identify objects of reference associated with information and services provided in the community and match the object to the correct word or symbol.</p> <p>Students are able to identify objects of reference associated with health and safety and match the object to the correct word or symbol.</p>	<p>Students are able to use simple terms to describe the meaning of at least 5 words associated with key services and information provided for the community.</p> <p>Students are able to use simple terms to describe the meaning of at least 5 key signs in the workplace or community e.g. Toilets, Reception, Emergency Exit, Library, School, Police, Hospital</p> <p>Students are able to answer simple comprehension questions based on a range of texts consisting of or supported by symbols e.g. bus timetable, recipe, shopping list etc.</p> <p>Students are able to communicate to a member of staff what words or symbols that they have read.</p> <p>Students are able to use what they have read to support them in completing the next steps in a task e.g. finding the correct platform or stand in stations.</p> <p>Students are able use the initial sound of a word to help them to identify the word and or symbol when reading in a variety of contexts.</p>	<p>Students are able to sequence 5 instructions to explain the steps in using community services e.g. catching a bus, going swimming at the leisure centre, getting the ingredients for a recipe etc.</p> <p>Students are able to correctly use chronological language e.g. first, then, next, finally.</p> <p>Students are able to read at least 7 key workplace words or phrases associated with key community services.</p> <p>Students are able to read at least 7 key workplace words or phrases associated with health and safety.</p> <p>Students are able to apply phonic knowledge and skills to decode words.</p> <p>Students are able to read common exception words.</p> <p>Students are able to use the context to help them to read unfamiliar words.</p> <p>Students are able to locate key information in a brochure, timetable, map or leaflet.</p>	<p>Students read and extract information from leaflets, maps and timetables</p> <p>Students read and extract information from health and safety documents /signs.</p> <p>Students are able to identify how to respond to a customer.</p> <p>Students are able to identify what they need to ask at a customer service desk.</p> <p>Students are able to extract the details from a recipe or shopping list.</p> <p>Students are able to read at least 10 key words or phrases associated with the key community services.</p> <p>Students are able to use familiar words and root words to read longer words, in addition to using phonic knowledge and context.</p> <p>Students are able to locate the key points in at least two health and safety texts</p> <p>.</p>	<p>Students are able to read clearly and at good pace when reading leaflets, timetables and other texts.</p> <p>Students are able to vary the tone at appropriate points when reading out health and safety information.</p> <p>Students are able to identify key structures in a leaflet, timetable or other text that helps make the meaning clear.</p> <p>Students are able to identify key language in in a leaflet, timetable or other text that helps make the meaning clear.</p> <p>Students refer to the relevant part of a text to justify their opinion about it.</p> <p>Students make reference to general facts and reasons to justify their opinion about a leaflet, timetable or other text</p> <p>Students are able to identify facts contained within a leaflet, timetable or other related text.</p> <p>Students are able to identify opinions contained</p>
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	<p>Students are able to read and extract one piece of information from a range of information texts associated with key community services.</p> <p>Students are able to read and extract one piece of information from a range of recipes and shopping lists.</p>	<p>Students are able to sequence a simple set of visual and written instructions e.g. plan a route.</p> <p>Students are able to sequence visual steps to support them to complete a task.</p>	<p>Students are able to locate items, till, trolleys, exit etc. at a supermarket.</p>	<p>Students are able to identify the differences between two timetables, leaflets etc</p> <p>Students are able to locate the key points and differences in at least two recipes or shopping lists.</p>	<p>within a leaflet, timetable or other text.</p>
	<u>OU WTE1</u>	<u>OU Entry Level 1</u>	<u>OU Entry Level 2</u>	<u>OU Entry Level 3</u>	<u>OU Level 1</u>
Key Learning	Writing - Language in the Community and Information Texts				
<u>Subject specific knowledge</u>	<p>Students know how to make straight marks in sensory material.</p> <p>Students know how to make circular marks in sensory material.</p> <p>Students know how to make straight marks with a pen or pencil.</p> <p>Students are familiar with the form of common shapes or letters.</p> <p>Students recognise simple colours.</p> <p>Students recognise certain signs and labels.</p>	<p>Students can identify the initial letter or grapheme of a word related to key community services, health and safety or recipes,</p> <p>Students know how to form the initial letter or grapheme of a word related to key community services, health and safety or recipes.</p> <p>Students know what an adjective is.</p> <p>Students know some key adjectives used to describe hazards.</p> <p>Students know some key adjectives used to describe food items.</p> <p>Students are familiar with the words and symbols used to</p>	<p>Students are familiar with key words used to describe key community services.</p> <p>Students are familiar with key words used to describe health and safety measures.</p> <p>Students are familiar with key words used to describe food ingredients and instructions in a recipe.</p> <p>Students know how to correctly punctuate sentences with full stops and capital letters.</p> <p>Students know how to segment and blend words.</p> <p>Students recognise root words in words containing common suffixes and prefixes.</p>	<p>Students are familiar with the layout of a brochure or flyer.</p> <p>Students are familiar with the layout of a timetable.</p> <p>Students know what detail and features to include in health and safety advice.</p> <p>Students know what detail and features to include in a recipe or shopping list.</p> <p>Students recognise familiar words and root words when used in compound words or with prefixes and suffixes.</p>	<p>Students are familiar with the vocabulary relevant to key community services.</p> <p>Students are familiar with the vocabulary relevant to health and safety advice.</p> <p>Students are familiar with the vocabulary relevant to food preparation and recipes.</p> <p>Students know they need to read, check and revise their writing.</p> <p>Students know how to form the use the present, past and future tense of regular and irregular verbs.</p>

		<p>describe some key community services.</p> <p>Students know the key elements required in following a recipe.</p>	<p>Students know how to spell some common tricky words.</p> <p>Students are familiar with positional language used to describe the location of key community services or food items in a supermarket..</p>		<p>Students know how to spell most common tricky words.</p> <p>Students know how to use Microsoft Word and Microsoft Publisher without support.</p>
<u>Subject specific skills</u>	<p>Students are able to make straight marks in sensory material.</p> <p>Students are able to make circular marks in sensory material.</p> <p>Students are able to make straight marks with a pen or pencil.</p> <p>Students are able to trace or overwrite 3 recognisable shapes or letters when writing about key community services, health and safety or recipes.</p> <p>Students are able to copy 3 recognisable shapes or letters when writing about key community services health and safety or recipes.</p> <p>Students are able to match the background colours of up to 4 words or symbols to create simple sentences about key community</p>	<p>Students are able to write the initial letter or grapheme of a word related to key community services, health and safety or recipes.</p> <p>Students are able to select pictures or symbols to add detail to their writing related to key community services, health and safety or recipes.</p> <p>Students are able to select descriptive words to add detail to their writing related to key community services, health and safety or recipes.</p> <p>Students are able to use pictures and symbols to describe key community services.</p> <p>Students are able to use words to describe what health and safety measures.</p> <p>Students are able to use words to describe what food items and steps in recipe.</p>	<p>Students are able to use simple words and phrases to describe key community services.</p> <p>Students are able to use simple words and phrases to make a request at customer services.</p> <p>Students are able to use simple words and phrases to communicate their plans and wishes at key community services.</p> <p>Students are able to use simple words and phrases to describe health and safety measures.</p> <p>Students are able to use simple words and phrases to describe food ingredients.</p> <p>Students are able to use full sentences to write a short script to support making requests at key community services.</p>	<p>Students are able to identify where to place different sections of a piece of health and safety advice.</p> <p>Students are able to identify where to place different pieces of information for a brochure or flyer.</p> <p>Students are able to identify where to place different pieces of information for a timetable.</p> <p>Students are able to identify where to place different pieces of information for a recipe.</p> <p>Students are able to include the appropriate detail and features to write description of key services in a brochure.</p> <p>Students are able to include the appropriate</p>	<p>Students are able to select vocabulary relevant to key community services.</p> <p>Students are able to select vocabulary relevant to health and safety advice.</p> <p>Students are able to select vocabulary relevant to food preparation and recipes.</p> <p>Students are able to revise and edit the spelling, grammar and sentence structure in their writing.</p> <p>Students correctly use the present tense in health and safety information.</p> <p>Students correctly spell most common tricky words.</p> <p>Students consistently apply phonic knowledge</p>

	<p>services, health and safety or food preparation.</p> <p>Students are able to select pictures or symbols to describe an image related to key community services, health and safety or recipes</p> <p>Students are able to select pictures or symbols to write a simple text about key community services, health and safety or recipes.</p> <p>Students are able to select words to describe an image related to key community services, health and safety or recipes</p> <p>Students are able to select words to write a simple text about key community services, health and safety or recipes.</p>	<p>Students are able to select symbols to sequence information into a full sentence.</p> <p>Students are able to select words to sequence information into a full sentence.</p> <p>Students are able to order a set of images to describe how to follow a recipe.</p> <p>Students are able to order a set of images to describe how to buy ingredients in a shop.</p> <p>Students are able to use words or symbols to describe each image in instructions on how to locate key community services or to complete a journey by public transport.</p>	<p>Students are able to use full sentences to write a short text describing what they need from key community services.</p> <p>Students are able to correctly punctuate sentences with full stops and capital letters.</p> <p>Students are able to apply phonic knowledge and skills in their writing.</p> <p>Students use familiar root words in words containing common suffixes and prefixes.</p> <p>Students correctly spell some common tricky words</p> <p>Students correctly use positional language to describe the location of key community services or food items in a supermarket.</p>	<p>details and features in a recipe or shopping list.</p> <p>Students are able to use familiar words and root words to write longer words, in addition to using phonic knowledge and context.</p>	<p>and skills when writing unfamiliar words.</p> <p>Students are able to create and write a document on Microsoft Word without support.</p> <p>Students are able to create and write a document on Microsoft Publisher without support.</p>
<u>Personal development</u>	<p>Reasoning - Students will predict and extract information from a range of sources.</p> <p>Evaluation - Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.</p> <p>Empathy - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.</p> <p>Social skills - When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.</p> <p>Communication - Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate.</p>				
<u>Suggested activities</u> Students visit different local community services e.g. library, parks, bus & tram station etc Students find signs for community services in local areas, on maps etc Students match need to community service e.g. feeling ill - the medical centre, travel - train, bus, tram station Students identify customer needs and role play expressing them to customer services, and role play customer service scripts e.g. How can I get to Manchester? I would like a ticket to Manchester? I would like a coffee? Etc					

Online resources

<https://www.manchester.gov.uk/>
<https://www.manchester.gov.uk/libraries>
https://www.manchester.gov.uk/directory/47/leisure_centres/category/307
<http://www.nationalcyclingcentre.com/>
<https://www.visitmanchester.com/visitor-information/manchester-visitor-information-centre-p23991>
<https://www.visitmanchester.com/visitor-information/travel-information/getting-around>
<https://www.bbc.co.uk/food/recipes>
<https://www.tesco.com>
<https://www.asda.com/>
<https://costa.co.uk>

Evidencing Work

All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified

Audio and video performances need to be recorded and formatted within Book Creator.