

In this unit students will develop their understanding of how English is used to describe themselves and different professionals and their roles in their lives. Students will develop their understanding of how health care professionals describe themselves and the support that they offer. Students will use this knowledge to develop appropriate skills to identify their own needs and requirements and match them to the people who support them. Students will identify descriptive and informative detail in their reading, watching and listening and produce presentations that intend to describe themselves, inform others and identify the role in supporting them. 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 present themselves on a job application or in an interview.

Students should use **reading skills** to identify how businesses use key information and language to advertise for prospective employees and identify their requirements and expectations.

Students should use **speaking and listening skills** to participate in group discussions and deliver individual presentations

Students should use **writing skills** to create and shape their own texts, to organise information about themselves, to use the language of recruitment and to promote themselves to prospective employers.

**Key Features of Text Type**

Audience	Service providers, health care professionals
Purpose	To inform others of personal needs and provide contact details of health care professionals
Structure	Logical order, series of points outlining personal needs, paragraphs with headings
Language	Personal and direct, formal.
Features	Use words to provide clarity.

**Keywords**

Learning difficulties, speech difficulties, non-verbal, British Sign Language, symbols, complex medical needs, autism, diagnosis, epilepsy, emergency, medication, GP, specialist, consultant, social worker, family, health centre, hospital.

**Suggested Texts:**

Healthcare professionals' leaflets/ flyers etc., personal statements

Drama - Role play and hot seating activities

ICT - Researching information about health care services

**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

**KS5 English Skills: Good Health: Personal Information- Autumn Term 2022**

Subject: Good Health & Personal Information

Suggested Flow of Learning

Term: Autumn 1 & 2 2022

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 text e.g an appointment letter, request for an appointment, a leaflet for healthcare services etc</p> <p>Immersion -explore leaflets and websites of healthcare providers build up word bank of useful words and key phrases</p> <p>Tune into the text: acting out different healthcare words/roles</p> <p>Focus on purpose, structure, language features of informative writing.</p> <p>Students identify and arrange key features of the chosen text</p> <p>Students warm up to the text/ embed words/phrases and grammar,</p> <p>Introduce model text - text map and learn text.</p> <p>Students internalise model text using text map</p> <p>Students read as a reader -vocabulary &amp; 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</p> <p>Shared writing to innovate the model</p> <p>Students box up a new version of the model text - key headings and information.</p> <p>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 &amp; 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 the 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 &amp; Colourful Semantics to create new text</p> <p>Hot Task / Show us what you have learnt -</p> <p>An independent task on a similar type of writing</p>

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<b>Key learning:</b>	<b>Communication Skills-Good Health: Personal Information</b>				
<p><b><u>Subject specific knowledge</u></b></p> <p><b>Communication Skills.</b></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students know</u> some key concepts and ideas.</p> <p><u>Students know</u> simple nouns used to describe themselves and others.</p> <p><u>Students know</u> and understand simple questions: What food? What role? Where? When?</p> <p><u>Students know</u> simple adjectives used to describe themselves.</p> <p><u>Students know</u> the roles of key professionals in their lives e.g social worker, doctor.</p> <p><u>Students know</u> some words used to describe hobbies, interests and personal needs</p> <p><u>Students know</u> the language used to describe healthcare professionals involved in their lives.</p>	<p><u>Students know</u> some key words used to communicate instructions from staff in role play activities.</p> <p><u>Students know</u> that they need to take turns in role play situations.</p> <p><u>Students know</u> simple adjectives used to describe appearance.</p> <p><u>Students know</u> the names of a range of health care roles and skills.</p> <p><u>Students know</u> that people use names to get people's attention.</p> <p><u>Students know</u> that people use formal terms of address in health care conversations and appointments.</p> <p><u>Students know</u> that good listening involves looking at the person speaking during role play activities.</p> <p><u>Students know</u> that turning your back on a person who is speaking is not positive communication behaviour.</p>	<p><u>Students know</u> and name three or more good communication qualities.</p> <p><u>Students know</u> whether a question is closed and only needs a yes / no answer.</p> <p><u>Students know</u> whether a question is open and needs a full answer.</p> <p><u>Students know</u> that they should stand or sit with their body towards the person they are talking to and turn their face towards the other person.</p> <p><u>Students know</u> why they should practise good listening during role play activities.</p> <p><u>Students know</u> how people feel when they do not practise good listening skills during role play activities.</p> <p><u>Students know</u> that eye contact is important in communicating with others.</p> <p><u>Students know</u> and name some difficulties in communication caused by not maintaining eye contact when it is appropriate.</p>	<p><u>Students know</u> if a situation is in a professional context or a less formal context.</p> <p><u>Students know</u> some examples of formal or professional language, terms of address and sentence structures.</p> <p><u>Students know</u> how to frame or answer open and closed questions in discussions with adults and peers in a range of situations.</p> <p><u>Students know</u> how to frame questions to gain different information about a job role or company.</p> <p><u>Students know</u> how to use mind maps to inform their planning.</p> <p><u>Students know</u> that they need to adapt their communication style to match the context.</p> <p><u>Students know</u> how to describe what constitutes good body language in a range of health care settings.</p>	<p><u>Students know</u> a number of key differences between spoken and written language used in communicating with and about health care professionals.</p> <p><u>Students know</u> a range of suitable questions to find out information or about the role and services provided by a health care professional.</p> <p><u>Students know</u> when to adjust their tone/volume of voice in communicating with health care professionals</p> <p><u>Students know</u> how to sequence their ideas logically.</p>

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			Students know the reasons why good listening is important	Students know how to adapt their communication method to suit different situations.	
<p><b>Subject specific skills</b></p> <p><b>Communication Skills.</b></p> <p>How to communicate ideas effectively.</p> <p>How to respond to others appropriately</p>	<p><u>Students are able to</u> combine two or three key ideas and concepts.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to ask simple questions from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe their own needs from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what role or job a health care professional has from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe places from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe how to contact a health care professional.</p> <p><u>Students are able to</u> use their chosen method of communication to ask</p>	<p><u>Students are able to</u> follow verbal or visual prompts to carry out actions in role play activities.</p> <p><u>Students are able to</u> follow verbal or visual prompts to speak, sign, use a switch or symbols in role play activities.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what they need from health care professionals.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to identify and describe people who are important to them.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe their favourite leisure activities and pastimes.</p> <p><u>Students are able to</u> use single words to answer a range of simple questions about themselves and their health care needs.</p> <p><u>Students are able to</u> use single words to answer a range of simple questions about other people and their health care roles.</p>	<p><u>Students are able to</u> communicate using one or two good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> communicate using three or more good communication qualities when joining in with different types of group activities.</p> <p><u>Students are able to</u> stand or sit with their body towards the person they are talking to.</p> <p><u>Students are able to</u> turn their face towards the person they are talking to.</p> <p><u>Students are able to</u> sometimes answer a closed question with a yes / no answer or single word answer.</p> <p><u>Students are able to</u> sometimes answer open questions with full answers using short phrases.</p> <p><u>Students are able to</u> recognise when eye contact is needed and describe some</p>	<p><u>Students are able to</u> identify if certain communication skills are appropriate to the context.</p> <p><u>Students are able to</u> use professional language, terms of address and sentence structure in formal conversations with health care professionals.</p> <p><u>Students are able to</u> use informal language, terms of address and sentence structures in less formal situations</p> <p><u>Students are able to</u> use basic planning strategies like mind maps to develop a role play related to communication with health care professionals.</p> <p><u>Students are able to</u> ask open and closed questions to adults and peers in a range of situations.</p> <p><u>Students are able to</u> use a range of questions to elicit different information about services provided by healthcare professionals..</p>	<p><u>Students are able to</u> identify at least 5 characteristics of spoken language used to communicate about healthcare needs and services.</p> <p><u>Students are able to</u> identify at least 5 characteristics of written language used to communicate about healthcare needs and services.</p> <p><u>Students are able to</u> use a range of suitable questions to develop understanding of healthcare roles and services.</p> <p><u>Students are able to</u> identify at least 5 differences between spoken and written language about healthcare roles and services.</p> <p><u>Students are able to</u> increase the volume of their voice to speak loudly and clearly in formal settings /situations associated with healthcare services.</p>

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	<p>simple questions in a variety of discussions which are led by a member of staff and/or peer.</p> <p><u>Students are able to use</u> 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><u>Students are able to ask</u> for a pen to write, or glue to attach a symbol.</p> <p><u>Students are able to ask</u> for information, details about services provided.</p>	<p><u>Students are able to use</u> single words to answer a range of simple questions about different health care needs and the professionals involved.</p> <p><u>Students are able to</u> briefly look at the speaker when they hear their name.</p> <p><u>Students are able to</u> briefly look at the speaker when being addressed.</p> <p><u>Students are able to</u> look at the speaker for the whole duration of a question or statement.</p> <p><u>Students are able to</u> look at the person speaking during role play activities</p> <p><u>Students are able to</u> smile and nod whilst someone else speaks in a role play activity.</p> <p><u>Students are able to</u> identify when people are not demonstrating good listening skills in role play activities.</p>	<p>communication difficulties caused by not using eye contact in a variety of situations.</p> <p><u>Students are able to</u> identify reasons why good listening is important.</p> <p><u>Students are able to</u> describe the impact of not listening.</p> <p><u>Students are able to</u> demonstrate effective listening in a role play activity.</p> <p><u>Students are able to</u> take an independent role in role play activities.</p> <p><u>Students are able to</u> participate independently in a role play activity.</p>	<p><u>Students are able to use</u> a formal communication style in a healthcare context.</p> <p><u>Students are able to</u> demonstrate good body language in a range of healthcare settings</p> <p><u>Students are able to</u> recognise not all communication methods fit each context.</p> <p><u>Students are able to</u> recognise where and when communication methods need to be adapted depending on setting.</p>	<p><u>Students are able to</u> adopt an appropriate tone of voice to speak clearly and respectfully in formal settings /situations associated with healthcare roles and services.</p> <p><u>Students are able to</u> adjust their tone/volume of voice in formal and informal different settings/situations associated with healthcare roles and services.</p> <p><u>Students are able to</u> 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>
<b>Key Learning-</b>	<b>Reading - Good Health: Personal Information</b>				
<b>Subject specific knowledge</b> Reading	<u>Students know</u> which way to hold a book, brochure, flyer or leaflet and to turn the pages one at a time, starting from the front cover.	<u>Students know</u> key words or symbols used in a range of texts associated with healthcare.	<u>Students know</u> and understand chronological language e.g. first, then, next, finally	<u>Students know</u> and understand at least 10 key words or phrases to describe their healthcare needs.	<u>Students know</u> to read clearly and loudly when reading out information to healthcare professionals

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	<p><u>Students know</u> that text flows on a page from left to right and from top to bottom of a column or page.</p> <p><u>Students know</u> that they should begin reading at the top of a page and at the start of each sentence.</p> <p><u>Students know</u> at least 20 familiar symbols and/or words used to describe themselves or healthcare professionals.</p> <p><u>Students know</u> certain objects of reference represent healthcare needs or people.</p> <p><u>Students know</u> the meaning of key words or symbols associated with healthcare needs or people.</p>	<p><u>Students know</u> the requirements and layout of texts associated with healthcare.</p> <p><u>Students know</u> the initial sound of a word.</p> <p><u>Students know</u> key words or symbols e.g. name, address and date of birth.</p> <p><u>Students know</u> how to order visual steps to support them to complete a task</p> <p><u>Students know</u> how to order visual steps to support them to complete a task.</p>	<p><u>Students know</u> and understand at least 7 key words or phrases to describe their own healthcare needs.</p> <p><u>Students know</u> and understand at least 7 key words or phrases to describe their healthcare professionals and their services.</p> <p><u>Students know</u> how to segment and blend words.</p> <p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> to use the context of the writing to help them make sense of a text.</p> <p><u>Students know</u> common exception words.</p>	<p><u>Students know</u> and understand at least 10 key words or phrases to describe their healthcare professionals and their services.</p> <p><u>Students know</u> and understand at least 10 key words or phrases to describe locations of healthcare professionals and their services e.g, reception, waiting room, consulting room etc.</p>	<p><u>Students know</u> to read clearly and loudly when reading out information about healthcare professionals to others.</p> <p><u>Students know</u> to use variation of pace and tone when reading.</p> <p><u>Students know</u> the typical structure and phrasing of a leaflet about healthcare services.</p> <p><u>Students know</u> the key language used in a leaflet about healthcare services.</p> <p><u>Students know</u> that their opinion should be supported by the text or other facts and reasons.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b>Reading</b></p>	<p><u>Students are able to</u> choose a book, brochure, flyer or leaflet from a given selection.</p> <p><u>Students are able to</u> handle a book, brochure flyer or leaflet with care.</p> <p><u>Students are able to</u> turn the pages of book, brochure flyer or leaflet one page at a time starting from the front cover.</p>	<p><u>Students are able to</u> use simple terms to describe the meaning of at least 5 key words associated with healthcare.</p> <p><u>Students are able to</u> answer simple comprehension questions based on a range of texts consisting of or supported by symbols.</p> <p><u>Students are able to</u> communicate to a member of</p>	<p><u>Students are able to</u> sequence 5 instructions to explain the steps in booking an appointment with a healthcare professional.</p> <p><u>Students are able to</u> correctly use chronological language e.g. first, then, next, finally.</p> <p><u>Students are able to</u> read at least 7 key words or phrases</p>	<p><u>Students are able to</u> read and extract information from healthcare leaflets/ websites.</p> <p><u>Students are able to</u> identify what is needed to access healthcare services.</p> <p><u>Students are able to</u> identify what is required to arrange an</p>	<p><u>Students are able to</u> read clearly and at good pace when reading healthcare information.</p> <p><u>Students are able to</u> vary the tone at appropriate points when reading out details of a healthcare information text.</p> <p><u>Students are able to</u> identify key language and structures in a healthcare</p>

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	<p><u>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.</u></p> <p><u>Students are able to read at least 20 familiar symbols and/or words used to describe themselves and their healthcare needs.</u></p> <p><u>Students are able to identify objects of reference associated with healthcare needs and professionals and match the object to the correct word or symbol.</u></p> <p><u>Students are able to read and extract one piece of information from a range of information texts associated with healthcare.</u></p>	<p>staff what words or symbols that they have read.</p> <p><u>Students are able to use what they have read to support them in completing the next steps in a task.</u></p> <p><u>Students are able to use the initial sound of a word to help them to identify the word and or symbol when reading in a variety of contexts.</u></p> <p><u>Students are able to sequence a simple set of visual and written instructions e.g. complete, name, address and date of birth.</u></p> <p><u>Students are able to sequence visual steps to support them to complete a task.</u></p>	<p>associated with identifying their healthcare needs.</p> <p><u>Students are able to read at least 7 key workplace words or phrases associated with healthcare professionals.</u></p> <p><u>Students are able to apply phonic knowledge and skills to decode words.</u></p> <p><u>Students are able to use the context to help them to read unfamiliar words.</u></p> <p><u>Students are able to locate key information in leaflet about healthcare services.</u></p>	<p>appointment with a healthcare professional.</p> <p><u>Students are able to extract the details from an appointment letter / email/text.</u></p> <p><u>Students are able to read at least 10 key words or phrases associated with attending a healthcare appointment.</u></p> <p><u>Students are able to use familiar words and root words to read longer words, in addition to using phonic knowledge and context.</u></p>	<p>information text that helps make the meaning clear.</p> <p><u>Students are able to identify key features of a healthcare information text that helps make the meaning clear.</u></p> <p><u>Students are able to refer to the relevant part of a text to justify their opinion about it.</u></p> <p><u>Students are able to make reference to general facts and reasons to justify their opinion about healthcare services.</u></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>
<b>Key Learning</b>	<b>Writing - Good Health: Personal Information</b>				
<b>Subject specific knowledge</b>	<p><u>Students know</u> how to make straight marks in sensory material.</p> <p><u>Students know</u> how to make circular marks in sensory material.</p> <p><u>Students know</u> how to make straight marks with a pen or pencil.</p>	<p><u>Students know</u> the initial letter or grapheme of a word related to people and jobs.</p> <p><u>Students know</u> how to form the initial letter or grapheme of a word.</p> <p><u>Students know</u> what a noun is.</p>	<p><u>Students know</u> key words used to describe healthcare needs and professionals.</p> <p><u>Students know</u> how to correctly punctuate sentences with full stops and capital letters.</p> <p><u>Students know</u> how to segment and blend words.</p>	<p><u>Students know</u> the layout of a leaflet/ website related to healthcare needs and professionals.</p> <p><u>Students know</u> what detail and features to include in a request for an appointment with a healthcare professional.</p>	<p><u>Students know</u> the vocabulary relevant to their own healthcare needs and the roles of different healthcare professionals.</p> <p><u>Students know</u> they need to read, check and revise their writing.</p>

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	<p><u>Students know</u> the form of common shapes or letters.</p> <p><u>Students know</u> certain healthcare professionals and their roles.</p> <p><u>Students know</u> some words used to describe their healthcare needs and professionals.</p>	<p><u>Students know</u> some key nouns used to describe people and jobs.</p> <p><u>Students know</u> the words and symbols used to describe some key healthcare tasks and roles.</p> <p><u>Students know</u> the key elements required in requesting an appointment with a healthcare professional</p>	<p><u>Students know</u> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> how to spell some common tricky words.</p> <p><u>Students know</u> chronological language used to describe the past and the future.</p>	<p><u>Students know</u> familiar words and root words when used in compound words or with prefixes and suffixes</p> <p><u>Students know</u> how to spell most common tricky words.</p> <p><u>Students know</u> how to use Microsoft Word and Microsoft Publisher without support</p>	<p><u>Students know</u> how to form the use the present, past and future tense of regular and irregular verbs.</p> <p><u>Students know</u> how to use Microsoft Word and Microsoft Publisher without support</p>
<p><b>Subject specific skills</b></p> <p><b>Writing</b></p>	<p><u>Students are able to</u> make straight marks in sensory material.</p> <p><u>Students are able to</u> make circular marks in sensory material.</p> <p><u>Students are able to</u> make straight marks with a pen or pencil.</p> <p><u>Students are able to</u> make circular marks in sensory material.</p> <p><u>Students are able to</u> trace or overwrite 3 recognisable shapes or letters.</p> <p><u>Students are able to</u> copy 3 recognisable shapes or letters when writing.</p>	<p><u>Students are able to</u> write the initial letter or grapheme of a word.</p> <p><u>Students are able to</u> select pictures or symbols to add detail to their writing.</p> <p><u>Students are able to</u> select descriptive words to add detail to their writing.</p> <p><u>Students are able to</u> use pictures and symbols to describe what services healthcare professionals provide in images of them at work.</p> <p><u>Students are able to</u> use words to describe what services healthcare professionals provide in images of them at work.</p>	<p><u>Students are able to</u> use simple words and phrases to describe their healthcare needs.</p> <p><u>Students are able to</u> use simple words and phrases to describe healthcare professionals.</p> <p><u>Students are able to</u> use simple words and phrases to describe their needs in request for an appointment with a healthcare professional.</p> <p><u>Students are able to</u> use full sentences to write a short text describing their healthcare needs.</p>	<p><u>Students are able to</u> identify where to place different pieces of information for a leaflet/website about healthcare services.</p> <p><u>Students are able to</u> identify where to place different pieces of information for a healthcare appointment.</p> <p><u>Students are able to</u> identify where to place different pieces of information for a text on healthcare services.</p> <p><u>Students are able to</u> include the appropriate detail and features to request a healthcare appointment.</p>	<p><u>Students are able to</u> select vocabulary relevant to different healthcare professionals.</p> <p><u>Students are able to</u> revise and edit the spelling, grammar and sentence structure in their writing.</p> <p><u>Students are able to</u> correctly use the present tense to describe people's skills, personality and characteristics and people's healthcare roles.</p> <p><u>Students are able to</u> correctly use the past tense to describe past events.</p>



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<p><u>Students are able to match the background colours of up to 4 words or symbols to create simple sentences about themselves and healthcare professionals.</u></p> <p><u>Students are able to select pictures or symbols to describe an image related to healthcare.</u></p> <p><u>Students are able to select pictures or symbols to write a simple text about their healthcare needs or professionals.</u></p> <p><u>Students are able to select words to describe an image related to healthcare.</u></p> <p><u>Students are able to select words to write a simple text about their own healthcare needs or healthcare professionals.</u></p>	<p><u>Students are able to select symbols to sequence information into a full sentence.</u></p> <p><u>Students are able to select symbols to sequence information into a full sentence.</u></p> <p><u>Students are able to select words to sequence information into a full sentence.</u></p> <p><u>Students are able to order a set of images to describe how to request or attend an appointment.</u></p> <p><u>Students are able to use words or symbols to describe each image in instructions on how to request or attend an appointment.</u></p>	<p><u>Students are able to use full sentences to write a request for a healthcare appointment</u></p> <p><u>Students are able to correctly punctuate sentences with full stops and capital letters.</u></p> <p><u>Students are able to apply phonic knowledge and skills in their writing.</u></p> <p><u>Students are able to use familiar root words in words containing common suffixes and prefixes.</u></p> <p><u>Students are able to correctly spell some common tricky words</u></p> <p><u>Students are able to correctly use chronological language when describing their past experience and their future needs.</u></p>	<p><u>Students are able to include the appropriate detail and features to write a healthcare leaflet or website</u></p> <p><u>Students are able to include the appropriate detail and features to write an appointment letter.</u></p> <p><u>Students are able to use familiar words and root words to write longer words, in addition to using phonic knowledge and context.</u></p>	<p><u>Students are able to correctly use the future tense to describe their future needs e.g. I will need wheelchair access etc.</u></p> <p><u>Students are able to correctly spell most common tricky words.</u></p> <p><u>Students are able to consistently apply phonic knowledge and skills when writing unfamiliar words.</u></p> <p><u>Students are able to create and write a document on Microsoft Word without support.</u></p> <p><u>Students are able to create and write a document on Microsoft Publisher without support</u></p>
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### Personal development

**Reasoning** - Students will predict and extract information from a range of sources.

**Evaluation** - Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.

**Empathy** - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.

**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.

**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.

### Suggested activities

Students describe 'people who help us' and learn the difference between healthcare professionals and other. Play charades of healthcare jobs.

Students explore leaflets and websites for community healthcare services

Students role play making an appointment with healthcare professionals.

Students extract key data from appointment letters etc

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### **Online resources**

<https://www.nhs.uk/>

<https://www.manchester.gov.uk/health>

<https://mft.nhs.uk/north-manchester-general-hospital/>

### **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.

Speaking and writing assessment at the end of the unit