

KS5 English Skills Employment -Identifying and describing skills & roles

<p>Subject curriculum intent:</p>	<p>Students will use speaking and listening, reading and listening skills in every lesson. Students will discuss skills and tasks and use role play / hot seating to explore the requirements of different jobs Students will identify and use features that writers use to engage and interest the reader (language, structure and form e.g. specific language and bullet points etc). They will sequence texts which are logical Students will create and shape their own texts, write texts linked to job roles, and organise information following the structure of a personal statement. Students will develop understanding of spelling, punctuation and grammar.</p>
<p>Intent for this topic:</p>	<p>In this unit students will develop their understanding of how English is used to describe people and job roles. Students will develop their understanding of how individuals and organisations describe and promote themselves and use language to inform, promote and persuade through a range of media. Students will use this knowledge to develop appropriate skills to identify their own skills and abilities and match them to the person specifications for different job roles. Students will use this knowledge to develop appropriate skills to identify the skills, abilities and personalities of personnel who work with them.</p> <p>Students will identify descriptive and persuasive detail in their reading, watching and listening and produce presentations that intend to describe and promote themselves. Students will develop their understanding of how writers and speakers use the rules of grammar and punctuation to help to persuade and inform the reader / listener and they will practise their skills in using their existing knowledge of grammar and punctuation. Students will revisit and build upon skills and knowledge developed previously in presenting medical information and exploring instructions.</p> <p><u>Key Features of Text Type</u></p> <p>Audience Someone businesses or students will try to inform and influence Purpose To promote a business to recruit new staff / to promote the student in order to obtain a job Structure Logical order, series of points supporting particular viewpoint, paragraphs with headings Language Personal and direct, formal. Opinions presented as facts e.g. the best company to work for in Manchester. Features Use of imperative. Emotive language. Language that sounds good, incl slogans. Weasel words /emotive language designed to deceive/ give best impression</p> <p><u>Suggested Texts:</u> Job advertisements, e.g. MCC Job vacancies, Skills description National Careers Service</p>
<p>Key vocabulary taught within this topic:</p>	<p>Vocabulary revisited: Non fiction, describe, inform, persuade, exaggerate, sequence, Topic specific vocabulary: Letter, business card, job advertisement, job application, job description, person specification, interview, directions, how to find us, skills, abilities, experience.</p>
<p>Links to other subjects:</p>	<p>Drama - Role play and hot seating activities ICT - Researching information about the businesses drafting, editing and presenting written work. 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.</p>

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	Cold Task / Have a Go Task - Use an interesting stimulus/ starting point with minimal teaching and students to write a Personal Statement Immersion -explore business and job descriptions, people's profiles, roles etc , build up word bank of useful words and persuasive language, Tune into the text: persuasion game, weasel word game, make it positive etc Focus on audience, purpose, structure, language features of persuasive writing. Students identify and arrange key features of a personal statement Students warm up to the text/ embed words/phrases and grammar, Introduce model text of a personal statement- text map and learn text. Students internalise model text using text map Students read as a reader -vocabulary & comprehension work Students read as a writer - Box up model text, analyse features etc
Wks 5-8	Innovation	Students use ideas and structures Students co-construct new versions of original text with support	Students explore and rewrite a personal statement for a third person Shared writing to innovate the model Students box up a new version of the model text - creative hook, key headings and information. Students amend / innovate key elements Students begin to describe new skills and abilities Use word bank and structure of original text Use mind map to generate and record different ideas. and Use Narrative Therapy & Colourful Semantics to revise model text
Wks 9-12	Invention / Independent application	Students create original texts as independently as possible	Students use structure of a personal statement Students create own personal statement Use word bank and structure of original and innovated text Use mind map to generate and record different ideas. Students plan, review, edit and revise their writing. Use Narrative Therapy & Colourful Semantics to create new text Hot Task / Show us what you have learnt - An independent task on a similar type of writing

	<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- Employment - identifying and describing job skills and roles				
Subject specific knowledge	<u>Students know</u> some key concepts and ideas.	<u>Students know</u> the words used in key instructions from staff in role play activities.	<u>Students know</u> three or more good communication qualities.	<u>Students know</u> if a situation is in a professional context or a less formal context.	<u>Students know</u> a number of key differences between spoken and written language used to describe job roles and skills.
Communication Skills.	<u>Students know</u> simple adjectives used to describe appearance.	<u>Students know</u> that they need to take turns in role play situations.	<u>Students know</u> whether a question is closed and only needs a yes / no answer.	<u>Students know</u> some examples of professional language, terms or address and sentence structures.	<u>Students know</u> a range of suitable questions to develop understanding of job skills and roles.
How to communicate ideas effectively.	<u>Students know</u> the meaning of simple questions: Who? What? Where?	<u>Students know</u> simple adjectives used to describe appearance.	<u>Students know</u> whether a question is open and needs a full answer.	<u>Students know</u> some examples of informal language, terms or address and sentence structures.	<u>Students know</u> when to adjust their tone/volume of voice in different settings/situations associated with job roles and skills.
How to respond to others appropriately	<u>Students know</u> the names of key job roles and skills.	<u>Students know</u> the names of a range of job roles and skills.	<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.	<u>Students know</u> how to frame open and closed questions in discussions about job roles and skills.	<u>Students know</u> how to sequences their ideas logically.
	<u>Students know</u> the words used to describe hobbies and interests.	<u>Students know</u> that people use names to get people's attention.	<u>Students know</u> why they should practise good listening during role play activities. .	<u>Students know</u> how to frame questions to gain different information about job roles and skills in a range of formal and informal contexts.	
	<u>Students know</u> the language used to describe job roles	<u>Students know</u> that good listening involves looking at the person speaking during role play activities.	<u>Students know</u> how people feel when they do not practise good listening skills during role play activities.	<u>Students know</u> how to use mind maps to inform their planning.	
		<u>Students know</u> that turning your back on a person who is speaking is not positive communication behaviour	<u>Students know</u> that eye contact is important in communicating with others.	<u>Students know</u> that they need to adapt their communication style to match the context.	
			<u>Students know</u> that difficulties in communication can arise by not maintaining eye contact when it is appropriate.	<u>Students know</u> how to describe what constitutes	

			<p><u>Students know</u> the reasons why good listening is important</p> <p><u>Students know</u> how not listening impacts communication.</p>	<p>good body language in a range of work related settings.</p> <p><u>Students know</u> how to adapt their communication method to suit each job role in the workplace.</p>	
<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><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 answer simple questions from a choice of 3.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what a person looks like.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what role or job a person has.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe what their favourite lesson, colour or class activity from a choice of three.</p> <p><u>Students are able to</u> use signs, switches, symbols or words to describe a hobby or leisure interest/ activity.</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 look like.</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 skills.</p> <p><u>Students are able to</u> use single words to answer a range of simple questions about other people and their job 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> answer a closed question with a yes / no answer or single word answer.</p> <p><u>Students are able to</u> answer open questions with full answers using short phrases.</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 job enquiries interviews and workplace experience.</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> apply their understanding of different skillsets to allocate roles to others in a group role play about job roles.</p> <p><u>Students are able to</u> use basic planning strategies like mind maps to develop a role play about job roles and skills.</p>	<p><u>Students are able to</u> identify at least 5 characteristics of spoken language used to communicate about job skills and roles.</p> <p><u>Students are able to</u> identify at least 5 characteristics of written language used to communicate about job skills and roles</p> <p><u>Students are able to</u> use a range of suitable questions to develop understanding of job skills and roles.</p> <p><u>Students are able to</u> identify at least 5 differences between spoken and written language about job skills and roles.</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 job roles and skills.</p>

	<p><u>Students are able to use their chosen method of communication to ask simple questions in a variety of discussions which are led by a member of staff and/or peer.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>Students are able to ask for appropriate items linked to a situation.</u></p> <p><u>Students are able to ask for a pen to write, or glue to attach a symbol.</u></p> <p><u>Students are able to ask for a camera or ipad to take a photo.</u></p>	<p><u>Students are able to use single words to answer a range of simple questions about different jobs and the skills required.</u></p> <p><u>Students are able to briefly look at the speaker when they hear their name.</u></p> <p><u>Students are able to briefly look at the speaker when being addressed.</u></p> <p><u>Students are able to look at the speaker for the whole duration of a question or statement.</u></p> <p><u>Students are able to look at the person speaking during role play activities</u></p> <p><u>Students are able to smile and nod whilst someone else speaks in a role play activity.</u></p> <p><u>Students are able to identify when people are not demonstrating good listening skills in role play activities.</u></p>	<p><u>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.</u></p> <p><u>Students are able to identify reasons why good listening is important.</u></p> <p><u>Students are able to describe why good listening is important</u></p> <p><u>Students are able to describe the impact of not listening.</u></p> <p><u>Students are able to demonstrate effective listening in a role play activity.</u></p> <p><u>Students are able to take an independent role in role play activities.</u></p> <p><u>Students are able to participate independently in a role play activity.</u></p>	<p><u>Students are able to ask open and closed questions to adults and peers in a range of situations.</u></p> <p><u>Students are able to use a range of questions to elicit different information about job roles and skills in a range of formal and informal contexts.</u></p> <p><u>Students are able to use a formal communication style in a professional context.</u></p> <p><u>Students are able to use an informal communication style in a social context.</u></p> <p><u>Students are able to demonstrate good body language in a range of work related settings</u></p> <p><u>Students are able to recognise not all communication methods fit each role in the work place</u></p> <p><u>Students are able to recognise where and when communication methods need to be adapted depending on role.</u></p>	<p><u>Students are able to adopt an appropriate tone of voice to speak clearly and respectfully in formal settings /situations associated with job roles and skills.</u></p> <p><u>Students are able to adjust their tone/volume of voice in formal and informal different settings/situations associated with job roles and skills.</u></p> <p><u>Students are able to communicate their ideas/thoughts in a clear and logical manner.</u></p>
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	<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 - Employment - identifying and describing job skills and roles				
<u>Subject specific knowledge</u> Reading	<p><u>Students know</u> which way to hold a book or brochure and to turn the pages one at a time, starting from the front cover.</p> <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 key characteristics of job roles and skills.</p> <p><u>Students know</u> certain objects of reference with people, jobs or skills.</p> <p><u>Students know</u> the meaning of key words or symbols associated with people, jobs or skills.</p>	<p><u>Students know</u> at least 5 key signs in the workplace e.g. Staffroom, Toilets, Reception, Emergency Exit, Store room etc</p> <p><u>Students know</u> key words or symbols used in a range of texts associated with job roles and skills e.g. business cards, job advertisements, application forms etc.</p> <p><u>Students know</u> the requirements and layout of texts associated with job roles and skills e.g. a job application.</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 on a job application.</p> <p><u>Students know</u> how to order visual steps to support them to complete a task.</p>	<p><u>Students know</u> chronological language e.g. first, then, next, finally</p> <p><u>Students know</u> at least 7 key workplace words or phrases associated with the job application process e.g. apply, online, in writing, application form, job description, person specification, closing date</p> <p><u>Students know</u> at least 7 key workplace words or phrases associated with the interview process e.g. candidate, reception, office, assistant, toilets, staff room, photocopier etc</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> the language used in job advertisements.</p> <p><u>Students know</u> the language used in the job application process.</p> <p><u>Students know</u> the language used in the interview process.</p> <p><u>Students know</u> how to respond to at least 10 key workplace words or phrases associated with the interview process e.g. candidate, reception, office, assistant, toilets, staff room, photocopier etc</p>	<p><u>Students know</u> of the need to read clearly and loudly when reading out job advertisements and other texts.</p> <p><u>Students know</u> the importance of variation of pace and tone when reading.</p> <p><u>Students know</u> the typical structure and phrasing in a job advertisement or other text.</p> <p><u>Students know</u> the key language used in job advertisements or other related texts.</p> <p><u>Students know</u> the key features of presentation in a job advertisement or other related texts</p> <p><u>Students know</u> that their opinion should be supported by the text or other facts and reasons.</p>
<u>Subject specific skills</u>	<p><u>Students are able to</u> choose a book or brochure from a given selection.</p>	<p><u>Students are able to</u> use simple terms to describe the meaning of at least 5 key words from the job application process e.g. advertisement,</p>	<p><u>Students are able to</u> sequence 5 instructions to explain the steps in applying for a job or attending an interview.</p>	<p><u>Students are able to</u> read and extract information from job advertisements.</p> <p><u>Students are able to</u> read and extract information</p>	<p><u>Students are able to</u> read clearly and at good pace when reading job advertisements and other texts.</p>

	<p><u>Students are able to</u> handle a book or brochure with care.</p> <p><u>Students are able to</u> turn the pages of a book or brochure one page at a time starting from the front cover.</p> <p><u>Students are able to</u> 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><u>Students are able to</u> read at least 20 familiar symbols and/or words used to describe themselves or key characteristics of job roles and skills.</p> <p><u>Students are able to</u> identify objects of reference associated with people, jobs or skills and match the object to the correct word or symbol.</p> <p><u>Students are able to</u> read and extract one piece of information from a range of information texts associated with job roles and skills e.g. job advert, person specification etc.</p>	<p>job description, person specification, essential and desirable criteria, experience, skills etc</p> <p><u>Students are able to</u> use simple terms to describe the meaning of at least 5 key signs in the workplace e.g. Staffroom, Toilets, Reception, Emergency Exit, Store room etc</p> <p><u>Students are able to</u> answer simple comprehension questions based on a range of texts consisting of or supported by symbols e.g. business cards, job advertisements, application forms etc.</p> <p><u>Students are able to</u> communicate to a member of staff what words or symbols that they have read.</p> <p><u>Students are able to</u> use what they have read to support them in completing the next steps in a task e.g. writing their address in a job application.</p> <p><u>Students are able to</u> 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><u>Students are able to</u> sequence a simple set of visual and</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 workplace words or phrases associated with the job application process e.g. apply, online, in writing, application form, job description, person specification, closing date.</p> <p><u>Students are able to</u> read at least 7 key workplace words or phrases associated with the interview process e.g. candidate, reception, office, assistant, toilets, staff room, photocopier etc.</p> <p><u>Students are able to</u> apply phonic knowledge and skills to decode words.</p> <p><u>Students are able to</u> read common exception words.</p> <p><u>Students are able to</u> use the context to help them to read unfamiliar words.</p> <p><u>Students are able to</u> locate key information in a job advertisement, job description or person specification.</p>	<p>from job descriptions and person specifications.</p> <p><u>Students are able to</u> read and extract information from interview offers and instructions.</p> <p><u>Students are able to</u> identify what is needed to respond to a job advertisement.</p> <p><u>Students are able to</u> identify what is required to apply for a job.</p> <p><u>Students are able to</u> extract the details from an interview offer.</p> <p><u>Students are able to</u> read at least 10 key workplace words or phrases associated with the interview process e.g. candidate, reception, office, assistant, toilets, staff room, photocopier etc.</p> <p><u>Students are able to</u> use familiar words and root words to read longer words, in addition to using phonic knowledge and context.</p> <p><u>Students are able to</u> locate the key points in at least two job advertisements, job descriptions or person specifications.</p>	<p><u>Students are able to</u> vary the tone at appropriate points when reading out a job advertisement or other texts.</p> <p><u>Students are able to</u> identify key structures in a job advertisement or other text that helps make the meaning clear.</p> <p><u>Students are able to</u> identify key language in a job advertisement or other text that helps make the meaning clear.</p> <p><u>Students are able to</u> identify key features of presentation in a job advertisement or other text that helps make the meaning clear.</p> <p><u>Students are able to</u> refer to the relevant part of a text to justify their opinion about it.</p> <p><u>Students are able to</u> make reference to general facts and reasons to justify their opinion about a job advertisement or other text.</p> <p><u>Students are able to</u> identify facts contained within a job advertisement or other related text.</p> <p><u>Students are able to</u> identify opinions contained within a job advertisement or other related text.</p>
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		<p>written instructions e.g. complete, name, address and date of birth on a job application.</p> <p><u>Students are able to sequence visual steps to support them to complete a task.</u></p>		<p><u>Students are able to identify the differences between two job advertisements, or person specification</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>
Key Learning	Writing - Employment - identifying and describing job skills and roles				
<u>Subject specific knowledge</u>	<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> how to form common shapes or letters.</p> <p><u>Students know</u> simple colours.</p> <p><u>Students know</u> certain people and jobs.</p> <p><u>Students know</u> with words used to describe themselves, other people and jobs.</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 related to people and jobs.</p> <p><u>Students know</u> what an adjective is.</p> <p><u>Students know</u> some key adjectives used to describe people and jobs.</p> <p><u>Students know</u> the words and symbols used to describe some key tasks and job roles.</p> <p><u>Students know</u> the key elements required in applying for a job or attending an interview.</p>	<p><u>Students know</u> the key words used to describe people, skills, abilities and tasks.</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> root words in words containing common suffixes and prefixes.</p> <p><u>Students know</u> how to spell some common exception words.</p> <p><u>Students know</u> chronological language used to describe the past and the future.</p>	<p><u>Students know</u> the layout of a job advertisement or application, a CV or personal statement.</p> <p><u>Students know</u> what detail and features to include in a job advertisement, job application, a CV or personal statement.</p> <p><u>Students know</u> a range of familiar words and root words when used in compound words or with prefixes and suffixes..</p>	<p><u>Students know</u> the vocabulary relevant to job roles, people's skills, characteristics and their experience.</p> <p><u>Students know</u> they need to read, check and revise their writing.</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 spell most common tricky words.</p> <p><u>Students know</u> how to use Microsoft Word and Microsoft Publisher without support.</p>
<u>Subject specific skills</u>	<p><u>Students are able to make</u> straight marks in sensory material.</p>	<p><u>Students are able to write</u> the initial letter or grapheme of a word related to people and jobs.</p>	<p><u>Students are able to use</u> simple words and phrases to describe themselves and others.</p>	<p><u>Students are able to identify</u> where to place different pieces of information for a job advertisement.</p>	<p><u>Students are able to select</u> vocabulary relevant to job roles, people's skills, characteristics and their experience.</p>

<p><u>Students are able to make circular marks in sensory material.</u></p> <p><u>Students are able to make straight marks with a pen or pencil.</u></p> <p><u>Students are able to make circular marks in sensory material.</u></p> <p><u>Students are able to trace or overwrite 3 recognisable shapes or letters when writing about themselves, jobs or person characteristics.</u></p> <p><u>Students are able to copy 3 recognisable shapes or letters when writing about themselves, jobs or person characteristics.</u></p> <p><u>Students are able to match the background colours of up to 4 words or symbols to create simple sentences about themselves and jobs.</u></p> <p><u>Students are able to select pictures or symbols to describe an image related to people and jobs.</u></p> <p><u>Students are able to select pictures or symbols to write a simple text about themselves or jobs.</u></p>	<p><u>Students are able to select pictures or symbols to add detail to their writing related to people and jobs.</u></p> <p><u>Students are able to select descriptive words to add detail to their writing related to people and jobs.</u></p> <p><u>Students are able to use pictures and symbols to describe what jobs people are doing in images of people at work.</u></p> <p><u>Students are able to use words to describe what jobs people are doing in images of people at work.</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 apply for a job or attend an interview.</u></p> <p><u>Students are able to use words or symbols to describe</u></p>	<p><u>Students are able to use simple words and phrases to describe their skills and abilities in a job application or interview.</u></p> <p><u>Students are able to use simple words and phrases to describe the tasks that they have carried out to describe their relevant experience in a job application or interview.</u></p> <p><u>Students are able to use full sentences to write a short text describing themselves or others.</u></p> <p><u>Students are able to use full sentences to write a short text describing their skills and abilities in a job application or interview.</u></p> <p><u>Students are able to use full sentences to write a short text describing the tasks that they have carried out to describe their relevant experience in a job application or interview.</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 identify where to place different pieces of information for a job application.</u></p> <p><u>Students are able to identify where to place different pieces of information for a CV.</u></p> <p><u>Students are able to identify where to place different pieces of information for a personal statement.</u></p> <p><u>Students are able to include the appropriate detail and features to write a job advertisement.</u></p> <p><u>Students are able to include the appropriate details and features and write a job application.</u></p> <p><u>Students are able to include the appropriate detail and features to write a CV.</u></p> <p><u>Students are able to include the appropriate detail and features to write a personal statement.</u></p> <p><u>Students are able to use familiar words and root words to write longer</u></p>	<p><u>Students are able to revise and edit the spelling, grammar and sentence structure in their writing.</u></p> <p><u>Students are able to correctly use the present tense to describe people's skills, personality and characteristics and people's job roles.</u></p> <p><u>Students are able to correctly use the past tense to describe their past achievements.</u></p> <p><u>Students are able to correctly use the future tense to describe their aspirations.</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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	<p><u>Students are able to select words to describe an image related to people and jobs.</u></p> <p><u>Students are able to select words to write a simple text about themselves or jobs.</u></p>	<p>each image in instructions on how to apply for a job or attend an interview.</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 the future aspirations.</u></p>	<p>words, in addition to using phonic knowledge and context.</p>	
<p>Personal development</p>	<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>				
<p>Suggested activities</p> <p>Students describe themselves, others and famous people- describe and identify staff, famous people. Play Guess Who</p> <p>Students identify and match roles and responsibilities of people in school and wider community e.g. Andy Burnham, Boris Johnson, the Queen</p> <p>Students create their companies and their company profiles, create jobs and requirements e.g. Willy Wonka wanting staff for chocolate factory</p> <p>Students create profile of their perfect teacher, create profile of perfect student/ employee</p>					
<p>Online resources</p> <p>https://northridge.manchester.sch.uk/</p> <p>https://www.manchester.gov.uk/</p> <p>https://nationalcareers.service.gov.uk/</p>					
<p>Evidencing Work</p> <p>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</p> <p>Audio and video performances need to be recorded and formatted within Book Creator.</p> <p>Reading examination at end of Key Stage</p> <p>Speaking and writing assessment at the end of the unit</p>					