

КГУ «Велиховская основная школа»

сверждаю:

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Рассмотрено на заседании МО учителей инклюзивного образования
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Руководитель МО

Адаптированная рабочая программа
для обучающихся с задержкой психического развития
по английскому языку

учителя Ковалевой Ю.Н.
6 класс

Пояснительная записка

Адаптированная рабочая программа по предмету «Английский язык» для 6 класса, специально для детей с особыми образовательными потребностями (ЗПР), предназначена для того, чтобы:

- предоставить возможности обучающимся развиваться в своем личном темпе, исходя из собственных образовательных способностей и интересов;
- реализовать цели и задачи образования обучающихся с ОВЗ, независимо от состояния здоровья, наличия физических недостатков;
- предоставить возможность социализации в процессе изучения иностранного языка.

Рабочая программа направлена на:

- формирование универсальных учебных действий (личностные, метапредметные, предметные результаты) для основного общего образования, преемственность с программой начального общего образования
 - реализацию системно - деятельностного подхода в организации образовательного процесса, который обеспечивает:
 - формирование готовности к саморазвитию и непрерывному образованию;
 - проектирование и конструирование социальной среды развития обучающихся в системе образования;
 - активную учебно-познавательную деятельность обучающихся;
- построение образовательного процесса с учётом индивидуальных возрастных, психологических и физиологических особенностей обучающихся.

Коммуникативные умения по видам речевой деятельности

•Чтение

Нормативные дети

Уметь:

На чтение и перевод прочитанного отводится больше учебного времени. Особое внимание следует уделить переводу, поскольку при этом дети осознают смысл прочитанного и таким образом у них исчезает боязнь перед незнакомым текстом.

Объём домашнего чтения, предлагаемого во II полугодии VI класса, значительно сокращен. Оно проходит на посвященных ему уроках, для домашней работы задания даются выборочно. Особое внимание следует уделить подбору текстов для чтения, с учетом лексики и грамматического материала, интереса детей данного возраста. Необходимо обучать применять речевые образцы не только с глаголом to

бе, но и со смысловыми глаголами. Тексты для чтения желательно соотносить с картинками, задания к ним составлять на отгадывание, постановку слов, выбор фактов из текста, сравнение.

• Аудирование

Аудирование текстов рекомендуется значительно сократить.

• Говорение

Объем диалога – до 3 реплик со стороны каждого учащегося. Продолжительность диалога – 1,5 минут.

2. Монологическая речь

При обучении детей с ЗПР в диалогической и монологической речи целесообразно использовать доступные для понимания речевые модели, обиходные ситуации, а также чтение по ролям. Драматизация – это один из самых эффективных способов при формировании данного вида речевой деятельности.

• Письменная речь

Письменные работы сокращены, так как базируются на грамматическом материале. Объем письменных упражнений, которые основаны на трудно усваиваемых детьми грамматических явлениях, сокращается, а оставшиеся необходимо тщательно разбирать или выполнять в классе.

Языковые средства и навыки пользования ими

• Лексическая сторона речи

Овладение не 550, а 350 лексическими единицами. Словообразование: словосложение.

• Грамматическая сторона

Структуры с глаголами в Past Indefinite, Future Indefinite, Present Perfect, с инфинитивом типа I want to go to...

Исключить: употребление структур с оборотом to be going to..., с инфинитивом

типа I want you to help me, употребление числительных свыше 100, употребление наречий, неопределенных местоимений some, any, по и их производных. Если детей затрудняет усвоение перфектных форм, можно перенести изучение этого материала в VII класс, однако не следует исключать его полностью.

Контроль и оценка деятельности учащихся

Необходимо оценивать обучающихся не столько по достигнутому результату, а за старание и усилия обучающихся. В тестировании и контрольных срезах знаний классы коррекции и ЗПР не принимают участие. Ошибки - желательно не исправлять.

Оценка – составляется с позитивным уклоном. Необходимо поддерживать интерес к иностранному языку

Calendar Thematic Plan for grade 6
2022-2023 оқу жылы/учебный год/academic year

	Date	Theme	Hours	Learning objectives
			Term 1	
		Unit 1. Our Class	11	6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.3.1 - respect differing points of view 6.2.1.1 - understand a longer sequence of supported classroom instructions; 6.2.2.1 - understand more complex supported questions which ask for personal information; 6.2.5.1 - understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.1.1 - provide basic information about themselves and others at discourse level on a range of general topics; 6.3.2.1 - ask simple questions to get information about a growing range of general topics 6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts; 6.4.8.1 - use independently familiar paper and digital reference resources to check meaning and extend understanding; 6.4.9.1 - recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics 6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; of purpose on a limited range of familiar general and curricular topics
		Unit Revision	1	

			11	Unit 2. Helping and Heroes 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.3.1- respect differing points of view; 6.1.8.1- develop intercultural awareness through reading and discussion 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1 - write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics; 6.5.3.1 - write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.6.1.1 - begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics; 6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;
		Summative Assessment	1	
				Term 2

		Unit 3. Our Countryside	11	6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range of general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics 6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;
		Unit revision	1	
		Unit 4. Drama and Comedy	10	6.3.3.1 - respect differing points of view; 6.1.6.1 - organise and present information clearly to others; 6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range of general and curricular topics 6.3.2.1 - ask simple questions to get information about a growing range of general topics; 6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected

			comments on a range of general and curricular topics; 6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics; 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
	Unit revision	1	
	Summative Assessment	1	
Term 3			
	Unit 5. Our Health	9	6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.8.1 - develop intercultural awareness through reading and discussion; 6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.2.5.1 - understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.2.7.1 - recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics 6.3.1.1 - provide basic information about themselves and others at discourse level on a range of general topics; 6.3.3.1 - give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics;

			6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding 6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.9.1- use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics; 6.6.10.1- use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics; 6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
	Unit revision	1	
	Unit 6. Holidays and Travel Reading and talking about film genres	9	6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 6.1.3.1- respect differing points of view; 6.1.5.1- use feedback to set personal learning objectives; 6.1.6.1- organise and present information clearly to others 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range

			of general and curricular topics; 6.2.8.1 - understand supported narratives including some extended talk, on a range of general and curricular topics 6.3.3.1 - give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.5.1 - deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.10.1 - use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics
		Unit revision 1	
		Unit 7. Reading for Pleasure 8	6.1.4.1 - evaluate and respond constructively to feedback from others; 6.1.7.1 - develop and sustain a consistent argument when speaking or writing 6.2.5.1 - keep interaction going in basic exchanges on a growing range of general and curricular topics 6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.3 - understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts; 6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts; 6.4.5.1 - deduce meaning from context on a limited range of familiar general and curricular

			topics, including some extended texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1-recognise typical features at word, sentence and text level in a range of written genres; 6.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics
	Unit revision	1	
	Summative Assessment	1	
Term 4			
	Unit 8. Our Neighbourhood	11	6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers 6.1.3.1-respect differing points of view 6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics 6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.6.14.1- use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
	Unit revision	1	
	Unit 9. Transport	10	6.1.8.1- develop intercultural awareness through reading and discussion; 6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives

			on the world 6.2.3.1- understand more complex supported questions on a growing range of general and curricular topics; 6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics 6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.6.4.1- use a variety of determiners including all, other on a growing range of familiar general and curricular topics; 6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics; 6.6.17.1- use subordinate clauses following think know believe hope, say, tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics
	Unit revision	1	
	Summative Assessment	1	
	Total	102	