

КТУ «Велиховская основная школа»

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Рассмотрено на заседании МО учителей инклюзивного образования
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Адаптированная рабочая программа
для обучающихся с задержкой психического развития
по английскому языку

учителя Ковалевой Ю.Н.
5 класс

Пояснительная записка

Адаптированная рабочая программа по предмету «Английский язык» для 5 класса, специально для детей с особыми образовательными потребностями (ЗПР), предназначена для того, чтобы:

предоставить возможности обучающимся развиваться в своем персональном темпе, исходя из собственных образовательных особенностей 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

Формативные дети

меть:

а 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 неизвестным текстом.

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

Удирвание

дирвание текстов рекомендуется значительно сократить.

оворение

ъем диалога – до3 реплик со стороны каждого учащегося. Продолжительность диалога –1,5минут.

Монологическая речь

меть пользоваться:

основными коммуникативными типами речи: описание, сообщение, рассказ (включающий эмоционально-оценочные суждения), рассуждение (аргументация) с высказыванием своего мнения и краткой аргументацией с опорой и без опоры на прочитанный или услышанный текст либо данную коммуникативную ситуацию. Объем монологического высказывания – до 8. Продолжительность монолога – 1,5 минуты.

ти совз:

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

Исьменная речь

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

зыковые средства и навыки пользования ими

Лексическая сторона речи

владение 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...

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

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

Контроль и оценка деятельности учащихся

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

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

Calendar Thematic Plan for the 5th grade
2022-2023 учебный год/academic year

Мерзімі/ Дата/ Date	Тақырып/Тема/Theme	Сағат саны/ Қол-во часов/ Hours	Оқу мақсаты/Цели урока/Learning objectives
Unit 1: Home and away			
	Diagnostic test	1	
	<i>Homes 1</i> Describing and writing about traditional and contemporary Kazakh homes and rooms.	1	5.C9 use imagination to express thoughts, ideas, experiences and feelings 5.L1 understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.U1 use appropriate countable and uncountable nouns, including common noun
	<i>Homes 2</i> Talking about and describing bedrooms. Practising joined up writing	2	5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.C6 organise and present information clearly to others
	<i>Cities and countries 1</i> Taking about places in cities and writing about the location of cities in Kazakhstan.	2	5.L1 understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects 5.U1 use appropriate countable and uncountable nouns, including common noun

				phrases describing times and location, on a limited range of familiar general and curricular topics
			2	5.L1 understand a sequence of supported classroom instructions 5.U8 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects
		<i>Weather and climate 1</i> Listening, reading, writing and talking about the weather.	2	5.L1 understand a sequence of supported classroom instructions 5.S2 ask simple questions to get information about a limited range of general topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics
		<i>Weather and climate 2</i> Conducting two experiments and writing reports on them.	1	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics
		Unit Revision	1	
		Unit 2: Living things		

<i>Plants1</i> Finding out about plants through pictures and a chant and writing about plants.	2	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics
<i>Plants2</i> Finding out and writing about parts of plants and trees.	2	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects
<i>Animals1</i> Finding out about and categorising animals, writing about them and recording information in a table.	2	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects
<i>Animals2</i> Researching about animals and preparing fact files.	1	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics
<i>Human Beings1</i>	2	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics

	Talking out about parts of the body inside and outside the skeleton.		5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics
	<i>Human Beings2</i> Comparing plants, animals and human beings and producing a Venn diagram.	2	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics
	Summarive Assessment	1	
Unit 3: Values			
	<i>Family relationships1</i> Talking about family members and relationships and reading and writing about a grandparent.	1	5.L1 understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.C6 organise and present information clearly to others 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics
	<i>Family relationships2</i> Listening and writing about a favourite family day and writing about why families are important	2	5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics increasing range of general and curricular topics 5.UE3 use a growing variety of adjectives and regular and irregular comparative and

				superlative adjectives on a limited range of familiar general and curricular topics
			2	5.L1 understand a sequence of supported classroom instructions 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects
			2	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.C9 use imagination to express thoughts, ideas, experiences and feelings
			2	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S3 give an opinion at sentence level on a limited range of general and curricular topics
			1	
Unit 4: The world of work				
			1	5.L1 understand a sequence of supported classroom instructions
			1	<i>Professions 1</i> Finding out about jobs,

	talking and writing about jobs.		5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.C8 develop intercultural awareness through reading and discussion 5.S3 give an opinion at sentence level on a limited range of general and curricular topics to link parts of sentences on a limited range of familiar general and curricular topics
	<i>Professions 2</i> Preparing to interview two workers, interviewing them and writing about the interviews.	2	5.L1 understand a sequence of supported classroom instructions 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics
	<i>Outdoor, factory and service jobs 1</i> Finding out about and writing about farmers and fisherman and locating where they work in Kazakhstan.	2	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.S2 ask simple questions to get information about a limited range of general topics 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics
	<i>Outdoor, factory and service jobs 2</i> Linking outdoor jobs with factory jobs and service jobs and finding out about jobs in Kazakhstan	2	5.R4 read with some support a limited range of short fiction and non-fiction texts 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics
	<i>Work past and future 1</i> Finding out and writing about jobs and working lives in the past.	2	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.W3 write with support factual descriptions at text level which describe people, places and objects 5.UF2 use quantifiers <i>many</i>, <i>much</i>, <i>a lot of</i>, <i>a few</i> on a limited range of familiar

				general and curricular topics
			2	5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.S2 ask simple questions to get information about a limited range of general topics 5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics
		Unit revision	1	
		Summative Assessment	1	
Unit 5: Creativity				
			2	5.L1 understand a sequence of supported classroom instructions 5.L4 understand the main points of supported extended talk on a range of general and curricular topics 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics
	<i>Art 1</i> Talking and writing about paintings and buildings and finding out about colours and shapes.		1	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics
	<i>Art 2</i> Finding out about and describing lines and symmetry in objects, portraits and their own faces.		2	5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.U1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics

	<i>Music 2</i> Watching and listening to a part of Peer Gynt, creating an imaginary character and writing about it. Making a musical instrument and playing it.	1	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.U3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.S8 recount basic stories and events on a range of general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information
	<i>Stories and poems 1</i> Reading and listening to stories and legends and writing about their Kazakh new year.	2	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics
	<i>Stories and poems 2</i> Reading and writing poems and haikus.	1	
0	Unit revision	1	
Unit 6: Reading for Pleasure			
	Learners read non-fiction books in Kazakh, English, Russian languages	4	5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics 5.C4 evaluate and respond constructively to feedback from others 5.C5 use feedback to set personal learning objectives 5.L3 understand an increasing range of unsupported basic questions on general and curricular

			topics
	Summarizing the chosen books Different activities, based on the content of the books	4	All Reading learning objectives for Grade 6. Many of the Listening and Speaking learning objectives, and some of the Writing learning objectives, will be addressed when learners think about and discuss what they have read. 5.C9 use imagination to express thoughts, ideas, experiences and feelings
	Unit revision	1	
	Unit 7: Fantasy world		
	<i>Home and garden 1</i> Describing and designing rooms and furniture and talking and writing about them.	1	5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics 5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics 5.UE14 use prepositions to talk about time and location;
	<i>Home and garden 2</i> Describing and designing gardens and talking and writing about them	2	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.C8 develop intercultural awareness through reading and discussion
	<i>City 1</i> Describing fantasy cities and reading, writing and talking about them.	2	5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics 5.W8 spell most high-frequency words accurately for a limited range of general topics
	<i>City 2</i> Creating a map of a fantasy city and writing a persuasive text about it	2	5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics

	<i>World 1</i> Finding out and talking about environmental problems and suggesting solutions.	2	5.L1 understand a sequence of supported classroom instructions 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.UE16 use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of familiar general and curricular topics
	<i>World 2</i> Learning a song about helping the environment and writing a recipe to make an ideal world.	3	5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics
	Unit revision	1	
	Summative Assessment	1	
Unit 8: Sports			
	<i>Sport for all 1</i> Comparing different sports and talking and writing about them. Interviewing a well-known sports person. Talking about disabled children doing sport.	1	5.L1 understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.C2 use speaking and listening skills to provide sensitive feedback to peers 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics
	<i>Sport for all 2</i> Comparing different sports and talking and writing about them. Interviewing a well-known sports person. Talking about disabled	2	5.L4 understand the main points of supported extended talk on a range of general and curricular topics 5.S2 ask simple questions to get information about a limited range of general topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics

	children doing sport.		5.R.4 read with some support a limited range of short fiction and non-fiction texts
	<i>Rules and respect 1</i> Talking about and writing rules for sports.	2	5.R.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.W.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics
	<i>Rules and respect 2</i> Talking and writing about following rules, showing respect and being a 'good sport'.	2	5.L.3 understand an increasing range of unsupported basic questions on general and curricular topics 5.W.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.W.6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics
	<i>Human body and exercise 1</i> Talking and writing about healthy bodies and finding out about heartbeats and body movements.	2	5.S.6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R.6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.W.4 write with support a sequence of extended sentences in a paragraph to give basic personal information
	<i>Human body and exercise 2</i> Listening and watch about sports and marathons and planning a video about sports in Kazakhstan.	2	5.L.2 understand an increasing range of unsupported basic questions which ask for personal information 5.L.8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S.1 provide basic information about themselves and others at sentence level on an increasing range of general topics
2	Unit Revision	1	
Unit 9: Holidays			
3	<i>Destinations 1</i> Talking and writing about holidays and finding out about Kazakh holidays.	1	5.L.1 understand a sequence of supported classroom instructions 5.L.2 understand an increasing range of unsupported basic questions which ask for personal information 5.S.6 communicate meaning clearly at sentence level during, pair, group and whole class

				exchanges	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.C3 respect differing points of view 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information
	<i>Destinations 2</i> Finding out about and writing a report of where learners in the class went on holiday the previous year.	2			5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.U10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics
	<i>Holiday Activities 1</i> Talking and writing about holiday activities and creating a brochure for a beach holiday.	2			5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics
	<i>Holiday Activities 2</i> Reading about what some children did on holiday and exchanging information.	2			5.W3 write with support factual descriptions at text level which describe people, places and objects 5.U14 use prepositions to talk about time and location; use prepositions <i>like</i> to describe things and <i>about</i> to denote topic use prepositions of direction to, into, out of, from, towards 5.U16 use conjunctions <i>so</i>, <i>if</i>, <i>when</i>, <i>where</i>, <i>before</i>, <i>after</i> to link parts of sentences on a limited range of familiar general and curricular topics 5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups
	<i>Transport</i> Talking about ways of travelling around and planning and writing information for tourists. Playing two games which involve making questions to revise work done on holidays.				

	Unit Review	1	5.L.1 understand a sequence of supported classroom instructions 5.S2 ask simple questions to get information about a limited range of general topics 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics
	Summative control work	1	
	Revision	1	
	Total	102	