



Functional English EL1-3

Long Term Plan

Post 16

Contents

Purpose of Functional Skills English.....	3
Functional Skills English – Entry Levels 1 to 3.....	3
Learning aims and outcomes at Entry Level.....	3
Individual assessment times and marks.....	4
Aims and overviews of the Programme of Study.....	5
Entry Level 1.....	5
Entry Level 2.....	6
Entry Level 3.....	7
Appendix 1.....	8
Expectations for Word Reading Entry Levels 1-3.....	8
Functional Skills Entry Level 1 – Expectations for both reading and spelling.....	11
Functional Skills Entry Level 2 – Expectations for both reading and spelling.....	14
Functional Skills Entry Level 3 – Expectations for both reading and spelling.....	17
Entry Level 1 LTP –.....	19
Entry Level 2 LTP –.....	29
Entry Level 3 LTP –.....	40
Delivery Overview 2023-34.....	54
Term 1 (15 Weeks).....	54
Term 2 (10 Weeks).....	55
Term 3 (14 Weeks).....	56
Resources.....	57

Purpose of Functional Skills English

Functional Skills qualifications should provide reliable evidence of a student's achievements against demanding content that is relevant to the workplace. They need to provide assessment of students' underpinning knowledge as well as their ability to apply this in different contexts. They also need to provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government's accountability systems.

A key aim for Functional Skills English specifications is that they should enable the student to develop confidence and fluency in, and a positive attitude towards, English. Students should be able to demonstrate their competence in English by using it in real world situations as well as demonstrating a sound grasp of basic English knowledge and skills.

Purpose of Functional Skills English for Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen, and communicate in English, and to apply this knowledge and these skills in familiar situations. Achievement of these qualifications can provide the basis for further study at Levels 1 and 2.

Functional Skills English – Entry Levels 1 to 3

Learning aims and outcomes at Entry Level

Functional Skills English qualifications at these levels indicate that students should be able to speak, listen, communicate, read, and write with increasing clarity, accuracy, and effectiveness at each level. They should be able to:

- Listen, understand, and respond to verbal communication in a range of familiar contexts.
- Acquire an understanding of everyday words and their uses and effects and apply this understanding in different contexts.
- Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely; and
- Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation, and grammar.

Students should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

Individual assessment times and marks

NOCN assessment time frames allow each specified level of attainment detailed in the specification to be reached by a learner who has attained the required level of knowledge, skills and understanding. They also facilitate accurate and consistent assessment and differentiation both within and across the levels.

NOCN assessment times and marks for each individual component within the Functional Skills Qualifications for English are:

Component	Time	Marks
Reading:		
Entry Level 1	45 minutes	14 marks
Entry Level 2	45 minutes	16 marks
Entry Level 3	45 minutes	20 marks
Writing:		
Entry Level 1	45 minutes	30 marks
Entry Level 2	45 minutes	35 marks
Entry Level 3	1 hour	38 marks
Speaking Listening and Communicating:		
Entry Level 1	15 minutes	Not applicable
Entry Level 2	15 minutes	Not applicable
Entry Level 3	15 minutes	Not applicable

Aims and overviews of the Programme of Study

Entry Level 1	
Speaking, Listening and Communicating	Assessment/Success Criteria
<p>Scope of Study: Text: this should include simple narratives, information and instructions, and short statements, explanations, discussions, questions, and exchanges.</p>	<ol style="list-style-type: none"> 1. Say the names of the letters of the alphabet 2. Identify and extract the main information from short statements and explanations 3. Follow single-step instructions, asking for them to be repeated if necessary 4. Make requests and ask straightforward questions using appropriate terms and registers 5. Respond to questions about specific information 6. Make clear statements about basic information and communicate feelings and opinions on straightforward topics 7. Understand and participate in simple discussions or exchanges with another person about a straightforward topic
Reading	Assessment/Success Criteria
<p>Scope of Study: Text: this should include short, simple texts that inform, describe, and narrate.</p>	<ol style="list-style-type: none"> 8. Read correctly words designated for Entry Level 1 (see Appendix) 9. Read simple sentences containing one clause 10. Understand a short piece of text on a simple subject
Spelling, punctuation and grammar	Assessment/Success Criteria
<p>Scope of Study: Text: this should include short simple texts such as messages and notes.</p>	<ol style="list-style-type: none"> 11. Punctuate simple sentences with a capital letter and a full stop 12. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns 13. Use lower-case letters when there is no reason to use capital letters 14. Write the letters of the alphabet in sequence and in both upper and lower case 15. Spell correctly words designated for Entry Level 1 (see Appendix)
Writing Composition	Assessment/Success Criteria
	<ol style="list-style-type: none"> 16. Communicate information in words, phrases, and simple sentences

Entry Level 2

Entry Level 2	
Speaking, Listening and Communicating	Assessment/Success Criteria
<p>Scope of Study: Text: this should include short narratives and explanations and instructions, discussions and straightforward information and instructions.</p>	<ol style="list-style-type: none"> 1. Identify and extract the main information and detail from short explanations 2. Make requests and ask clear questions appropriately in different contexts 3. Respond appropriately to straightforward questions 4. Follow the gist of discussions 5. Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics 6. Make appropriate contributions to simple group discussions with others about a straightforward topic
Reading	Assessment/Success Criteria
<p>Scope of Study: Text: this should include short, straightforward texts that instruct, inform, describe, and narrate.</p>	<ol style="list-style-type: none"> 7. Read correctly words designated for Entry Level 2 (see Appendix) 8. Understand the main points in texts 9. Understand organisational markers in short, straightforward texts 10. Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) 11. Read and understand sentences with more than one clause 12. Use illustrations, images and captions to locate information
Spelling, punctuation and grammar	Assessment/Success Criteria
<p>Scope of Study: Text: this should include short, straightforward texts such as letters, e-mails, and simple narratives.</p>	<ol style="list-style-type: none"> 13. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) 14. Form regular plurals 15. Use the first and second letters to sequence words in alphabetical order 16. Spell correctly words designated for Entry Level 2 (see Appendix)
Writing Composition	Assessment/Success Criteria
	<ol style="list-style-type: none"> 17. Communicate information using words and phrases appropriate to audience and purpose 18. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) 19. Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses 20. Use adjectives and simple linking words in the appropriate way

Entry Level 3

Speaking, Listening and Communicating

Scope of Study:

Text: this should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.

Assessment/Success Criteria

1. Identify and extract relevant information and detail in straightforward explanations
2. Make requests and ask concise questions using appropriate language in different contexts
3. Communicate information and opinions clearly on a range of topics
4. Respond appropriately to questions on a range of straightforward topics
5. Follow and understand the main points of discussions
6. Make relevant contributions to group discussions about straightforward topics
7. Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Reading

Scope of Study:

Text: this should include straightforward texts that instruct, describe, narrate, and explain.

Assessment/Success Criteria

8. Read correctly words designated for Entry Level 3 (see Appendix)
9. Identify, understand, and extract the main points and ideas in and from texts.
10. Identify different purposes of straightforward texts
11. Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)
12. Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

Spelling, punctuation and grammar

Scope of Study:

Text: this should include straightforward texts such as narratives, instructions, explanations, and reports.

Assessment/Success Criteria

13. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
14. Form irregular plurals
15. Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
16. Use the first, second and third place letters to sequence words in alphabetical order
17. Spell correctly words designated for Entry Level 3 (see Appendix)

Writing Composition

Assessment/Success Criteria

18. Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)
19. Write text of an appropriate level of detail and of appropriate length (including where this is specified)
20. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
21. Write in compound sentences and paragraphs where appropriate
22. Use language appropriate for purpose and audience

Appendix 1

Expectations for Word Reading Entry Levels 1-3

Students are expected to read words which consist of the letter-sound correspondences¹ in the following table. The words in brackets are examples of words to illustrate these correspondences. They are not specific words to be learned.

At each level, students are expected to read these words in texts of increasing complexity. They are not expected to spell all these words correctly. The words they are expected to read *and* spell correctly are in separate lists for each of Entry Levels 1, 2 and 3.

Letters²	Sounds³
p (<u>p</u> an), pp (sup <u>pp</u> er)	/p/
t (ta <u>p</u>), tt (le <u>tt</u> er)	/t/
c (ea <u>t</u>), k (ke <u>y</u>), ck (du <u>ck</u>)	/k/
ch (ch <u>i</u> p), tch (fe <u>tch</u>)	/tʃ/
f (fi <u>sh</u>), ff (coff <u>ee</u>), ph (ph <u>o</u> to)	/f/
th (<u>th</u> in)	/θ/
s (<u>s</u> un), ss (dres <u>ss</u>), c (<u>c</u> ity) ⁴	/s/
sh (<u>sh</u> ip)	/ʃ/

¹ In this document the word 'sound' is usually used to mean 'phoneme', the smaller unit of sound that distinguishes one word from another. The words 'letter' or 'letters' are usually used to mean 'grapheme', a letter or letters that represent a phoneme.

² The letters in bold type in the first column correspond to the sounds in the second column. They include all the most common sound-letter/s correspondences in English.

³ The sounds listed in this table are the sounds of spoken English. They are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Letter-sound correspondences should be taught in the order used in a reputable, structured phonics programme and not in the order presented in this table.

⁴ 'c' is pronounced /s/ when followed by 'e', 'i' or 'y' (face, city, fancy).

Table 1: Letter/s-sound correspondences

h (<u>h</u> at)	/h/
r (run), rr (ch <u>er</u> ry), wr (<u>w</u> rite)	/r/
l (l <u>i</u> p), ll (be <u>ll</u>)	/l/
b (<u>b</u> oy), bb (rab <u>bb</u> it)	/b/
d (<u>d</u> og), dd (l <u>ad</u> der)	/d/
g (g <u>o</u>), gg (big <u>g</u> er)	/g/
j (j <u>e</u> t), g (g <u>e</u> m) ³ , ge (lar <u>g</u> e), dge (brid <u>g</u> e)	/dʒ/
v (<u>v</u> et), ve (h <u>av</u> e)	/v/
th (<u>th</u> en)	/ð/
z (z <u>i</u> p), zz (fizz), s (h <u>i</u> s), se (chees <u>e</u>), ze (sneez <u>e</u>)	/z/
m (<u>m</u> an), mm (ham <u>mm</u> er)	/m/
n (<u>n</u> ut), nn (d <u>inn</u> er), kn (<u>k</u> nee)	/n/
ng (r <u>in</u> g), n (s <u>in</u> k)	/ŋ/
w (<u>w</u> et), wh (<u>w</u> heel)	/w/
y (<u>y</u> es)	/j/
ee (fe <u>e</u> t), ea (be <u>ea</u> ch), e (m <u>e</u>), y (pon <u>y</u>), e-e (thes <u>e</u>), ey (k <u>ey</u>), ie (ch <u>ie</u> ff)	/i:/
i (b <u>i</u> g) y (g <u>y</u> m)	/ɪ/
e (eg <u>g</u>), ea (h <u>ea</u> d)	/e/
a (m <u>a</u> t)	/æ/
u (<u>u</u> t) ⁴	/ʊ/

³ 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', e.g., gem, gist, stingy, but there are several exceptions, e.g., get, give.

⁴ In some accents, both 'u' and 'oo' are pronounced /ʊ/, e.g. 'but' is pronounced to rhyme with 'foot'

o (<u>o</u> n), a (w <u>a</u> nt)	/o/
oo (b <u>oo</u> k), u (p <u>u</u> t)	/ʊ/

Table 1: Letter/s-sound correspondences	
oo (moon), ue (clue), u-e (flute), ew (flew), ou (soup)	/u:/
ai (rain), ay (play), a (baby), a-e (ape), ey (they)	/eɪ/
igh (light), i (mind), y (fly), ie (pie), i-e (kite)	/aɪ/
ou (out), ow (down)	/aʊ/
oa (boat), ow (snow), o (go), oe (toe), o-e (bone)	/əʊ/
oi (coin), oy (boy)	/ɔɪ/
aw (law), au (sauce), al (talk)	/ɔ:/
or (fork) ⁵ , oor (door), ore (store)	/ɔ:/ or /ɔ:r/
er (person), ur (burn), ir (bird), or after 'w' (work)	/ɜ:/ or /ɜ:r/
ar (far), a (fast) ⁶	/ɑ:r/ or /ɑ:/
air (hair), are (square), ear (bear)	/ɛə/ or /ɛər/
ear (near)	/ɪə/ or /ɪər/
a (zebra)	/ə/
qu (queen)	/kw/
x (box)	/ks/
u (unit), ue (due), u-e (tune), ew (few)	/ju:/
-le (little), -il (pencil), -al (metal), -el (tunnel)	/əl/

⁵ 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent.

⁶ In some words 'a' may be pronounced as either /ɑ:/ or /æ/, depending on accent, e.g. 'a' in 'fast' may be pronounced as 'ar' in 'far' without the /r/ sound or as 'a' in 'fat'.

Functional Skills Entry Level 1 – Expectations for both reading and spelling

Students are expected to both read and spell correctly all the words listed in the following table. They are not examples. They have been chosen because they are common words.

Some of these words include only the letter/s-sound correspondences in Table 1, while others include unusual or unique correspondences, e.g., ‘ai’ in ‘said’.

The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.⁹

Table 2: Letter/s-sound correspondences	
Letters ¹⁰	Sounds ¹¹
<u>c</u> an, <u>a</u> ct, look, back, <u>sch</u> ool	/k/
<u>o</u> ff	/f/
<u>mi</u> ss, <u>cr</u> oss, <u>hou</u> se	/s/
<u>w</u> ho	/h/
<u>w</u> rite, <u>w</u> rote, <u>w</u> rong	/r/
<u>w</u> ill, <u>w</u> ell, <u>t</u> ell, <u>st</u> ill, <u>h</u> ello	/l/
<u>g</u> et, <u>g</u> ive	/g/
<u>ch</u> ange, <u>l</u> arge	/dʒ/
<u>h</u> ave, <u>g</u> ive, <u>l</u> ive, <u>o</u> f	/v/
<u>i</u> s, <u>h</u> is, <u>a</u> s, <u>h</u> as, <u>Wednes</u> day	/z/
<u>c</u> ome, <u>s</u> ome	/m/

⁹ The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are differences due to regional accent.

¹⁰ The letters underlined in the first column correspond to the sounds in the second column.

¹¹ As in the table for Word Reading Expectations, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Table 2: Letter/s-sound correspondences	
<u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/
<u>think</u>	/ŋ/
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/
<u>see</u> , <u>seem</u> , <u>feel</u> , <u>meet</u> , <u>week</u> , <u>eat</u> , <u>real</u> , <u>be</u> , <u>he</u> , <u>me</u> , <u>we</u> , <u>she</u> , <u>even</u> , <u>every</u> ,	/i:/
<u>enjoy</u>	/ɪ/
<u>head</u> , <u>any</u> , <u>many</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u>	/e/
<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/ʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ɒ/
<u>put</u> , <u>push</u> , <u>pull</u> <u>would</u> , <u>could</u> , <u>should</u> , <u>full</u> , <u>look</u> , <u>good</u>	/ʊ/
<u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> , <u>room</u>	/u:/
<u>day</u> , <u>say</u> , <u>way</u> , <u>made</u> , <u>make</u> , <u>take</u> , <u>came</u> , <u>same</u> , <u>late</u> , <u>they</u>	/eɪ/
<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u>	/aɪ/
<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/
<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>	/əʊ/
<u>boy</u>	/ɔɪ/
<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/
<u>or</u> , <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u>	/ɔ:/ or /ɔ:r/
<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u>	/ɜ:/ or /ɜ:r/
<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/
<u>are</u> , <u>our</u>	/ɑ:/ or /ɑ:r/
<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /ɛər/
<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/
<u>the</u> , <u>between</u> , <u>until</u> , <u>today</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>	/ə/
<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ju:/
Table 2: Letter/s-sound correspondences	
<u>little</u>	/əl/
<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell correctly.

- all common words⁷ with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., it, nut, and, stop, rush, thing, himself)
- common two syllable words where /i:/ at the end is spelled with 'y' (e.g., twenty)
- common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., day, runway, boy)
- **-ed** for the past tense, when the root word remains unchanged (e.g., wanted, opened, jumped)
- the following contractions: **Mr**, **Mrs**

n't (e.g., didn't)

'll (e.g., I'll)

're (e.g., we're)

's (e.g., it's⁸)

⁷ For a definition of 'common words', see glossary.

⁸ 'it's' is correct only for contraction, e.g. 'It's cold today.', 'its' is correct for possessive, e.g. 'The plant is in its pot.'

Functional Skills Entry Level 2 – Expectations for both reading and spelling

Students are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Level 1 and the words listed in the following table. They are not examples. They have been chosen because they are common words that are not straightforward to spell. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.¹⁴

Table 3: Letter/s-sound correspondences	
Letters ¹⁵	Sounds ¹⁶
<u>l</u> etter, bet <u>t</u> er	/t/
d <u>iff</u> er, d <u>iff</u> erent, d <u>iff</u> icult,	/f/
ad <u>dr</u> ess, prom <u>is</u> e, <u>c</u> ity, <u>c</u> ircle, dec <u>id</u> e, not <u>ic</u> e, s <u>inc</u> e, sent <u>enc</u> e, <u>onc</u> e, ans <u>wer</u> ,	/s/
<u>s</u> ure, <u>s</u> ugar, press <u>ur</u> e, mach <u>in</u> e, spec <u>ial</u>	/ʃ/
<u>w</u> hole	/h/
arr <u>iv</u> e, carr <u>y</u> - - -	/r/
ad <u>d</u> , ad <u>dr</u> ess	/d/
<u>g</u> uard, <u>g</u> uide	/g/
age, page, strange,	/dʒ/
breath <u>e</u>	/ð/
pos <u>it</u> ion, poss <u>ess</u> , potat <u>oes</u> , caus <u>e</u>	/z/
imagin <u>e</u> ,	/n/
me <u>an</u> , peop <u>le</u> , belie <u>v</u> e, complet <u>e</u> , extrem <u>e</u> , everyth <u>ing</u> , everyb <u>o</u> dy	/i:/

The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference due to regional accent.

¹⁴ The letters underlined in the first column correspond to the sounds in the second column.

¹⁵ As in Entry Level 1, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Table 3: Letter/s-sound correspondences	
<u>b</u> usy, <u>b</u> usiness, <u>min</u> ute, <u>bu</u> ild, <u>w</u> omen, <u>pre</u> tty	/ɪ/
<u>f</u> riend, <u>any</u> thing	/e/
<u>w</u> on, <u>son</u> , <u>am</u> ong, <u>you</u> ng, <u>to</u> uch, <u>do</u> uble, <u>tr</u> ouble, <u>cou</u> try, <u>so</u> mething, <u>mon</u> th	/ʌ/
<u>w</u> atch, <u>kn</u> owledge	/ɒ/
<u>w</u> oman	/ʊ/
<u>m</u> ove, <u>bl</u> ue, <u>bl</u> ew, <u>tru</u> ly, <u>fr</u> uit, <u>gr</u> oup, <u>thr</u> ough	/u:/
<u>e</u> ight, <u>e</u> ighteen, <u>e</u> ighty, <u>w</u> eigh, <u>w</u> eight, <u>da</u> ily, <u>gr</u> eat, <u>br</u> eak, <u>ob</u> ey, <u>str</u> aight	/eɪ/
<u>f</u> ind, <u>beh</u> ind, <u>qui</u> et, <u>qui</u> te, <u>e</u> ye, <u>he</u> ight,	/aɪ/
<u>th</u> ought, <u>ca</u> ught, <u>na</u> ughty, <u>ca</u> use, <u>al</u> ways	/ɔ:/
<u>f</u> orward(s), <u>fo</u> rt(y), <u>fo</u> urteen, <u>qu</u> arter, <u>th</u> erefore	/ɔ:/ or /ɔ:r/
<u>p</u> erhaps, <u>th</u> irteen, <u>th</u> irty, <u>sur</u> prise, <u>ye</u> ar, <u>ea</u> rly, <u>he</u> ard, <u>le</u> arn, <u>ea</u> rth	/ɜ:/ or /ɜ:r/
<u>re</u> member, <u>gr</u> ammar, <u>cal</u> endar, <u>su</u> urname, <u>pr</u> essure, <u>for</u> ward	/ə/ or /ɜ:r/
<u>h</u> alf	/ɑ:/ or /æ/
<u>ca</u> re, <u>be</u> ar, <u>ba</u> re,	/εə/ or /εər/
<u>ou</u> r, <u>hou</u> r	/aʊə/ or /aʊr/
<u>se</u> ven, <u>de</u> cide, <u>ad</u> dress, <u>ar</u> rive, <u>im</u> portant, <u>prob</u> ably, <u>w</u> oman, <u>se</u> cond, <u>diff</u> icult,	/ə/
<u>ide</u> a, <u>mat</u> erial	/ɪə/
<u>s</u> ix, <u>ne</u> xt	/ks/
<u>m</u> usic, <u>be</u> autiful, <u>com</u> puter	/ju:/
<u>pos</u> sible, <u>ex</u> ample, <u>anim</u> al	/əl/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that students are expected to both read and spell correctly.

- words with prefixes where the root word remains unchanged (e.g., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph)
- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly)
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny)
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g., replying)
- Words with suffixes ending in '-tion' (e.g., mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary)
- the following homophones: **there, their, they're** **here, hear** **one, won to,** **too, two**

Functional Skills Entry Level 3 – Expectations for both reading and spelling

Students are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Levels 1 and 2 and the words listed in the following table. They are not examples. They have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.¹⁷

Table 4: Letter/s-sound correspondences	
Letters ¹⁸	Sounds ¹⁹
<u>a</u> pp <u>e</u> ar, opp <u>o</u> site, app <u>l</u> y	/p/
d <u>o</u> ub <u>t</u> , deb <u>t</u> , att <u>a</u> ch, min <u>u</u> te	/t/
<u>s</u> ch <u>e</u> me, occ <u>o</u> asion, acc <u>o</u> rding,	/k/
pic <u>t</u> ure, act <u>u</u> al	/tʃ/
rou <u>g</u> h, tou <u>g</u> h, cou <u>g</u> h, enou <u>g</u> h	/f/
lis <u>t</u> en, fast <u>e</u> n, whis <u>t</u> le, critic <u>i</u> se, rece <u>i</u> ve, purpo <u>s</u> e, incre <u>a</u> se, rec <u>e</u> nt, ce <u>n</u> tre, exerc <u>i</u> se, medic <u>i</u> ne, exper <u>i</u> ence	/s/
espe <u>c</u> ially, apprec <u>i</u> ate,	/ʃ/
<u>g</u> uarantee	/g/
knowl <u>e</u> dge, colle <u>g</u> e	/dʒ/
ea <u>s</u> e, critic <u>i</u> se, posit <u>i</u> on, caus <u>e</u>	/z/
meas <u>u</u> re, treas <u>u</u> re, pleas <u>u</u> re	/ʒ/
comm <u>i</u> tee, bomb <u>b</u> , thumb <u>b</u> , crumb <u>b</u> , clim <u>b</u> , condemn <u>n</u> , column <u>n</u> , autum <u>n</u>	/m/

The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference dues to regional accent.

¹⁷ The letters underlined in the first column correspond to the sounds in the second column.

¹⁸ As in Entry Levels 1 and 2, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols

Table 4: Letter/s-sound correspondences	
k not, k nee, k nife, k nowledge	/n/
comm i tee, achie v e	/i:/
aver a ge, e quip, barg a in	/ɪ/
cur i osity, qual u lify, qual u fication	/ʊ/
i sland	/aɪ/
th ough, al though,	/əʊ/
b ought, b rought, ou ght, th ere fo re	/ɔ:/
sug a r, pop u lar, part ic ular, regul a r, cent e re	/ə/ or /ɜ:r/
comp e tition, cor r espond, d etermined, d evelop, frequ e ntly, expl a nation, d i ction a ry, def i nite, th orough, bo rough, d escribe, exper i ment, p urpose, o pp o site, s u pp o se, fam o us, vari o us, cert a in	/ə/
exper i ence	/ɪə/
ex ce llent	/ks/
comm u nicate, comm u nity, e duc a tion	/ju:/
av a il a ble	/əl/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that students are expected to both read and spell correctly.

- common words with the following suffixes or endings
 - ion** (e.g., competition, discussion)
 - ian** (e.g., electrician, politician)
 - ious**, -**tious** (e.g., suspicious, cautious)
 - cial**, -**tial** (e.g., artificial, essential)
 - ation**, -**ant**, -**ance** (e.g., observation, observant, observance)
 - ent**, -**ency** (e.g., frequent, frequency)
 - able**, -**ably** (e.g., comfortable, comfortably)
 - able**, -**ably**, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., changeable, noticeably)
 - ible**, -**ibly** (e.g., possible, possibly)
- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)
- the following words that are homophones or near-homophones:
 - who's, whose • accept, except • berry, bury • brake, break • fair, fare • groan, grown • heel, he'll • knot, not • mail, male • meat, meet • missed, mist • peace, piece • plain, plane • scene, seen • weather, whether • farther, father • guessed, guest • led, lead • past, passed • aloud, allowed • desert, dessert • steal, steel

Entry Level 1 LTP – 30 Week Programme

Week No	Topic	Specification References	Objectives	Success Criteria
1	Introduction to Functional Skills	<p>E1.5 SLC Respond to questions about specific information</p> <p>E1.2 SLC Identify and extract the main information from short statements and explanations</p> <ul style="list-style-type: none"> E1.10 R Understand a short piece of text on a simple subject 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> say their name say what they like/dislike listen to instructions <ul style="list-style-type: none"> read class information. 	<p>Learners should be able to share basic information with their peers. For example, 'My name is...'. 'I like football.'</p> <p>During the induction to their course, learners should understand that there are three components to Functional Skills English Entry Level 1: Reading, Writing, and Speaking, listening and communicating. Learners could be given a short piece of text/handout with this information and asked to verbally identify or point out the main points in the text.</p> <p>As part of the induction process, learners could show that they understand the basic health and safety practices of the centre. For example, where the fire exit is located or where to meet if there is a fire. This can be supported by demonstrating where to meet or how to exit the building, and/or using symbols or images to support new vocabulary. Simple verbal questions can be asked to check understanding and to assess the learners' speaking and listening skills.</p>
2	Speaking, listening and communicating: The alphabet	<ul style="list-style-type: none"> E1.1 SLC Say the names of the letters of the alphabet 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify the letters of the alphabet correctly <ul style="list-style-type: none"> say the names of the letters of the alphabet aloud. 	<p>Learners should be able to say the names of each letter of the alphabet correctly. They should also be able to identify a given letter when asked. For example, by writing it down when it is said or by pointing to the correct letter.</p>
3	Writing: The alphabet	<ul style="list-style-type: none"> E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> use upper and lower case correctly sequence the alphabet correctly. 	<p>Learners to correctly form/use both upper- and lower-case letters in a sequence. For example, A, B, C / a, b, c</p> <p>This can be assessed both by using IT or by hand writing the letters.</p>

				<p>Learners could write their name using upper- and lower-case letters correctly.</p> <p>Ask learners to complete a gap-filling exercise to sequence the missing letters. For example: Complete the missing letters: f, g, h, ____, l, m, n</p>
4	Writing: Word classes	<p>E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <ul style="list-style-type: none"> E1.16 W Communicate information in words, phrases and simple sentences 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify nouns, proper nouns, verbs and pronouns give simple definitions of each word class. 	<p>Learners could circle the nouns, proper nouns, verbs and pronouns in a given list, or sort words into categories.</p> <p>They could create simple definitions for each of the word classes with examples. For example: Noun – a thing: girl, boy, person</p> <p>Learners should identify the proper nouns from a given list by locating the words that begin with a capital letter.</p>
5	Writing: Introduction to spelling	<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1.9 R Read simple sentences containing one clause</p> <p>*Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> spell common one-syllable words correctly read simple sentences containing common Entry Level 1 words identify a spelling strategy to support learning. 	<p>Learners should be introduced to common sound patterns from the Entry Level 1 specification (Annexe B). Ask learners to sound out the words as they read them.</p> <p>Learners should read a short text containing some common words from the specification (Annexe B). Assess understanding by asking learners to identify a key piece of information. For example, if the text is about going to college or school, they could list the items the text says they should take to class: 'pen', 'paper', etc.</p> <p>Learners should identify a spelling strategy that helps them to remember new words. For example, looking, covering, writing, or sounding out the words.</p> <p>Introduce a short spelling test to assess new vocabulary from this session.</p>
6	Reading: Understanding a short piece of text	E1.10 R Understand a short piece of text on a simple subject	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify the main information from the text say what a short piece of text is about 	Learners to locate the main information in a short, straightforward piece of text. For example, the date and time of an event from an invitation; key information about an item of clothing, such as the

		<p>E1.2 SLC Identify and extract the main information from short statements and explanations</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>accurately spell the key words from this session.</p>	<p>colour; or a simple biography narrating where someone lived or was born.</p> <p>Learners to spell five key words from this session.</p>
7	Reading: Simple sentences	<p>E1.9 R Read simple sentences containing one clause</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read simple sentences correctly say what a text is about <p>accurately spell the key words from this session.</p>	<p>Learners should be able to read one-clause sentences correctly. These should include one- or two-syllable common words. For example: 'The pan was hot'. 'The door is white.' 'Today is Monday.'</p> <p>Learners should answer straightforward questions based on a text. This could be in the form of an open response question or by asking them to select the correct answer from a short list of options.</p> <p>Learners to spell five key words from this session and/or recap the key words from previous sessions.</p>
8	Reading: One- and two-syllable words	<p>E1.8 R Read correctly words designated for Entry Level 1*</p> <p>E1.10 R Understand a short piece of text on a simple subject</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify word classes correctly identify the correct pronoun for each sentence read simple words correctly say what a text is about <p>accurately spell the key words from this session.</p>	<p>Recap word classes from session 4, by asking learners to identify the different parts of a sentence.</p> <p>Learners to complete a gap-filling exercise, identifying and using the correct pronoun from a given list.</p> <p>Learners should be able to read common one- and two-syllable words correctly.</p> <p>Using the Entry Level 1 specification (Annexe B), ask learners to read and understand a short text. For example, on keeping pets. Learners should identify any new words and practise spelling them correctly.</p>
9	Writing: Spelling (two-syllable words)	<p>E1.15 W Spell correctly words designated for Entry Level 1*</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> spell common two-syllable words correctly 	<p>Learners should be introduced to common sound patterns for two-syllable words from the Entry Level 1 specification (Annexe B).</p>

		<p>E1.9 R Read simple sentences containing one clause</p> <ul style="list-style-type: none"> *Please refer Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> identify a spelling strategy to support learning <p>read simple sentences containing common two-syllable Entry Level 1 words.</p>	<p>Learners should use their spelling strategy to practise some common two-syllable words from Annexe B, such as 'little', 'money', 'follow'.</p> <p>Learners should use their new words to write two or three simple sentences, spelling the new words correctly.</p>
10	Reading: Straightforward topics	<p>E1.10 R Understand a short piece of text on a simple subject</p> <p>E1.2 SLC Identify and extract the main information from short statements and explanations</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read a short piece of text about someone's likes and dislikes answer questions about the text tell a partner about what they have read <p>accurately spell the key words from the previous session.</p>	<p>Learners read a short text describing someone's likes and dislikes. For example, 'Sam likes to play football'.</p> <p>Learners should work with a partner to discuss the text they have read, and share the key information from the text with their partner.</p> <p>Use a question and answer technique to ask simple questions about the text and assess each learner's understanding.</p> <p>Recap by asking the learners to practise spelling the new two-syllable words from the previous session.</p>
11	Reading: Following instructions	<p>E1.10 R Understand a short piece of text on a simple subject</p> <p>E1.2 SLC Identify and extract the main information from short statements and explanations</p> <ul style="list-style-type: none"> E1.11 W Punctuate simple sentences with a capital letter and a full stop 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify when to use capital letters and full stops add capital letters and full stops to a short piece of text read and understand simple instructions demonstrate that they can follow simple instructions. 	<p>Learners should be introduced to the use of capital letters and full stops at the start and end of simple sentences. Learners should amend a simple set of instructions they have been given by adding capital letters and full stops where needed.</p> <p>Learners should read and follow simple instructions. For example, how to make a cup of tea. They could demonstrate following the instructions through a role-play activity to show their understanding.</p> <p>This could be an opportunity to review and revise reading short sentences and/ or a short piece of text.</p>
12	Reading: Descriptions	<p>E1.10 R Understand a short piece of text on a simple subject</p> <p>E1.2 SLC Identify and extract the main information from short statements and explanations</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand a short piece of text answer questions about the text discuss the text with their partner 	<p>Learners read a short text giving a description of a person. For example: 'tall', 'young', 'old', 'man', 'woman', etc.</p> <p>Learners should work with a partner to discuss the text they have read, and share the key information from the text with their partner.</p>

		<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> accurately spell the key words from this session. 	<p>Use a question and answer technique to ask simple questions about the text and assess each learner's understanding.</p> <p>Learners to practise and spell five key words from this session.</p> <p>Alternatively, this could be an opportunity to formally assess learners on Reading.**</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions</p>
13	Speaking, listening and communicating: Following instructions	<ul style="list-style-type: none"> E1.3 SLC Follow single-step instructions, asking for them to be repeated if necessary 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> follow simple verbal instructions ask for help if needed <p>demonstrate that they can follow simple instructions.</p>	<p>Learners should be able to follow a simple set of verbal instructions. For example: 'Sit here', 'Please wait', 'Now follow me'.</p> <p>Learners should be able to ask simple questions to check their understanding. For example: 'Is this right?', 'Can you please say that again?'</p> <p>Use a role-play activity to assess each learner's understanding of the instructions.</p>
14	Speaking, listening and communicating: Using questions	<ul style="list-style-type: none"> E1.4 SLC Make requests and ask straightforward questions using appropriate terms and registers 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ask a question use 'please' and 'thank you' correctly demonstrate active listening. 	<p>Using role-play activities or real-life scenarios, learners should be able to make simple everyday requests. For example: asking to see the doctor or asking a friend how they are feeling.</p> <p>Learners should show that they have listened to and understood the answer given.</p>
15	Speaking, listening and communicating: Responding to questions	<p>E1.5 SLC Respond to questions about specific information</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> respond to simple questions to give information listen to questions carefully answer simple questions <p>accurately spell the key words from this session.</p>	<p>Using role-play activities or real-life scenarios, learners should be able to respond to simple questions and give specific information. For example, the names of their family members, the time and day of their lesson, when they were born.</p>

		for the full list of expectations for reading and spelling at this level.		<p>Learners should be given time to prepare their ideas before practising the scenarios. Ask them to create simple questions to ask a partner on a given topic.</p> <p>Learners to spell five key words from this session.</p> <p>This could be an opportunity to review and revise speaking and listening techniques, and taking part in a discussion.</p>
16	Speaking, listening and communicating: Communicating feelings	<p>E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> share their opinion with their partner share their feelings on a straightforward topic <p>accurately spell the key words from this session.</p>	<p>Learners should be able to say how a situation makes them feel. For example, 'sad', 'happy', 'angry'.</p> <p>Straightforward topics could include sharing their opinion about a birthday present they have received, a piece of work they have completed in class, a new house they have moved to, etc.</p> <p>Learners to spell five key words from this session.</p>
17	Speaking, listening and communicating: Discussion skills	<ul style="list-style-type: none"> E1.7 SLC Understand and participate in simple discussions or exchanges with another person about a straightforward topic 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> share their ideas with their partner listen to the ideas of their partner show that they understand the topic ask their partner to repeat the question if they are unsure. 	<p>Learners should take part in a simple, straightforward discussion with a partner. Topics could include planning to meet for a coffee, asking someone about their weekend, or asking for directions.</p> <p>Learners should demonstrate active listening and ask a question when they are unsure.</p> <p>After practising discussions, this could be an opportunity to formally assess Speaking, listening and communicating.**</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>
18	Writing: Introduction to writing skills – proper nouns	E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify a noun identify pronouns and proper nouns 	Recap word classes from sessions 4 and 8. Learners should now be able to confidently identify nouns and pronouns correctly. This could be assessed by asking

		<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> give examples of proper nouns correctly use sentences with personal pronouns and proper nouns <p>accurately spell the key words from this session.</p>	<p>the learners to circle the nouns/pronouns in a series of simple sentences.</p> <p>Learners should now correctly demonstrate using capital letters for 'I' and proper nouns. They could do this by writing two or three sentences about a place they like to visit.</p> <p>Learners to spell five key words from this session.</p>
19	Writing: Simple sentences (verbs)	<p>E1.16 W Communicate information in words, phrases and simple sentences.</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify a verb spell common verbs correctly write sentences using common verbs. 	<p>Recap word classes from sessions 4 and 8. Ask learners to identify verbs or doing words. For example: 'run', 'think', 'feel', 'look', 'pull'.</p> <p>Using images as prompts, ask learners to correctly spell the verb shown in each image.</p> <p>Give learners a word bank of verbs and ask them to write two or three simple sentences. And/or provide a gap-filling exercise, asking learners to fill in the gap using the correct verb.</p> <p>This could be an opportunity to review and revise grammar.</p>
20	Writing: Introduction to writing skills	<ul style="list-style-type: none"> E1.11 W Punctuate simple sentences with a capital letter and a full stop 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify when a capital letter should be used say why we use a full stop add capital letters and full stops to a piece of text <p>use capital letters and full stops in writing.</p>	<p>Learners should be able to use capital letters correctly for proper nouns. For example, names/places, etc.</p> <p>Learners should be able to correct a short piece of text by adding capitals and full stops. For example: 'Patrick was cold'. 'Karen liked her birthday cake.'</p> <p>Learners to write two or three short sentences on a straightforward subject such as where they live, using capital letters and full stops correctly.</p>
21	Writing: Punctuation	<p>E1.11 W Punctuate simple sentences with a capital letter and a full stop</p> <p>E1.16 W Communicate information in words, phrases and simple sentences.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> add capital letters and full stops to a piece of text write simple sentences using capital letters and full stops 	<p>Recap on the previous session by asking learners to correct a short piece of text. They should add capital letters and full stops where needed.</p> <p>As a group, read a text on a straightforward subject, such as a job advert. Use a question-and-answer technique to assess each learner's understanding. Ask</p>

		<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>accurately spell the key words from this session.</p>	<p>learners to write two or three simple sentences about their ideal job.</p> <p>Ask learners to spell five key words from this session. These words could be taken from the short text that they read as a group.</p> <p>This could be an opportunity to review and revise using punctuation.</p>
22	Writing: Lower- and upper-case letters	<p>E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case</p> <p>E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <ul style="list-style-type: none"> E1.13 W Use lower-case letters when there is no reason to use capital letters 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify when to use a lower-case letter use upper- and lower-case letters correctly <p>write sentences using both upper- and lower-case letters correctly.</p>	<p>Recap on the previous session by verbally asking learners to say when to use upper-case/capital letters. For example, 'I' and proper nouns. Learners should correct sentences, adding or removing upper-case letters as needed.</p> <p>Learners to write two or three sentences on a familiar, straightforward topic, for example what food they like to eat, using upper- and lower-case letters correctly.</p>
23	Writing: Spelling (days of the week)	<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> spell the days of the week correctly use capital letters correctly for the days of the week write a short sentence about a day of the week. 	<p>Learners should practise spelling the days of the week, using their preferred spelling strategy. They could complete gap-filling exercises by adding missing letters to the days of the week.</p> <p>Learners should write two or three simple sentences about the days of the week. For example: 'I work on Tuesday'. They should use capital letters correctly for the days of the week.</p>
24	Writing: Spelling (numbers)	<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1 W 16 Communicate information in words, phrases, and simple sentences.</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> write simple sentences using numbers spell the days of the week correctly. 	<p>Learners should practise spelling numbers, using their preferred spelling strategy. They could complete gap-filling exercises by adding missing letters to numbers.</p> <p>Learners should write two or three simple sentences using numbers. For example: 'I have one child'.</p> <p>Recap on the previous session by asking learners to write the days of the week using the correct spelling.</p>

		for the full list of expectations for reading and spelling at this level.		This could be an opportunity to review and revise spelling.
25	Writing: Simple sentences (subject-verb-object format; full stops and capital letters)	<p>E1.16 W Communicate information in words, phrases and simple sentences.</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1.11 W Punctuate simple sentences with a capital letter and a full stop</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> write simple sentences using subject-verb-object format spell correctly words designated for Entry Level 1 use full stops and capital letters correctly. 	<p>Learners should be able to write two or three simple sentences correctly. For example: 'Meet me today'.</p> <p>Learners should write sentences on straightforward topics. For example, about their family: 'I have a brother'. 'We live in a small house.' Or learners could say where they live: 'I live in Newcastle'.</p>
26	Writing: Past tense	<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1.16 W Communicate information in words, phrases and simple sentences.</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> use '-ed' correctly when the root word remains the same <p>write simple sentences using words that end in '-ed'.</p>	<p>Learners should correctly demonstrate spelling words in the past tense where the root word stays the same, e.g. 'wanted', 'opened', 'jumped'.</p> <p>Learners could write two or three simple sentences, using a word bank to support them.</p>
27	Writing: Using contractions	<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1.16 W Communicate information in words, phrases and simple sentences.</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <p>spell common contractions correctly.</p>	<p>Learners should be able to spell the following contractions correctly:</p> <p>Mr, Mrs n't words such as couldn't, didn't 'll words such as I'll, we'll 're words such as we're 's words such as it's, here's Please refer to the Entry Level 1 specification (Annexe B).</p> <p>Learners to write two or three simple sentences, using the correct spelling of the contraction.</p>
28	Writing: Simple sentences (subject-verb-object format;	E1.16 W Communicate information in words, phrases and simple sentences.	By the end of the session, learners should be able to:	Learners should be able to write two or three simple sentences. For example: 'I have a new job'.

	full stops and capital letters)	<p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1.11 W Punctuate simple sentences with a capital letter and a full stop</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> write simple sentences using subject–verb–object format spell correctly words designated for Entry Level 1 use full stops and capital letters correctly. 	<p>Learners should write a text on a straightforward topic. For example, starting a new job. Key words like ‘full time’, ‘days of the week’ and ‘numbers’ could be used as part of a spelling assessment.</p> <p>Learners to write two or three sentences, using capital letters and full stops correctly.</p>
29	Writing: Simple sentences (review and revise)	<p>E1.16 W Communicate information in words, phrases and simple sentences.</p> <p>E1.15 W Spell correctly words designated for Entry Level 1*</p> <p>E1.11 W Punctuate simple sentences with a capital letter and a full stop</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> write simple sentences spell correctly words designated for Entry Level 1 use full stops and capital letters correctly. 	<p>Learners should be able to write two or three simple sentences. For example: ‘I like my birthday’.</p> <p>Learners should write a text on a straightforward topic. For example, learners could write about their favourite day – birthday, Christmas, Eid, etc.</p> <p>Learners to write two or three sentences, using capital letters and full stops correctly.</p> <p>This could be an opportunity to review and revise writing simple sentences and/or a short piece of text.</p>
30	Course review	<p>E1.16 W Communicate information in words, phrases and simple sentences.</p> <ul style="list-style-type: none"> E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify what went well say what they feel they have learned identify a new goal or target to work towards. 	<p>Learners to review and reflect on their own learning, say what went well, what they feel about their progress and what they will work towards as a new goal or target.</p> <p>They could write two or three sentences about their short-term goals for the future. This session could also be an opportunity for a formal final Writing assessment.**</p> <p>**Assessment of this qualification can take place at the centre’s discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>

Entry Level 2 LTP – 30 Week Programme

Week No	Topic	Specification References	Objectives	Success Criteria
1	Introduction to Functional Skills	<p>E2.1 SLC Identify and extract the main information and detail from short explanations</p> <p>E2.4 SLC Follow the gist of discussions</p> <ul style="list-style-type: none"> E2.8 R Understand the main points in texts 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> introduce themselves to the group say what they hope to achieve read about and discuss the course listen to and follow instructions. 	<p>Learners should be able to introduce themselves by saying their name and something about themselves. For example, 'My name is...'. 'I live in ... with my son.'</p> <p>Learners should be able to say what they hope to achieve during the course. For example, 'getting better at spelling'.</p> <p>During the induction to their course, learners should understand that there are three components to Functional Skills English Entry Level 2: Reading, Writing, and Speaking, listening and communicating. Learners could be given a short piece of text/handout with this information and asked to verbally identify or underline the main points in the text.</p> <p>As part of their induction, learners could show that they understand the basic health and safety practices of the centre. For example, where the fire exit is located or where to meet if there is a fire. This can be supported by demonstrating where to meet or how to exit the building, and/or using symbols or images to support new vocabulary. Simple verbal questions can be asked to check understanding and to assess the learners' speaking and listening skills.</p>
2	Spelling, punctuation and grammar: Introduction to punctuation	<ul style="list-style-type: none"> E2.13 W Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify why full stops, capital letters, question marks and exclamation marks are used use full stops and capital letters use question marks and exclamation marks write sentences using the correct punctuation marks. 	<p>Learners should be introduced to each of the punctuation marks, together with how and why they are used. As a group, learners could create a simple definition for each punctuation mark.</p> <p>Learners could complete a proofreading exercise where they are asked to correct the punctuation errors in three or four sentences.</p> <p>Learners should be able to write three or four sentences using correct punctuation.</p>

3	Spelling, punctuation and grammar: Using dictionaries	<p>E2.15 SPG Use the first and second letters to sequence words in alphabetical order</p> <ul style="list-style-type: none"> E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> correctly sequence letters in the alphabet use a dictionary to find the meaning of words check their spelling using a dictionary. 	<p>Learners should be able to correctly sequence words in alphabetical order using both the first and second letters of words. They could be given a list of words to rearrange in the correct order.</p> <p>Learners could use sequencing skills to complete a 'Dictionary hunt' exercise, to find a given word and read its meaning.</p> <p>Learners should be able to check their spelling using a dictionary. Learners could practise this skill as part of a proofreading exercise.</p>
4	Reading: Understanding texts	<p>E2.7 R Read correctly words designated for Entry Level 2*</p> <p>E2.8 R Understand the main points in texts</p> <p>E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)</p> <p>E2.3 SLC Respond appropriately to straightforward questions</p> <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read a short, straightforward text containing common Entry Level 2 words use a dictionary to check the meaning of words answer simple verbal questions discuss the main points in the text. 	<p>Learners should be able to read and understand the main points in a short text on a straightforward topic. For example, a simple recipe.</p> <p>Learners should use a dictionary to find the meaning of any new words.</p> <p>Learners should be able to discuss the main points in the text and verbally answer straightforward questions. For example, questions about what other things to add to the food.</p>
5	Spelling: Spelling strategies	<p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <p>E2.8 R Understand the main points in texts</p> <p>E2.7 R Read correctly words designated for Entry Level 2*</p> <p>* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> spell Entry Level 2 words correctly spell common two-syllable words correctly identify a spelling strategy to support learning <p>read simple sentences containing common Entry Level 2 words.</p>	<p>Learners should be introduced to common sound patterns from the Entry Level 2 specification (Annexe C). Ask learners to sound out the words as they read them.</p> <p>Learners should read a short text containing some common words from the Entry Level 2 specification (Annexe C). Assess understanding by asking learners to identify a key piece of information. For example, if the text is an invitation to a birthday party, learners to</p>

		<p>list of expectations for reading and spelling at this level.</p> <ul style="list-style-type: none"> • 		<p>identify the name and age of the person having the party. For example: 'Jess is eighteen'.</p> <p>Learners should identify a spelling strategy that helps them to remember new words. For example, looking, covering, writing, or sounding out the words.</p> <p>This could be an opportunity to review and revise spelling.</p>
6	Reading: Organisational markers	<p>E2.9 R Understand organisational markers in short, straightforward texts</p> <p>E2.17 W Communicate information in words, phrases and simple sentences</p> <p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <ul style="list-style-type: none"> • * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • list the organisational markers that writers use to help their readers find information • use subheadings to locate information • use bullet points to list key ideas accurately spell the key words from this session. 	<p>Learners should be introduced to the use of organisational markers in writing, and name some of them. For example, subheadings, bullet points, numbered points, text boxes, etc.</p> <p>Learners should read a straightforward text, using subheadings to find the appropriate information. For example, using a job advert, learners should be able to locate key information, such as what the job includes under 'Duties'.</p> <p>Learners should be able to write a simple bullet-pointed list of the skills and qualities needed to succeed on a course.</p> <p>Ask the learners to spell five key words from this session.</p>
7	Reading: Images	<p>E2.7 R Read correctly words designated for Entry Level 2*</p> <p>E2.12 R Use illustrations, images and captions to locate information</p> <p>E2.8 R Understand the main points in texts</p> <ul style="list-style-type: none"> • * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • read a short text containing common Entry Level 2 words • answer simple comprehension questions about the text <p>use images and captions to locate key information.</p>	<p>Learners should be able to read and understand a short text on a straightforward topic. For example, a short biography of a celebrity.</p> <p>Learners to answer straightforward questions based on the text. For example, where and when the celebrity was born.</p> <p>Learners should be able to use images and captions in the text to locate information. For example, an image of the celebrity winning an award may be captioned to say what the award was for.</p>
8	Reading: Conjunctions	<p>E2.7 R Read correctly words designated for Entry Level 2*</p>	<p>By the end of the session, learners should be able to:</p>	<p>Learners should be able to identify simple conjunctions such as 'or', 'and', 'but'.</p>

		<p>E2.11 R Read and understand sentences with more than one clause</p> <p>E2.8 R Understand the main points in texts</p> <p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> identify simple conjunctions read compound sentences answer questions on a text accurately spell the key words from this session. 	<p>Learners to read and understand simple compound sentences. For example, a short text on a local attraction may include information such as: 'We are closed on Monday but open 9am to 5pm every other day'.</p> <p>Learners should be able to read sentences with more than one clause and understand the main points. For example, by answering comprehension questions on the text.</p> <p>Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.</p> <p>This could be an opportunity to review and revise reading sentences with more than one clause.</p>
9	Writing: Conjunctions (identifying and selecting conjunctions)	<p>E2.19 W Write in compound sentences, using common conjunctions (e.g. <i>or</i>, <i>and</i>, <i>but</i>) to connect clauses</p> <ul style="list-style-type: none"> E2.17 W Communicate information in words, phrases and simple sentences 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify simple conjunctions select the correct conjunction use conjunctions in their writing. 	<p>Recap on the previous session by asking learners to recall the conjunctions they identified. Learners to select the correct conjunction to connect clauses. Learners to complete a gap-filling exercise, selecting the correct conjunction from a given list to fill the gap in three or four sentences.</p> <p>Learners to use the correct conjunction in their own writing. For example, when writing a short autobiography about themselves.</p>
10	Reading: Instructions	<p>E2.7 R Read correctly words designated for Entry Level 2*</p> <p>E2.8 R Understand the main points in texts</p> <p>E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)</p> <p>E2.3 SLC Respond appropriately to straightforward questions</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read a short text including instructions and containing common Entry Level 2 words. answer simple comprehension questions use a dictionary to check the meaning of words discuss the main ideas in the text accurately spell the key words from this session. 	<p>Learners should be able to follow a short set of instructions. For example: making a cup of tea, feeding a pet, cleaning paintbrushes. They should be able to answer simple questions about the text.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words.</p> <p>Learners should be able to discuss the main points in the text and answer verbal questions about the instructions.</p>

		<p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 		<p>Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.</p>
11	Reading: Descriptions	<p>E2.7 R Read correctly words designated for Entry Level 2*</p> <p>E2 R 8 Understand the main points in texts</p> <p>E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)</p> <p>E2.3 SLC Respond appropriately to straightforward questions</p> <p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read a short text including descriptions and containing common Entry Level 2 words answer simple comprehension questions identify the adjectives in the description use a dictionary to check the meaning of words discuss the main points in the text accurately spell the key words from this session. 	<p>Learners should be able to follow the main points in a simple description. For example, a description of a house. They should be able to answer simple questions about the text.</p> <p>Learners should be able to say what an adjective is and identify an adjective from the text, e.g. 'beautiful'.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words.</p> <p>Learners should be able to discuss the main points in the text and answer verbal questions.</p> <p>Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.</p> <p>This could be an opportunity to review and revise reading instructional, informative, descriptive and narrative texts.</p>
12	Reading: Explanations	<p>E2.7 R Read correctly words designated for Entry Level 2*</p> <p>E2.8 R Understand the main points in texts</p> <p>E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)</p> <p>E2.3 SLC Respond appropriately to straightforward questions</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read a short text including explanations and containing common Entry Level 2 words answer simple comprehension questions use a dictionary to check the meaning of words discuss the main points in the text. 	<p>Learners should be able to follow the main points in a short explanation. For example, an explanation of a news event. They should be able to answer simple questions about the text.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words.</p> <p>They should be able to discuss the main points in the text and answer verbal questions.</p>

		<ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 		<p>This session could be an opportunity to formally assess Reading.**</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>
13	Speaking, listening and communicating: Making requests and answering questions	<p>E2.2 SLC Make requests and ask clear questions appropriately in different contexts</p> <p>E2.3 SLC Respond appropriately to straightforward questions</p> <p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ask questions use a polite tone when talking to others listen to others answer questions <p>accurately spell the key words from this session.</p>	<p>Using role-play activities or real-life scenarios, learners should take part in discussions, and be able to ask and answer straightforward questions. For example, on arranging a holiday with a friend.</p> <p>Learners should maintain positive body language when listening and asking/responding to questions. They should be able to adapt their tone of voice to a simple context.</p> <p>Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.</p>
14	Speaking, listening and communicating: Discussions	<p>E2.4 SLC Follow the gist of discussions</p> <p>E2.1 SLC Identify and extract the main information and detail from short explanations</p> <p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> listen to a discussion say what the discussion was about identify and extract the main information <p>accurately spell the key words from this session.</p>	<p>Learners should be able to take part in a discussion on a familiar topic such as the weather or their course, identify the gist and follow the key points.</p> <p>Learners should be able to recap the main ideas shared in the discussion. They could identify this verbally or by writing down their answers.</p> <p>Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.</p>
15	Speaking, listening and communicating: Feelings and opinions	<ul style="list-style-type: none"> E2.5 SLC Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> contribute to a group discussion share their opinion with the group say what they feel listen to the views of others. 	<p>Learners should be able to take part in a discussion, and express their opinions and feelings about a topic. Topics could include proposed changes to the local area, healthy eating, staying fit, etc.</p>

				Learners should be able to listen to the views of others and respond in a straightforward way.
16	Speaking, listening and communicating: Group discussions	E2.6 SLC Make appropriate contributions to simple group discussions with others about a straightforward topic <ul style="list-style-type: none"> E2.4 SLC Follow the gist of discussions 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> share their ideas with the group listen to the ideas of others show they understand the topic. 	Learners should take part in a simple, straightforward discussion with one or two others. Topics could include planning a party, festivals, traditions, hobbies and interests. Learners should demonstrate active listening and demonstrate that they are following the topic under discussion. After practising discussions, this could be an opportunity to formally assess Speaking, listening and communicating.** **Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.
17	Writing: Conjunctions (using conjunctions)	E2.19 W Write in compound sentences, using common conjunctions (e.g. <i>or</i> , <i>and</i> , <i>but</i>) to connect clauses <ul style="list-style-type: none"> E2.17 W Communicate information in words, phrases and simple sentences 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> identify simple conjunctions use conjunctions in writing write a short explanation. 	Recap sessions 8 and 9. Learners should be able to identify simple common conjunctions and explain when to use them. Learners should be able to use conjunctions in their writing. They should be able to write a short explanation on a straightforward topic. For example, explaining what their dream job would be.
18	Spelling, punctuation and grammar: Plurals	E2.14 W Form regular plurals E2.16 W Spell correctly words designated for Entry Level 2* E2.17 W Communicate information in words, phrases and simple sentences <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> spell regular plurals correctly create sentences using regular plurals write a short paragraph.	Learners should be able to identify the correct spelling of regular plurals. For example, those ending in '-s' and '-es'. Learners could be asked to change words from the singular form to the plural form. For example: 'boy' to 'boys' and 'potato' to 'potatoes'. Learners should be able to write a short paragraph on a straightforward topic. For example, a description of their hometown.

19	Spelling, punctuation and grammar: Prefixes	E2.16 W Spell correctly words designated for Entry Level 2* <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> identify common prefixes spell words with prefixes where the root word is unchanged spell words correctly that use the prefixes ill-, im-, ir-.	Learners should be able to correctly spell words with prefixes from the Entry Level 2 specification (Annexe C). Learners to complete a gap-filling exercise. They should select the correct spelling of words with prefixes from a given list and fill the gap in three or four sentences.
20	Spelling, punctuation and grammar: Suffixes (common suffixes; root words)	E2.16 W Spell correctly words designated for Entry Level 2* <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> identify common suffixes spell words with suffixes where the root word is unchanged spell words with suffixes where the last 'e' in the root word is dropped before adding a suffix beginning with a vowel.	Learners should be able to correctly spell words with suffixes from the Entry Level 2 specification (Annexe C). For example: 'payment', 'careful', 'hoping', 'liked'. Learners to complete a gap-filling exercise. They should select the correct spelling of words with suffixes from a given list and fill the gap in three or four sentences.
21	Spelling, punctuation and grammar: Silent letters	E2.16 W Spell correctly words designated for Entry Level 2* <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> say what is meant by a silent letter identify words that contain silent letters spell words with silent letters correctly.	Learners should be able to identify and correctly spell the words in the Entry Level 2 specification (Annexe C) that contain silent letters. For example: 'February', 'library', 'every'. Learners could complete a quiz to identify words that contain silent letters from a list of given words. Learners could devise a method for remembering common words with silent letters. This could be an opportunity to review and revise spelling.
22	Spelling, punctuation and grammar: Homophones	E2.16 W Spell correctly words designated for Entry Level 2* E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> say what a homophone is identify common homophones spell common homophones correctly.	Using a whiteboard, ask learners to list as many homophones as they can think of to introduce this topic. Dictionaries could be used to support the spelling of words where the sound is known but the correct spelling is unknown. Learners should devise methods of remembering the correct spelling of 'there', 'their', 'they're'; 'here', 'hear'; 'one', 'won'; 'to', 'two', 'too'.

				Learners could complete a gap-filling exercise, selecting the correct spelling of words from a given list to fill the gap in three or four sentences.
23	Spelling, punctuation and grammar: Suffixes (suffixes beginning with a vowel; words ending in '-tion')	E2.16 W Spell correctly words designated for Entry Level 2* <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> spell words correctly where the single consonant letter is doubled before adding a suffix beginning with a vowel or 'y' spell words correctly where a root word ending in 'y' changes to 'i' before adding a suffix beginning with a vowel spell words ending in '-tion' correctly.	Learners should be able to correctly spell words with suffixes from the Entry Level 2 specification (Annexe C). For example: 'chopped', 'ladies', 'mention'. Ask learners to write simple sentences using the correct spelling of words with suffixes. This could be an opportunity to review and revise writing compound sentences and using punctuation.
24	Writing: Audience and purpose – email writing	E2.17 W Communicate information in words, phrases and simple sentences E2.16 W Spell correctly words designated for Entry Level 2* <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> identify how to begin and end an informal/formal email write an informal/formal email accurately spell the key words from this session. 	Learners should be able to identify how to begin an informal email, for example to a friend, and a formal email, for example to an employer. Learners should be able to write a short email using words and phrases that are appropriate to the audience. For example, an email asking a friend to go to the cinema and/or an email to an employer asking for a day's holiday. Ask learners to spell five key words from this session and/or recap the key words from the previous sessions.
25	Writing: Form filling	E2.18 W Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) E2.16 W Spell correctly words designated for Entry Level 2* <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	By the end of the session, learners should be able to: <ul style="list-style-type: none"> identify the key information needed for a form requiring personal information complete a form accurately use upper- and lower-case letters correctly.	Learners should be able to identify the kinds of information required by a form asking for personal details. For example, title, name, address, etc. They should be able to complete a form accurately, using capital letters and lower-case letters where appropriate. Examples of forms could include college application forms, council forms, library membership forms, etc. Ask learners to spell five key words from today's session and/or recap the key words from previous sessions.

26	Writing: Adjectives in descriptive texts	<p>E2.20 W Use adjectives and simple linking words in the appropriate way</p> <p>E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)</p> <p>E2.16 W Spell correctly words designated for Entry Level 2*</p> <ul style="list-style-type: none"> * Please refer to Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify when adjectives are used say why we use adjectives identify the most appropriate adjective to use write a short piece of descriptive text using adjectives <p>accurately spell the key words from this session.</p>	<p>Learners should be able to use adjectives correctly. For example: a <i>beautiful</i> flower, a <i>red</i> door.</p> <p>Learners could be introduced to this topic with a gap-filling exercise. They should select the most appropriate adjective from a word bank. Dictionaries can be used where learners are unsure of the meaning of words.</p> <p>Learners should be able to write a short piece of text using adjectives. For example, to describe a person that they know or a celebrity that they are interested in.</p> <p>Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.</p>
27	Writing: Reviews	<p>E2.17 W Communicate information in words, phrases and simple sentences</p> <p>E2.20 W Use adjectives and simple linking words in the appropriate way</p> <ul style="list-style-type: none"> E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify the words and phrases used in a review write a short review accurately spell the key words from this session. 	<p>Learners should be able to use appropriate words and phrases to write a review. For example, they could write a short review of a film they have seen or a restaurant they have visited.</p> <p>Learners should be able to use adjectives to describe their opinions/experience.</p> <p>Ask learners to spell the key words from this session.</p> <p>This could be an opportunity to review and revise writing descriptive texts and reviews.</p>
28	Writing: Instructions	<p>E2.17 W Communicate information in words, phrases and simple sentences</p> <p>E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)</p> <ul style="list-style-type: none"> E2.19 W Write in compound sentences, using common conjunctions (e.g. <i>or</i>, <i>and</i>, <i>but</i>) to connect clauses 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify the words and phrases used when writing instructions write a simple set of instructions use conjunctions correctly in their sentences accurately spell the key words from this session. 	<p>Learners should be able to use appropriate words and phrases to write instructions. For example, they could write a short set of instructions explaining how to make the perfect cup of tea, or write a short set of directions explaining how to get to their house from college.</p> <p>Learners should use words and phrases that are appropriate to the audience and purpose. Recap sessions 8 and 9 by asking learners to practise writing sentences using conjunctions correctly.</p>
29	Writing: Narrative	<p>E2.17 W Communicate information in words, phrases and simple sentences</p>	<p>By the end of the session, learners should be able to:</p>	<p>Learners should be able to write a short piece of narrative text using the skills they have developed in</p>

		<p>E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)</p> <p>E2.19 W Write in compound sentences, using common conjunctions (e.g. <i>or</i>, <i>and</i>, <i>but</i>) to connect clauses</p> <ul style="list-style-type: none"> E2.20 W Use adjectives and simple linking words in the appropriate way 	<ul style="list-style-type: none"> write a short piece of narrative text accurately spell the key words from this session use conjunctions correctly in their sentences. <p>use adjectives correctly.</p>	<p>previous sessions, such as by using adjectives and conjunctions correctly. They could write about a hobby or interest that they have outside of the classroom.</p> <p>Learners should use the strategies that they have developed to check their spellings independently.</p>
30	Course review	<p>E2.5 SLC Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics</p> <ul style="list-style-type: none"> E2.3 SLC Respond appropriately to straightforward questions 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify what went well say what they would have done differently say how they feel identify a goal for next year. 	<p>Learners to review and reflect on their learning, say what went well, what they feel about their progress and what they will work towards as a new goal or target.</p> <p>They could write three or four sentences about their short-term goals for the future. This session could also be an opportunity for a formal final Writing assessment. **</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>

Entry Level 3 LTP – 30 Week Programme

Week No	Topic	Specification References	Objectives	Success Criteria
1	Introduction to Functional Skills	<p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <p>E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.2 SLC Make requests and ask concise questions using appropriate language in different contexts</p> <ul style="list-style-type: none"> E3.9 R Identify, understand and extract the main points and ideas in and from texts 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> introduce themselves to the group say what they hope to achieve read about and discuss the course listen to and follow instructions. 	<p>Learners should be able to take part in a 'getting to know you' activity, such as human bingo, where learners talk to others in the group and find out basic information about them. They should be able to ask simple questions and understand the responses. Learners should be able to say something about themselves and what they hope to achieve during the course. For example, "I would like to improve my writing skills".</p> <p>During the induction to their course, learners should understand that there are three components to Functional Skills English Entry Level 3: Reading, Writing, and Speaking, listening and communicating. Learners could be given a short piece of text/handout with this information and asked to identify the main points in the text.</p> <p>As part of the induction, learners could show that they understand the basic health and safety practices of the centre. For example, where the fire exit is located or where to meet if there is a fire. This can be supported by demonstrating where to meet or how to exit the building, and/or using symbols or images to support new vocabulary. Verbal questions can be asked to check understanding and to assess the learners' speaking and listening skills.</p>
2	Spelling, punctuation and grammar: Introduction to punctuation	<ul style="list-style-type: none"> E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify why full stops, capital letters, question and exclamation marks, and commas are used use full stops and capital letters use question marks and exclamation marks use commas correctly 	<p>Learners should be introduced to each of the punctuation marks and how/why they are used. As a group, the learners could be asked to create a simple definition for each punctuation mark.</p> <p>Learners could complete a proofreading exercise where they are asked to correct the punctuation errors in four or five sentences.</p>

			<ul style="list-style-type: none"> write sentences using the correct punctuation marks. 	Learners should be able to write four to six sentences using correct punctuation.
3	Reading: Using dictionaries	<p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)</p> <ul style="list-style-type: none"> E3.16 W Use the first, second and third place letters to sequence words in alphabetical order 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> correctly sequence words in alphabetical order using first, second and third place letters use a dictionary to find a meaning check their spelling using a dictionary. 	<p>Learners should be able to correctly sequence words in alphabetical order using the first, second and third letters of words. They could be given a list of words to rearrange in the correct order.</p> <p>Learners could use sequencing skills to complete a 'dictionary hunt' exercise, to find a given word and read its meaning.</p> <p>Learners should be able to check their spelling using a dictionary. Learners could practise this skill as part of a proofreading exercise.</p>
4	Reading: Understanding texts	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <ul style="list-style-type: none"> E3.3 SLC Communicate information and opinions clearly on a range of topics 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify the meaning of a word from the context read and identify the main points and ideas in a text answer comprehension questions about the text <p>share ideas about the topic with their group.</p>	<p>Learners should be able to read and understand a short text on a straightforward topic. For example, a short article on a sporting event.</p> <p>Learners should be encouraged to find the meaning of any new words using the context.</p> <p>They should be able to answer straightforward comprehension questions about the text. For example, by extracting the main points and ideas from texts.</p> <p>Learners should be able to discuss the main points and ideas in the text and answer straightforward questions based on the text. Learners could also take part in a discussion about sports they are interested in.</p>
5	Spelling: Spelling strategies	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.8 R Read correctly words designated for Entry Level 3</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> spell Entry Level 3 words correctly identify a spelling strategy to support learning <p>read sentences containing common Entry Level 3 words.</p>	<p>Learners should be introduced to common sound patterns from the Entry Level 3 specification (Annexe D). Ask learners to sound out the words as they read them.</p> <p>Learners should read a short text containing some common words from the specification (Annexe D) Assess understanding by asking learners to identify a key piece of information. For example, if the text is a leaflet on community education, ask learners to say the times and days of specific courses.</p>

				<p>Learners should identify a spelling strategy that helps them to remember new words. For example: looking, covering, writing, or sounding out the words.</p> <p>Introduce a short spelling test to check and revise the spelling of new words from this session.</p>
6	Reading: Organisational features	<p>E3.12 R Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <ul style="list-style-type: none"> E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> list the organisational features writers use to help their readers to find information use organisational features to locate information use bullet points to list key ideas accurately spell the key words from this session. 	<p>Learners should be able to name the organisational/layout features that writers use. These include the contents, index, menus, tabs and links.</p> <p>Learners should read a straightforward text using organisational features to find the appropriate information. For example, learners could be asked to read a web page and to identify which links will lead them to specific information.</p> <p>Learners should be able to write a bullet-pointed list of the skills and qualities needed to succeed on this course.</p> <p>Ask the learners to spell ten key words from this session.</p>
7	Reading: Purpose	<p>E3.10 R Identify different purposes of straightforward texts</p> <p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.8 R Read correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> say some key purposes of writing read and identify the purpose of a text <p>answer comprehension questions about instructional and/or explanatory text.</p>	<p>Learners should be able to state some simple purposes of writing for straightforward texts, e.g. a set of instructions, an explanation of a college course.</p> <p>They should be able to read texts which contain common Entry Level 3 words from the specification appendix.</p> <p>Learners should be able to locate and identify information from the text to answer a series of straightforward comprehension questions.</p>
8	Reading: Answering questions	<p>E3.8 R Read correctly words designated for Entry Level 3*</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary,</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand a straightforward text answer the comprehension questions 	<p>Learners should be able to read a straightforward text. For example, an article about how to prepare for an interview. They should be able to answer questions about the text and use organisational features to find information.</p>

		<p>working out meaning from context; using knowledge of different word types)</p> <p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.12 R Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <p>E3.17 W Spell correctly words designated for Entry Level 3</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> use a dictionary to check the meaning of words <p>accurately spell the key words from this session.</p>	<p>Learners should be able to use a dictionary to check the meaning of any new words.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p> <p>This could be an opportunity to review and revise reading using organisational features</p>
9	Reading: Narrations	<p>E3.8 R Read correctly words designated for Entry Level 3*</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.17 W Spell correctly words designated for Entry Level 3</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand a straightforward narration answer the comprehension questions use a dictionary to check the meaning of words discuss the main ideas in the text take part in a group discussion accurately spell the key words from this session. 	<p>Learners should be able to follow the key ideas in a straightforward narration. For example, a story about a celebrity. They should be able to answer straightforward questions about the text.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words.</p> <p>Learners should be able to take part in a discussion about the subject of the narration, identify the main ideas in the text, and follow/understand the main points in the discussion. Learners should be able to answer verbal questions.</p> <p>Learners should be introduced to the importance of positive and open body language when contributing to a discussion. This session could be a good opportunity to establish the ground rules of a group discussion.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p>

		for the full list of expectations for reading and spelling at this level.		
10	Reading: Instructions	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand straightforward instructions use a dictionary to check the meaning of words answer the comprehension questions accurately spell the key words from this session. 	<p>Learners should be able to follow the main points and ideas in a set of instructions. For example, instructions to change a printer cartridge.</p> <p>They should be able to answer straightforward questions about the text.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words, and/or use the context to understand the meaning.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p> <p>This could be an opportunity to review and revise reading narratives and answering questions.</p>
11	Reading: Descriptions	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand a straightforward descriptive text answer the comprehension questions discuss the main ideas in the text take part in a group discussion accurately spell the key words from this session. 	<p>Learners should be able to follow the main points and ideas in a straightforward description. For example, a description of an interesting place to visit. They should be able to answer straightforward questions about the text.</p> <p>Learners should be able to take part in a discussion about places to visit in the local area, identify the main ideas in the text, and follow/understand the main points in the discussion. Learners should be able to answer verbal questions.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p>
12	Reading: Explanations	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand a straightforward explanation answer the comprehension questions 	<p>Learners should be able to follow the main points and ideas in a straightforward explanation. For example, an explanation of how glass bottles are recycled. They should be able to answer straightforward questions about the text.</p>

		<p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.. 	<ul style="list-style-type: none"> discuss the main ideas in the text take part in a group discussion accurately spell the key words from this session. 	<p>Learners should be able to take part in a discussion about recycling, identify the main ideas in the text, and follow/understand the main points in the discussion. Learners should be able to answer verbal questions.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p> <p>This session could be an opportunity to formally assess Reading.**</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>
13	Speaking, listening and communicating: Making requests and answering questions	<p>E3.2 SLC Make requests and ask concise questions using appropriate language in different contexts</p> <ul style="list-style-type: none"> E3.1 SLC Identify and extract relevant information and detail in straightforward explanations 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ask questions and listen to the reply identify the main points and information say what the discussion was about. 	<p>Learners should be able to contribute to a short discussion on a familiar topic such as the benefits of work experience. Learners should be able to follow the main points and ideas in a discussion.</p> <p>Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.</p>
14	Speaking, listening and communicating: Discussions	<p>E3.5 SLC Follow and understand the main points of discussions</p> <ul style="list-style-type: none"> E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> listen to the views of others share their ideas with others speak when it is appropriate identify the main points and information say what the discussion was about. 	<p>Learners should be able to contribute to a discussion and demonstrate listening skills such as making eye contact, nodding, and waiting for a gap before speaking. The discussion should be on a familiar topic such as planning an end-of-course celebration. Learners should be able to follow the main points and ideas in the discussion.</p> <p>Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.</p>
15	Speaking, listening and communicating: Sharing opinions	<p>E3.3 SLC Communicate information and opinions clearly on a range of topics</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> listen to the views of others share their opinions with others 	<p>Learners should be able to contribute to a discussion and demonstrate listening skills such as making eye contact, nodding, and waiting for a gap before speaking. The discussion should be on a topic where</p>

		<p>E3.5 SLC Follow and understand the main points of discussions</p> <ul style="list-style-type: none"> E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking 	<ul style="list-style-type: none"> • speak when it is appropriate • identify the main points and information • say what the discussion was about. 	<p>they can share their opinion with others. For example, a current sporting event. Learners should be able to discuss differences in opinion respectfully. Learners should be able to follow the main points and ideas in the discussion.</p> <p>Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.</p>
16	Speaking, listening and communicating: Group discussions	<p>E3.6 SLC Make relevant contributions to group discussions about straightforward topics</p> <ul style="list-style-type: none"> E3.5 SLC Follow and understand the main points of discussions 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • listen to the views of others • share their opinions and ideas with others • focus on the topic of the discussion and stick to the subject • identify the main points and information • say what the discussion was about. 	<p>Learners should be able to contribute to a discussion and demonstrate listening skills such as making eye contact, nodding, and waiting for a gap before speaking. The discussion should be on a topic where they can share their ideas and opinions with others. For example, on how to prepare for a job interview. Learners should be able to follow the main points and ideas in the discussion and stay on topic.</p> <p>Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.</p> <p>After practising discussions, this could be an opportunity to formally assess Speaking, listening and communicating.**</p>
17	Writing: Compound sentences and paragraphs	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p> <p>E3.18 W</p> <ul style="list-style-type: none"> • Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • know how to write a compound sentence and when to use a paragraph • order a text into a logical sequence <p>write a short text in a logical sequence.</p>	<p>Learners should write compound sentences and paragraphs. They could be asked to complete a gap-filling exercise to join two clauses with a conjunction, then re-arrange the sentences into a logical sequence to write a paragraph.</p> <p>Learners should be able to write a straightforward text in a logical sequence. For example, learners could write an informal email to a friend, inviting them to go for an evening out. Learners should be able to identify the appropriate sequence of the details of the evening that they need to explain to their friend, such as time and where to meet, go to the cinema first, then have a pizza on the way home.</p>

				**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.
18	Spelling, punctuation and grammar: Grammar (subject-verb agreement)	<ul style="list-style-type: none"> E3.15 W Use mostly correct grammar, (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> know how to use the correct subject-verb agreement when writing. 	<p>Learners to be introduced to the correct use of subject-verb agreement.</p> <p>Learners could develop these skills through a gap-filling and proofreading exercise.</p> <p>Learners to write two paragraphs about their ideal job. They should be able to practise these skills and apply them to their own writing.</p>
19	Spelling, punctuation and grammar: Grammar (correct tense; definite and indefinite articles)	<ul style="list-style-type: none"> E3.15 W Use mostly correct grammar, (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> know how to use the correct tense in writing <p>know how to use the correct definite and indefinite article.</p>	<p>Learners to be introduced to the use of tenses and definite/indefinite articles.</p> <p>Learners could develop these skills through a gap-filling and proofreading exercise.</p> <p>Learners to write two paragraphs about their hopes and dreams for the future. They should be able to practise these skills and apply them to their own writing.</p> <p>This could be an opportunity to review and revise writing short texts, including subject-verb agreement.</p>
20	Spelling, punctuation and grammar: Grammar (irregular plurals)	<p>E3.14 W Form irregular plurals</p> <p>E3.19 W Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> spell irregular plurals correctly write sentences using irregular plurals write two paragraphs <p>accurately spell the key words from this session.</p>	<p>Learners should be able to identify the correct spelling of common irregular plurals. For example, 'men', 'mice', 'teeth'. They could complete an exercise to change the word from its singular form to the plural form.</p> <p>Ask learners to write two paragraphs on a straightforward topic, using irregular plurals correctly in their writing. For example, as part of a restaurant review.</p>

21	Spelling, punctuation and grammar: Alphabetical order	<p>E3.16 W Use the first, second and third place letters to sequence words in alphabetical order</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> correctly sequence words in alphabetical order using first, second and third place letters spell Entry Level 3 words correctly identify a spelling strategy to support learning read common words containing suffixes correctly spell correctly common words with suffixes. 	<p>Learners should recap session 3 and be able to correctly sequence words in alphabetical order using first, second and third place letters. They could be given a list of words to rearrange in the correct order.</p> <p>Learners should be introduced to common sound patterns from the Entry Level 3 specification (Annexe D). Ask learners to sound out the words as they read them.</p> <p>Learners to use common suffix endings as listed in the Entry Level 3 specification (Annexe D). For example: '-ion', '-ian', '-able', '-ibly'.</p> <p>Learners should be able to recall the correct spellings of the words in Annexe D independently; this could be assessed through a short spelling test.</p> <p>Learners should identify a spelling strategy that helps them to remember new words. For example: looking, covering, writing, or sounding out the words.</p>
22	Spelling, punctuation and grammar: Prefixes	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read common words containing hyphenated prefixes correctly spell common words with prefixes correctly. 	<p>Learners to be introduced to common prefix endings as listed in the Entry Level 3 specification (Annexe D). For example: 're-', 'co-'.</p> <p>Learners could complete a gap-filling exercise to practise adding prefixes to words.</p> <p>Learners should identify a spelling strategy that helps them to remember these new words. For example: looking, covering, writing, or sounding out the words.</p> <p>Learners should be able to recall the correct spellings of the words in the specification (Annexe D) independently; this could be assessed through a short spelling test.</p>
23	Spelling, punctuation and grammar: Homophones	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> know about common homophones 	<p>Learners to be introduced to homophones and list as many homophones as they can think of to introduce this topic. Use dictionaries to support the spelling of</p>

		<p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> list common homophones understand the meaning of common homophones <p>spell common homophones correctly.</p>	<p>words where the sound is known but the correct spelling is unknown, and/or where the meaning is unknown.</p> <p>Learners should devise methods of remembering the correct spelling of all the homophones listed in the Entry Level 3 specification (Annexe D).</p> <p>Learners could complete a gap-filling exercise to practise identifying the correct spelling when used in a sentence.</p> <p>Learners should be able to recall the correct spellings of the words in the appendix independently.</p> <p>This could be an opportunity to review and revise spelling.</p>
24	Spelling, punctuation and grammar: Unpronounced sounds	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> understand what is meant by an unpronounced sound in a word identify words that contain unpronounced sounds <p>spell words with silent, unpronounced sounds correctly.</p>	<p>Learners to be introduced to unpronounced sounds, and be able to identify and spell words that contain them. These are included in the Entry Level 3 specification and include words such as ‘history’, ‘separate’ and ‘favourite’.</p> <p>Learners could devise methods for remembering spelling common words with unpronounced sounds.</p>
25	Writing: Purpose	<p>E3.10 R Identify different purposes of straightforward texts</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.19 W Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p> <p>E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand the purpose of texts identify the purpose of writing use language suitable for the purpose write text for a specific purpose and audience use correct punctuation spell Entry Level 3 words correctly <p>use grammar correctly.</p>	<p>Learners to read and identify the purpose of a variety of texts, including instructive, descriptive, narrative and explanatory texts.</p> <p>Learners should be able to identify the purpose of their writing and use language that is suitable for the purpose and audience. For example, a cover letter for a job would be formal and the tone would be polite.</p> <p>Learners to write a letter to apply for a job. They should write two paragraphs to describe their skills, experience and what makes them suitable for the job.</p>

		<p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 		Learners should structure their writing logically and check their work for spelling, punctuation and grammar errors.
26	Writing: Format and structure	<p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> identify the purpose and audience of a straightforward report write text for a specific purpose and audience spell Entry Level 3 words correctly check the text for punctuation and grammar errors use correct punctuation <p>use grammar correctly.</p>	<p>Learners to be able to identify the purpose and audience of a report. They should be able to use the correct format and structure, e.g. headings and subheadings.</p> <p>Learners could complete a short, straightforward report on the advantages of completing an apprenticeship, or a report about a traffic accident or an accident in the workplace.</p> <p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>
27	Writing: Instructions	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p>	<p>By the end of the session, learners should be able to:</p>	<p>Learners to recap and revise compound sentences and paragraphs from session 17.</p>

		<p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.15 W Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <ul style="list-style-type: none"> *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<ul style="list-style-type: none"> write using compound sentences and paragraphs identify the purpose and audience of a straightforward set of instructions write text for a specific purpose and audience write a set of straightforward instructions check the instructions for punctuation and grammar errors spell Entry Level 3 words correctly use correct punctuation <p>use grammar correctly.</p>	<p>Learners to identify the purpose and audience of a set of instructions. They should be able to use compound sentences and paragraphs in their writing. Learners to write a straightforward set of instructions of two paragraphs, telling the audience how to prepare for an exam.</p> <p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>
28	Writing: Explanations	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p> <p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> write using compound sentences and paragraphs identify the purpose and audience of a straightforward explanation write text for a specific purpose and audience use compound sentences and paragraphs spell Entry Level 3 words correctly use correct punctuation use grammar correctly check the text for punctuation and grammar errors. 	<p>Learners to recap and revise compound sentences and paragraphs from session 17.</p> <p>Learners to identify the purpose and audience of a straightforward explanation.</p> <p>They should be able to use compound sentences and paragraphs in their writing. Learners to write two paragraphs about someone they admire, explaining why they admire this person and why the person is important to them.</p> <p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>

		<p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <ul style="list-style-type: none"> • *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 		
29	Writing: Narrative	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p> <p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <ul style="list-style-type: none"> • *Please refer to Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level. 	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • write using compound sentences and paragraphs • identify the purpose and audience of a straightforward narrative • write text for a specific purpose and audience • use compound sentences and paragraphs • spell Entry Level 3 words correctly • use correct punctuation • use grammar correctly • check the text for punctuation and grammar errors. 	<p>Learners to recap and revise compound sentences and paragraphs from session 17.</p> <p>Learners to identify the purpose and audience of a straightforward narrative text.</p> <p>They should be able to use compound sentences and paragraphs in their writing. Learners to write about their favourite holiday.</p> <p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>
30	Course review	<p>E3.6 SLC Make relevant contributions to group discussions about straightforward topics</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify what went well • say what they would have done differently • say how they feel 	<p>Learners to review their learning: say what went well, what they feel about their progress, and what they will work towards as a new goal or target.</p> <p>They could write one or two paragraphs about their short-term goals for the future.</p>

		<p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <ul style="list-style-type: none"> E3.5 SLC Follow and understand the main points of discussions 	<ul style="list-style-type: none"> identify a goal for next year. 	<p>This session could also be an opportunity for a formal, final Writing assessment.**</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>
--	--	---	--	---

Delivery Overview 2023-24

Below is an overview of the topics to be covered on a weekly basis in the classroom. These skills will also be used out in the community and in the wider curriculum of Post 16

Term 1 (15 Weeks)

Term Week Number	Entry Level 1	Entry Level 2	Entry Level 3
1	Reading Baseline Test	Reading Baseline Test	Reading Baseline Test
2	Introduction to Functional Skills	Introduction to Functional Skills	Introduction to Functional Skills
3	Speaking, listening and communicating: The alphabet	Spelling, punctuation and grammar: Introduction to punctuation	Spelling, punctuation and grammar: Introduction to punctuation
4	Writing: The alphabet	Spelling, punctuation and grammar: Using dictionaries	Reading: Using dictionaries
5	Writing: Word classes	Reading: Understanding texts	Reading: Understanding texts
6	Writing: Introduction to spelling	Spelling: Spelling strategies	Spelling: Spelling strategies
7	Reading: Understanding a short piece of text	Reading: Organisational markers	Reading: Organisational features
8	Reading: Simple sentences	Reading: Images	Reading: Purpose
9	Reading: One- and two-syllable words	Reading: Conjunctions	Reading: Answering questions
10	Writing: Spelling (two-syllable words)	Writing: Conjunctions (identifying and selecting conjunctions)	Reading: Narrations
11	Reading: Straightforward topics	Reading: Instructions	Reading: Instructions
12	Reading: Following instructions	Reading: Descriptions	Reading: Descriptions
13	Reading: Descriptions	Reading: Explanations	Reading: Explanations
14	Reading assessment Practice		
15	Reading assessment Week		

Term 2 (10 Weeks)

Term Week Number	Entry Level 1	Entry Level 2	Entry Level 3
16	Speaking, listening and communicating: Following instructions	Speaking, listening and communicating: Making requests and answering questions	Speaking, listening and communicating: Making requests and answering questions
17	Speaking, listening and communicating: Using questions	Speaking, listening and communicating: Discussions	Speaking, listening and communicating: Discussions
18	Speaking, listening and communicating: Responding to questions	Speaking, listening and communicating: Feelings and opinions	Speaking, listening and communicating: Sharing opinions
19	Speaking, listening and communicating: Communicating feelings	Speaking, listening and communicating: Group discussions	Speaking, listening and communicating: Group discussions
20	Speaking, listening and communicating: Discussion skills	Speaking listening and communicating Practice assessment	Speaking listening and communicating Practice assessment
21	Speaking, listening and communicating Assessment Week		
22	Writing: Introduction to writing skills – proper nouns	Writing: Conjunctions (using conjunctions)	Writing: Compound sentences and paragraphs
23	Writing: Simple sentences (verbs)	Spelling, punctuation and grammar: Plurals	Spelling, punctuation and grammar: Grammar (subject–verb agreement)
24	Writing: Introduction to writing skills	Spelling, punctuation and grammar: Prefixes	Spelling, punctuation and grammar: Grammar (correct tense; definite and indefinite articles)
25	Writing: Punctuation	Spelling, punctuation and grammar: Suffixes (common suffixes; root words)	Spelling, punctuation and grammar: Grammar (irregular plurals)

Term 3 (14 Weeks)

Term Week Number	Entry Level 1	Entry Level 2	Entry Level 3
26	Writing: Lower- and upper-case letters	Spelling, punctuation and grammar: Silent letters	Spelling, punctuation and grammar: Alphabetical order
27	Writing: Spelling (days of the week)	Spelling, punctuation and grammar: Homophones	Spelling, punctuation and grammar: Prefixes
28	Writing: Spelling (numbers)	Spelling, punctuation and grammar: Suffixes (suffixes beginning with a vowel; words ending in '-tion')	Spelling, punctuation and grammar: Homophones
29	Writing: Simple sentences (subject-verb-object format; full stops and capital letters)	Writing: Audience and purpose – email writing	Spelling, punctuation and grammar: Unpronounced sounds
30	Writing: Past tense	Writing: Form filling	Writing: Purpose
31	Writing: Using contractions	Writing: Adjectives in descriptive texts	Writing: Format and structure
32	Writing: Simple sentences (subject-verb-object format; full stops and capital letters)	Writing: Reviews	Writing: Instructions
33	Writing: Simple sentences (review and revise)	Writing: Instructions	Writing: Explanations
34	Writing assessment Practice	Writing: Narrative	Writing: Narrative
35	Writing assessments	Writing assessment Practice	Writing assessment Practice
36	Writing assessment Week		
37			
38	Leavers Week		
39	Transition Week		

Resources

Resources can be found in the following folder:

Highfield School\O drive Post 16\Curriculum Planning\LTPs\Functional Skills

http://rwp-stage.excellencegateway.org.uk/portal/capital-and-lower-case-letters_lit_e1/m02/t02/index.htm

https://www.skillsworkshop.org/english?f%5B0%5D=solr_subjects_english_literacy%3A2134

<https://global.oup.com/education/secondary/subjects/vocational/functional-skills/english-free-resources/?region=uk>