



Functional English Level 1

Long Term Plan

Post 16

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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 Level 1: a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real-life situations.

Functional Skills English – Level 1

Learning aims and outcomes at Level 1

Functional Skills English qualifications at these levels set out by DfE indicate that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. They should be able to:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts;
- Apply their understanding of language to adapt delivery and content to suit audience and purpose;
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar; and
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

A key aspect of developing knowledge and skills in English, at Level 1, are able to communicate with confidence, effectiveness and with an increasing level of independence. (DfE -00047-2018)

Individual assessment times and marks

Assessments for each component may be taken on different days to support the needs of learners. Assessment opportunities will be offered on demand, so that learners may access the assessments when their Teachers/Tutors/Assessors feel they are ready. The learners take the assessments on the booked assessment date and time.

Reading and Writing

The Reading and Writing assessments are externally set (by NOCN) and externally marked (by NOCN) and must take place under examination conditions. Centres will not have access to the mark schemes. The assessments have detailed guidelines which outline how the assessments must be administered.

Learners will require a dictionary for the Reading assessment, however a dictionary is not permitted in the Writing assessment.

The assessments are to be taken on the booked date and time and the assessments are sent to NOCN for marking. The NOCN service standard for issuing results to centres is 20 working days from receipt of the assessment.¹

SLC

For Speaking, Listening and Communication, the assessment may be centre-set ensuring that it meets the specified requirements of the scope of study at the specified level. The SLC assessment is conducted under controlled assessment conditions as specified in the Assessment information and Guidance section of the assessment.

The assessments for all components must be booked for a specific date and time.

Functional Skills assessments have specified time durations in which they are to be carried out.

NOCN time allocated for Level 1:

- Level 1: 2 hours 30 minutes

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 time for each individual component within the Functional Skills Qualifications for English are:

Speaking Listening and Communicating:

- Level 1 time of assessment 30 minutes

Reading:

- Level 1 time of assessment 1 hour

Writing:

- Level 1 time of assessment 1 hour

The total marks available have therefore increased as compared to the legacy assessments. The total marks for the reformed assessments are:

Reading:

- Level 1 – 32 marks

Writing:

- Level 1 – 54 marks

SLC is not numerically marked.

Aims and overviews of the Programme of Study

Level 1	
Speaking, Listening and Communicating	Assessment/Success Criteria
<p>Scope of Study:</p> <p>Text: this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.</p>	<ol style="list-style-type: none"> 1. Identify relevant information and lines of argument in explanations or presentations 2. Make requests and ask relevant questions to obtain specific information in different contexts 3. Respond effectively to detailed questions 4. Communicate information, ideas and opinions clearly and accurately on a range of topics 5. Express opinions and arguments and support them with evidence 6. Follow and understand discussions and make contributions relevant to the situation and the subject 7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium 8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection
Reading	Assessment/Success Criteria
<p>Scope of Study:</p> <p>Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.</p>	<ol style="list-style-type: none"> 9. Identify and understand the main points, ideas and details in texts 10. Compare information, ideas and opinions in different texts 11. Identify meanings in texts and distinguish between fact and opinion 12. Recognise that language and other textual features can be varied to suit different audiences and purposes 13. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words 14. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts 15. Infer from images meanings not explicit in the accompanying text 16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) 17. Read and understand a range of specialist words in context 18. Use knowledge of punctuation to aid understanding of straightforward texts
Spelling, punctuation and grammar	Assessment/Success Criteria
<p>Scope of Study:</p> <p>Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.</p>	<ol style="list-style-type: none"> 19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) 20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) 21. Spell words used most often in work, study and daily life, including specialist words

Writing Composition	Assessment/Success Criteria
	<ol style="list-style-type: none">22. Communicate information, ideas and opinions clearly, coherently and accurately23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience24. Use format, structure and language appropriate for audience and purpose25. Write consistently and accurately in complex sentences, using paragraphs where appropriate

Programme of Study

Week	Topic	Specification references	Objectives	Success criteria	GTH
1	Introduction to Functional Skills	<p>L1.1 SLC Identify relevant information and lines of argument in explanations or presentations</p> <p>L1.3 SLC Respond effectively to detailed questions</p> <p>L1.7 SLC Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 SLC Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>	<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. This could involve a bingo-style activity where learners have to talk to the others in the group and find out basic information about them, or an activity where they each have to find out three facts about their partner and share it with the group. As part of the induction session, learners could complete a group learning contract and/or share their hopes and fears about the course.</p> <p>Learners should understand that there are three components to Functional Skills Level 1: Reading, Writing (including Spelling, punctuation and grammar) and Speaking, listening and communicating. They could be given a leaflet/handout with this information on and asked to identify the key points or listen to a presentation outlining the key areas. This could include, for example, the types of written texts they will learn to produce and the areas they will be assessed on as part of the reading exam, e.g. making comparisons.</p> <p>As part of induction, learners could show that they understand the health and safety practices of the centre. For example, where the fire exit is. Verbal questions can be asked to check understanding and to assess each learner's speaking, listening and communicating starting point.</p>	2

2	Spelling, punctuation and grammar: Using punctuation	<p>L1.19 SPG Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>L1.18 R Use knowledge of punctuation to aid understanding of straightforward texts</p> <p>L1.6 SLC Follow and understand discussions and make contributions relevant to the situation and the subject</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify how to use full stops, question marks, exclamation marks, commas, brackets and apostrophes • explain the effect of each punctuation mark • use each mark correctly in a sentence • proofread and correct punctuation errors. 	<p>Learners should be introduced to the punctuation marks they will need to be able to interpret as part of the reading exam, as well as use in their own writing.</p> <p>Learners could be asked to work in pairs to create definitions for each mark, or could be given a matching exercise to match the mark to the correct definition.</p> <p>They could be given sample sentences and asked to discuss the effect of each punctuation mark on the reader. They should consider the effect of full stops, question marks, exclamation marks, commas, apostrophes, brackets and capital letters. For example, an apostrophe may have been used to indicate possession, or brackets may give additional information.</p> <p>Using their list of definitions, learners should be able to identify where punctuation is needed in example sentences. This could be delivered as a quiz or as a worksheet activity. This could be used as an opportunity to discuss possible areas of confusion. For example, the use of possessive apostrophes with collective nouns such as ‘children’.</p> <p>Learners could be given a short text to proofread and correct. This could be a timed task to encourage learners to leave sufficient time to proofread and correct their own written work. For example, learners could initially be given a short time, e.g. two minutes, to find the errors, and then subsequently given longer, to highlight how long it takes to read a text carefully and to correct it accurately.</p>	2
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3	Reading: Reading for information (facts and opinions; purpose of a text; key words and ideas)	<p>L1.11 R Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.9 R Identify and understand the main points, ideas and details in texts</p> <p>L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 SLC Express opinions and arguments and support them with evidence</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify facts and opinions • read and highlight the key words in a text • identify the main purpose of a text • explain the key ideas in a text. 	<p>This session could begin with a starter activity that introduces the learner to the difference between a fact and opinion. A fact is something the writer presents as true or is presented as a truth in the context of the text. For example, a text may state: '98% of people enjoy visiting the cinema'. While this may not be 'true', it is presented as a fact in the context of the text. The learners could work individually or in teams to decide if a statement is a fact or an opinion. This could be facilitated as a quiz.</p> <p>Learners should be able to read a straightforward text and highlight the key words and ideas in the text. Encourage learners to highlight any key facts they spot as a starting point to develop this skill.</p> <p>Learners should be asked to read a range of straightforward texts across the year. They should become familiar with texts that instruct, describe, explain and persuade. It may be useful to introduce learners to the range of texts they will be asked to produce as part of the writing exam by asking them to read these text types. For example, articles, emails, diary entries, reports, letters, information/advice sheets, reviews, forum contributions. They should be able to identify the main purpose of the texts they are reading. For example: 'to inform people about ...'. Learners could be introduced to this concept by asking them to identify what different kinds of text are, for example instructional, e.g. an assembly manual.</p> <p>Learners should be able to use their close reading skills to answer a series of comprehension questions that demonstrate their understanding of the main points and ideas covered by the writer. It may be useful to introduce this skill by encouraging learners to read texts of personal interest.</p>	2
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				Learners could be encouraged to discuss the ideas in the texts to support the development of speaking, listening and communicating.	
4	Reading: Reading for information (key words and ideas; purpose of a text; punctuation and meaning)	L1.9 R Identify and understand the main points, ideas and details in texts L1.5 SLC Express opinions and arguments and support them with evidence L1.18 R Use knowledge of punctuation to aid understanding of straightforward texts L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and support them with evidence	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • read and highlight the key words in the texts • identify the main purpose of the texts • discuss the key ideas in the texts • explain the key ideas in the texts • explain how the writers use punctuation in the texts to convey meaning. 	Building on the previous session, learners should be able to read and highlight the key ideas in three straightforward texts on a similar topic. For example, three texts on social media celebrities and influencers. After reading the texts, the group could take part in a discussion, sharing their thoughts on the key ideas and comparing their understanding. Learners should be able to identify the purpose of each text. For example, one text may encourage readers to create social media accounts; another may give advice on staying safe online. Learners should be able to answer a series of comprehension questions, showing their understanding. Learners should be encouraged to reflect on the writers' use of punctuation to convey meaning.	2
5	Reading: Comparing texts	L1.10 R Compare information, ideas and opinions in different texts L1.11 R Identify meanings in texts and distinguish between fact and opinion L1.4 SLC Communicate information, ideas and opinions clearly and	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • identify facts and opinions in the texts • read and highlight the key words in the texts • identify the main purpose of the texts • explain the key ideas in the texts • compare information in the texts 	Learners should be able to make comparisons between the key information in the texts. They could begin by noting any similarities the texts have. For example, texts about getting a job may both have similar advice about how to dress for an interview. Learners should be introduced to using quotations to evidence their ideas. For example, if they state that both texts recommend dressing smartly for an interview, they	2

		<p>accurately on a range of topics</p> <p>L1.5 SLC Express opinions and arguments and support them with evidence</p>	<ul style="list-style-type: none"> • use quotations to evidence their ideas. 	<p>should then be able to find a quotation from both texts that evidences this.</p> <p>Learners should be able to identify the main purpose of the texts that they read, for example to give advice on finding a job. They should also be encouraged to highlight and identify both facts and opinions in the texts that they read.</p> <p>Learners could be encouraged to discuss the ideas in the texts to support the development of speaking, listening and communicating.</p>	
6	Reading: Textual features	<p>L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.16 R Recognise vocabulary typically associated with specific types and purposes of text</p> <p>L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 SLC Express opinions and arguments and support them with evidence</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify and explain language/textual features • say what effect each feature has • identify formal and informal language. 	<p>Learners should be introduced to a range of language or textual features and be able to say what effect they have on the reader. These could include the use of commands, (rhetorical) questions, exclamations, direct address, first person, rule of three, repetition, statistics, quotations and adjectives.</p> <p>Learners could be introduced to the features through a sorting activity and asked to match the feature to the definition.</p> <p>Learners should be encouraged to note these features as they read a text and then consider what effect they have. For example, a question may be used to encourage or persuade a reader to do something.</p> <p>Learners should be able to spot the difference between formal and informal language. They should be able to say when formal and informal language suit the purpose and the audience.</p>	2
7	Reading: Structural features	<p>L1.14 R Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings,</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify organisational and structural features 	<p>Learners should be familiar with some of the key organisational and structural features used by writers to present information. These could include text boxes, bullet points, speech bubbles, bold, numbering, menus, etc.</p>	2

		<p>paragraphs) in a range of straightforward texts</p> <p>L1.9 R Identify and understand the main points, ideas and details in texts</p> <p>L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 SLC Express opinions and arguments and support them with evidence</p>	<ul style="list-style-type: none"> • use organisational and structural features to locate relevant information in a text • identify the key ideas in the text • explore and discuss ideas in the text and support these with evidence from the text. 	<p>Learners should practise reading texts that use features such as text boxes. They should be encouraged to consider how the features support the reader to locate information. Learners could be asked to identify the features as they begin to read a text.</p> <p>Learners should be able to identify and understand the key ideas in the text. They could be given a series of comprehension questions to support this.</p> <p>Learners could be encouraged to discuss the ideas in the texts to support the development of speaking, listening and communicating.</p>	
8	Reading: Meaning	<p>L1.13 R Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</p> <p>L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.14 R Understand organisational and structural features, and use them to locate relevant information (e.g. index, menus, subheadings,</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • use a dictionary to locate a meaning • suggest an alternative word • identify the language features used in a text • use organisational and structural features to locate relevant information in a text • identify the key ideas in a text. 	<p>Learners should be able to use a dictionary to find the meaning of a word. They could be encouraged to do this with any new vocabulary presented in a text.</p> <p>Learners should be able to use a dictionary definition to suggest an alternative word that has the same meaning. Learners could be given a series of sentences and asked to use a dictionary to both find the meaning of a word and suggest a suitable alternative.</p> <p>Learners should draw on their knowledge from previous lessons and be able to identify the key ideas in a text. They should be encouraged to use the organisational features to locate information and to discuss the language used by the writer to convey meaning.</p> <p>Learners could be encouraged to discuss the ideas in the texts to support the development of speaking, listening and communicating.</p>	2

		<p>paragraphs) in a range of straightforward texts</p> <p>L1.9 R Identify and understand the main points, ideas and details in texts</p> <p>L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 SLC Express opinions and arguments and support them with evidence</p>			
9	Reading: Mock paper practice	<p>All Level 1 Reading specification references</p> <p>L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify key words in the questions • read and understand the texts • use a dictionary to find meaning. 	<p>Learners should be given the opportunity to complete a mock practice paper in exam conditions (including having access to any approved exam arrangements, such as extra time).</p> <p>Learners could be introduced to the format of the exam by discussing the questions as a group. Ask them to highlight the key words in each question to aid understanding.</p> <p>Learners should read the texts independently and complete as many questions as they can. They should be encouraged to use all of the time available and should check their work carefully. Each learner should have access to a dictionary.</p>	2
10	Reading: Comparison	<p>L1.10 R Compare information, ideas and opinions in different texts</p> <p>L1.9 R Identify and understand the main</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify revision targets • Identify and discuss the key ideas in the texts 	<p>Part of this session could be used as a 'walk and talk' to run through the mock practice paper as a group. Or learners could be set a task and be allocated some one-to-one time to discuss their mock result. They could be given some time to identify a revision target to improve their result.</p>	2

		<p>points, ideas and details in texts</p> <p>L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.16 R Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics</p>	<ul style="list-style-type: none"> • compare texts and select appropriate quotations • recognise language and textual features. 	<p>Learners should be given straightforward texts to read. These could be read as a group. Learners should be able to identify if the language in each text is formal or informal, and be able to identify the key ideas in the texts. This could be assessed as part of a group discussion or through a series of comprehension questions.</p> <p>Learners should be able to make comparisons between the texts by finding at least one similarity, and support their ideas with suitable quotations.</p> <p>Learners could be encouraged to discuss the ideas in the texts to support the development of speaking, listening and communicating.</p>	
11	Reading: Images	<p>L1.15 R Infer from images meanings not explicit in the accompanying text</p> <p>L1.16 R Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • infer meaning from an image • use context to understand meaning • identify the key ideas in a text • discuss the key ideas in a text. 	<p>Learners should be able to infer meaning from an image that is not explicit in the accompanying text. For example, an article on climate change may include an image of a littered beach, but the article itself may not refer explicitly to the problems caused by littering. Learners should be able to say what the image adds to the text.</p> <p>Learners should be able to use the context of a text to understand any specialist vocabulary used by the writer. For example, an article on climate change might use the term 'global warming'.</p> <p>As learners read texts, they should be able to identify and discuss the key ideas. This could be assessed in a group discussion. For example, asking the learners to read two</p>	2

		<p>L1.17 R Read and understand a range of specialist words in context</p> <p>L1.9 R Identify and understand the main points, ideas and details in texts</p> <p>L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes</p>		<p>different articles – one supporting climate action and one detailing an opposing view – could encourage debate and reinforce the difference between fact and opinion. Or learners could be asked to answer a series of comprehension-style questions.</p>	
12	Reading: Mock paper practice	<p>All Level 1 Reading specification references</p> <p>L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify key words in the questions • read and understand the texts • use a dictionary to find meaning. 	<p>Learners could be given a second opportunity to complete a mock practice paper in exam conditions (including having access to any approved exam arrangements, such as extra time).</p> <p>It may be useful to recap any areas of difficulty identified in the first mock paper results. A question and answer session could take place to ensure the learners understand the demands of the exam and to give them the opportunity to discuss any features of the exam they are unsure of.</p> <p>Learners should read the texts independently and complete as many questions as they can. They should be encouraged to use all of the time available and should check their work carefully. Each learner should have access to a dictionary. This may be an opportunity to enter the learners for the Reading exam.*</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>	2

13	Speaking, listening and communicating: Listening closely	L1.1 SLC Identify relevant information and lines of argument in explanations or presentations L1.5 SLC Express opinions and arguments and support them with evidence	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • identify the key features of a successful discussion • demonstrate close listening • identify the keys ideas shared in the discussion. 	Learners could be introduced to this activity by asking them to reflect on a time when they have had to take part in a group discussion. They could work in small groups to identify some good discussion techniques. For example, not speaking over others, demonstrating positive body language. It may be useful to set some ground rules before taking part in any speaking and listening activities. Learners could be divided into small groups of between three and five, and asked to discuss a given topic. They should be able to show that they have listened to the views of others by recalling what was said in the discussion. They could be encouraged to reflect on whether their discussion was successful and identify areas that they could improve.	2
14	Speaking, listening and communicating: Questions (Task 1: part 1)	L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts L1.3 SLC Respond effectively to detailed questions	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • prepare their ideas • ask questions • listen carefully and respond to a question. 	Learners should be given the opportunity to practise Task 1 of the formal assessments. Learners could begin by identifying the key elements of a successful talk. They could be shown a short talk and asked to say what went well and what could be done differently. Learners could use this session to prepare their practice talk. Their talk should be on a familiar topic, for example a hobby or interest. Learners should be introduced to the difference between open and closed questions. This could be assessed as part of a practice task where they have to find out information from each other using only open questions. Learners could be encouraged to develop cue cards to help prompt them. However, they must understand that they	2

				cannot read from their notes. Learners could use presentation software for this task.	
15	Speaking, listening and communicating: Giving talks (Task 1: part 2)	L1.1 SLC Identify relevant information and lines of argument in explanations and presentations L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts L1.3 SLC Respond effectively to detailed questions L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.7 SLC Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • present their talk to the group • speak clearly about their topic • ask open questions • listen and respond to questions. 	Learners could use their preparation from the last session to practise Task 1 in small groups. They should aim to talk for 3–4 minutes. They should listen closely to the questions at the end and respond clearly. Each group member should be prepared to ask a question to the other members in their group. Learners should be given some feedback on their practice talk. They should be encouraged to reflect on their contribution and to identify a goal to work towards.	2
16	Speaking, listening and communicating: Discussions (Task 2)	L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and support them with evidence	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • research their topic • contribute to a formal group discussion • share their opinions with the group • listen closely • wait for a gap before speaking 	Learners should be given the opportunity to practise a formal discussion. They will need time to complete some research on their given topic. This should be a more formal subject than Task 1, for example relating to current affairs. Learners should work in groups of 3–5 and discuss their topic for 10 minutes.	2

		<p>L1.6 SLC Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>L1.7 SLC Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 SLC Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>	<ul style="list-style-type: none"> • use an appropriate tone. 	<p>This could be done as a peer observation activity, where others in the group give informal feedback to the learners completing the practice discussion.</p> <p>Learners should be given feedback from the assessor. They should have the opportunity to reflect on their practice discussion and set targets for improvement.</p>	
17	<p>Speaking, listening and communicating:</p> <p>Task 1 and 2 (formal assessment)</p>	<p>All Level 1 Speaking, listening and communicating specification references</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • give a short talk • ask questions • listen to and answer questions • contribute to a group discussion • listen to the ideas of others • use an appropriate tone. 	<p>Learners should be formally assessed against the Speaking, listening and communicating specification references. They should be assessed giving a short talk to a small group of peers, who should ask questions. Each learner should both ask and answer questions.</p> <p>Learners should also be assessed taking part in a group discussion with their peers.</p>	2
18	<p>Writing: Format and structure/ Information sheet</p>	<p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.22 W Communicate information, ideas and</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify the correct format and structure of each text type • identify the purpose of a text • identify appropriate language features. 	<p>To introduce this topic, learners could reflect on the variety of texts that they have read previously and be asked to identify the appropriate format and structure for each text type. Text types could include articles, emails, diary entries, reports, letters, information/advice sheets, reviews and forum contributions.</p> <p>Learners should understand that their writing should be functional. For example, a letter without a return address</p>	2

		<p>opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p>		<p>may not be functional as the recipient may be unable to respond.</p> <p>Learners should be able to plan and draft an information sheet or leaflet. For example, learners could be asked to create an information sheet about their course of study or giving revision tips. They should be able to identify the purpose of their writing, e.g. inform/advise, and use this to select the correct tone when writing.</p> <p>For example, an information sheet about the course may be formal in tone, whereas revision tips intended for peers may be informal. Learners should be able to reflect on their previous study of language and textual features to identify the features that may be appropriate to use in their writing. For instance, an information sheet is likely to use the direct address 'you'.</p> <p>Learners should take time to check that their meaning is clear.</p>	
19	Spelling, punctuation and grammar: Spelling strategies and punctuation	L1.21 SPG Spell words used most often in work, study and daily life, including specialist words	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify common spelling errors • identify a spelling strategy to support learning • identify and correct spelling errors. 	<p>Learners should be aware of the emphasis placed on Spelling, punctuation and grammar in the formal writing exam.</p> <p>Learners could be asked to identify common words that they find difficult to spell correctly, for example homophones.</p> <p>Learners should identify a spelling strategy that helps them to remember challenging words. For example: looking, covering, writing or sounding out the words.</p> <p>Learners should be encouraged to proofread their work, checking closely for spelling errors, particularly where an error may affect meaning.</p> <p>Learners could complete a proofreading task, focusing on spelling errors.</p>	2

				Learners should be able to recap the punctuation marks they developed definitions for at the start of the course. They should be able to use full stops, question marks, exclamation marks, commas, brackets and apostrophes correctly in their own writing. They could be asked to correct sample sentences to practise this skill. Learners should be encouraged to check for these marks as part of a final proofreading exercise each time they plan and draft a written response.	
20	Spelling, punctuation and grammar: Grammar (SLC retakes)	L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • identify simple, compound and complex sentences • write simple, compound and complex sentences • identify and use the correct definite and indefinite article • use the correct subject–verb agreement • use the correct tense when writing. 	Learners should be able to write clearly to ensure that their meaning is understood. They should be able to use complex sentences to express their ideas. Learners should be able to identify when it is appropriate to write in the singular or in the plural. For example, by using ‘is’ and ‘are’ correctly in their writing. Learners should also be able to use the definite and indefinite article and the correct tense accurately. Depending on the needs of the group, time may need to be given to introduce and discuss these ideas. Learners could be asked to identify and correct grammatical errors in the writing of others, and/or could take part in a quiz covering these topics. This session could also be used as an opportunity to assess any Speaking, listening and communicating retakes.	2
21	Writing: Structure and using paragraphs	L1.24 W Use format, structure and language appropriate for audience and purpose L1.25 W Write consistently and accurately in complex sentences, using	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • use a clear structure when writing • identify when to use a paragraph • write in depth and with detail. 	Learners should be encouraged to plan their writing and consider the structure needed to develop a coherent response. They should ensure that their writing has a beginning, middle and end. For example, when writing a letter of complaint, it is useful to give the details of the complaint before explaining what response is required. Learners should be encouraged to write in depth and with detail, but should avoid word-counting. Learners should be able to judge whether their response fully answers the	2

		<p>paragraphs where appropriate</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p>		<p>question and meets the needs of the intended audience. They could be given some sample learner responses and asked to consider whether the writer has fully met the purpose of the task and the needs of the audience.</p> <p>Learners should be able to use paragraphs effectively. They could be asked to insert paragraph breaks into a section of continuous text and say why and where paragraphing is needed.</p>	
22	Writing: Letters	<p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study and daily life, including specialist words</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify the correct layout for a formal letter • plan and draft a formal letter • use complex sentences • proofread their work for errors. 	<p>Learners should be able to write a formal letter using accepted conventions (addresses, date, subject line, salutation and close). This could be introduced by asking learners to identify the correct layout using a sorting exercise.</p> <p>Learners should be able to plan and draft a letter, for example a letter of application. It may be useful to introduce planning as a group activity, asking learners to identify and highlight the key words in the question and to share ideas about how to tackle it. Learners should be encouraged to expand on any bullet points in the question.</p> <p>Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences.</p> <p>Learners should be able to proofread their work for errors and make corrections. This could be introduced as a peer marking activity, where learners work in pairs to identify and make corrections.</p>	2

		<p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>			
23	Writing: Emails	<p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify the correct layout for an email • plan and draft an email • use complex sentences • proofread their work for errors. 	<p>Learners should be able to write an email using accepted conventions. For example, choosing the correct salutation for the intended audience and the correct close. Learners could be given a selection of emails to read and asked to consider whether the tone and language used in the emails is appropriate for the audience.</p> <p>Learners should be able to plan and draft an email, for example an informal email to a friend, or a formal email to a work colleague. They should be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question.</p> <p>Recapping on previous sessions, learners should use paragraphs to structure their ideas and use complex sentences.</p> <p>Learners should proofread their work for errors and make corrections. This could be a peer marking activity, where learners work in pairs to identify and make corrections.</p>	2

		of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate			
24	Writing: Reviews	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience L1.24 W Use format, structure and language appropriate for audience and purpose L1.21 SPG Spell words used most often in work, study and daily life, including specialist words L1.20 SPG Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • identify the correct layout and tone for a review • plan and draft a review • use complex sentences • proofread their work for errors. 	Learners should be able to write a review. For example, by giving a detailed account of an experience, like a local attraction they have visited. Learners could be encouraged to reflect on the work they covered for Reading and consider what language features might help them to express their ideas. For example, using adjectives could help them to convey whether they enjoyed the activity. Learners should be able to plan and draft a review. They should be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question. Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences. Learners should be able to proofread their work for errors and make corrections. This could be a peer marking activity, where learners work in pairs to identify and make corrections.	2

		L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate			
25	Writing: Articles	<p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify the correct layout for an article • plan and draft an article • use complex sentences • proofread their work for errors. 	<p>Learners should be able to write an article. For example, for a newsletter, newspaper or magazine. They could be asked to give their opinion about a current event, or to write an article persuading others to attend an event. Learners could be encouraged to reflect on the work they covered for Reading and consider what language features might help them to express their ideas. For example, using questions or direct address may help to engage the reader.</p> <p>Learners should be able to plan and draft an article. They should be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question. They should be able to use the correct format for the article, for example a headline/heading and by-line.</p> <p>Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences.</p> <p>Learners should be able to proofread their work for errors and make corrections. This could be a peer marking activity, where learners work in pairs to identify and make corrections.</p>	2

		paragraphs where appropriate			
26	Writing: Mock paper practice (1)	<p>All Level 1 Writing specification references</p> <p>L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify key words in the question • plan and draft a response • proofread their work for errors. 	<p>Learners should be given the opportunity to complete a mock practice paper in exam conditions (including having access to any approved exam arrangements, such as extra time).</p> <p>Learners could be introduced to the format of the exam by discussing the questions as a group. Ask them to highlight the key words in each question to aid understanding. There could be a question and answer session on format, audience, purpose and tone.</p> <p>Learners should plan and draft their responses independently. They should be encouraged to use all of the time available and should check their work carefully for errors.</p>	2
27	Writing: Reports	<p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify the correct layout for a report • plan and draft a formal report • use complex sentences • proofread their work for errors. 	<p>Learners should be able to write a report. For example, they could be asked to write a report on the advantages and disadvantages of working while studying. Learners could be encouraged to reflect on the work they covered for Reading and consider what language features might help them to express their ideas. For example, using statistics.</p> <p>Learners should be able to plan and draft their report. They should be encouraged to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question. They should be able to use the correct layout for their report, for example headings and subheadings.</p> <p>Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences.</p> <p>Learners should be able to proofread their work for errors and make corrections. This could be a peer marking activity,</p>	2

		<p>and daily life, including specialist words</p> <p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>		<p>where learners work in pairs to identify and make corrections.</p>	
28	Writing: Forum contributions	<p>L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 W Use format, structure and language appropriate for audience and purpose</p> <p>L1.21 SPG Spell words used most often in work, study and daily life, including specialist words</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify the correct layout for a forum contribution • plan and draft a forum contribution • use complex sentences • proofread their work for errors. 	<p>Learners should be able to write a forum contribution. For example, a contribution on a topic which interests them and about which they have an opinion, such as whether corporal punishment should be reintroduced. Learners could be encouraged to reflect on the work they covered for Reading and consider what language features might help them to express their ideas. For example, first person or direct address.</p> <p>Learners should be able to plan and draft their forum contribution. They should be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners should be reminded to expand on any bullet points in the question. They should be able to use the correct layout for a forum, for example using their name at the start.</p> <p>Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences.</p> <p>Learners should be able to proofread their work for errors and make corrections. This could be a peer marking activity,</p>	2

		<p>L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>		<p>where learners work in pairs to identify and make corrections.</p>	
29	<p>Writing: Mock paper practice (2)</p>	<p>All Level 1 Writing specification references</p> <p>L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • identify key words in the question • plan and draft a response • proofread their work for errors. 	<p>Learners could be given a second opportunity to complete a mock practice paper in exam conditions (including having access to any approved exam arrangements, such as extra time).</p> <p>It may be useful to recap any areas of difficulty identified in the first mock paper results. A question and answer session could take place to ensure the learners understand the demands of the exam and to give them the opportunity to discuss any features of the exam they are unsure of.</p> <p>Learners should plan and draft their responses independently. They should be encouraged to use all of the time available and should check their work carefully. This could be an opportunity to enter the learners for the Writing exam.*</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>	2

30	Course review	<p>L1.5 SLC Express opinions and arguments and support them with evidence</p> <p>L1.6 SLC Follow and understand discussions and make contributions relevant to the situation and the subject</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 • identify a goal for next year. 	<p>Learners could review their learning and say how they feel about their progress this year. They could write some short-term goals for the future.</p> <p>This session could also be used as a revision session, recapping on the key ideas covered during the year, or as an opportunity to introduce the learners to Level 2.</p>	2
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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	Level 1	GTH per week
1	Reading Baseline Test	
2	Introduction to Functional Skills	2
3	Spelling, punctuation and grammar: Using punctuation	2
4	Reading: Reading for information (facts and opinions; purpose of a text; key words and ideas)	2
5	Reading: Reading for information (key words and ideas; purpose of a text; punctuation and meaning)	2
6	Reading: Comparing texts	2
7	Reading: Textual features	2
8	Reading: Structural features	2
9	Reading: Meaning	2
10	Reading: Mock paper practice to be carried out under Exam conditions as with readers/scribe	2
11	Reading: Comparison	2
12	Reading: Images	2
13	Reading: Mock paper practice	2
14	Reading Paper window: <i>Papers are to be sent of to NOCN for moderation/markings.</i>	
15		

Term 2 (10 Weeks)

Term Week Number	Level 1	GTH per week
16	Speaking, listening and communicating: Listening closely	2
17	Speaking, listening and communicating: Questions (Task 1: part 1)	2
18	Speaking, listening and communicating: Giving talks (Task 1: part 2)	2
19	Speaking, listening and communicating: Discussions (Task 2)	2
20	Speaking, listening and communicating: Task 1 and 2 (formal assessment)	
21	Writing: Format and structure/Information sheet	
22	Spelling, punctuation and grammar: Spelling strategies and punctuation	2
23	Spelling, punctuation and grammar: Grammar (SLC retakes)	2
24	Writing: Structure and using paragraphs	2
25	Writing: Letters	2

Term 3 (14 Weeks)

Term Week Number	Level 1	GTH per week
26	Writing: Emails	2
27	Writing: Reviews	2
28	Writing: Articles	2
29	Writing: Mock paper practice (1)	2
30	Writing: Reports	2
31	Writing: Forum contributions	2
32	Writing: Mock paper practice (2)	2
33	Course review	2
34	Writing assessment live window	
35		
36		
37		
38		
39		

Resources

Resources can be found in the following folder:

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