### L1 Functional English - scheme of work

#### Academic Year

<table>
<thead>
<tr>
<th>2010-2011</th>
</tr>
</thead>
</table>

#### SECTION 1

<table>
<thead>
<tr>
<th>Indicate total number of SOW within the programme</th>
<th>1 Of 1</th>
</tr>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Functional Skills</th>
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<table>
<thead>
<tr>
<th>Subject/ Unit Title</th>
<th>Functional English</th>
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<table>
<thead>
<tr>
<th>Lecturer(s)</th>
<th>Tess Ashley</th>
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<table>
<thead>
<tr>
<th>Room/Venue</th>
<th>Day</th>
<th>Time</th>
<th>Hours per week</th>
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<tr>
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<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>Course code</th>
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<tbody>
<tr>
<td></td>
<td>3648-62</td>
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</tbody>
</table>

#### SECTION 2

**Aims of the scheme / unit(s)**

To provide learners with the English skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings.

Enable learners to communicate in ways that make them effective and involved as citizens, to operate confidently and to convey their ideas and opinions clearly.

Encourage learners to demonstrate their speaking and listening, reading and writing skills in a range of contexts and for various purposes.

Develop and recognise the ability of learners to apply and transfer skills in ways that are appropriate to their situation.

**Differentiation**

Differentiation of the subject will depend on a number of factors, these factors include a learner’s familiarity with a situation, its complexity and technical demand, as well as the ability to resolve an issue or complete a necessary activity independently.

The level of demand will vary from a simple discussion or exchange about a familiar subject, through to an extended piece of writing that persuasively communicates information and ideas to a diverse audience.

Activities and tasks will be presented to incorporate a number of different learning styles with writing support frames and individual activities when needed.

- Additional practice tasks available
- Extension tasks / Writing frames
- Appropriate resources for those with; visual, hearing and mobility difficulties, such as overlays and coloured paper
- Individual support
- Content broken down into smaller steps
- Activities designed to take into account learner’s styles
- Make available additional practice tasks
- Examples of written work, where appropriate, and necessary key points highlighted
## Equality & Diversity
(e.g. consideration given to gender stereotyping in a traditionally male or female based occupational area)

- All measures will be taken to embed equality and diversity and prevent discrimination as far as possible.
- Measures will be taken to meet all learners’ needs, regardless of age, gender or ethnicity.
- To make the environment safe, for all learners to progress.
- To make reasonable adjustments to accommodate learners with learning difficulties or disabilities.
- Learning materials will be checked for appropriate images and language.
- Inappropriate language / behaviour will be challenged.
- Celebrate the diversity of achievement.
- Specialist equipment will be made available.
- Display boards will reflect diversity.

## Learning resources
(e.g. resources which are used each week)

- Wipe board & pens
- ILPs
- Reference books and journals
- Show me boards
- Tools & Equipment
- Calculators when needed
- Computers where available
- Dictionaries and spelling aids

## Organisational related issues
(e.g. sign post to key skills, basic skills, other units or work placements etc)

Where possible, learners are encouraged and referred to access future courses at the Institute.
All lessons are linked to Literacy and Numeracy Curriculum, Key Skills and Functional Skills.

## Enrichment Opportunity

**Every Child Matters**

Course delivered covers:
- Making a positive contribution to society – learners are encouraged to work with others and make positive contributions to the Institute as well as pass on learning to others.
- Being healthy – learners are encouraged to adopt a healthy lifestyle and drink water as well as eating a healthy diet.
- Stay safe and achieve economic well-being – learners are encouraged to manage their own money through budgeting sessions and learn the basics towards adopting a healthier lifestyle.
<table>
<thead>
<tr>
<th>Scheme Week No</th>
<th>Date</th>
<th>Topic / Objective Content</th>
<th>Learning Outcome (units/modules/elements)</th>
<th>Key Learning Activities including reference to Learning Styles</th>
<th>Key Resources including signpost to ILT resources</th>
<th>Assessment * (see page 10 for key)</th>
<th>Formative / Summative</th>
<th>Skills for Life &amp; Key Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Functional English</td>
<td>Comprehend different strategies for communication. Be able to identify different ways to communicate effectively working towards Level 1 through speaking and listening, reading and writing. Understand what they will be doing in the next year of study in Functional English and what is expected from them during the sessions and in work set to complete in their own time.</td>
<td>Whole group discussion (A) Group Ideas Chart (V, K,) Individual written task for assessment (K)</td>
<td>Flip chart Pens Assessment tasks</td>
<td>F GO/WQ</td>
<td>L.D/L.L/R/ L.S</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Introduction to Speaking and Listening</td>
<td>Identify group rules for discussion and presentation tasks. Discuss different types of thinking strategies Identify different roles and purposes within a discussion group Practice different roles within example discussions List discussion topics for future sessions Develop own personal dictionary</td>
<td>Draw up group rules (A,V) Card sort activity for roles (K, A) Different thoughts activity Small group discussions on Gender and stereotyping (A, K) Individual work on lists for future topics related to course and everyday life (V, K)</td>
<td>Flip chart and pens Roles cards Six colour cards for thinking styles Discussion Agenda Paper Personal dictionary</td>
<td>F GO/DO</td>
<td>L.D/L.L/R/ L.P/L.S</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Preparing for a discussion</td>
<td>Identify different questioning techniques Phrase questions to gain information Identify open and closed questions Develop a questionnaire quiz Judge which phrases are appropriate and inappropriate for intervention or interruption within a discussion</td>
<td>Whole group discussion on questions (A, K) Card sort for open and closed questions (K, A) Picture prompts to develop quiz (V, K) You Tube video (if poss.) or scripts (V, K, A)</td>
<td>Whiteboard and pens Card sort activity Pictures Computer or scripts</td>
<td>F GO/QA/WQ</td>
<td>L.D/L.L/R/ L.P/L.S</td>
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</tbody>
</table>
| 4 | Introduction to reading | Identify purpose of different texts  
Highlight main points within a text  
Discuss main themes and ideas with a short text  
Identify use of capital letters | Matching texts with type of text (K,V)  
Discuss different genres from book covers (K, V, A)  
Highlight main points from four different texts and discuss purpose and themes | Different types of text  
Book covers  
Reading task | F  
QA/A/GO | L.D/L.R/T/  
L.R/SL.P/  
W/C |
|---|---|---|---|---|---|---|
| 5 | Introduction to writing | List different purposes for writing  
Select features of formal and informal writing  
Write an informal email  
Fill in a form  
Know when to use capital letters and how to end a sentence  
Know when to use a full stop, question mark or exclamation mark.  
Identify homophones | Use flipchart to list different types of texts (V, K)  
Whole group activity on grammar rules (V, K, A)  
Highlight key words and features on text (K, V)  
Discuss findings (A)  
Complete form and email (V, K) | Paper and pens  
Grammar Rules  
Examples of formal and informal texts  
Email template  
Form template | F  
QA/A/DO | L.D/L.R/T/  
L.R/TL.P/  
DL.C/S/L.  
P/W/C |
| 6 | Assessment and review of functionality | Complete set familiar task independently at Level 1 standard  
Identify areas to develop | Discuss the good points and bad points about studying at the Institute.  
Read document on bullying and produce an email for a friend giving advice on how to stop bullying | Assignment brief | S  
A | L.D/L.R/T/  
L.R/TL.P/  
DL.C/S/L.  
P/W/C |
| 7 | HALF TERM | --- | --- | --- | --- | --- |
| 8 | Body Language | Identify key features of body language  
Demonstrate impact of good body language at an interview and poor body language  
Clarify points on effect of bad behaviour within a group  
Use bullet points and identify present tense and use of commas | Images and text on body language quiz  
Role play body language using interview panel and interviewees and observers  
Read text identify main points and create poster using bulleted points and present tense | Images and text assignment  
Role play  
Questions  
Reading text and highlighters  
Flip chart and pens | F  
QA/DO/A | L.D/L.R/T/  
L.R/TL.P/  
DL.C/S/L.  
P/W/C |
| 9 | Word and Image | Identify reasons why images are used in certain texts  
Identify audience and purpose  
Create a text using an image to enhance | Discuss impact of similar newspaper articles with and without images  
Text and audience match | Newspaper articles  
Pens and paper  
Texts and images  
Puzzles | F  
QA/DO/A | L.D/L.R/T/  
L.R/TL.P/  
DL.C/S/L.  
P/W/C |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
<th>Tools</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Planning work</td>
<td>Identify different ways of planning written work. Use different research methods. Choose which planning tool is suitable for individual use. Identify common spelling errors and patterns. Understand when and where to use commas at Level 1.</td>
<td>Mind maps, linear planning tools, writing notes, story boards. Research methods.</td>
<td>Dictation passage, Comma use quiz. Pens and paper.</td>
</tr>
<tr>
<td>12</td>
<td>Skimming for information</td>
<td>Identify different reading strategies. Use skimming to identify main points in a newspaper article. Discuss overall impression and central themes of the article. Spelling activity to develop strategies for difficult words.</td>
<td>Timed activity to skim newspaper article and note down main points. Whole class discussion of central themes on internet vs. magazines article. Identify features writer has used to put message across and target audience. Whole group discussion on spelling difficult words from article. Individual spelling practice.</td>
<td>Magazine article. Pens and paper. Dictionaries. Spelling strategies.</td>
</tr>
<tr>
<td>13</td>
<td>Fact and opinion – preparing for a discussion</td>
<td>Identify fact and opinion from given documents. Create 3 facts about underage drinking and 3 opinions. Discuss the importance of an agenda for a discussion and how to introduce information. Identify key roles in discussion and the role of the mediator.</td>
<td>Discuss difference between fact and opinion. Identify fact and opinion from list of statements. Create 3 facts and 3 opinions to put on whole group poster.</td>
<td>Information on Alcohol and Drug abuse. Agenda template. Poster template. Fact and opinion statements.</td>
</tr>
<tr>
<td>14</td>
<td>Scanning for Information</td>
<td><strong>Discussion group on what should go on poster using key roles in discussion group and Agenda items</strong></td>
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</table>
|    | Scanning for Information | **Scan a document for specific information**  
**Understand the difference in skimming, scanning and reading for detail**  
**Identify styles of document and intended audience**  
**Use the correct subject verb agreement** |
|    | Read a report to identify the costs of renting a flat  
**List when skimming and scanning would be used**  
**Scan catalogue for essential furniture**  
**Advert matching to particular audience**  
**Check work and passages for correct subject verb agreement** |
|    | Report document  
**Assignment brief with writing frame**  
**Catalogue with descriptions to be used for subject verb agreement**  
**Advert game** |
|    | F GO/QA/WQ  
**L.D/L.RT/ L.RS/L.R GP/L.OF/L PD/L.CS** |
| 15 | Christmas Break | |
| 16 | Christmas Break | |
| 17 | Review and functionality test | **Whole group discussion on methods of presentation**  
**Read documentation on how to economise and prepare short presentation** |
|    | Different methods of presentation examples  
**Research document on economising Computers or pen and paper and cue cards** |
|    | Individual presentations  
**Examples of anecdotes** |
|    | S A  
**L.D/L.RT/ L.RS/L.R GP/L.OF/L PD/L.CS** |
| 18 | Presenting information | **Continue with presentation developing from previous week to prepare own presentation and present individually** |
|    | Individual presentations  
**Examples of anecdotes** |
|    | F GO/QA/WQ  
**L.D/L.RT/ L.RS/L.R GP/L.OF/L PD/L.CS** |
| 19 | Writing in sequence | **Identify reasons for chronological writing**  
**Organise order of importance in an article**  
**Discuss different effects of punctuation**  
**Use different styles of punctuation to create a specific effect** |
|    | **Create own diary extract**  
**Read and critique extracts from famous diaries**  
**Identify order of events in accident forms and newspaper articles** |
|    | Diary writing frame  
**Diary extracts Articles and completed accidents forms**  
**Paper and pens** |
|    | F GO/QA/WQ/A  
**L.D/L.RT/ L.RS/L.R GP/L.OF/L PD/L.CS** |
| 20 | Understanding specific detail | **Evaluate the usefulness of a number of different texts and information sources**  
**Use an organised approach to identify relevant material and reject non related texts**  
**Use information to produce a synthesised document** |
|    | **Read and prioritise a variety of different texts related to DVD’s and current film releases**  
**Use information to create information flyer for local** |
|    | **Texts Film critiques Example flyer Writing frame Proof reading tips Pens and paper** |
|    | F GO/QA/WQ/A  
**L.RT/L.RS/L RGPL.OF/L S/L.OF/L PD/L.CS/L PWC** |
### L1 Functional English - scheme of work

<table>
<thead>
<tr>
<th>Week</th>
<th>Objectives</th>
<th>Activities</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Local language</td>
<td>Proof reading and editing skills</td>
<td>Whole group discussion of idiolects and identify idioms. Recordings of local dialect. Examples of idioms. Idiolect frame. Local sayings. Story boards.</td>
</tr>
<tr>
<td>22</td>
<td>Review and functionality test</td>
<td>Complete set unfamiliar task independently at Level 1 standard.</td>
<td>Assessment. Assignment.</td>
</tr>
<tr>
<td>23</td>
<td>HALF TERM</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Read information about six people with specific interests and requirements. Create a planning document with key points. Write instructions that are fit for purpose. Edit and proof read own work. Check legibility, correct grammar and spellings in own work.</td>
<td>F GO/QA/WQ/A/L.RT/L.RS/L.RGP/L.SI/L.OF/L.PD/L.CS/L.P/WC</td>
</tr>
<tr>
<td>25</td>
<td>Use information to create instructions</td>
<td>Read synthesis information to plan a party for 6. Create a planning document with key points. Write instructions that are fit for purpose. Edit and proof read own work. Check legibility, correct grammar and spellings in own work.</td>
<td>Read information about six people with specific interests and requirements. Plan an activity to include all 6 and write itinerary and directions to find the location. Proof read work. Information on a group of people with different interests and needs. Questions to answer to check suitability of key points. Paper and pens. Local transport information and maps.</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Activity</td>
<td>Objectives</td>
</tr>
<tr>
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<tr>
<td>26</td>
<td>Writing a formal letter</td>
<td>Identify formal and informal language List uses of formal communication Read and understand job advert Write a letter of application</td>
<td>Whole group discussion on formal and informal texts List formal and informal texts on Whiteboard Apply in writing for a job vacancy identifying strengths and suitability Write a CV (extension)</td>
</tr>
<tr>
<td>27</td>
<td>Writing a report</td>
<td>Read and understand the main points and specific detail in a research document Synthesise information to create a formal report Use heading and sub headings Use format and style to enhance meaning and readability Edit and proof read work</td>
<td>Discussion on healthy living and current government strategies Individual task to read and highlight main points and detail Create planning document Proof read and edit Produce final document Comment on techniques used and choice of language to suit audience</td>
</tr>
<tr>
<td>28</td>
<td>Review and functionality test</td>
<td>Functional Skills Practice test reading and writing</td>
<td>Mock paper test Pens and paper Dictionaries</td>
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<td>29</td>
<td>Easter Break</td>
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<tr>
<td>30</td>
<td>Easter Break</td>
<td></td>
<td></td>
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<tr>
<td>31</td>
<td>Balance and influential speakers Giving a presentation</td>
<td>Identify bias in an article or speech Pick out key features of rhetoric. Repetition, rhyme, assonance, rephrasing in a speech Evaluate effectiveness of key features Comment on different influential people and how effective they are</td>
<td>Whole group discussion of bias and how to identify it Small group discussions on different features in speeches Identify features in keynote speeches Whole group discussion</td>
</tr>
</tbody>
</table>
## L1 Functional English - scheme of work

| 32 | Online communication  
    Writing a blog  
    Having an online discussion | Identify particular features of a blog and tweet  
    Discuss the purpose of online communication and how communication is changing  
    Write own blog on recent events | Small group work looking at different types of online communication and identifying features.  
    Whole group discussion with findings  
    Write own blog using writing frame if needed.  
    Email blog details to a friend inviting them to join in.  
    Examples of blogs and tweets  
    Flip chart paper and pens  
    Discussion aims and roles  
    Paper and pens  
    Computers if available | F  
    GO/QA/W  
    Q  
    L:D/L:LR/L:R  
    .P/L:S/L:R  
    T/L:PWC | L:D/L:LR/L:R  
    .P/L:S/L:R  
    T/L:PWC |
|---|---|---|---|---|
| 33 | Writing a Recount  
    Presenting your recount | Choose the common features of a recount.  
    Identify different types of recount and where they are used.  
    Research to find a current recount  
    Develop own recount using information provided  
    Present own recount using powerpoint or similar | Small groups identify key features of recount from examples  
    Discuss when and where recount is used  
    Create own recount from information given  
    Develop presentation | Recount examples  
    Good presentation skills guide  
    Discussion aims and objectives  
    Information sheets | F  
    GO/QA/W  
    Q  
    L:D/L:LR/L:R  
    .P/L:S/L:R  
    T/L:PWC | L:D/L:LR/L:R  
    .P/L:S/L:R  
    T/L:PWC |
| 34 | Presentation of work | Present own work using effective presentation skills  
    Evaluate presentations of others  
    Name the key features of a good presentation  
    Develop own real picture of good practice in presentations | Own presentations  
    Evaluation sheets  
    Real pictures indentifying best practice | Presentations  
    Evaluation sheets  
    Materials to develop real pictures | F  
    GO/QA/W  
    Q  
    L:D/L:LR/L:R  
    .P/L:S/L:R  
    T/L:PWC | L:D/L:LR/L:R  
    .P/L:S/L:R  
    T/L:PWC |
| 35 | Revision and exam practice |  |  |  |
| 36 | Revision and exam practice |  |  |  |
### Key to Assessment

<table>
<thead>
<tr>
<th>F/S</th>
<th>How will you check individual learner progress?</th>
<th>FORMATIVE/</th>
<th>SUMMATIVE</th>
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<tbody>
<tr>
<td>A</td>
<td>Assignment</td>
<td>Direct Observation</td>
<td>Group Obs/ Presentation</td>
</tr>
<tr>
<td>DO</td>
<td>Laboratory Work</td>
<td>Portfolio Assessment</td>
<td>Other - specify</td>
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<tr>
<td>GO</td>
<td>Risk Assessment</td>
<td>Written Questions</td>
<td>Question &amp; Answer</td>
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<tr>
<td>END</td>
<td>End Test</td>
<td>Phase Test</td>
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### Key Skills codes

<table>
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<th>Literacy</th>
<th>Numeracy</th>
<th>ICT</th>
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<tbody>
<tr>
<td>L.D.</td>
<td>Engage in discussion</td>
<td>L.SI</td>
<td>Summarising information</td>
<td>N.IN</td>
</tr>
<tr>
<td>L.L/R</td>
<td>Listening and responding skills</td>
<td>L.OF</td>
<td>Organisational/structural features</td>
<td>N.WN</td>
</tr>
<tr>
<td>L.P</td>
<td>Giving a talk/presentation</td>
<td>L.S</td>
<td>Sourcing information</td>
<td>N.MSS</td>
</tr>
<tr>
<td>L.S</td>
<td>Speaking to communicate</td>
<td>L.PD</td>
<td>Plan and draft writing</td>
<td>N.HD</td>
</tr>
<tr>
<td>L.RT</td>
<td>Types of texts</td>
<td>L.CS</td>
<td>Construct sentences</td>
<td>N.PI</td>
</tr>
<tr>
<td>L.RS</td>
<td>Reading strategies</td>
<td>L.PWC</td>
<td>Different purposes of written communication</td>
<td></td>
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<tr>
<td>L.RG/P</td>
<td>Recognising grammar and punctuation in text</td>
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**Level 1 Functional Skills English mapping**


### Level 1 Speaking, Listening and Communication skill standard:

Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

- **a)** Make relevant and extended contributions to discussions, allowing for and responding to others’ input ✓
- **b)** Prepare for and contribute to the formal discussion of ideas and opinions ✓
- **c)** Make different kinds of contributions to discussions ✓
- **d)** Present information/points of view clearly and in appropriate language ✓

### Level 1 Writing skill standard:

Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- **a)** Write clearly and coherently, including an appropriate level of detail ✓
- **b)** Present information in a logical sequence ✓
- **c)** Use language, format and structure suitable for purpose and audience ✓
- **d)** Use correct grammar, including correct and consistent use of tense ✓
- **e)** Ensure written work includes generally accurate punctuation and spelling and that meaning is clear ✓

### Level 1 Reading skill standard:

Read and understand a range of straightforward texts

- **a)** Identify the main points and ideas and how they are presented in a variety of texts ✓
- **b)** Read and understand texts in detail ✓
- **c)** Utilise information contained in texts ✓
- **d)** Identify suitable responses to texts ✓

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