Goldwyn Plus - Functional Skills English

Subject Statement and Long Term Plan



Functional Skills English – Statement of Intent

"If you are not willing to learn, no one can help you! If you are determined to learn, no one can stop you!"

Functional Skills are practical skills in English and Maths that enable you to deal with practical problems and challenges. They allow individuals to work confidently, effectively and independently in everyday life. For example, they help us recognise good-value deals when making purchases, write an effective application letter, or use the Internet. Functional Skills are a key to success. They open doors to learning, to life and to work.

Functional Skills English lessons at Goldwyn Plus will aim to give students the opportunity to:

- Develop your confidence.
- Learn to function independently in the workplace.
- Become more employable.
- Increase your enjoyment of written English as you learn to read and appreciate a range of different texts.
- Produce written work including estimates, invoices and reports effectively and to a high standard.
- Develop your confidence in speaking and listening.
- Achieve a qualification that is recognised and highly valued by employers.

Examinations:

- NCFE Level 1 Functional Skills qualification in English
- NCFE Level 2 Functional Skills qualification in English

Functional Skills English: Long Term Plan

Functional Skills are practical skills in English that enable you to deal with practical problems and challenges. They allow individuals to work confidently, effectively and independently in everyday life. For example, they help us recognise good-value deals when making purchases, write an effective application letter, or use the Internet. Functional Skills are a key to success. They open doors to learning, to life and to work.

Term	1	2	3	4	5	6
Entry	Reading	Speaking, Listening	Reading	Speaking, Listening	Reading	Writing
Level 1		and Communication		and Communication		
	Read correctly		 Read correctly 		• Read	Writing for purpose
	words designated for	EL1_presentation	words designated for	EL1 presentation	correctly words	 Punctuate
	Entry Level 1	 Say the 	Entry Level 1	 Say the names 	designated for Entry	simple sentences with a
	Read simple	names of the letters of	 Read simple 	of the letters of the	Level 1	capital letter and a full
	sentences containing	the alphabet	sentences containing one	alphabet	 Read simple 	stop
	one clause	 Identify and 	clause	 Identify and 	sentences containing	 Use a capital
	 Understand a 	extract the main	 Understand a 	extract the main	one clause	letter for the personal
	short piece of text on a	information from short	short piece of text on a	information from short	 Understand a 	pronoun 'I' and the first
	simple subject	statements and	simple subject	statements and	short piece of text on	letter of proper nouns
		explanations		explanations	a simple subject	 Use lower case
	Writing	 Follow single- 	Writing	 Follow single- 		letters when there is no
		step instructions,		step instructions,	Writing	reason to use capital
	SPAG	asking for them to be	SPAG	asking for them to be		letters
	Write the	repeated if necessary	 Punctuate simple 	repeated if necessary	SPAG	 Write the
	letters of the alphabet	 Make 	sentences with a capital	• Make	 Use lower 	letters of the alphabet
	in sequence and in both	requests and ask	letter and a full stop	requests and ask	case letters when	in sequence and in both
	upper and lower case	straightforward	 Use a capital 	straightforward	there is no reason to	upper and lower case
	Spell correctly	questions using	letter for the personal	questions using	use capital letters	 Spell correctly
	words designated for	appropriate terms and	pronoun 'I' and the first	appropriate terms and	Write the letters of	words designated for
	Entry Level 1	registers	letter of proper nouns	registers	the alphabet in	Entry Level 1
		 Respond to 		Respond to	sequence and in both	Communicate
		questions about		questions about	upper and lower case	information in words,
		specific information		specific information		phrases and simple
		Make clear		Make clear		sentences
		statements about basic		statements about basic		
		information and		information and		
		communicate feelings		communicate feelings		

	I	1	T	1	T	,
		and opinions on		and opinions on		
		straightforward topics		straightforward topics		
		Understand and		Understand and		
		participate in simple		participate in simple		
		discussions or		discussions or		
		exchanges with		exchanges with		
		another person about		another person about		
		a straightforward topic		a straightforward topic		
Entry	Reading	Speaking, Listening	Reading	Reading	Reading	Writing
Level 2		and Communication				
	Read correctly		 Read correctly 	Greater depth	• Read	Writing for purpose
	words designated for	EL2 presentation	words designated for	understanding	correctly words	 Communicate
	Entry Level 2	 Identify and 	Entry Level 2	 Understand 	designated for Entry	information using
		extract the main		the main points in	Level 2	words and phrases
	Writing	information and detail	Writing	texts		appropriate to
		from short		 Understand 	Writing	audience and purpose
	SPAG	explanations	SPAG	organisational markers		Complete a
	Use basic	• Make	Use basic	in short,	SPAG	form asking for
	punctuation correctly	requests and ask clear	punctuation correctly (e.g.	straightforward texts	Use basic	personal information
	(e.g. full stops, capital	questions	full stops, capital letters,	Use effective	punctuation correctly	(e.g. first name,
	letters, question and	appropriately in	question and exclamation	strategies to find the	(e.g. full stops, capital	surname, address,
	exclamation marks)	different contexts	marks)	meaning of words and	letters, question and	postcode, age, date of
	Form regular	 Respond 	Form regular	check their spelling	exclamation marks)	birth)
	plurals	appropriately to	plurals	(e.g. a simple	Form regular	Write in
	 Use the first 	straightforward	 Use the first and 	dictionary, spell-	plurals	compound sentences,
	and second letters to	questions	second letters to	checker)	Use the first	using common
	sequence words in	Follow the	sequence words in	Read and	and second letters to	conjunctions (e.g. or,
	alphabetical order	gist of discussions	alphabetical order	understand sentences	sequence words in	and, but) to connect
	Spell correctly	Clearly	Spell correctly	with more than one	alphabetical order	clauses
	words designated for	express	words designated for	clause	• Spell	Use adjectives and
	Entry Level 2	straightforward	Entry Level 2	• Use	correctly words	simple linking words in
		information and		illustrations, images	designated for Entry	the appropriate way
		communicate feelings		and captions to locate	Level 2	
		and opinions on a		information	==	
		range of				
		straightforward topics				
		Make appropriate				
		iviane appropriate				

		contributions to simple group discussions with				
		others about a				
		straightforward topic.				
Entry Level 3	Writing	Speaking, Listening and Communication	Reading	Reading	Writing	Writing
	SPAG		Different texts	Greater depth	SPAG	Writing for purpose
	 Use a range of 	EL3 presentation	 Identify and 	understanding	 Use a range 	Communicate
	punctuation correctly	 Identify 	understand the main	Use reference	of punctuation	information, ideas and
	(e.g. full stops, question	relevant information	points, ideas and details in	materials and	correctly (e.g. full	opinions clearly,
	marks, exclamation	and lines of argument	texts	appropriate strategies	stops, question marks,	coherently and
	marks, commas,	in explanations or	 Compare 	(e.g. using knowledge	exclamation marks,	accurately
	possessive apostrophes)	presentations.	information, ideas and	of different word	commas, possessive	 Write text of
	 Use correct 	 Make 	opinions in different texts	types) for a range of	apostrophes)	an appropriate level of
	grammar (e.g. subject-	requests and ask	 Identify meanings 	purposes, including to	 Use correct 	detail and of
	verb agreement,	relevant questions to	in texts and distinguish	find the meaning of	grammar (e.g. subject-	appropriate length
	consistent use of	obtain specific	between fact and opinion	words	verb agreement,	(including where this is
	different tenses,	information in	 Recognise that 	 Understand 	consistent use of	specified) to meet the
	definite and indefinite	different contexts.	language and other	organisational and	different tenses,	needs of purpose and
	articles)	 Respond 	textual features can be	structural features and	definite and indefinite	audience
	 Spell words 	effectively to detailed	varied to suit different	use them to locate	articles)	 Use format,
	used most often in	questions.	audiences and purposes	relevant information	 Spell words 	structure and language
	work, study and daily	 Communicate 		(e.g. index, menus,	used most often in	appropriate for
	life, including specialist	information, ideas and	Writing	subheadings,	work, study and daily	audience and purpose
	words.	opinions clearly and		• paragraphs) in	life, including	• Write
		accurately on a range	SPAG	a range of	specialist words	consistently and
		of topics.	 Use a range of 	straightforward texts		accurately in complex
		 Express 	punctuation correctly (e.g.	Infer from		sentences, using
		opinions and	full stops, question marks,	images meanings not		paragraphs where
		arguments and	exclamation marks,	explicit in the		appropriate
		support them with	commas, possessive	accompanying text		
		evidence.	apostrophes)	Recognise		
		Follow and	Use correct	vocabulary typically		
		understand discussions	grammar (e.g. subject-	associated with		
		and make	verb agreement,	specific types and		
		contributions relevant	consistent use of different	purposes of texts (e.g.		
		to the situation and	tenses, definite and	formal, informal,		

		the subject. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium. Respect the turn-taking rights of others during discussions, using appropriate language for interjection.	indefinite articles) • Spell words used most often in work, study and daily life, including specialist words	instructional, descriptive, explanatory and persuasive) • Read and understand a range of specialist words in context		
Year 10	Writing	Speaking, Listening	Reading	Reading	Writing	Writing
Level 1		and Communication				
	SPAG		Different texts	Greater depth	SPAG	Writing for purpose
	Use knowledge	Level 1 presentation	Identify and	understanding	• Use	Communicate
	of punctuation to aid	• Identify	understand the main	Use reference	knowledge of	information, ideas and
	understanding of	relevant information	points, ideas and details in	materials and	punctuation to aid	opinions clearly,
	straightforward texts	and lines of argument	texts	appropriate strategies	understanding of	coherently and
	Use a range of	in explanations or	• Compare	(e.g. using knowledge	straightforward texts	accurately
	punctuation correctly	presentations	information, ideas and	of different word	• Use a range	Write text of
	(e.g. full stops, question	• Make	opinions in different texts	types) for a range of	of punctuation	an appropriate level of
	marks, exclamation	requests and ask	Identify meanings	purposes, including to	correctly (e.g. full	detail and of
	marks, commas,	relevant questions to obtain specific	in texts and distinguish	find the meaning of words	stops, question marks, exclamation marks,	appropriate length (including where this is
	possessive apostrophes)Use correct	information in	between fact and opinion	Understand	commas, possessive	specified) to meet the
	grammar (e.g. subject-	different contexts	 Recognise that language and other 	organisational and	apostrophes)	needs of purpose and
	verb agreement,	Respond	textual features can be	structural features and	Use correct	audience
	consistent use of	effectively to detailed	varied to suit different	use them to locate	grammar (e.g. subject-	Use format,
	different tenses,	questions	audiences and purposes	relevant information	verb agreement,	structure and language
	definite and indefinite	Communicate	addictices and purposes	(e.g. index, menus,	consistent use of	appropriate for
	articles)	information, ideas and	Writing	subheadings,	different tenses,	audience and purpose
	Spell words	opinions clearly and		• paragraphs) in	definite and indefinite	Write consistently and
	used most often in	accurately on a range	SPAG	a range of	articles)	accurately in complex
	work, study and daily	of topics	Use knowledge of	straightforward texts	 Spell words 	sentences, using

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	life, including specialist	 Express 	punctuation to aid	 Infer from 	used most often in	paragraphs where
	words	opinions and	understanding of	images meanings not	work, study and daily	appropriate
		arguments and	straightforward texts	explicit in the	life, including	
		support them with	 Use a range of 	accompanying text	specialist words	
		evidence	punctuation correctly (e.g.	 Recognise 		
		 Follow and 	full stops, question marks,	vocabulary typically		
		understand discussions	exclamation marks,	associated with		
		and make	commas, possessive	specific types and		
		contributions relevant	apostrophes)	purposes of texts (e.g.		
		to the situation and	 Use correct 	formal, informal,		
		the subject	grammar (e.g. subject-	instructional,		
		• Use	verb agreement,	descriptive,		
		appropriate phrases,	consistent use of different	explanatory and		
		registers and adapt	tenses, definite and	persuasive)		
		contributions to take	indefinite articles)	 Read and 		
		account of audience,	 Spell words used 	understand a range of		
		purpose and medium	most often in work, study	specialist words in		
		Respect the	and daily life, including	context		
		turn-taking rights of	specialist words			
		others during	•			
		discussions, using				
		appropriate language				
		for interjection				
		, , , , , , , , , , , , , , , , , , , ,				
Year 11	Writing	Speaking, Listening	Reading	Reading	Writing	Exams
Level 1		and Communication	9			
	SPAG		Understanding_texts	Greater depth	Writing for purpose	
	Use knowledge	Level 1 presentation	 Identify and 	understanding	Communicate	
	of punctuation to aid	• Identify	understand the main	Use reference	information, ideas and	
	understanding of	relevant information	points, ideas and details in	materials and	opinions clearly,	
	straightforward texts	and lines of argument	texts	appropriate strategies	coherently and	
	Use a range of	in explanations or	 Compare 	(e.g. using knowledge	accurately	
	punctuation correctly	presentations	information, ideas and	of different word	Write text of	
	(e.g. full stops, question	Make	opinions in different texts	types) for a range of	an appropriate level of	
	marks, exclamation	requests and ask	 Identify meanings 	purposes, including to	detail and of	
	marks, commas,	relevant questions to	in texts and distinguish	find the meaning of	appropriate length	
	possessive apostrophes)	obtain specific	between fact and opinion	words	(including where this	
			zzmeen see and opinion	<u> </u>	1 , 1 1 2 2 111-111-111-11	

	Use correct	information in	Recognise that	 Understand 	is specified) to meet	
	grammar (e.g. subject-	different contexts	language and other	organisational and	the needs of purpose	
	verb agreement,	 Respond 	textual features can be	structural features and	and audience	
	consistent use of	effectively to detailed	varied to suit different	use them to locate	 Use format, 	
	different tenses,	questions	audiences and purposes	relevant information	structure and	
	definite and indefinite	 Communicate 		(e.g. index, menus,	language appropriate	
	articles)	information, ideas and	Writing	subheadings,	for audience and	
	 Spell words 	opinions clearly and		 paragraphs) in 	purpose	
	used most often in	accurately on a range	SPAG	a range of	Write consistently and	
	work, study and daily	of topics	 Use knowledge of 	straightforward texts	accurately in complex	
	life, including specialist	 Express 	punctuation to aid	 Infer from 	sentences, using	
	words	opinions and	understanding of	images meanings not	paragraphs where	
		arguments and	straightforward texts	explicit in the	appropriate	
		support them with	 Use a range of 	accompanying text		
		evidence	punctuation correctly (e.g.	 Recognise 		
		 Follow and 	full stops, question marks,	vocabulary typically		
		understand discussions	exclamation marks,	associated with		
		and make	commas, possessive	specific types and		
		contributions relevant	apostrophes)	purposes of texts (e.g.		
		to the situation and	 Use correct 	formal, informal,		
		the subject	grammar (e.g. subject-	instructional,		
		• Use	verb agreement,	descriptive,		
		appropriate phrases,	consistent use of different	explanatory and		
		registers and adapt	tenses, definite and	persuasive)		
		contributions to take	indefinite articles)	 Read and 		
		account of audience,	 Spell words used 	understand a range of		
		purpose and medium	most often in work, study	specialist words in		
		Respect the	and daily life, including	context		
		turn-taking rights of	specialist words			
		others during				
		discussions, using				
		appropriate language				
		for interjection				
Year 11	Writing	Speaking, Listening	Reading	Reading	Writing	Exams
Level 2	vviiting.	and Communication	neading	neading	· · · · · · · · · · · · · · · · · · ·	EAGING
200012	SPAG		Understanding_texts	Greater_depth	Writing_for_purpose	

- Punctuate
 writing correctly using a
 wide range of
 punctuation markers
 (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
- Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
- Spell words used in work, study and daily life, including a range of specialist words

- Level 2 presentation
- Identify relevant information from extended explanations or presentations
- Follow narratives and lines of argument
- Respond effectively to detailed or extended questions and feedback
- Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- Express
 opinions and
 arguments and
 support them with
 relevant and
 persuasive evidence
- Use language that is effective, accurate and appropriate to context and situation

- Identify the different situations when the main points are sufficient and when it is important to have specific details
- Compare information, ideas and opinions in different texts, including how they are conveyed
- Identify implicit and inferred meaning in texts
- Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes

Writing

SPAG

- Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
- Use correct grammar (e.g. subjectverb agreement, consistent use of a range

understanding

- Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
- Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
- Analyse texts,
 of different levels of
 complexity,
 recognising their use of
 vocabulary and
 identifying levels of
 formality and bias
 Follow an argument,
 identifying different
 points of view and
 distinguishing facts
 from opinions.

- Identify different styles of writing and writer's voice
- Communicate information, ideas and opinions clearly, coherently and effectively
- 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
- Organise
 writing for different
 purposes using
 appropriate format
 and structure (e.g.
 standard templates,
 paragraphs, bullet
 points, tables)
- Convey clear meaning and establish cohesion using organisational markers effectively
- Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience

Make relevant	of tenses, definite and	and purpose.
and constructive	indefinite articles) and	• Construct
contributions to move	modality devices (e.g. to	complex sentences
discussion forward	express probability or	consistently and
• Adapt	desirability)	accurately, using
contributions to	Spell words used	paragraphs where
discussions to suit	in work, study and daily	appropriate
audience, purpose and	life, including a range of	
medium	specialist words	
Interject and		
redirect discussion		
using appropriate		
language and register		