Goldwyn 6th Form – Functional Skills English Subject Statement and Long Term Plan

Functional Skills English - Statement of Intent

Functional Skills are an alternative to GCSE, offering an engaging and vocational route towards achieving English qualifications that are nationally recognised and often a vital requirement for accessing training courses, apprenticeships and employment. With a focus on the fundamentals of reading, writing and speaking, listening and communicating, students are able to develop core literacy skills that are relevant and essential in everyday life.

Implementation

Post-16 students do not need to formally study English if they have already achieved Level 2 Functional Skills English or GCSE English Language / Literature at Grade 4 or above. However, literacy skills will continue to be reinforced throughout the teaching of other qualifications, with particular emphasis on their use in the work place and real life situations.

Through a thorough analysis of each student's previous attainment and, where appropriate, baseline assessments using BKSB and WRAT (word reading, reading comprehension and spelling skills) completed in the first few weeks at Goldwyn 6th Form, their strengths and areas for development in literacy will be identified.

Students will then be taught core skills across speaking, listening and communicating, reading and writing, working towards NCFE Functional Skills English qualifications at Entry Level 3, Level 1 or Level 2. The flexibility of the formal assessments, available online or paper-based, means that students can sit, resit and progress onto the next level at any point throughout the school year.

Impact

Students formally studying English will:

- have increased their confidence and motivation in learning English.
- recognise the importance of literacy skills and place greater value on them for improving their employability and independence.
- have developed their literacy skills and improved their attainment in English.
- be more able to use their literacy skills confidently, effectively and independently in everyday life.

NCFE Functional Skills English: Long Term Plan

Entry Level 3	**Speaking, Listening & Communicating**					
	Identify and extract relevant information and detail in straightforward explanations; Make requests and ask concise questions using appropriate language in different contexts; Communicate information and opinions clearly on a range of topics; Respond appropriately to questions on a range of straightforward topics; Follow and understand the main points of discussions; Make relevant contributions to group discussions about straightforward topics; Listen to and respond appropriately to other points of view, respecting conventions of turn-taking.					
	Emails	**Letters**	**Flyers & Leaflets**	**Blogs, Forums & Webpages**	**Articles**	
	Purpose: inform, describe, explain, enquire or complain. **Structure:** recipient's address, subject title, appropriate greeting and close. **Content:** informal or formal, facts or opinions.	**Purpose:** inform, describe, explain, enquire or complain. **Structure:** sender's address, recipient's address, date, appropriate greeting and close. **Content:** formal or informal, facts or opinions.	**Purpose:** explain or persuade. **Structure:** heading, subheadings, bullet points, numbering and indentations. **Content:** informal or formal, opinion and bias.	**Purpose:** inform, instruct, explain or persuade. **Structure:** heading, sub-headings, bullet points, numbering and indentation. **Content:** informal or formal, facts, opinions and bias.	**Purpose:** inform, explain and persuade. **Structure:** heading, subheadings, columns and bullet points. **Content:** informal or formal, facts, opinions and bias.	
	Reading					
	Read correctly words designated for Entry Level 3; Identify, understand and extract the main points and ideas in and from texts; Identify different purposes of straightforward texts; Use effective strategies to find the meaning of words (eg a dictionary, working out meaning from context, using knowledge of different word types); Understand organisational features and use them to locate relevant information (eg contents, index, menus, tabs and links).					
	Spelling, Punctuation & Grammar					
	Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas); Form irregular plurals; Use mostly correct grammar (eg subject-verb agreement, consistent use of tense, definite and indefinite articles); Use the first, second and third place letters to sequence words in alphabetical order; Spell correctly words designated for Entry Level 3.					
	Writing					
	Communicate information, ideas and opinions clearly and in a logical sequence (eg chronologically, by task); Write text of an appropriate level of detail and of appropriate length (including where this is specified); Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points; Write in compound sentences and paragraphs where appropriate; Use language appropriate for purpose and audience.					

Level 1	**Speaking, Listening & Communicating**

Speaking, Listening & Communicating

Identify relevant information and lines of argument in explanations or presentations; Make requests and ask relevant questions to obtain specific information in different contexts; Respond effectively to detailed questions; Communicate information, ideas and opinions clearly and accurately on a range of topics; Express opinions and arguments and support them with evidence; Follow and understand discussions and make contributions relevant to the situation and 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.

Emails	Formal Letters	Flyers & Leaflets	Adverts & Reviews	Articles	Reports
Purpose: inform, describe, explain, enquire or complain. **Structure:** recipient's address, subject title, appropriate greeting and close. **Content:** informal or formal, facts or opinions.	**Purpose:** inform, describe, explain, enquire or complain. **Structure:** sender's address, recipient's address, date, formal language, appropriate greeting and close. **Content:** formal, facts or opinions.	**Purpose:** inform and persuade. **Structure:** heading, subheadings, bullet points, numbering and indentations. **Content:** informal or formal, opinions and bias.	**Purpose:** inform, describe, explain, analyse and persuade. **Structure:** heading, subheadings, strapline, columns, bullet points and attribution. **Content:** informal or formal, opinions and bias.	**Purpose:** inform, explain and persuade. **Structure:** heading, subheadings, strapline, columns, bullet points and attribution. **Content:** informal or formal, facts, opinions and bias.	**Purpose:** inform, explain and analyse. **Structure:** heading, sub-headings, bullet points, numbering and indentations. **Content:** formal and facts.

Reading

Identify and understand the main points, ideas and details in texts; Compare information, ideas and opinions in different texts; Identify meanings in texts and distinguish between fact and opinion; Recognise that language and other textual features can be varied to suit different audiences and purposes; Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words; Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts; Infer from images meanings not explicit in the accompanying text; Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive); Read and understand a range of specialist words in context.

Spelling, Punctuation & Grammar

Spell words used most often in work, study and daily life, including specialist words; Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes); Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles); Spell words used most often in work, study and daily life, including specialist words; Use knowledge of punctuation to aid understanding of straightforward texts.

Writing

Communicate information, ideas and opinions clearly, coherently and accurately; 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; Use format, structure and language appropriate for audience and purpose; Write consistently and accurately in complex sentences, using paragraphs where appropriate.

Level 2	**Speaking, Listening & Communicating**

Speaking, Listening & Communicating

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; Make relevant and constructive contributions to move discussion forward; Adapt contributions to discussions to suit audience, purpose and medium; Interject and redirect discussion using appropriate language and register.

Emails	**Formal Letters**	**Flyers & Leaflets**	**Adverts & Reviews**	**Articles**	**Reports**
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Reading

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; Use a range of reference materials and appropriate resources (eg 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 fact from opinion; Identify different styles of writing and writer's voice.

Spelling, Punctuation & Grammar

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

	Writing
	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 (eg standard templates, paragraphs, bullet points, tables); Convey clear meaning and establish cohesion using organisational markers effectively; Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose; Construct complex sentences consistently and accurately, using paragraphs where appropriate.