

# Curriculum Planning

## Subject: Level 1 Functional Skills English

1 Year Plan

The Pearson Edexcel Functional Skills Qualification in English are for learners to develop understanding and skills in English.

In lessons, learners will have the opportunity to:

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

These outcomes will be demonstrated by learners being 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
- understand the situations when, and audiences for which, planning, drafting.

Time	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	<p><u>Speaking and Listening</u></p> <p><b>Objective focus: L1.1, L1.3, L1.4, L1.5, L1.6</b></p> <p>Development of speaking and listening skills in an informal way through response to various stimuli such as articles, reports and documentaries.</p> <p><u>Reading</u></p>	<p>Identify and find different word types.</p> <p>Nouns (noun types, singular and plural)</p> <p>Verbs (past, present and future tense, constructing sentences using the correct tense of the verb)</p> <p>Adverbs (synonyms and antonyms)</p> <p>Adjectives (synonyms and antonyms, expanded noun phrases)</p> <p>Conjunctions (co-ordinating)</p>	<p>Grammar is the base of English language and a life skill required by students to apply for college, jobs etc.</p> <p>Students explore grammar on a regular basis in a clear, approachable contexts and learning is scaffolded and differentiated to ensure success.</p> <p>Teaching and learning focuses on basic grammar</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the young people being taught.</p> <p>Content will be taught</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the topics being taught.</p> <p>Strategies will be employed at both a whole</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>(A) Giving purposeful attention</p>

	<p><b>Objective focus: L1.9, L1.11, L1.13</b></p> <p>Texts to include straightforward texts such as narratives, instructions, explanations and reports of varying format and length.</p> <p><u>Writing</u></p> <p><b>Objective focus: L1.19 – L1.25</b></p> <p>Writing formats to cover during HT1:</p> <ul style="list-style-type: none"> <li>- Reviews</li> <li>- Formal Letters</li> <li>- Diary Entries</li> </ul> <p>SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching as appropriate.</p>	<p>Application of skills (assess and review)</p> <p>Throughout the sequence, students are taught dictionary skills as appropriate.</p> <p>Reading Comprehension – Responding to reading activities</p> <p>Related grammar at word, sentence and text level – fronted adverbials, suffixes, direct speech, punctuation, using descriptive vocabulary.</p>	<p>skills at word and sentence level with opportunities for application at text level throughout.</p> <p>The activities for responding to reading focus on a variety of comprehension skills and strategies to check and deepen their understanding.</p> <p>Writing skills are developed continually and adapted for audience and purpose.</p>	<p>thematically to provide a range of opportunities for the development of cultural capital.</p> <p>Careers links, whether linked to the taught theme or the specific functional skills content, will be explored where appropriate.</p>	<p>group and an individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>(B) Participating constructively</p> <p>(C) Connects up experiences</p> <p>(D) Showing insightful involvement</p> <p>(E) Engaging connectively with peers</p>
<p>Half Term 2: Oct – Dec</p>	<p><u>Speaking and Listening</u></p> <p><b>Objective focus: L1.2, L1.7, L1.8</b></p> <p>Development of speaking and listening skills in an informal way through response to various stimuli such as articles, reports and documentaries.</p> <p>Introduction of tasks similar in style to the assessed Speaking and Listening Tasks.</p>	<p>Identify and find different word types.</p> <p>Nouns (noun types, singular and plural)</p> <p>Verbs (past, present and future tense, constructing sentences using the correct tense of the verb)</p> <p>Adverbs (synonyms and antonyms)</p> <p>Adjectives (synonyms and antonyms, expanded noun phrases)</p> <p>Conjunctions (co-ordinating)</p>	<p>Grammar is the base of English language and a life skill required by students to apply for college, jobs etc.</p> <p>Students explore grammar on a regular basis in a clear, approachable contexts and learning is scaffolded and differentiated to ensure success.</p> <p>Teaching and learning focuses on basic grammar skills at word and sentence</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the young people being taught.</p> <p>Content will be taught thematically to</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the topics being taught.</p> <p>Strategies will be employed at both a whole group and an</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>(A) Giving purposeful attention</p> <p>(B) Participating constructively</p>

	<p><u>Reading</u></p> <p><b>Objective focus: L1.10, L1.12, L1.14, L1.17</b></p> <p>Texts to include straightforward texts such as narratives, instructions, explanations and reports of varying format and length.</p> <p><u>Writing</u></p> <p><b>Objective focus: L1.19 – L1.25</b></p> <p>Writing formats to cover during HT2:</p> <ul style="list-style-type: none"> <li>- Online Service Feedback</li> <li>- Information/Advice Sheet</li> <li>- Blog/Forum Post</li> </ul> <p>SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching as appropriate.</p>	<p>Application of skills (assess and review)</p> <p>Throughout the sequence, students are taught dictionary skills as appropriate.</p> <p>Reading Comprehension – Responding to reading activities</p> <p>Related grammar at word, sentence and text level – fronted adverbials, suffixes, direct speech, punctuation, using descriptive vocabulary.</p>	<p>level with opportunities for application at text level throughout.</p> <p>The activities for responding to reading focus on a variety of comprehension skills and strategies to check and deepen their understanding.</p> <p>Writing skills are developed continually and adapted for audience and purpose.</p>	<p>provide a range of opportunities for the development of cultural capital.</p> <p>Careers links, whether linked to the taught theme or the specific functional skills content, will be explored where appropriate.</p>	<p>individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>(C) Connects up experiences</p> <p>(D) Showing insightful involvement</p> <p>(E) Engaging cognitively with peers</p>
<p>Half Term 3: Jan – Feb</p>	<p><u>Speaking and Listening</u></p> <p><b>Objective focus: L1.1 – L1.8</b></p> <p>Development of speaking and listening skills in an informal way through response to various stimuli such as articles, reports and documentaries.</p>	<p>Identify and find different word types.</p> <p>Nouns (noun types, singular and plural)</p> <p>Verbs (past, present and future tense, constructing sentences using the correct tense of the verb)</p> <p>Adverbs (synonyms and antonyms)</p>	<p>Grammar is the base of English language and a life skill required by students to apply for college, jobs etc.</p> <p>Students explore grammar on a regular basis in a clear, approachable contexts and learning is scaffolded and differentiated to ensure success.</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the young people being taught.</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the topics being taught.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <p>(A) Giving purposeful attention</p>

	<p>Continuation of tasks similar in style to the assessed Speaking and Listening Tasks.</p> <p><u>Reading</u></p> <p><b>Objective focus: L1.15, L1.16, L1.18</b></p> <p>Texts to include straightforward texts such as narratives, instructions, explanations and reports of varying format and length.</p> <p><u>Writing</u></p> <p><b>Objective focus: L1.19 – L1.25</b></p> <p>Writing formats to cover during HT3:</p> <ul style="list-style-type: none"> <li>- Formal Report</li> <li>- Newsletter</li> <li>- Email</li> </ul> <p>SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching as appropriate.</p>	<p>Adjectives (synonyms and antonyms, expanded noun phrases) Conjunctions (co-ordinating) Application of skills (assess and review)</p> <p>Throughout the sequence, students are taught dictionary skills as appropriate.</p> <p>Reading Comprehension – Responding to reading activities</p> <p>Related grammar at word, sentence and text level – fronted adverbials, suffixes, direct speech, punctuation, using descriptive vocabulary.</p>	<p>Teaching and learning focuses on basic grammar skills at word and sentence level with opportunities for application at text level throughout.</p> <p>The activities for responding to reading focus on a variety of comprehension skills and strategies to check and deepen their understanding.</p> <p>Writing skills are developed continually and adapted for audience and purpose.</p>	<p>Content will be taught thematically to provide a range of opportunities for the development of cultural capital.</p> <p>Careers links, whether linked to the taught theme or the specific functional skills content, will be explored where appropriate.</p>	<p>Strategies will be employed at both a whole group and an individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>(B) Participating constructively</p> <p>(C) Connects up experiences</p> <p>(D) Showing insightful involvement</p> <p>(E) Engaging cognitively with peers</p>
<p>Half Term 4: Feb – April</p>	<p><u>Speaking and Listening</u></p> <p><b>Objective focus: L1.1 – L1.8</b></p> <p>Development of speaking and listening skills in an informal way through response to various stimuli such as articles, reports and documentaries.</p>	<p>Identify and find different word types. Nouns (noun types, singular and plural) Verbs (past, present and future tense, constructing sentences using the correct tense of the verb)</p>	<p>Grammar is the base of English language and a life skill required by students to apply for college, jobs etc.</p> <p>Students explore grammar on a regular basis in a clear, approachable contexts and learning is scaffolded and</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p>

Continuation of tasks similar in style to the assessed Speaking and Listening Tasks.

Reading

**Objective focus: L1.9 –L1.18**

Texts to include straightforward texts such as narratives, instructions, explanations and reports of varying format and length.

Writing

**Objective focus: L1.19 – L1.25**

Writing formats to cover during HT4:

- Articles
- Eyewitness Accounts

SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching as appropriate.

Adverbs (synonyms and antonyms)  
Adjectives (synonyms and antonyms, expanded noun phrases)  
Conjunctions (co-ordinating)  
Application of skills (assess and review)

Throughout the sequence, students are taught dictionary skills as appropriate.

Reading Comprehension – Responding to reading activities

Related grammar at word, sentence and text level – fronted adverbials, suffixes, direct speech, punctuation, using descriptive vocabulary.

differentiated to ensure success.

Teaching and learning focuses on basic grammar skills at word and sentence level with opportunities for application at text level throughout.

The activities for responding to reading focus on a variety of comprehension skills and strategies to check and deepen their understanding.

Writing skills are developed continually and adapted for audience and purpose.

young people being taught.

Content will be taught thematically to provide a range of opportunities for the development of cultural capital.

Careers links, whether linked to the taught theme or the specific functional skills content, will be explored where appropriate.

topics being taught.

Strategies will be employed at both a whole group and an individual level to address areas of need.

One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.

- (A) Giving purposeful attention
- (B) Participating constructively
- (C) Connects up experiences
- (D) Showing insightful involvement
- (E) Engaging cognitively with peers

<p>Half Term 5: April – May</p>	<p><u>Speaking and Listening</u></p> <p><b>Objective focus: L1.1 – L1.8</b></p> <p>Development of speaking and listening skills in an informal way through response to various stimuli such as articles, reports and documentaries.</p> <p>Continuation of tasks similar in style to the assessed Speaking and Listening Tasks.</p> <p><u>Reading</u></p> <p><b>Objective focus: L1.9 –L1.18</b></p> <p>Texts to include straightforward texts such as narratives, instructions, explanations and reports of varying format and length.</p> <p><u>Writing</u></p> <p><b>Objective focus: L1.19 – L1.25</b></p> <p>Recap of all writing formats to date</p> <p>SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching as appropriate.</p>	<p>Identify and find different word types.</p> <p>Nouns (noun types, singular and plural)</p> <p>Verbs (past, present and future tense, constructing sentences using the correct tense of the verb)</p> <p>Adverbs (synonyms and antonyms)</p> <p>Adjectives (synonyms and antonyms, expanded noun phrases)</p> <p>Conjunctions (co-ordinating)</p> <p>Application of skills (assess and review)</p> <p>Throughout the sequence, students are taught dictionary skills as appropriate.</p> <p>Reading Comprehension – Responding to reading activities</p> <p>Related grammar at word, sentence and text level – fronted adverbials, suffixes, direct speech, punctuation, using descriptive vocabulary.</p>	<p>Grammar is the base of English language and a life skill required by students to apply for college, jobs etc.</p> <p>Students explore grammar on a regular basis in a clear, approachable contexts and learning is scaffolded and differentiated to ensure success.</p> <p>Teaching and learning focuses on basic grammar skills at word and sentence level with opportunities for application at text level throughout.</p> <p>The activities for responding to reading focus on a variety of comprehension skills and strategies to check and deepen their understanding.</p> <p>Writing skills are developed continually and adapted for audience and purpose.</p>	<p>Texts and writing prompts used cover a variety of historical and current affairs topics which are tailored to the interests of the young people being taught.</p> <p>Content will be taught thematically to provide a range of opportunities for the development of cultural capital.</p> <p>Careers links, whether linked to the taught theme or the specific functional skills content, will be explored where appropriate.</p>	<p>Students will be exposed to a wide variety of texts covering a range of formats, styles and lengths based on the topics being taught.</p> <p>Strategies will be employed at both a whole group and an individual level to address areas of need.</p> <p>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>Opportunities will be planned for to enable the students to develop Boxall strands A to E which are:</p> <ul style="list-style-type: none"> <li>(A) Giving purposeful attention</li> <li>(B) Participating constructively</li> <li>(C) Connects up experiences</li> <li>(D) Showing insightful involvement</li> <li>(E) Engaging cognitively with peers</li> </ul>
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