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Ethos College

Curriculum Planning

**Level 1 Functional
Skills English**

Curriculum intent statement: Functional Skills English

Intent

The Functional Skills English curriculum is designed to be dynamic by providing learning experiences that meet the needs and interests of our pupils, many of whom have had negative experiences of English education previously in their school life. Opportunities for SEMH development and character education will also be planned for.

By the end of the course, pupils will be able to adapt their written communication to suit a variety of purposes and audiences. Pupils will also be able to communicate verbally in both a formal and informal context, being able to differentiate between standard and non-standard English. Pupils will also develop their reading comprehension skills to be able to

read and understand a range of texts at their working level.

Pupils will leave Ethos college with the skills and relevant English qualifications, at either Level 1 or Level 2, to move on the post-16 education, employment and training.

Implementation

The curriculum is designed to build and expand on previous skills and understanding over a 1-year period whilst also planning explicit opportunities for repetition to embed subject knowledge. In Functional Skills English we use a range of formative and summative assessment procedures to assess progress and attainment, including marking, quizzes, and targeted questioning to inform future teaching.

At Ethos College we believe in the importance of meeting individual needs and, as such, personalised opportunities to work towards SEMH, My Support Plan and/or EHCP targets will be provided.

Impact

In addition to successfully achieving a Level 1 or Level 2 Qualification in Functional Skills English, it is expected that all pupils will have made excellent progress relating to their Boxall, My Support Plan and/or EHCP targets throughout the year. The Functional Skills curriculum will provide students with an appropriate level of literacy to succeed in their transition to a post-16 provision and contribute as successful members of society.

Year 1

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>Objective focus: L1.1, L1.3, L1.4, L1.5, L1.6</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>Objective focus: L1.9, L1.11, L1.13</p> <p>Texts to include straightforward texts such as narratives, instructions, explanations and reports of varying format and length.</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</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>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</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>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>(C) Connects up experiences</p> <p>(D) Showing insightful</p>

	<p><u>Writing</u></p> <p>Objective focus: L1.19 – L1.25</p> <p>Writing formats to cover during HTI:</p> <ul style="list-style-type: none"> - Reviews - Formal Letters - Diary Entries <p>SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching as appropriate.</p>	<p>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>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>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>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>involvement</p> <p>(E) Engaging connectively with peers</p>
<p>Half Term 2: Oct – Dec</p>	<p><u>Speaking and Listening</u></p> <p>Objective focus: L1.2, L1.7, L1.8</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>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>Strategies will be employed</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>

Reading

Objective focus: L1.10, L1.12, L1.14, L1.17

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 HT2:

- Online Service Feedback
- Information/Advice Sheet
- Blog/Forum Post

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

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.

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.

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.

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.

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

<p>Half Term 3: Jan – Feb</p>	<p><u>Speaking and Listening</u></p> <p>Objective focus: L1.1 – L1.8</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>Objective focus: L1.15, L1.16, L1.18</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>Objective focus: L1.19 – L1.25</p> <p>Writing formats to cover during HT3:</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,</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</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,</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> <p>(A) Giving purposeful attention</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>
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	<ul style="list-style-type: none"> - Formal Report - Newsletter - Email <p>SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching as appropriate.</p>	punctuation, using descriptive vocabulary.	and adapted for audience and purpose.	will be explored where appropriate.		
Half Term 4: Feb – April	<p><u>Speaking and Listening</u></p> <p>Objective focus: L1.1 – L1.8</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>Objective focus: L1.9 –L1.18</p> <p>Texts to include straightforward texts such as narratives, instructions, explanations and reports of varying format and length.</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>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>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</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>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>(C) Connects up experiences</p> <p>(D) Showing insightful involvement</p>

	<p><u>Writing</u></p> <p>Objective focus: L1.19 – L1.25</p> <p>Writing formats to cover during HT4:</p> <ul style="list-style-type: none"> - Articles - Eyewitness Accounts <p>SPaG is to be taught within the sequence of learning unless specific skills require explicit teaching 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>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>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>One aim of tailoring the content of the curriculum to the student interest is to aid in fostering a love of reading.</p>	<p>(E) Engaging cognitively with peers</p>
<p>Half Term 5: April – May</p>	<p><u>Speaking and Listening</u></p> <p>Objective focus: L1.1 – L1.8</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>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>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>Strategies will be employed</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>

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

Recap of all writing formats to date

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

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.

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.

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