

## Scheme of Work



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<b>Course title:</b> English Functional Skills <b>Course code:</b> LFAS8980	<b>Accreditation opportunities (Including Functional Skills):</b> OCR Functional Skills English assessments
<b>Tutor:</b> Jonothan Hope	<b>Length, start and end date:</b> 10/1/17 – 20/6/17 40 hours / 20 weeks
<b>Course aim(s):</b> <ul style="list-style-type: none"><li>• For learners to make a range of contributions to discussions in a range of contexts</li><li>• For learners to make effective presentations</li><li>• For learners to select, read, understand and compare texts and use them to gather information, ideas and opinions</li><li>• For learners to write a range of texts, communicating information, ideas and opinions effectively and persuasively</li></ul>	
<b>Progression opportunities:</b> <ul style="list-style-type: none"><li>• Further courses leading to higher level Functional Skills Qualifications (at college or in community)</li><li>• Voluntary work or employment</li><li>• Further study (vocational/HE)</li></ul>	
<b>What have you planned for Initial Assessment and does it include functional skills?:</b> <ul style="list-style-type: none"><li>• This is a follow-on from a Pathways course so I know the learner group and they have already completed an Initial Assessment. However, I will use diagnostic assessment tasks in the first sessions to identify particular areas requiring improvement – this will comprise of tasks to assess reading, writing, speaking and listening as well as underpinning skills (spelling, punctuation and grammar), which will be adapted from the Diagnostic Assessments provided by OCR.</li></ul>	
<b>Outcomes of Diagnostic Assessment that will impact on course planning:</b>	

No	Differentiated learning outcomes						
	Basic	>	>	>	>	>	Advanced
	Outcome A (Entry 3)			Outcome B (Level 1)			Outcome C (Level 2)
1	All learners will identify purpose in a range of texts			Most learners will identify purpose and opinion in a range of texts			Some learners will identify purpose, opinion and bias in a range of texts
2	All learners will organise and structure writing using paragraphs			Most learners will organise and structure writing using paragraphs in a logical sequence			Some learners will organise and structure writing using paragraphs in a logical sequence using PPE
3	All learners will write clearly using an appropriate format			Most learners will write clearly using an appropriate format and level of formality			Some learners will write clearly with an appropriate level of formality across a range of formats (formal letter, report, leaflet, article)
4	All learners will spell some commonly mis-spelled words correctly.			Most learners will spell most commonly mis-spelled words correctly.			Some learners will spell all commonly mis-spelled words correctly.
5	All learners will use full stops and capital letters correctly			Most learners will use full stops, capital letters and commas correctly			Some learners will use full stops, capital letters, commas and apostrophes correctly
6	All learners will make a clear contribution to a group discussion			Most learners will make several contributions to a group discussion			Some learners will speak clearly and participate fully during a group discussion
7	All learners will use some appropriate language during formal spoken interactions/ presentations			Most learners will use appropriate language during formal spoken interactions and deliver well-structured presentations			Some learners will use appropriate language and take a lead during formal spoken interactions and deliver well-structured presentations

Date	Learning outcomes number	Assessment / learning checks	Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development
1	1,2,3,4,5	Initial Assessment (written tests)	<p><b>Induction &amp; Assessment</b> Complete</p> <ul style="list-style-type: none"> <li>• Enrolment Forms</li> <li>• Class Contract</li> <li>• Health &amp; Safety &amp; Safeguarding</li> <li>• Tutor Handbook (Complaints Procedure)</li> </ul> <p><b>Initial Assessment</b> Complete reading, spelling, writing and punctuation assessment levels E3 through L2 Meet 1-2-1 with learners to agree learning aims and individual learning outcomes</p>
2	4,6	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Assessment Review &amp; Recording Spellings</b> Whole Class Discussion: Review last week's assessment, eliciting answers and corrections.</p> <p>Record spelling corrections in spelling books</p> <p>Newcomers to take initial assessment</p>
3	2,3,4,5,6,7	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Using Sequencing &amp; Linking Words</b> Read &amp; Summarise Article "Britain: The Fat Man of Europe"</p> <p>Small Group Discussion: Discuss and make notes on contributory factors to obesity and present to group</p> <p>Identify sequencing and linking words and agree where to use them in an article</p>
4	2,3,4,5,6	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Planning and Drafting an Article</b> Review use of paragraphs to organize and sequence ideas in an article</p> <p>Choose appropriate sequencing word (firstly, secondly, furthermore, etc) to organise paragraphs</p> <p>Extension: Construct sample sentences using linking words (however, for instance, therefore, nevertheless)</p> <p>Write an article giving advice to parents on how to raise healthy children for a school newsletter</p>

5	2,3,4,5,6,7	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Punctuation: Use of commas and apostrophes</b></p> <p>Reading: Agony Aunts – discuss dilemmas and how to give advice. Identify variety of uses of commas and apostrophes in reading.</p> <p>Create ‘dilemma’ sentences with correct use of apostrophes and commas</p> <p>Extension: Write informal letter giving advice as an “Agony Aunt”</p>
<b>HALF-TERM HOLIDAY</b>			
6	1,2,3,4,5	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Formal Vs Informal Language</b></p> <p>Review best uses of formal and informal written English; email to a friend, letter of complaint, hotel or restaurant review, etc</p> <p>Match formal expressions to their informal counterpart</p> <p>Organise formal phrases into categories and then use to write an email of complaint to your children’s school on iPads.</p>
7	1, 4,5	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Reading: Fact, Opinion and Persuasive Writing</b></p> <p>Discuss the role of a fundraiser in a charity and what persuasive techniques you can employ. <i>Employability – using persuasion in a speculative letter.</i></p> <p>Read letter from a charity and identify persuasive techniques. Match new vocab to definition and consider how it could be used in a speculative letter.</p> <p>Read venue publicity and identify fact from opinion. What strategies are used to persuade the reader?</p> <p>Extension – consider 5 ways to publicise a charitable event.</p>

8	2,3,4,5,7	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Researching a Report &amp; Presenting Your Findings</b></p> <p>Use iPads to research 2 charities. <i>Employability – how could you use these skills when</i></p> <ul style="list-style-type: none"> <li>• Searching for a job?</li> <li>• Preparing for an Interview?</li> </ul> <p>Devise questions you would ask to a charity Extension – plan a letter or write a report</p> <p>How to give effective/ineffective presentations</p> <ul style="list-style-type: none"> <li>• Sequencing a presentation</li> <li>• Using ‘signposting’ language</li> </ul> <p>Prepare a 2 minute presentation using research findings <i>Employability – why would you need presentation skills when job-hunting?</i></p>
9	1,2,3,4,5,6,7	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Taking Part in a Discussion</b></p> <p>Read letter and report about last year’s Summer Fete. In groups, research options for:</p> <ul style="list-style-type: none"> <li>• Activities</li> <li>• Refreshments</li> <li>• Promotion &amp; Funding</li> <li>• Extension- Health &amp; Safety</li> </ul> <p>Using expressions for formal discussions, prepare to take part in a meeting.</p> <p><i>Employability – explore the role of the chairperson in running a meeting</i></p> <p>Extension – create a leaflet encouraging more parents to get involved in the PTA</p>
10	1,2,3,4,5	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Proof-Reading: Checking Your Work</b></p> <p>Elicit 6 areas learners should proof-read. Write an email/review and proof-read one another’s writing according to the 6 categories; content; spelling; punctuation; format; structure and grammar.</p> <p><i>Employability – importance of proof-reading work-based reports</i></p>

11	2,3,4,5	Mock assessment	<p><b>Mock Exam – Writing, Levels 1 &amp; 2 &amp; Revision of Written Formats (I)</b></p> <p>Review marking schema for marks awarded for each task</p>
12	1	Mock assessment	<p><b>Mock Exam – Reading, Levels 1 &amp; 2 &amp; Revision of Written Formats (II)</b></p> <p>Feedback results from last week’s written paper and identify areas for improvement</p>
<p><b>Easter Holidays</b></p>			
13	7	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Preparation for individual Speaking and Listening Assessments</b></p> <p>Level 2: Presentation worksheet (on structure, spoken signposts etc) Choose topic and complete planning sheet. Practise and prepare for presentations. Practise in pairs/as a group.</p> <p>Level 1 and Entry 3: Job Interview worksheet (on potential questions, appropriate answers etc) Practise in pairs.</p>
14	7	Summative assessments	<p><b>Individual Speaking and Listening Assessments</b></p> <p>Level 2: Presentations Level 1 / Entry 3: Job interviews</p>
15	6	As appropriate, a combination of: Q&A Self-assessment Peer-assessment Task completion Observation Feedback	<p><b>Communicating effectively</b> Complete pair and group tasks on active listening and communicating clearly.</p> <p><b>Event planning</b> Meetings: cover key vocab (eg. Chairperson, Agenda) then watch video of unsuccessful meeting and make checklist, adding ideas for successful group discussions.</p> <p>Hold meeting to decide on and plan event (eg. School Summer fete or Community festival) then present ideas to rest of class. Groups to watch and assess each other for effectiveness of discussions and individuals’ communication skills.</p>

16	6	Summative assessments	<p><b>‘Community issues: Park or supermarket?’ - S&amp;L Assessment</b></p> <p>Read letter on community issue, whether rundown park should be replaced by supermarket. Hold community meeting about issue of park in small groups.</p> <p>Writing task (to be done once group assessment completed): write <b>formal email</b> (to council to give views) – look at example/model and then write own.</p>
17	1, 2	<p>As appropriate, a combination of:</p> <p>Q&amp;A Self-assessment Peer-assessment Task completion Observation Feedback</p>	<p><b>Reading Revisited: Layout/Presentational Features, Main Points &amp; Detail, Identifying Purpose and Evidencing Your View</b></p> <p>Read text about volunteering and answer questions.</p> <p>Layout features - find following on text and label: bullet points, heading, subheading, paragraphs, bold text, underlined text, chart, diagram etc</p> <p>Pair work: analyse information text's layout and presentation (identifying ways writer made info clear)</p>
<b>HALF-TERM HOLIDAY</b>			
18	2,3,4,5	Summative assessments	<p>Final preparation and revision for Writing paper.</p> <p><b><u>Complete final assessments</u></b> – Writing exam (externally set)</p>
19	1	Summative assessments	<p>Final preparation and revision for Reading paper.</p> <p><b><u>Complete final assessments</u></b> – Reading exam (externally set)</p>
20	1,2,3,4,5	Summative assessments	<p>Course evaluations and completion of ILPs</p>
<p><b>How will you know the course aims and LOs have been achieved?</b> Learners have passed assessments and achieved learning goals on ILPs.</p>			