

# Scheme of Work



Funded by  
**Skills  
Funding  
Agency**



|  |  |
|--|--|
| <b>Course title: English for Work</b>  | <b>Accreditation opportunities (Including Functional Skills)</b> |
| <b>Course code:</b>  |  |
| <b>Tutor: Jonothan Hope</b>  | <b>Length, start and end date: 5wks</b>                          |
| <b>Course aim(s):</b> <ol style="list-style-type: none"> <li>1. Increase learners' confidence with English language, both written and spoken</li> <li>2. To increase learners' confidence using ICT to write letters and emails</li> <li>3. To improve learners' overall ability to spell and use grammar correctly</li> </ol> |  |
| <b>Progression opportunities: Accredited: Brush-Up Maths, Employability, ICT for Work</b>  |  |

| No | Differentiated learning outcomes                                      |   |  |   |   |   |          | What have you planned for Initial Assessment and does it include functional skills?                               |
|----|---|---|--|---|---|---|----------|---|
|    | Basic   | >   | >  | > | > | > | Advanced |   |
|    | Outcome A   | Outcome B   | Outcome C  |   |   |   |          |   |
| 1  | Use spell checker and grammar checker in MS Word                      | Use both spell checker and grammar checker in MS Word                                 | Use spell and grammar checker and synonym function appropriately                             |   |   |   |          | Initial assessment  |
| 2  | Recall when full stops and capital letters should be used             | Demonstrate correct use of capital letters and full stops in at least 75% of writing. | Demonstrate consistently correct use of full stops, capital letters and commas in writing.   |   |   |   |          |   |
| 3  | Recall the correct usage of apostrophes.                              | Select the correct use of apostrophes in writing.                                     | Identify the correct use of common grammar and punctuation errors including semi-colons      |   |   |   |          | What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners? |
| 4  | To be able to write a short article using paragraphs to structure it. | To be able to write an article, using a clear structure and observing good grammar.   | To be able to write a lengthy article, using a variety of conjunctions and accurate grammar. |   |   |   |          |   |

**Outcomes for children (if family learning)**

| Session | Learning outcomes number | Assessment / learning checks  | Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development  |
|---------|--------------------------|---|---|
| 1       | 1                        | Tutor observation<br>Written work   | <b>Sentence structure</b><br>Introduction to session outcomes.<br>Paperwork and IA<br>MS Word – practice and familiarisation.<br>Spell-check and grammar function<br>Synonyms<br>Create and save new Word Doc to online storage<br>Sentence writing – hobbies / interests<br>Fix sp and gr using Word tools.<br>Setting Proofing Language – English UK not United States<br>Mnemonics |
| 2       | 2                        | Tutor led<br>Discussion<br>Learner feedback<br>Tutor led – discussion<br>Written work<br>Learner feedback – input.<br>Diaries completed | <b>Punctuation and grammar 1</b><br>Introduction to session outcomes.<br>Full stops and capital letters<br>Crimes against punctuation<br>Capital letters<br>Commas for meaning<br>Commas for information<br>Commas in lists<br>Apostrophes  |

**Good practice checklist**

Have you planned:

- Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate
- Differentiation
- Embedded FS learning opportunities?
- Methods/format for regular recording progress and achievement with learners?
- Timely reviews and recording of learning and progress
- Embedded equality and diversity?
- Enhancement of learning by using digital technologies?
- Attention to health and safety?
- Ensuring learners feel safe and able to raise

|   |           |   |  |
|---|-----------|---|--|
|   |           |   | <p>Contraction<br/>         Possessive<br/>         Reflection on learning<br/>         Evaluation of session.<br/>         Learners record own progress.</p>  |
| 3 | 3         | <p>Tutor led<br/>         Group discussion<br/>         Tutor led – discussion.<br/>         Learner feedback<br/>         Learning diaries<br/>         completed</p>  | <p><b>Punctuation and grammar 2</b><br/>         Introduction to session outcomes<br/>         Crimes against apostrophes<br/>         Punctuation Rules<br/>         Hyphens<br/>         Semi-colons<br/>         Commas in a list<br/>         Recognising plural / singular<br/>         Their, there, there, they're<br/>         Your / you're<br/>         Whose / who's<br/>         Its / it's<br/>         Reflection on learning<br/>         Evaluation of session.<br/>         Learners record own progress.</p> |
| 4 | 1,2,3,4,5 | <p>Tutor led, discussion<br/>         Q&amp;A<br/>         Peer assessment<br/>         Peer discussion<br/>         Peer learning<br/>         On-board marking<br/>         Self-assessment,<br/>         observation, individual<br/>         support.</p> | <p><b>Letters</b><br/>         Letter purpose<br/>         Formal and Informal<br/>         Letter Templates<br/>         Content<br/>         Purposes of letters<br/>         Inserting phrases<br/>         Break<br/>         Letter writing<br/>         Spellings<br/>         Formal words game<br/>         Hand out course diaries and ask learners to fill in.<br/>         Homework</p>   |

|   |           |   |   |
|---|-----------|---|---|
| 5   | 2,3,7,8,9 | Tutor led<br>Discussion<br>Learner feedback<br>Discussion<br>Discussion – tutor led<br>Tutor led<br>Group feedback – join<br>planning story<br>Written work<br>Verbal input – sharing<br>written work | <b>Letter writing - practical</b><br>Introduction to session outcomes.<br>Introduce text types<br>Stories<br>Types of stories<br>Planning a story<br>Checklist<br>Planning a story<br>Writing the story<br>Telling the story<br>Reflection on learning<br>Evaluation of session.<br>Learners record own progress. |
| How will you know the course aims and LOs have been achieved?<br>Learning diaries and work completed during each session. |           |   |   |
| Tutor reflection / Notes for future delivery  |           |   |   |