**Pearson Functional Skills English Entry Level 2 Scheme of Work**

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| **Week** | **Topic** | **Specification references** | **Objectives** | **Success criteria** | **Teaching hours** |
| 1 | Introduction to Functional Skills | E2.1 SLC Identify and extract the main information and detail from short explanations  E2.4 SLC Follow the gist of discussions  E2.8 R Understand the main points in texts | By the end of the session, learners should be able to:   * introduce themselves to the group * say what they hope to achieve * read about and discuss the course * listen to and follow instructions. | Learners should be able to introduce themselves by saying their name and something about themselves. For example, ’My name is…’. ‘I live in … with my son.’ Learners should be able to say what they hope to achieve during the course. For example, ‘getting better at spelling’.  During the induction to their course, learners should understand that there are three components to Functional Skills English Entry Level 2: Reading, Writing, and Speaking, listening and communicating. Learners could be given a short piece of text/handout with this information and asked to verbally identify or underline the main points in the text.  As part of their induction, learners could show that they understand the basic health and safety practices of the centre. For example, where the fire exit is located or where to meet if there is a fire. This can be supported by demonstrating where to meet or how to exit the building, and/or using symbols or images to support new vocabulary. Simple verbal questions can be asked to check understanding and to assess the learners’ speaking and listening skills. | 2 |
| 2 | Spelling, punctuation and grammar: Introduction to punctuation | E2.13 W Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) | By the end of the session, learners should be able to:   * identify why full stops, capital letters, question marks and exclamation marks are used * use full stops and capital letters * use question marks and exclamation marks * write sentences using the correct punctuation marks. | Learners should be introduced to each of the punctuation marks, together with how and why they are used. As a group, learners could create a simple definition for each punctuation mark.  Learners could complete a proofreading exercise where they are asked to correct the punctuation errors in three or four sentences.  Learners should be able to write three or four sentences using correct punctuation. | 2 |
| 3 | Spelling, punctuation and grammar: Using dictionaries | E2.15 SPG Use the first and second letters to sequence words in alphabetical order  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) | By the end of the session, learners should be able to:   * correctly sequence letters in the alphabet * use a dictionary to find the meaning of words * check their spelling using a dictionary. | Learners should be able to correctly sequence words in alphabetical order using both the first and second letters of words. They could be given a list of words to rearrange in the correct order.  Learners could use sequencing skills to complete a ‘Dictionary hunt’ exercise, to find a given word and read its meaning.  Learners should be able to check their spelling using a dictionary. Learners could practise this skill as part of a proofreading exercise. | 2 |
| 4 | Reading: Understanding texts | E2.7 R Read correctly words designated for Entry Level 2\*  E2.8 R Understand the main points in texts  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  E2.3 SLC Respond appropriately to straightforward questions  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read a short, straightforward text containing common Entry Level 2 words * use a dictionary to check the meaning of words * answer simple verbal questions * discuss the main points in the text. | Learners should be able to read and understand the main points in a short text on a straightforward topic. For example, a simple recipe.  Learners should use a dictionary to find the meaning of any new words.  Learners should be able to discuss the main points in the text and verbally answer straightforward questions. For example, questions about what other things to add to the food. | 2 |
| 5 | Spelling: Spelling strategies | E2.16 W Spell correctly words designated for Entry Level 2\*  E2.8 R Understand the main points in texts  E2.7 R Read correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * spell Entry Level 2 words correctly * spell common two-syllable words correctly * identify a spelling strategy to support learning * read simple sentences containing common Entry Level 2 words. | Learners should be introduced to common sound patterns from the Entry Level 2 specification (Annexe C). Ask learners to sound out the words as they read them.  Learners should read a short text containing some common words from the Entry Level 2 specification (Annexe C). Assess understanding by asking learners to identify a key piece of information. For example, if the text is an invitation to a birthday party, learners to identify the name and age of the person having the party. For example: ‘Jess is eighteen’.  Learners should identify a spelling strategy that helps them to remember new words. For example, looking, covering, writing, or sounding out the words.  This could be an opportunity to review and revise spelling. | 2 |
| 6 | Reading: Organisational markers | E2.9 R Understand organisational markers in short, straightforward texts  E2.17 W Communicate information in words, phrases and simple sentences  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * list the organisational markers that writers use to help their readers find information * use subheadings to locate information * use bullet points to list key ideas * accurately spell the key words from this session. | Learners should be introduced to the use of organisational markers in writing, and name some of them. For example, subheadings, bullet points, numbered points, text boxes, etc.  Learners should read a straightforward text, using subheadings to find the appropriate information. For example, using a job advert, learners should be able to locate key information, such as what the job includes under ‘Duties’.  Learners should be able to write a simple bullet-pointed list of the skills and qualities needed to succeed on a course.  Ask the learners to spell five key words from this session. | 2 |
| 7 | Reading: Images | E2.7 R Read correctly words designated for Entry Level 2\*  E2.12 R Use illustrations, images and captions to locate information  E2.8 R Understand the main points in texts  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read a short text containing common Entry Level 2 words * answer simple comprehension questions about the text * use images and captions to locate key information. | Learners should be able to read and understand a short text on a straightforward topic. For example, a short biography of a celebrity.    Learners to answer straightforward questions based on the text. For example, where and when the celebrity was born.  Learners should be able to use images and captions in the text to locate information. For example, an image of the celebrity winning an award may be captioned to say what the award was for. | 2 |
| 8 | Reading: Conjunctions | E2.7 R Read correctly words designated for Entry Level 2\*  E2.11 R Read and understand sentences with more than one clause  E2.8 R Understand the main points in texts  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify simple conjunctions * read compound sentences * answer questions on a text * accurately spell the key words from this session. | Learners should be able to identify simple conjunctions such as ‘or’, ‘and’, ‘but’.  Learners to read and understand simple compound sentences. For example, a short text on a local attraction may include information such as: ‘We are closed on Monday but open 9am to 5pm every other day’.  Learners should be able to read sentences with more than one clause and understand the main points. For example, by answering comprehension questions on the text.  Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.  This could be an opportunity to review and revise reading sentences with more than one clause. | 2 |
| 9 | Writing: Conjunctions (identifying and selecting conjunctions) | E2.19 W Write in compound sentences, using common conjunctions (e.g. *or*, *and*, *but*) to connect clauses  E2.17 W Communicate information in words, phrases and simple sentences | By the end of the session, learners should be able to:   * identify simple conjunctions * select the correct conjunction * use conjunctions in their writing. | Recap on the previous session by asking learners to recall the conjunctions they identified. Learners to select the correct conjunction to connect clauses. Learners to complete a gap-filling exercise, selecting the correct conjunction from a given list to fill the gap in three or four sentences.  Learners to use the correct conjunction in their own writing. For example, when writing a short autobiography about themselves. | 2 |
| 10 | Reading: Instructions | E2.7 R Read correctly words designated for Entry Level 2\*  E2.8 R Understand the main points in texts  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  E2.3 SLC Respond appropriately to straightforward questions  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read a short text including instructions and containing common Entry Level 2 words. * answer simple comprehension questions * use a dictionary to check the meaning of words * discuss the main ideas in the text * accurately spell the key words from this session. | Learners should be able to follow a short set of instructions. For example: making a cup of tea, feeding a pet, cleaning paintbrushes. They should be able to answer simple questions about the text.  Learners should be able to use a dictionary to check the meaning of any new words.  Learners should be able to discuss the main points in the text and answer verbal questions about the instructions.  Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions. | 2 |
| 11 | Reading: Descriptions | E2.7 R Read correctly words designated for Entry Level 2\*  E2 R 8 Understand the main points in texts  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  E2.3 SLC Respond appropriately to straightforward questions  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read a short text including descriptions and containing common Entry Level 2 words * answer simple comprehension questions * identify the adjectives in the description * use a dictionary to check the meaning of words * discuss the main points in the text * accurately spell the key words from this session. | Learners should be able to follow the main points in a simple description. For example, a description of a house. They should be able to answer simple questions about the text.  Learners should be able to say what an adjective is and identify an adjective from the text, e.g. ‘beautiful’.  Learners should be able to use a dictionary to check the meaning of any new words.  Learners should be able to discuss the main points in the text and answer verbal questions.  Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions.  This could be an opportunity to review and revise reading instructional, informative, descriptive and narrative texts. | 2 |
| 12 | Reading: Explanations | E2.7 R Read correctly words designated for Entry Level 2\*  E2.8 R Understand the main points in texts  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  E2.3 SLC Respond appropriately to straightforward questions  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read a short text including explanations and containing common Entry Level 2 words * answer simple comprehension questions * use a dictionary to check the meaning of words * discuss the main points in the text. | Learners should be able to follow the main points in a short explanation. For example, an explanation of a news event. They should be able to answer simple questions about the text.  Learners should be able to use a dictionary to check the meaning of any new words.  They should be able to discuss the main points in the text and answer verbal questions.  This session could be an opportunity to formally assess Reading.\*\*  \*\*Assessment of this qualification can take place at the centre’s discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions. | 2 |
| 13 | Speaking, listening and communicating: Making requests and answering questions | E2.2 SLC Make requests and ask clear questions appropriately in different contexts  E2.3 SLC Respond appropriately to straightforward questions  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * ask questions * use a polite tone when talking to others * listen to others * answer questions * accurately spell the key words from this session. | Using role-play activities or real-life scenarios, learners should take part in discussions, and be able to ask and answer straightforward questions. For example, on arranging a holiday with a friend.  Learners should maintain positive body language when listening and asking/responding to questions. They should be able to adapt their tone of voice to a simple context.  Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions. | 2 |
| 14 | Speaking, listening and communicating: Discussions | E2.4 SLC Follow the gist of discussions  E2.1 SLC Identify and extract the main information and detail from short explanations  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * listen to a discussion * say what the discussion was about * identify and extract the main information * accurately spell the key words from this session. | Learners should be able to take part in a discussion on a familiar topic such as the weather or their course, identify the gist and follow the key points.  Learners should be able to recap the main ideas shared in the discussion. They could identify this verbally or by writing down their answers.  Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions. | 2 |
| 15 | Speaking, listening and communicating: Feelings and opinions | E2.5 SLC Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics | By the end of the session, learners should be able to:   * contribute to a group discussion * share their opinion with the group * say what they feel * listen to the views of others. | Learners should be able to take part in a discussion, and express their opinions and feelings about a topic. Topics could include proposed changes to the local area, healthy eating, staying fit, etc.  Learners should be able to listen to the views of others and respond in a straightforward way. | 2 |
| 16 | Speaking, listening and communicating: Group discussions | E2.6 SLC Make appropriate contributions to simple group discussions with others about a straightforward topic  E2.4 SLC Follow the gist of discussions | By the end of the session, learners should be able to:   * share their ideas with the group * listen to the ideas of others * show they understand the topic. | Learners should take part in a simple, straightforward discussion with one or two others. Topics could include planning a party, festivals, traditions, hobbies and interests.  Learners should demonstrate active listening and demonstrate that they are following the topic under discussion.  After practising discussions, this could be an opportunity to formally assess Speaking, listening and communicating.\*\*  \*\*Assessment of this qualification can take place at the centre’s discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions. | 2 |
| 17 | Writing: Conjunctions (using conjunctions) | E2.19 W Write in compound sentences, using common conjunctions (e.g. *or*, *and*, *but*) to connect clauses  E2.17 W Communicate information in words, phrases and simple sentences | By the end of the session, learners should be able to:   * identify simple conjunctions * use conjunctions in writing * write a short explanation. | Recap sessions 8 and 9. Learners should be able to identify simple common conjunctions and explain when to use them.  Learners should be able to use conjunctions in their writing. They should be able to write a short explanation on a straightforward topic. For example, explaining what their dream job would be. | 2 |
| 18 | Spelling, punctuation and grammar:  Plurals | E2.14 W Form regular plurals  E2.16 W Spell correctly words designated for Entry Level 2\*  E2.17 W Communicate information in words, phrases and simple sentences  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * spell regular plurals correctly * create sentences using regular plurals * write a short paragraph. | Learners should be able to identify the correct spelling of regular plurals. For example, those ending in ‘-s’ and ‘-es’. Learners could be asked to change words from the singular form to the plural form. For example: ‘boy’ to ‘boys’ and ‘potato’ to ‘potatoes’.  Learners should be able to write a short paragraph on a straightforward topic. For example, a description of their hometown. | 2 |
| 19 | Spelling, punctuation and grammar: Prefixes | E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify common prefixes * spell words with prefixes where the root word is unchanged * spell words correctly that use the prefixes ill-, im-, ir-. | Learners should be able to correctly spell words with prefixes from the Entry Level 2 specification (Annexe C).  Learners to complete a gap-filling exercise. They should select the correct spelling of words with prefixes from a given list and fill the gap in three or four sentences. |  |
| 20 | Spelling, punctuation and grammar: Suffixes (common suffixes; root words) | E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify common suffixes * spell words with suffixes where the root word is unchanged * spell words with suffixes where the last ‘e’ in the root word is dropped before adding a suffix beginning with a vowel. | Learners should be able to correctly spell words with suffixes from the Entry Level 2 specification (Annexe C). For example: ‘payment’, ‘careful’, ‘hoping’, ‘liked’.  Learners to complete a gap-filling exercise. They should select the correct spelling of words with suffixes from a given list and fill the gap in three or four sentences. | 2 |
| 21 | Spelling, punctuation and grammar: Silent letters | E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * say what is meant by a silent letter * identify words that contain silent letters * spell words with silent letters correctly. | Learners should be able to identify and correctly spell the words in the Entry Level 2 specification (Annexe C) that contain silent letters. For example: ‘February’, ‘library’, ‘every’.  Learners could complete a quiz to identify words that contain silent letters from a list of given words.  Learners could devise a method for remembering common words with silent letters.  This could be an opportunity to review and revise spelling. | 2 |
| 22 | Spelling, punctuation and grammar: Homophones | E2.16 W Spell correctly words designated for Entry Level 2\*  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * say what a homophone is * identify common homophones * spell common homophones correctly. | Using a whiteboard, ask learners to list as many homophones as they can think of to introduce this topic.  Dictionaries could be used to support the spelling of words where the sound is known but the correct spelling is unknown.  Learners should devise methods of remembering the correct spelling of ‘there’, ‘their’, ‘they’re’; ‘here’, hear’; ‘one’, ‘won’; ‘to’, ‘two’, ‘too’.  Learners could complete a gap-filling exercise, selecting the correct spelling of words from a given list to fill the gap in three or four sentences. | 2 |
| 23 | Spelling, punctuation and grammar: Suffixes (suffixes beginning with a vowel; words ending in ‘-tion’) | E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * spell words correctly where the single consonant letter is doubled before adding a suffix beginning with a vowel or ‘y’ * spell words correctly where a root word ending in ‘y’ changes to ‘i’ before adding a suffix beginning with a vowel * spell words ending in ‘-tion’ correctly. | Learners should be able to correctly spell words with suffixes from the Entry Level 2 specification (Annexe C). For example: ‘chopped’, ‘ladies’, ‘mention’.    Ask learners to write simple sentences using the correct spelling of words with suffixes.  This could be an opportunity to review and revise writing compound sentences and using punctuation. | 2 |
| 24 | Writing: Audience and purpose – email writing | E2.17 W Communicate information in words, phrases and simple sentences  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify how to begin and end an informal/formal email * write an informal/formal email * accurately spell the key words from this session. | Learners should be able to identify how to begin an informal email, for example to a friend, and a formal email, for example to an employer.  Learners should be able to write a short email using words and phrases that are appropriate to the audience. For example, an email asking a friend to go to the cinema and/or an email to an employer asking for a day’s holiday.    Ask learners to spell five key words from this session and/or recap the key words from the previous sessions. | 2 |
| 25 | Writing: Form filling | E2.18 W Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify the key information needed for a form requiring personal information * complete a form accurately * use upper- and lower-case letters correctly. | Learners should be able to identify the kinds of information required by a form asking for personal details. For example, title, name, address, etc.  They should be able to complete a form accurately, using capital letters and lower-case letters where appropriate. Examples of forms could include college application forms, council forms, library membership forms, etc.  Ask learners to spell five key words from today’s session and/or recap the key words from previous sessions. | 2 |
| 26 | Writing: Adjectives in descriptive texts | E2.20 W Use adjectives and simple linking words in the appropriate way  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  E2.16 W Spell correctly words designated for Entry Level 2\*  \* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify when adjectives are used * say why we use adjectives * identify the most appropriate adjective to use * write a short piece of descriptive text using adjectives * accurately spell the key words from this session. | Learners should be able to use adjectives correctly. For example: a *beautiful* flower, a *red* door.  Learners could be introduced to this topic with a gap-filling exercise. They should select the most appropriate adjective from a word bank. Dictionaries can be used where learners are unsure of the meaning of words.  Learners should be able to write a short piece of text using adjectives. For example, to describe a person that they know or a celebrity that they are interested in.  Ask the learners to spell five key words from this session and/or recap the key words from the previous sessions. | 2 |
| 27 | Writing: Reviews | E2.17 W Communicate information in words, phrases and simple sentences  E2.20 W Use adjectives and simple linking words in the appropriate way  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) | By the end of the session, learners should be able to:   * identify the words and phrases used in a review * write a short review * accurately spell the key words from this session. | Learners should be able to use appropriate words and phrases to write a review. For example, they could write a short review of a film they have seen or a restaurant they have visited.  Learners should be able to use adjectives to describe their opinions/experience.  Ask learners to spell the key words from this session.  This could be an opportunity to review and revise writing descriptive texts and reviews. | 2 |
| 28 | Writing: Instructions | E2.17 W Communicate information in words, phrases and simple sentences  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  E2.19 W Write in compound sentences, using common conjunctions (e.g. *or*, *and*, *but*) to connect clauses | By the end of the session, learners should be able to:   * identify the words and phrases used when writing instructions * write a simple set of instructions * use conjunctions correctly in their sentences * accurately spell the key words from this session. | Learners should be able to use appropriate words and phrases to write instructions. For example, they could write a short set of instructions explaining how to make the perfect cup of tea, or write a short set of directions explaining how to get to their house from college.  Learners should use words and phrases that are appropriate to the audience and purpose. Recap sessions 8 and 9 by asking learners to practise writing sentences using conjunctions correctly. | 2 |
| 29 | Writing: Narrative | E2.17 W Communicate information in words, phrases and simple sentences  E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)  E2.19 W Write in compound sentences, using common conjunctions (e.g. *or*, *and*, *but*) to connect clauses  E2.20 W Use adjectives and simple linking words in the appropriate way | By the end of the session, learners should be able to:   * write a short piece of narrative text * accurately spell the key words from this session * use conjunctions correctly in their sentences. * use adjectives correctly. | Learners should be able to write a short piece of narrative text using the skills they have developed in previous sessions, such as by using adjectives and conjunctions correctly. They could write about a hobby or interest that they have outside of the classroom.  Learners should use the strategies that they have developed to check their spellings independently. | 2 |
| 30 | Course review | E2.5 SLC Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics  E2.3 SLC Respond appropriately to straightforward questions | By the end of the session, learners should be able to:   * identify what went well * say what they would have done differently * say how they feel * identify a goal for next year. | Learners to review and reflect on their learning, say what went well, what they feel about their progress and what they will work towards as a new goal or target.  They could write three or four sentences about their short-term goals for the future. This session could also be an opportunity for a formal final Writing assessment.\*\*  \*\*Assessment of this qualification can take place at the centre’s discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions. | 2 |