

## Scheme of Work - L2 Functional Skills

Week No	Lesson Outline	Teaching & Learning Strategies	Assessment	Resources
1.	Induction and assessments	<p>Overview of Functional Skills</p> <p>Learning styles assessment</p> <p>Analysis of initial assessment results</p> <p>Preparation for Diagnostic Assessment</p>	<p>Results of initial assessment</p> <p>Discussions and ILPs with individual students</p>	<p>Computers</p> <p>Assessor checklists</p> <p>Learning styles assessment</p>
2.	<p>Awareness raising on:</p> <p>Functional Skills standards and coverage and range – requirements and activities</p>	<p>Group discussion/feedback on:</p> <ul style="list-style-type: none"> <li>- Understanding standards</li> <li>- Requirements of FS</li> <li>- Purpose of FS</li> <li>- Suggested activities to meet criteria</li> </ul> <p>Small groups to each read and choose one standard, then:</p> <ul style="list-style-type: none"> <li>- Discuss and agree understanding</li> <li>- suggest desired learning activities based on preferred learning styles</li> </ul>	<p>Tutor observation</p> <p>Feedback on suitability of activity</p>	<p>FS standards</p> <p>whiteboard</p>

<p><b>3.</b></p>	<p>Focus on text types:           Instructive, Persuasive, Descriptive           Language, structure and purpose of text           relevant test practice</p>	<p>Analysis of text type –           Group discussion           Organising and analysing text genre           Student personal record log</p>	<p>Group discussion activity          Class games assessing text genres          Paired/individual work          Update/completion of personal text type record log</p>	<p>Computers, internet, interactive whiteboard, text types from various sources</p>
<p><b>4.</b></p>	<p>Focus on text types:           Formal and informal, Information,           Language, structure and purpose of text           relevant test practice</p>	<p>Analysis of text type –           Group discussion           Organising and analysing text genre           Student personal records</p>	<p>Group discussion activity          Class games assessing text genres          Paired/individual work          Update/completion of personal test type records</p>	<p>Computers, internet, interactive whiteboard, text types from various sources, student personal record logs</p>
<p><b>5.</b></p>	<p>Reading and spelling strategies:           Distinguishing a range of text varying in complexity and accuracy.           Application of reading strategies and techniques.</p>	<p>Group discussion on identifying and applying reading strategies in text           Revision on purpose of text           Inference techniques</p>	<p>Q and A           Group and individual assessment activities           Feedback to class           Interactive quizzes and games           Tutor Observation and accurate</p>	<p>Dictionaries, Worksheets, computers, interactive whiteboards,</p>

			completion of work	
6.	<p>Reading and spelling strategies:</p> <p>Association of image and text.</p> <p>Understanding charts and graphs</p> <p>Strategies to understand technical vocabulary</p>	<p>Relating text to image – group matching activity to consolidate understanding</p> <p>Spelling strategies – revision/practise</p> <p>Individual/paired activity – spelling technical vocabulary</p>	<p>Q and A</p> <p>Group and individual assessment activities</p> <p>Feedback to class</p> <p>Interactive quizzes and games</p> <p>Tutor Observation and accurate completion of work</p>	<p>Dictionaries, Worksheets, computers, interactive whiteboards,</p>

7.	Note taking and summarising skills	<p>Identifying key words in text</p> <p>Accurate summarising techniques</p> <p>Vocabulary building/extension activity</p> <p>Linear notes, web notes</p>	<p>Q&amp;A – directed questions</p> <p>Accurate completion of summarising task</p> <p>Written and verbal activity on meaning of words</p> <p>Feedback and tutor observation</p>	Videos, internet, whiteboard, vocabulary worksheet
8.	Revision/assessment week	Revision activities for all work completed	<p>Individual assessments completed by discussion, interactive activities and accurate completion of work.</p> <p>Student led completion of ILPs</p>	<p>ILPs</p> <p>Assortment of assessment activities</p>
9.	<p>Discussion Skills:</p> <p>Verbal and non-verbal communication</p>	<p>Whole group discussion on awareness of and meeting FS discussion standards</p> <p>Group discussion: developing and practising good discussion and presentation techniques.</p> <p>Analysis of positive and negative body language (video clips to analyse body language)</p> <p>Share ideas</p>	<p>Student participation in discussion and role play to demonstrate understanding,</p> <p>Tutor observation</p>	<p>Whiteboard, videos</p> <p>FS Speaking and listening and communication standards</p>

		Role play scenarios		
<b>10.</b>	Presentation practice based on FS standards	Revision of previous week's lesson  Individual practice presentations:	Tutor observation and assessment of student presentation  Students to practise note taking skills as part of giving feedback  Class feedback	Whiteboard
<b>11.</b>	Revision of writing techniques:  Matching format to presentation – business letters, memos, forms and reports, CVs, emails  Styles of writing – formal and informal text.  Persuasive text, instructional text  (link to vocational work)	Teacher-led discussion/ sharing ideas on appropriate uses of formal and informal language in text.  Compare and analyse the use of language and punctuation in different text types  Effective uses of punctuation revision  Recap on features of persuasive and instructional text.	Q and A  Student input  Tutor feedback  Completion of written work in appropriate formats	Whiteboard, Pens  Written tasks  Materials for group task  Punctuation worksheet
<b>12.</b>	Revision of writing techniques:	Recap formal and informal language and use.	Q and A	Whiteboard,

	<p>Writing styles – formal /informal text, persuasive and instructional text</p> <p>Simple sentences/complex sentences</p> <p>(link to vocational work)</p>	<p>Writing frames (differentiation)</p> <p>Small group work:</p> <p>Students create example texts using key vocabulary (could be appropriate to vocational subject)</p> <p>Features of simple and complex sentences</p> <p>Revision of appropriate tense and punctuation.</p>	<p>Teacher to class</p> <p>Peer assessment</p>	<p>key vocabulary reminders</p> <p>Computer/paper writing frames</p>
13.	<p>Proof reading skills:</p> <ul style="list-style-type: none"> <li>• Technical and commonly used words are spelled correctly</li> <li>• Complex sentences are used and formed correctly</li> <li>• Subject – verb agreement</li> <li>• Punctuation is correctly and appropriately used</li> <li>• Paragraphing</li> </ul>	<p>Group discussion and activity on:</p> <p>Importance of developing independent proofreading skills-</p> <ul style="list-style-type: none"> <li>- Relevance to course work</li> <li>- Relevance to personal life</li> </ul> <p>Devise and use personal proof- reading checklist covering key areas</p> <p>Pair- work identifying and correcting errors in written texts</p>	<p>Q and A</p> <p>Note taking skills</p> <p>Accurate proof-reading checklist</p> <p>Worksheets</p> <p>Peer assessment</p>	<p>Whiteboard, pens, dictionaries, Proofreading checklist</p>

<b>14.</b>	Revision week	Revision activities based on requests from students	Students to update ILPs based on achievement and understanding so far	
<b>15.</b>	Structure and requirement of FS tests  Re-cap of knowledge of FS standards	Group discussion on format of FS test.  Analyse key and technical vocabulary	Q and A  Take notes  Quiz on key vocabulary	FS standards, Whiteboard, pens
<b>16.</b>	FS test preparation  Group analysis of past papers and mark scheme	Group discussion: <ul style="list-style-type: none"> <li>- Personal observations/feelings about the paper</li> <li>- rigour of mark scheme</li> </ul> Students to identify/discuss personal barriers to completing test paper: <ul style="list-style-type: none"> <li>- i.e. time keeping</li> <li>- language barriers</li> <li>- planning and drafting work</li> </ul>	Tutor feedback  Tutor observation  Student feedback	Past papers
<b>17.</b>	FS test preparation  Individual completion of past papers	Individual work:  Students to complete past papers under exam conditions	Tutor observation	Past papers
<b>18.</b>	FS test preparation  Peer marking of test papers	Recap on requirements of mark scheme  Students to swap and mark papers observing mark scheme requirements	Tutor observation on understanding and accuracy of marking	Past papers Mark schemes ILPs

			<p>Accurate completion of test paper</p> <p>Peer feedback</p> <p>Tutor feedback</p>	
<b>19.</b>	<p>Revision (to complete as often as necessary)</p> <p>Students to discuss, identify and revisit subject areas of personal difficulty</p>	<p>Preparation and discussion of revision activities</p> <p>Students to research and complete activities based on learning needs</p>	<p>Tutor feedback and observation</p> <p>Accurate identification and completion of assessment activities</p>	<p>ILPs</p> <p>Computers</p> <p>Personalised worksheets</p>