

# Pearson English Guide

## Schemes of Work

### Functional Skills : English Level 1

This Planning document is to aid in teaching and learning and should be used as a guide only.



# Reading

## Introduction to the scheme of work for Reading

Functional English Level 1 Reading helps students to develop a range of skills for reading, understanding and comparing texts.

*The Level 1 skill standard for reading: read and understand a range of straightforward texts.* These skills help students to:

- identify the main points and ideas and how they are presented in a variety of texts
- read and understand texts in detail
- utilise information contained in texts
- identify suitable responses to texts.

Please refer to the Edexcel Functional Skills English Level 1 Student Book and Teacher Guide for full lesson plans, resources and activities.

Lesson	Aim	Learning objective	Activities	Resources you will need to supply
<b>Reading a range of texts</b>	Learn to read different types of texts.	Understand what kind of text you are reading. Find the information you need in a text.	Students review different features and forms of text and how these can be used to work out what information the text contains. They then practise by answering questions based on a range of different texts.	Examples of different text types, e.g. a letter, product packaging, a poster, a magazine article.
<b>Working out what a text is about</b>	Read and understand the points and ideas in a text.	Work out what a text is about and what its purpose is.	Students work out the purpose of a text by understanding the writer's intentions.	A variety of texts, including an advert and a short promotional text.
<b>Finding the information you need in a text</b>	Use different techniques to search for information in texts.	Use different ways of finding information in a text. Identify key words in a task. Find the key words in a text.	Students look for key words and scan a text to look for information in order to answer questions based on the text.	Examples of restaurant menus and/or takeaway leaflets.
<b>Reading closely for detailed understanding</b>	Read a text closely to understand texts in detail.	Use close reading to find and understand details in a text.	Students identify features and scan the text, then use close reading to gain a detailed understanding of what the text is about.	Copies of a substantial text containing conflicting opinions, e.g. a magazine article.
<b>Identifying the main point in a paragraph</b>	Identify the main points and ideas and how they are presented in a variety of texts.	Identify the main point in a paragraph. Explain what the main ideas are in a text.	Students look at the whole text, then read a paragraph in detail to identify the main point.	Copies of a short text about customs or traditions, taken from a magazine or website.
<b>Understanding main points and ideas</b>	Identify the main points and ideas and how they are presented in a variety of texts.	Find and understand a text's main ideas.	Students identify the main idea of the whole text by looking at the features. They then look in detail at each paragraph to distinguish the main points contained within the text.	Examples of leaflets promoting sightseeing, entertainment or sports tours.

<b>Identifying details</b>	Read and understand texts in detail.	Identify details in a text.	Students look for features, scan for key words and read closely to identify details within a text. They then use their skills to answer a series of questions based on a text.	Copies of a trip itinerary, taken from a magazine or website.
<b>Understanding texts in detail</b>	Read and understand texts in detail. Utilise information contained in texts.	Understand the main points and the details in a text.	Students explore texts in detail, reading sentences and paragraphs closely and using pictures, headings and captions to help them understand the meaning of the text.	Copies of a leaflet or advert describing the work of a charity.
<b>Identifying how texts are presented</b>	Identify how the main points and ideas are presented in a variety of texts.	Identify the different presentation features used in a text. Understand why they are used.	Students look at a range of texts to identify presentational features, exploring how they help the writer to convey their ideas to the reader.	Examples of three different text types, e.g. an advert, a poster and an email.
<b>Understanding how texts are presented</b>	Read and understand texts in detail. Identify the main points and ideas and how they are presented in a variety of texts.	Understand presentation features. Explain what effect they have on readers.	Students look at presentational features in more detail, understanding how they enhance the text and the effect they have on the reader. Students then answer questions about the presentational features of the text.	Copies of a short text that uses a variety of presentational features, a slogan and large images, e.g. a poster.
<b>Finding information in tables</b>	Read, understand and utilise information contained in tables.	Find and use information presented in tables.	Students are presented with various table formats, which they learn to read accurately to answer questions based on information within the tables.	Copies of different information tables, e.g. a catalogue from a DVD rental company and a transport timetable.
<b>Finding information in charts</b>	Read, understand and utilise information contained in charts.	Find and use information presented in charts.	Students are presented with pie charts and bar charts, which they learn to read accurately to answer questions based on information within the charts.	Examples of simple charts, e.g. pie charts, bar charts, taken from newspapers, textbooks, etc.
<b>Reading a text and responding to it</b>	Read and understand texts in detail. Identify suitable responses to texts.	Decide how to respond to a text.	Students learn to decide how to respond to a text, looking for instructions and planning a suitable response.	Copies of a short, informative text that requires a response, e.g. a leaflet about changes to a council's recycling system.

# Speaking, listening and communication

## Introduction to the scheme of work for Speaking, Listening and Communication

Functional English Level 1 Speaking, listening and communication helps students to develop their skills in contributing to discussions and making effective presentations.

*Level 1 skill standard for Speaking, listening and communication: take full part in formal and informal discussions and exchanges that include unfamiliar subjects.* These skills help students to:

- make relevant and extended contributions to discussions, allowing for and responding to others' input
- prepare for and contribute to the formal discussion of ideas and opinions
- make different kinds of contributions to discussions
- present information/ points of view clearly and in appropriate language.

Please refer to the Edexcel Functional Skills English Level 1 Student Book and Teacher Guide for full lesson plans, resources and activities.

Lesson	Aim	Learning objective	Activities	Resources you will need to supply
<b>Taking part in an informal discussion</b>	<p>Make relevant and extended contributions to informal discussion, allowing for and responding to others' input.</p> <p>Present information/points of view clearly and in appropriate language.</p>	<p>Prepare for a discussion. Make clear, relevant contributions. Listen to others.</p>	<p>Students prepare for an informal discussion. They learn to plan their points, make relevant contributions and actively listen to others. They then hold the informal discussion and assess how they can improve their skills.</p>	<p>Research materials based around an informal discussion topic.</p>
<b>Taking part in a formal discussion</b>	<p>Prepare for and contribute to the formal discussion of ideas and opinions.</p> <p>Make different kinds of contributions to discussions.</p> <p>Present information/points of view clearly and in appropriate language.</p>	<p>Prepare for a discussion. Take part in a formal discussion, adopting different roles.</p>	<p>Students prepare for a formal discussion. They learn about different roles, e.g. chair, and write an agenda to structure their discussion. They then hold their formal discussion and assess how they can improve their skills.</p>	<p>Research materials based around a formal discussion topic.</p>

# Writing

## Introduction to the scheme of work for Writing

Functional English Level 1 Writing develops students' writing skills in a range of texts and contexts.

*Level 1 skill standard for writing: write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.* These skills help students to:

- write clearly and coherently, including an appropriate level of detail
- present information in a logical sequence
- use language, format and structure suitable for purpose and audience
- use correct grammar, including correct and consistent use of tense
- ensure written work includes generally accurate punctuation and spelling and that meaning is clear.

Please refer to the Edexcel Functional Skills English Level 1 Student Book and Teacher Guide for full lesson plans, resources and activities.

Lesson	Aim	Learning objective	Activities	Resources you will need to supply
<b>Writing for your audience</b>	Use language, format and structure suitable for the audience.	Suit your writing to your audience.	Students learn how to suit their writing to their audience. Students are then presented with scenarios, from which they identify the prospective audience and then ensure their writing is fit for purpose.	Examples of texts aimed at different audiences, e.g. a text message to a friend, a letter from the headteacher to parents.
<b>Writing to suit a purpose</b>	Use language, format and structure suitable for the purpose.	Suit your writing to your purpose.	Students learn what to include in their writing to achieve their purpose, incorporating facts and opinions.	Examples of persuasive texts.
<b>Understanding form</b>	Write clearly and coherently using appropriate form.	Choose the right form for your writing and use the right features.	Students look at different forms of writing and learn about what features the different forms of writing contain. They then learn how to use these features correctly and effectively in their own writing.	Examples of letters, both formal and informal. Copies of articles from a range of magazines.
<b>Understanding style</b>	Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.	Suit your writing style to your purpose and audience.	Students learn how to suit their writing to their audience using a particular style, e.g. formal or informal. Students redraft texts to improve style and learn how to use apostrophes correctly.	Examples of texts written in formal and informal language.

<b>Planning and organising your writing</b>	Present information in a logical sequence.	Read writing tasks carefully to work out what you must do. Plan your texts appropriately.	Students learn how to plan and organise their writing, paying particular attention to audience, purpose, form and style. They practise making plans and use them to write responses to tasks.	Examples of messages expressing opinions from an internet discussion board, e.g. on whether parents should be allowed to smack their children.
<b>Writing in paragraphs</b>	Write clearly and coherently, including an appropriate level of detail. Use correct grammar, including correct and consistent use of tense.	Plan and write well-structured paragraphs. Link your paragraphs together.	Students read a sample text, identify the main paragraphs and learn how to structure paragraphs using the 'PEEL' method. They then learn how to link their paragraphs together using connectives.	Copies of a text where paragraphing has been removed. Examples of advice for young people going to a festival: a) with the points displayed as a list; b) with all the connectives removed.
<b>Using main points and details</b>	Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.	Work out the difference between a main point and a detail. Use both main points and details in your paragraphs. Practise planning and writing paragraphs.	Students learn how to distinguish between main points and details in texts. They then plan and write paragraphs to include details, main points and connectives in their writing. Students also learn how to use inverted commas correctly.	Copies of short texts comprising a main point and details. Copies of short texts made up of several paragraphs, each covering a different point.
<b>Writing effective sentences</b>	Use correct grammar, including correct and consistent use of tense.	Write in complete and clear sentences. Write in different types of sentences and punctuate sentences correctly.	Students learn about writing simple sentences to include a verb and correct punctuation. They learn how to vary their sentences to make them more interesting and how to use punctuation to help readers understand the meaning of their text.	Examples of poorly written and badly organised texts, for students to improve upon.
<b>Practising writing clearly and logically (1)</b>	Write clearly and coherently, including an appropriate level of detail. Present information in a logical sequence.	Practise writing a complete text. Organise points logically and improve spelling.	Students learn how to write instructions clearly, using time connectives to link their points together. They also focus on how to improve their spelling in order for their writing to be accurate and effective.	Examples of step-by-step instructions.
<b>Practising writing clearly and logically (2)</b>	Use language, format and structure suitable for purpose and audience. Use correct grammar, including correct and consistent use of tense. Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.	Practise writing a complete text in the form of briefing notes. Organise points logically and use correct verb tenses.	Students learn how to write briefing notes by planning and organising their points, incorporating headings and separating sections with bullet points. They prepare draft briefing notes in response to a task, learn how to use correct verb tenses and rewrite their draft to check they have included the correct tenses in their writing.	Copies of briefing notes.