

# 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.

# Approaches to teaching reading

## Introduction

The Reading section of the Edexcel Functional Skills English Level 1 qualification targets all of the skills standards and coverage and range required for the teaching of Level 1 Reading. Reading is divided into thirteen sections, each with an introduction, important information and activities designed to develop the skills as described in the Ofqual Functional Skills Subject Criteria.

It is important to explain to students that Reading is one of three components that they need to pass in order to gain a Level 1 qualification in Functional English. Use the opportunities as they present themselves in the lessons to refer to the structure of the question paper, including texts, question types and rubric.

## The lessons

The activities outlined in these lesson plans will help students to become confident readers at Level 1 and act as preparation for their assessment. Encourage them to make connections between lessons, as this will help them to contextualise their learning and develop transferable skills.

## Helping students to engage with the texts

In order to become confident readers, students need to engage in reading as an active process. To assist their development as active readers, it is suggested that copies of the text are made so that students can annotate, highlight and underline as they carry out activities. This is helpful to the reading process and can be used to reinforce learning in feedback to their peers. Encourage students to make brief notes as they read, focusing on:

- words/phrases that help them to answer a question
- words that need their meaning clarified
- topic sentences in paragraphs
- identifying main points/ideas that link with the purpose of paragraphs
- connectives that link ideas and will help them to see how ideas are linked in a text
- features of a text.

## Modelling reading skills/how to be an active reader

Particularly in the early lessons, modelling how to read and understand different text types and purposes is a useful teaching tool. Displaying a text on an overhead or digital projector, working through a task or question and talking through your thought processes as you do so, will

enhance their understanding. There are opportunities for students to work in groups and independently, and to share their ideas in whole-class discussions. Where it is recommended that you take students through a task or a text, sharing your own thought processes with them will help them to become increasingly independent readers.

Use an overhead or digital projector for modelling your reading skills and explain:

- how you read a task/question
- what reading skills you are using and why
- how you make sense of difficult/unfamiliar words
- how to solve problems with a question by engaging with the text in order to overcome any obstacles.

A good starting point is to ask students to identify the main purpose of a text. This is a feature of Reading assessments; it is also part of the skills standard, as students need to be able to identify the main points.

## Identify the main points and ideas and how they are presented in a variety of texts

Throughout the Reading lessons there are questions that ask students to establish how main points and ideas are presented. A combination of independent, collaborative and teacher-mediated activities will help them to be proficient. As students progress, they will explore features that make a text a particular text type. This is reinforced in the Writing lessons, where texts are used as the basis for students to develop their own writing skills. Use opportunities as they present themselves to engage students with the main points/ideas and presentational features of texts. Encourage them to ask themselves questions about the effect of layout, use of language, uses of bullets, paragraphing and images. Encourage them also to consider different ways of presenting information, such as tables. Take them through the uses of keys, symbols, titles and headings.

## Read and understand texts in detail

Where you model your own reading, you will also be drawing students' attention to the appropriate detail. Where possible, provide copies of texts so that students can annotate and work with the text, focusing on details as required. Annotated texts can later be displayed for revision purposes. Ask students to bring to the lesson examples of other texts that they have worked on, as a preparation for further reading for detail. Encourage students to annotate their texts collaboratively and to share their ideas with the rest of the class through discussion and display.

### Utilise information contained in texts

In your teaching, encourage students to regard reading as a dynamic activity, as in everyday life they read texts to make use of information. Invite students to think of and find examples of texts from which we select and utilise information. These can be shared in lessons, and discussions about how we utilise information will help to reinforce learning. Timetables, menus and television/cinema schedules are some sources that can be used for this purpose.

### Identify suitable responses to texts

The ability to identify suitable responses requires more demanding application of reading skills, so it is advisable to teach this aspect of the 'standards' at a later stage in the course. Wherever possible, gather examples of texts that require some sort of action on the part of the reader, and ask students to find examples of their own. As a learning activity, students could show the others an example of such a text and explain the response that needs to be made, e.g. a local authority leaflet about a new recycling system.

### Use of resources

As the course progresses, encourage students to bring in different text types to exemplify form, audience and purpose. These could be displayed as annotated collages to reinforce their learning. Again, where possible, use an overhead or digital projector to demonstrate key teaching points and encourage students to present their work to the class where appropriate.

### Preparing for the Reading component/test

As part of students' preparation for the assessment, encourage them to read the questions as closely as the source text, ensuring that they are familiar with the different styles of questioning. Teach them to look for key words in the question to help them to locate specific information/detail in the text. Draw their attention also to questions where the number of features required is specified, for example: 'Find **two** features that show that this text is from a webpage.' Share mark schemes with the students as soon as possible. Use the sample reading assessment and mark scheme as definitive guidance for your students; they need to be familiar with the style of assessment, so you should share not only texts, questions and mark schemes with them, but also which part of the standard is being assessed.

Give students practice or 'mock' examination opportunities so that they become accustomed to responding appropriately and managing time.

Encourage students to make the links with their own writing and with speaking, listening and communication skills. They should also learn to make links with the Writing lessons as consideration of text types requires transferable skills. Although the three components are separately assessed, students need to understand that the language modes interrelate.

The lesson plans include opportunities for individual and collaborative learning. Working with their peers to a shared understanding is a powerful learning tool for students.

# Reading a range of texts

## Aim

- Learn to read different types of texts.

## Lesson learning objectives

- Understand what kind of text you are reading.  
Find the information you need in a text.

## Lesson starter: individual/pair work

Individually or in pairs, ask students to list as many different kinds of texts as they can on a sheet of A4 paper. Encourage them to regard texts in the broadest sense, e.g. the ingredients on a cereal packet. Take feedback in class discussion and display the lists that students have produced.

## Main teaching and learning

Introduce students to the key concepts related to reading a range of texts and identifying different text types. Make sure they understand how to identify features and form in order to understand what information or ideas are given in the text.

Model thinking aloud how to look at features, form, ideas and information. On a whiteboard, draw a rough outline of the layout of a magazine article and ask pairs to identify the features, form, ideas and information. Through feedback, introduce the concepts of audience and purpose.

In order to make sure students understand features and forms, show them a different kind of text (e.g. letter, product packaging, poster, briefing note). Direct pairs to list the particular features found in the text (e.g. paragraphs, charts, lists, headings, greetings, slogans, images). Pairs could present their findings to the class using A3/poster paper to identify the text, its purpose and audience, and the features that are representative of that particular text type. Take whole-class feedback.

## Plenary

Show students a variety of different text types and ask them to identify the forms and features of each text. Extend the activity if necessary by asking students to make explicit links between text types and purpose.

## Homework

Ask students to bring in at least one example of a text type to share with the class. You may want them to work in pairs and be prepared to present ideas to the class. Presentation should be in the form of question/answer and brief discussion, as this will also help them in their preparations for Speaking, listening and communication. (Presentations are not a requirement at L1.)

# Working out what a text is about

## Aim

- Read and understand the points and ideas in a text.

## Lesson learning objectives

- Work out what a text is about and what its purpose is.

### Lesson starter: pair/small group work

Give students copies of a short text of your choice. Encourage students to engage in close reading and to read in pairs or threes, looking over every part of the text and questioning what it is about and why it has been written.

For feedback, direct students to discuss 1) what the text is about, 2) its purpose and 3) the evidence for their decisions.

### Plenary

Share texts brought in as directed in the homework activity from the previous lesson.

Have a class feedback session to discuss students' texts and evidence for their ideas.

### Homework

Ask students to find a text showing a food menu, such as a takeaway leaflet or restaurant menu, to bring to the next lesson.

### Main teaching and learning

Give students an example of an advert, and give them a multiple-choice style question with four options regarding its main purpose. Explain that multiple-choice questions on a text's main purpose are *one* style of question they will find on the Reading paper.

Use the opportunity to talk students through how they made their selection. You could ask them to discuss this in pairs or small groups.

Provide students with another example of a short promotional text, and ask them to write down what the author of the text wants the reader to do. Explain that they will be told in the examination that they do not have to write in sentences. Either explain the reason for this, or ask them to suggest a reason.

Direct students to work in pairs. Provide copies of two different kinds of texts on paper so that students can annotate them. Alternatively, provide paper and ask students to mind-map by putting the texts in the centre and making notes on the main purpose and the writer's intentions for both texts. Relate the notes to the relevant parts of the skills standard. Take feedback, summarising form, audience and purpose.

# Finding the information you need in a text

## Aim

- Use different techniques to search for information in texts.

## Lesson learning and objectives

- Use different ways of finding information in a text. Identify key words in a task. Find the key words in a text.

## Lesson starter: individual/pair work

Ask students in pairs to think of key words that link with the word 'pizza'. Make a class list of their suggestions.

Explain that this lesson will help students to use different ways of finding information in a text and to identify the key words in a task or text. Make sure that they can recognise and distinguish between these elements. Draw their attention to when they do or do not need to read every word of a text, but emphasise that close reading is also needed as a skill. Make links with the previous lessons.

## Main teaching and learning

Encourage students to look closely at this selection of key words: pepperoni, onion, red peppers, olives, mozzarella cheese, minced beef, spicy chilli, tomatoes, egg, cheese crust, plain. How well do these key words match their own ideas from the Starter activity? Go through the key words with them. Ask pairs or small groups to identify the words on a menu that indicate meat, cheese and hot spices. Ask them to group the words into the three categories, then take feedback.

Discuss with students how to deal with unfamiliar terms, e.g. by a process of elimination. Remind them that dictionaries are allowed and encourage their use.

Direct pairs or small groups to look at these words to do with cupcakes: vanilla, peanut butter, chocolate, lemon, coffee, banana, coconut, strawberry. Ask students which of these words they would search for if they wanted fruit on their cake. Then ask them to list the words that tell you if a cupcake contains nuts.

Give students an example of a basic menu. Ask students to use the menu to find certain kinds of items, and then to choose food for people with specific needs or preferences. Encourage them to discuss their answers and the evidence they used before moving onto the plenary.

## Plenary

Ask students to share the food leaflets brought in as homework and discuss how the strategies used in the lesson could be used when reading 'real' texts. Have some spare leaflets available in case some students don't have one.

Go back to the basic menu used in the main part of the lesson. Encourage students to look at how the text is organised, including symbols and important additional information in brackets, e.g. regarding food allergies. Draw attention again to strategies used to gain information and discuss how this is a useful reading skill in the 'real world'. Relate this to the food leaflets that students have been looking at.

## Homework

Ask students to find a text about growing up to bring to the next lesson. At this stage, you should be able to ask them to work in pairs and list the key points of their texts to share in the next lesson. Ask them to be prepared to report on **two** areas: key ideas, and two examples of information that need close reading.

# Reading closely for detailed understanding

## Aim

- Read a text closely to understand texts in detail.

## Lesson learning and objectives

- Use close reading to find and understand details in a text.

## Lesson starter: whole class

Explain to students that this lesson will help them to read a text closely, and to use close reading to find and understand details in a text. Remind them that marks in exams are often lost through failing to read the question carefully and subsequently not understanding the task. Link this with the importance of finding key words in tasks and questions as identified in the previous lesson.

Give copies of a substantial text containing conflicting opinions to students to scan in pairs. Ask a question based on information in the text that students will need to skim, scan and close read in order to answer. Take class feedback. Ask students what they looked for as they scanned the text. Responses should include, for example, looking anywhere where they could see a key word. Ask the class how long it took them to find the answer, and what the answer is.

## Plenary

**Either** record students' responses to the following questions on the whiteboard, **or** provide A3 paper and ask them to record and share their responses. Ask: What are your mistakes? How have you corrected them? In what two ways have you had to read the texts in this lesson to complete the tasks?

## Homework

Ask students to go through the text you gave them in the main part of the lesson and write a list of the main points in each paragraph.

## Main teaching and learning

Ask further similarly detailed questions to students in pairs or small groups, who should decide which lines of the text they needed to read in order to answer the questions. Take feedback. Discuss with the class how they read the text to arrive at their answers.

Give students some false statements regarding the details of the text you have given them. Students must now read both the statements and the text closely to correct the mistakes. As far as possible, draw out from the students the fact that close reading is required, rather than giving them the 'answer.' Direct pairs to carry out three activities:

- 1 Look at what the statements say.
- 2 Go back to the text and read closely.
- 3 Identify any mistakes and correct them.

Ask students who worked together on the previous lesson's homework task to present their chosen text. Ask them to report on key ideas and to provide two examples of information that needed close reading.

# Identifying the main point in a paragraph

## Aim

- Identify the main points and ideas and how they are presented in a variety of texts.

## Lesson learning objectives

- Identify the main point in a paragraph. Explain what the main ideas are in a text.

## Lesson starter: whole class

Take students back to the text you used in the previous lesson. In pairs, ask them to share their homework activity ideas about the main point in each paragraph. Link this activity to their own writing – how a paragraph takes a main point and develops it. Take class feedback to ensure understanding.

Explain clearly that copying words directly from a text does not show understanding and will not be rewarded. Students must take care to use their own words and only use quotations from a text as evidence to support their own ideas.

Give students a short text to read about a couple of local traditions or customs. In pairs, students should decide what the text is about overall. Discuss the main ideas of the text as a class.

## Plenary

Discuss the order of the points made in the second text and ask students how they decided on the order. Explain that in writing we sequence our ideas, and as readers the students have read and recognised the sequence in this text. Reiterate that the main ideas are to be found in each paragraph. This will reinforce the function of paragraphing in reading as well as in students' own writing.

## Homework

Ask students to bring in a text (article/leaflet etc.) promoting a tour, e.g. a sightseeing, entertainment or sports tour.

## Main teaching and learning

Give students a multiple-choice question regarding the content of the first paragraph. In pairs, ask students to decide on the answer to the question and discuss how they made their choice. In class feedback, encourage students to discuss how they arrived at the answer, including the grounds on which they dismissed some distractors and any problems they had choosing between two likely answers. Elicit from students the importance of reading the choices closely.

Direct pairs to read about and understand the second tradition described. Emphasise that they need to read the whole paragraph, as a heading gives only a partial answer and is intended to structure writing and generate interest.

Give students another short text to read, or read it to them if they need support. Provide another multiple-choice question on the main points in this text. Encourage students to read the question closely and elicit from them that the key word in the question is 'main'.

Summarise the main points of the text in a few short sentences. Jumble these up, and ask students in pairs to discuss together and put them in the order they are made in the text.

# Understanding main points and ideas

## Aim

- Identify the main points and ideas and how they are presented in a variety of texts.

## Lesson learning objectives

- Find and understand a text's main ideas.

### Lesson starter: individual/pair work

Remind students that the features of texts include headings, pictures and captions. Link back to reading strategies previously used. Remind students that they will be looking at each paragraph in turn and use this opportunity to reinforce the importance and the function of paragraphing.

Select a suitable tour leaflet/article from the previous lesson's homework task and either display using projector and whiteboard or duplicate for one copy between two students.

Ask students to decide:

- 1 The main idea of the text.
- 2 What the first two paragraphs are about.

Take feedback through class discussion. If the Starter activity is successful, you could engage in a brief second Starter activity before moving on to the main teaching and learning: ask pairs to show each other their homework leaflets. Ask them to briefly consider the main ideas and how paragraphing is used. Take feedback through class discussion.

### Main teaching and learning

Give pairs or small groups a text containing various features, headings and images to look at. If possible, distribute A3 copies of the text so that students can highlight/annotate over the course of the lesson. Read the text with them. Ask students what the main idea of the text is. Remind them to use the text's features to help them decide. In feedback, encourage them to refer to the features when discussing what they consider to be the main idea of the whole text.

In small groups, ask students to identify what each paragraph is about and ask them questions on individual parts of the text. Groups to feed back to the class.

When the students give feedback, ask them to identify the relevant section of the text and how they used the features to help them find their answers.

Ask students to summarise the key points of each paragraph to reinforce their learning of how texts and paragraphs work.

### Plenary

Discuss the key messages of each paragraph as a class. Concluding comments should involve relating what students have done in this lesson to being functional readers, and how these skills are essential when we need to access information in a text. You could ask them to think of examples of when they have needed to do this.

### Homework

Ask students to write up the main idea of the text used in this lesson and the key messages of each paragraph in their exercise book/files.

# Identifying details

## Aim

- Read and understand texts in detail.

## Lesson learning objectives

- Identify details in a text.

### Lesson starter: individual/pair work

Introduce students to this lesson by explaining that in order to find a specific detail in a text, you need to:

- decide what you need to find out
- look at the text to decide where that information is likely to be
- scan that part of the text for key words to find the relevant sentence
- finally, read that part of the text carefully, searching for your detail.

Emphasise that this guidance is good to refer to when reading for detail and will also be a helpful revision tool.

Give out copies of a fairly substantial trip itinerary text with plenty of details (e.g. an excerpt from a website), and read it with the class. Ask pairs or threes to decide what features suggest it is a particular form (i.e. a webpage, an article etc.). Take class feedback, encouraging students to make links between what makes it that form and the features identified. (This will link with lessons 9 and 10.)

### Plenary

Discuss the details of each section, looking at how students have identified the details and what skills they have used.

### Self/peer assessment

Ask students to write a postcard about one element of the trip, based on the information in the text from the lesson, including **six** details. Provide blank copies of the gap-filling postcard so they can complete it and put it in their file. This will help to link their Reading and Writing skills.

### Main teaching and learning

Direct students to work in pairs to find a specific detail in the text, note down the detail and its location, and then feed back in a class discussion. Encourage students to share the detail from the text and to recognise this as an essential part of being a functional reader.

Ask students to find another different detail using the strategies applied above. Take feedback as a class discussion. Carry out a similar exercise for a third detail and take feedback as a class discussion.

Prepare copies of a postcard-style gap-filling exercise that relates to the text used in this lesson. Give students copies of the blank postcard and read the postcard with the class. As an individual activity, ask them to fill in the details on the postcard using the itinerary text. Ask students to share their answers to complete the postcard as a class discussion. Encourage students to support all ideas with evidence from the text.

As an additional activity, ask small groups to look at different sections of the text. Give each group an A3 copy of the text and ask them to underline/highlight details for each paragraph.

# Understanding texts in detail

## Aim

- Read and understand texts in detail. Utilise information contained in texts.

## Lesson learning objectives

- Understand the main points and the details in a text.

### Lesson starter: individual/pair work

Share the learning objective and emphasise that finding appropriate details is part of being a functional reader. Take students through strategies such as:

- Asking yourself after every sentence and paragraph: 'What did that tell me?'
- If you don't understand something, read through that part of the text again, slowly and carefully. Use the sentences before and after it to help you understand.
- Use pictures, headings and captions to help you understand a text.

Point out that these strategies are also useful as a revision tool.

Ask pairs to identify the features of a text that uses paragraphs, headings, quotations and images, e.g. a description of the work of an organisation or charity. Make sure students can support their answers by referring to features and purpose.

Take feedback through class discussion and draw out uses of these features. Read the whole of the text with the class.

### Plenary

As a class, discuss the details taken from the text, and stress that the need to be able to read closely for detail is an important life skill.

### Homework

Ask students to list their thoughts about how the text is presented.

### Main teaching and learning

In pairs, ask students to list three different facts about the organisation or charity detailed in the text. Explain that they only need to write the facts in note form (not sentences) and that they need three points to answer the question fully. Individually, students should identify two roles that the organisation or charity performs, so that they are confident in responding to a question independently. Take class feedback.

Ask students in pairs a multiple-choice true/false style question relating to the content of the text; remind them of the strategies they need to use to answer multiple-choice questions. During feedback, go through each distractor and discuss why it might/might not be the correct answer.

Provide students with a couple of alternative responses to the text. Ask students whether or not they agree with these responses, and discuss their views before moving on to the next task. Ask which view they think is the most accurate. This is a good opportunity for close-reading the text.

Small groups find details in the text to support their views. Ask them to discuss the evidence in the text and to list the details about the organisation or charity. Use this small group discussion as a Speaking, listening and communication opportunity and share this connection with the students.

# Identifying how texts are presented

## Aim

- Identify how the main points and ideas are presented in a variety of texts.

## Lesson learning objectives

- Identify the different presentation features used in a text. Understand why they are used.

## Lesson starter: pair work

Remind students of their work in the previous lesson and ask them to discuss the features of the text used. Explain how this leads into the current lesson and draw their attention to the fact that they need to work out *why* a presentational feature has been used. Also share and discuss the following strategies and reinforce their value:

- Skim the text to see how it is organised and what presentation features have been used.
- See where a presentation feature is used, and work out what that part of the text is telling you. Ask yourself: 'How does this feature help the writer to convey their ideas to the readers?'

In particular, draw students' attention to the question above. Encourage students to look more objectively at how a text is constructed and the possible reasons/purpose for this. Make links between this and students' own writing in Functional English, which has purpose and audience.

Give pairs of students three different types of text (e.g. an advert, a poster and an email), and, looking at the different features of each one, decide which is which, making links between the features and the different text types. Take feedback through class discussion. Take the opportunity to encourage students to look at the purpose of a particular text type.

## Main teaching and learning

Ask several questions on the different texts, involving identifying specific features (e.g. headings, references, images), explaining why the writer has used each one, and how they benefit the reader. Students should work in small groups for this exercise, linking each answer with the features of the text identified. Give a few minutes for each task followed by feedback, so that this part of the lesson falls into several sections as per the questions. Discuss any points arising from these activities.

Small groups revisit each text and comment on its features and presentation. Direct students to make some notes as they discuss the texts, as there will be homework arising from this activity.

## Plenary

Discuss each text again and summarise the presentation and features that make each a particular text type.

## Homework

Write about how each text is presented, using ideas shared during the lesson.

# Understanding how texts are presented

## Aim

- Read and understand texts in detail. Identify the main points and ideas and how they are presented in a variety of texts.

## Lesson learning objectives

- Understand presentation features. Explain what effect they have on readers.

## Lesson starter: individual/pair work

Use the homework set in the previous lesson as an introductory discussion for this lesson and to reinforce what was learnt in the previous lesson. Remind students that when they are asked to find the purpose of a text, they should think about who is likely to read it, and if the reader is expected to do anything after reading it. Explain that students now need to show their understanding of why a particular text is presented using specified features, and share strategies such as the following:

- Identify what presentation features have been used, such as headings, pictures, blocks of text, different types of print and coloured backgrounds.
- Look at the whole page and ask yourself: 'What stands out most? Why?' Pictures and brightly coloured print can stand out more than text and pale print, for example.
- Ask yourself: 'Why does the writer want their audience to notice this feature? How does it help to achieve the text's purpose?'

Give out copies of a short text that uses several different presentation features, a slogan and large images (e.g. a poster for a club or team), and read it with the class. Provide a multiple-choice question on the main purpose of the text, and remind students that they will be asked a question about the main purpose of a text in the examination.

Pairs decide what is the main purpose of the text. Remind them of the strategies they need to use to select the correct answer from the distractors in the multiple-choice question.

Discuss the answer in feedback and ask students how they discounted the other distractors. As before, look at each distractor and discuss why it is not the correct answer.

## Main teaching and learning

Provide students with copies of a blank table, or direct students to create a table with three columns, headed 'Presentation feature', 'What does it make readers notice?' and 'How does this help the text to achieve its purpose?' Read through the Feature/What/How sections of the table with them to ensure that they know what they need to do, and fill in a sample row of the table together as a class, referring to the text used in the Starter. Emphasise that being able to explain *how* shows understanding. Talk to students about how useful it can be to record information in a table (linking with Lesson 11).

In pairs, students find three more presentation features that the writer has used in the text to list in their tables. Pairs may need help finding other presentation features.

Direct pairs to join up with another pair and exchange ideas before the Plenary, making modifications to their tables where necessary.

## Plenary

As a class, discuss students' answers from their pair and group work and what could go into the 'What' and 'How' columns of the table. Highlight the link with their Speaking, listening and communication skills so that they recognise the value of sharing ideas and being able to express them in a discussion.

Discuss how to move from simply identifying features to showing understanding of *how* they are used. Motivate students by showing how they are making progress.

## Homework

Ask students to find their own text and identify one feature, what it makes the reader notice and how it helps the text achieve its purpose.

# Finding information in tables

## Aim

- Read, understand and utilise information contained in tables.

## Lesson learning objectives

- Find and use information presented in tables.

### Lesson starter: pair work

Ask students to share their example texts from the homework set in the previous lesson. If possible, make links with information in tables and remind students how the table in the previous lesson helped to present information and ideas more clearly. Then ask pairs to briefly list examples of information they have seen set out as a table. Take feedback in class discussion.

Remind students to use all their reading skills to find information in a table: they should scan the layout to work out where to look, then look closely at the details to find out what they need to know. Point out two different ways in which students will use reading skills they have practised in previous lessons. Take them through the following strategies for finding information in tables:

- Read the column and row headings to find out how the information is organised.
- Search for the right row and column relevant to what you need to find out.
- Move your finger along the row or column until you find the information you need.

Reinforce the value of these strategies, both in the real world and as a useful revision tool.

### Plenary

Take feedback in a class discussion. Ask students to discuss the importance of being able to use and understand tables in real-life situations, e.g. you might miss a job opportunity if you do not read a timetable correctly.

### Homework

Ask students to find an example of a different type of table to keep in their file/book. Ask them to note the type and purpose of the information in the table they have chosen in their file/book.

### Main teaching and learning

Prepare copies of two information tables for this lesson (e.g. a selection of films available to rent with various details, and a transport timetable). Provide several questions to answer using various aspects of the first table, and read through them with students. If possible, make copies of the two tables and stick them on A3 paper so that students can annotate/highlight them. These could later be displayed for revision purposes.

Pairs work through the questions. Ask them to discuss how they are using their reading skills to find information. Take feedback in class discussion: talk about the functionality of the task as well as going through the answers to the questions. Focus on the structure of the table and ask students what features are used to present the information.

Provide another set of questions to answer using the second table, and read through these with students. Direct pairs to find the information needed by looking at the table. Take feedback in a class discussion.

Explain that the next task is an example of where students can apply their understanding of how to use information in realistic scenarios. Provide three imaginary situations, for instance, schedules for three different individuals, that students will need to plan journeys for using a transport timetable. Read the three situations to the students.

Direct small groups to find suitable solutions to the given situations. Make sure that they can give reasons for their decisions. They might choose earlier journeys to allow extra time, for example.

# Finding information in charts

## Aim

- Read, understand and utilise information contained in charts.

## Lesson learning objectives

- Find and use information presented in charts.

## Lesson starter: whole class

Display three examples of simple charts, e.g. pie charts, bar charts. Ask pairs to think about when they use charts, then take suggestions. Draw students' attention to the need to understand text types using a chart. Students may refer to subjects such as Maths, Science and Geography, but charts are used in all sorts of contexts.

## Plenary

Discuss how information is presented in a variety of ways and text types, and evaluate the user-friendliness of each of the charts.

## Homework

Ask each student to find an example of a text with information in a chart and bring it to the next lesson.

## Main teaching and learning

Direct students to look at the first chart and note the information given in it. Ask students in pairs to answer a multiple-choice true/false question regarding the information given in the chart. Draw their attention to the fact that it is a multiple-choice question and ask them to approach it in a similar way as before. Hold a quick class discussion about which is the correct answer.

Ask students to look at the distractor answers and explain why they are wrong. Ask them to look at the presentational features of the chart and how they are used. This will reinforce previous lessons about how and why texts are presented in a particular way.

Ask pairs to look at the second chart and answer another multiple-choice true/false question on the information presented, according to the chart. Draw their attention to the wording 'According to the chart', and discuss what this instruction means, i.e. that their answer must be based on what is in the chart. Point out similarities and differences in the features of the two charts examined so far.

Ask pairs to identify the third chart and list two points they can draw from what the chart tells them. Direct pairs to share their ideas with another pair and then take feedback as a class discussion.

Ask pairs to discuss which chart they found most helpful for finding information.

# Reading a text and responding to it

## Aim

- Read and understand texts in detail. Identify suitable responses to texts.

## Lesson learning objectives

- Decide how to respond to a text.

### Lesson starter: whole class

Share charts brought in from the previous lesson's homework task. Remind students about Lesson 11, where they were asked to use a timetable to find suitable transport to fit with three individuals' schedules. Link this with the idea that we not only need to read and understand texts, but that there are also times when we need to respond to what we have read.

Take students through the learning objective for this lesson and the following strategies for reading and responding to a text:

- Work out the purpose of the text, for example is it selling you something or telling you how to do something?
- Look for instructions that tell you what you have to do.
- Plan the best way to respond. For instance, if you need to find specific information, go through the text and underline or note down the details you need.

Remind students to look closely at the question for information about how to respond: the number of marks and the answer space provided give clues about how much they need to write.

Provide pairs with a short informative text that requires a response, e.g. a note from a parcel distributor to explain the failed delivery of a parcel, and ask them to decide what is the text's main purpose, giving a reason for their answer.

### Main teaching and learning

Ask pairs to answer three questions on the information contained in the text and the response required of the reader, then to share their answers with another pair. Discuss the answers to the questions as a whole class. Ask students to locate the relevant part of the text that gave them the answer. In small groups, look again at the text and identify presentational features. Share ideas through class discussion.

Give students copies of a second short text that requires a response, e.g. instructions from a charity collection bag of the kind that is posted through letterboxes and collected later (if possible, bring in an example), and ask them to decide what its main purpose is. Ask pairs to look at presentational features of the text and feed back to the class. Pairs to answer a couple of questions on the wording of the text, what key words tell the readers what they are supposed to do, and how best to respond to the text. Feed back in class discussion. Use this as an opportunity to reinforce the importance of understanding the precise demands of the question and looking at the number of marks allocated to it.

### Plenary

Share the answer on how best to respond to the second text. Look at how we are often required to respond to something that we have read and link this with the L1 Reading skill standard and coverage and range.

### Homework

Ask students to find a similar text to the second one used above, and note its main purpose and the actions or responses needed.

# Approaches to teaching Speaking, listening and communication

Students are assessed in two separate but related areas: formal discussion and informal discussion. The two areas must be designated for assessment purposes rather than as 'opportunistic' assessments. This is a requirement for Functional English assessment, but also emphasises the importance of this component in terms of students being functional users of English in all the language modes.

## Introduction

Use the introductory pages to this section to share the skills standards, coverage and range and areas of assessments with your students. As soon as possible, take them through the assessment grids which are drawn from the criteria to reinforce what is expected of them when they are assessed in this component.

## The lessons

Use pair/group activities in the Reading and Writing lessons as opportunities to develop Speaking, listening and communication skills. Share this with students by reassuring them that they are using their speaking, listening and communication skills in discussions related to their reading and writing so that they can grow in confidence in this component through their pair/group work. Discuss with students the types of contexts for each discussion and link with the texts and related reading and writing activities in terms of functionality. Discussions must be grounded in reality/real-life contexts. Ensure that students understand the differences between formal and informal discussion, and that preparation is essential for both.

## Participation in discussions

Use activities where students research a topic and think of questions to ask/contributions to make in discussions.

Through their preparations for the assessments, direct students to ensure that:

- their contributions to discussions are relevant and extended where this is appropriate
- they allow for the input of others and respond to their contributions showing that they have been listening, for example 'the point you just made about...'
- they prepare fully, researching and recording ideas for contributions
- they have something to contribute in both formal and informal discussions of ideas and opinions

- they prepare to make different kinds of contributions such as a question for clarification, a comment, a particular role such as chairing a discussion, interviewer, interviewee
- they present information and ideas clearly
- their body language is positive – good eye contact, facing those in discussion and avoid folding arms, gazing into space or reading/writing if this is not part of the activity
- they use appropriate language – use Reading and Writing lessons to reinforce the importance of form, tone, audience.

Wherever possible, emphasise that these are life skills we need to function successfully in real-life situations where it is essential that we demonstrate speaking, listening and communication skills and related, positive behaviours.

It is important that students understand the differences between formal and informal discussions. Elicit from students how both require preparation, turn-taking, questions, contributions, bringing others into the discussion and using questions to move the discussion forward. Discuss with students the specific roles that are required in formal discussions, such as chairing a discussion, and how there is usually an agenda and an outcome such as reaching a decision.

You might want to take some of these areas and target them for further development. For example, encourage students to think about the questions that they ask and how to revisit points. Through pair/group work, students could list different ways to contribute in response to the views and opinions of others. At Level 1, students are assessed regarding allowing others to provide input and then responding appropriately. They could construct the types of phrases/sentences that could be used to develop/demonstrate the ability to allow the contributions of others and make their own responses. Students could record their ideas and display them on posters to reinforce their learning and for revision purposes. They could also design display posters to show:

- 1 How an agenda is constructed
- 2 The different roles in a discussion
- 3 Identification of the features of formal and informal discussions.

## Additional points

Emphasise the importance of:

- using notes as prompts only; students should resist using them as scripts
- demonstrating good listening skills in follow-up questions/comments
- expressing their own views, ideas, opinions and balancing these with listening to others and demonstrating respect for their contributions.

Reinforce the different aspects of this component.

Speaking is active participation, follow-up questions/comments show evidence of participation as a listener and body language and other non-verbal communications are also important parts of the communication process.

Using these different approaches, while making links with functionality in reading and writing, should help students to become confident in their application of speaking, listening and communication skills and to appreciate the importance of applying them not only for assessment purposes but also in real-life situations.

# Taking part in an informal discussion

## Aim

- Make relevant and extended contributions to informal discussion, allowing for and responding to others' input.
- Present information/points of view clearly and in appropriate language.

## Lesson learning objectives

- Prepare for a discussion. Make clear, relevant contributions. Listen to others.

## Lesson starter: whole class/pair work

Share the skills standards with the students, then provide them with statements for an informal group discussion.

Take students through the following guidance on key skills for discussions:

- Think about what your audience needs to know and prepare some points.
- Organise what you say. Begin with a main point, then give more detail.
- Listen carefully and actively when others are speaking.
- Speak clearly and politely. Use correct grammar and avoid slang words.
- Explain unusual words or difficult ideas. Explain technical terms (jargon).
- Check that your audience understands you. Ask: 'Is that clear?' or, 'Are there any questions?'

Present the task to the class: your local council wants to teach children aged 8 to 11 about road safety. You have been asked to discuss what road safety advice you think should be given to them. Direct pairs to look at the key skills needed for successful discussions. Discuss these skills as a class.

Direct students in pairs to come up with six points that children should learn about road safety, such as looking both ways before crossing a road. Ask them to share their ideas with another pair before feeding back to the whole class.

## Main teaching and learning

Set the students a discussion topic and provide some information based around the topic that students can use in their research.

Explain to students that active listening means they should pay close attention to what is being said, respond to the speaker with their body language, make short comments to show they are listening, and ask questions to check their understanding.

Take students through the following guidance on having discussions:

- Play a full part, but don't do all the talking.
- Actively listen to others.
- Make relevant points that fit in with the task and what others are saying.
- Say when you agree with others, for example 'I agree that...' or 'I can see what you mean...'
- Say when you disagree with others and give your viewpoint, for example or 'I can see your point, but...'
- Speak politely and clearly. This is an informal discussion, but you should still try to speak correctly and to avoid too much slang.
- Help others by asking questions, for example 'Hamid, what do you think?'
- Remember the feedback you got earlier and use it to improve your skills.

Direct students to have the discussion. Ask groups to share key messages and things they have learnt about taking part in a discussion. Direct students to make notes of their views in preparation for the Plenary.

## Plenary

Discuss the what students have learned during the lesson. Ask students what went well and what needs more work, and ask them to record one positive point and one requiring more work.

## Homework

Ask students to look at a topic that interests them that they could use as the basis for a discussion. This could lead to further practice discussions in preparation for the assessment itself.

# Taking part in a formal discussion

## Aim

- 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.

## Lesson learning objectives

- Prepare for a discussion. Take part in a formal discussion, adopting different roles.

## Lesson starter: whole class/pair work

Ask small groups to discuss the following:

- 1 What were the key messages/things learned in the previous lesson?
- 2 What do you think are the differences between formal and informal discussions?

Discuss their thoughts as a whole class.

Set the students a discussion topic and provide some information based around the topic that students can use in their research. Instruct students to prepare for the discussion by taking time to think about what to say, reading relevant information, planning what points to make, deciding who will chair the discussion, and preparing an agenda by deciding in what order the different parts of the discussion will happen.

Discuss the role of the chair and provide students with an example of an agenda so they know what it looks like.

## Plenary

Discuss how well the discussions went. Ask the chair and other members of the group to give their feedback on what went well and what could be improved.

## Homework

Ask students to research topics that could be used in a formal discussion assessment and work on preparing points for a discussion with a partner.

## Main teaching and learning

Remind students that in order to get top marks, they must be able to contribute to a discussion by listening and responding to other people's ideas as well as by giving their own. They should try to ensure that everyone has a chance to give their opinion, and help the group come to an overall agreement or decision. Draw students' attention to the following guidance on effective contributions and encourage them to use this as a checklist for their discussions:

- Speak in standard English and avoid slang words.
- Give reasons for your views.
- Ask questions about others' views, such as 'Why do you think it's more important to...?'
- Support or politely criticise others' points. For example, 'I understand what you are saying, but...'
- Make sure everyone has a chance to speak. For example, 'Does anyone disagree?'

- Try to reach an agreement that suits most people, such as 'So, will everyone be happy if...?'

Small groups role-play a short discussion and take turns being the chairperson.

Ask students in groups to create an agenda, listing points for inclusion in the discussion, the order in which to address them, and who will introduce each point. Discuss with students how an agenda makes the discussion formal.

Finally the students should have the discussion. It is not recommended to spend any more than 10 minutes on this activity. The chair needs to end it and sum up any decisions. Students need to make a note of these decisions for reporting back in the Plenary.

# Approaches to teaching writing

## Introduction

The Writing section of the Edexcel Functional Skills English Level 1 qualification provides opportunities for students to practise their writing skills using a variety of functional, real-life contexts. The activities are designed to help students develop skills that are transferable to different situations where writing is required and equip them with the tools they need to be functional writers at Level 1.

Discuss what is required of students in order that they might successfully meet the standards.

## The lessons

Lesson plans have been derived from each part of the Writing section for you to deliver to your students. The lessons:

- address each aspect of the coverage and range
- go through the different forms of writing
- provide practise opportunities in manageable sections leading to complete writing tasks
- contextualise technical aspects of writing such as spelling and punctuation.

Encourage students to establish links with other writing and reading lessons, using texts as models for their own writing. The text types are ones which students are expected to adopt in their own writing according to purpose and audience.

## Modelling writing skills

Use an OHT/digital projector or simply a whiteboard to model different aspects of writing skills. The National Literacy Strategy offers some useful resources, including helpful scaffolding techniques such as writing and thinking frames, so that students have support as they write. As you model some writing, you could encourage students to discuss their own thought processes when they write.

## Planning their writing

It is vital that students plan their writing: emphasise how important this is. Experience shows that some students are reluctant to plan, perhaps regarding it as a low priority. The lessons provide opportunities for students to plan their responses in varying degrees of detail and for a range of contexts. There are also opportunities for students to share their planning/ideas with a partner or group and in class discussions. Peer review is often recommended, as reviewing gives the planning more of a status.

Discuss with students the importance of planning and elicit from them such points as:

- it gives writing a structure
- it helps them sustain the appropriate form
- it helps them to think of style/purpose/audience.

You may want to share with students 'expert feedback' such as examiner reports, where concerns about lack of planning are often expressed.

## Technical aspects of writing

Aim to give students opportunities to practise spelling, punctuation and grammar in contextualised activities. Contextualising a particular technical aspect of language allows you to teach the application of skills so that students relate what they have learnt to their own writing. Teaching technical aspects in this way enables students to understand the relevance of this to their own writing. To show the importance of technical accuracy, you could draw their attention to the 40% minimum weighting that this has when their writing is assessed.

## Use of a dictionary

Encourage students to use a dictionary in the following situations:

- Looking up the meanings of key words in the Functional Skills Criteria
- Looking up meanings of words in reading texts and writing stimulus
- Looking up meanings of words in questions
- When preparing for writing tasks, particularly in the sections focussing on technical skills

There are many ways to use dictionaries in your lessons. You could enhance suggested starter activities by providing words for students to look up in their dictionaries, or you could give them the word verbally and ask students to look for the spelling. Another supporting activity could take the form of posters, with students writing instructions of how to use a dictionary, complete with annotated exemplification.

The prospect of accessing and using a dictionary may be daunting for some Level 1 learners so you may wish to restrict early activities to locating a few words at a time, perhaps working sequentially so that they become familiar with the alphabet and can apply this knowledge to the use of a dictionary.

## Resources/further teaching ideas

It is recommended that students are given copies of texts and/or tasks to enable collaborative work and active learning. Annotated/highlighted texts reinforce learning, provide resources for display and serve as a revision resource.

Encourage students to measure their writing alongside a 'checklist' – the self-assessment grids may be useful here. Students should ask themselves the following types of questions:

- Have I written clearly?
- Have I used enough detail?
- Have I set out my ideas/information in a logical sequence?
- Have I written for the right audience?
- Have I a clear sense of purpose?
- Have I used the right form?
- Have I used sentences?
- Have I checked my spelling?

You might elicit such a list from students themselves and lead this into their production of posters that could be used to reinforce learning and act as prompts in writing tasks.

Ask students to identify different writing forms that they might expect to find, and direct them to find their own examples to display with annotations showing:

- form
- audience
- style
- purpose.

Also include features that make this piece of writing a particular text type.

As with *Speaking, listening and communication*, reinforce at all times how the writing skills that students are acquiring and developing throughout this course have a direct relevance to the world beyond the classroom and have real-life applications. You might want to discuss employability with your students and how the ability to write clearly, appropriately and accurately is highly valued.

# Writing for your audience

## Aim

- Use language, format and structure suitable for the audience.

## Lesson learning objectives

- Suit your writing to your audience.

### Lesson starter: whole class

Discuss with students how to write for an audience and link this with the Reading section where an understanding of audience was established. Remind them always to read the writing task carefully and ask themselves 'Who am I writing for?' 'What does this audience need to know?' and 'How can I make sure my format, content and language suit this audience?'

Share the learning objective and suggest that students underline any words in a question that tell them about the audience. Read this task to the class and ask them to identify the audience for the task: Write a letter to your local council, suggesting ways of improving your area for young adults.

Write the following questions on a whiteboard/ flipchart and ask small groups to consider them:

- To whom is the letter being addressed?
- What is the subject?
- What sort of language needs to be used?

Take class feedback.

### Plenary

Discuss students' thoughts on each other's different versions of a paragraph for the third task and on their own writing. Recap what has been learnt in this lesson.

### Homework

Direct students to write the opening paragraph of a letter to their local MP, arguing for or against the idea that the school leaving age should be lowered. Discuss the sort of language they need to use and what the MP needs to know so that they are clear what is required for the task.

### Main teaching and learning

Brainstorm ideas with the class for how to complete the task above. Direct them to make notes for the task individually. Ask pairs to share their ideas and discuss similarities/differences in their approach, then share their ideas with the rest of the class. Get them to think about effective notes and how they are forming the basis of a plan for a draft of this task.

Ask pairs to decide on the audience and to consider the purpose for three more tasks. Ensure that the three tasks are varied in terms of audience, and whether the response should be formal or informal. Share ideas with another pair before taking class feedback.

Individually, students should draw a spider diagram showing ideas for what the audience of the first task needs to know, then share with a partner. If students use plain A4/A3 paper, their work could be displayed for revision purposes.

Discuss with students which of the three tasks should be written in formal standard English. It is useful to discuss the need for clear English in all tasks, even if some are more formal than others.

In pairs, direct students to read the second task and decide what the audience of the task needs to know, and what language would suit this audience. Pairs should then compare ideas and make notes for the Plenary. Individually, students should write their own paragraph in response to the third task, then share their paragraphs with a partner and discuss strengths/areas for development.

# Writing to suit a purpose

## Aim

- Use language, format and structure suitable for the purpose.

## Lesson learning objectives

- Suit your writing to your purpose.

### Lesson starter: pair work

Share the learning objective with the class and remind them that purpose and audience go together. Ask some students to share the opening paragraphs of their letters to the MP as per the previous lesson's homework.

Draw students' attention to these three key questions to ask themselves:

- 1 What do I need to do for this audience? (e.g. do they need facts about something?)
- 2 What do I want the audience to do? (e.g. agree with my point of view.)
- 3 What do I have to include in my writing to achieve my purpose? (e.g. evidence to support my view.)

Give pairs three more tasks and ask them to decide what the purpose of each one is, making a note of their ideas. Feed back and discuss as a class.

### Plenary

Feed back on the students' discussions on one of the tasks as a class. Recap on what has been learnt during this lesson.

### Homework

Ask students to write the first draft of their article using the plans that they have prepared in the lesson.

### Main teaching and learning

Ask students to consider what they would need to do for the audience of each of the tasks, what they would want the audience to do, and what they would have to include to achieve their purpose. Get a range of responses from the class for each of the areas discussed.

Instruct students that, where possible, they should give supporting evidence for their facts, for example, 'according to a recent BBC survey...' Remind them of the difference between facts and opinions: a fact is a piece of information that can be proved to be true, whereas an opinion is simply someone's point of view. They need to know the purpose of a text in order to decide whether to include facts or opinions.

Give pairs a selection of statements to look at and decide whether they are facts or opinions. Take class feedback.

Tell the students that they will be writing a first draft of an article for a school magazine on a subject of their choice. Individually, direct students to make a plan for the task, answering the following questions: What is the purpose for my writing? What do I need to do for this audience? What do I want the audience to do? Students swap plans in pairs and then share their ideas with the class.

# Understanding form

## Aim

- Write clearly and coherently using appropriate form.

## Lesson learning objectives

- Choose the right form for your writing and use the right features.

### Lesson starter: pair work

Remind students that the features of different forms of writing help the reader to find the information they are looking for, and that using these features correctly will make their writing more effective and give them more marks. Link references to form, features and purpose with the Reading lessons. Give students two tasks that have contrasting purposes and require different responses, for example writing a letter of complaint and a short magazine article. In pairs, ask students to decide on their form and purpose and make notes to feed back to the class.

Draw out the form and purpose of the tasks in class discussion. Ask students what details in the task gave them information about form and purpose.

### Plenary

Draw out from the students the key things that they have learnt, such as different forms, the importance of following rules, appropriate use of paragraphs and using an appropriate tone.

### Homework

Ask students to complete either the formal complaint letter or the short magazine article, making sure that they use correct form in their writing.

## Main teaching and learning

Make it clear to students that writing letters is a common task and that they are expected to write using correct form in order to gain marks. Display a short, two-paragraph letter of complaint, read it through with students and annotate it showing where to put the date, the addresses of the sender and recipient, and how to begin and sign off a formal letter. Link the 'Dear Mr/Mrs ...' with the 'Yours sincerely' to reinforce correct form.

Pairs complete the following sentences:

- 1 The opening paragraph states what the letter...
- 2 The closing paragraph says what the writer...

Use this as an opportunity to stress the importance of using paragraphs.

Provide students with an example of a short magazine article, and ask them to look for features that make this an article. Individually, students work through questions on the text, such as:

- What does the heading of the article tell you?
- How does the first sentence draw the reader in?
- Each paragraph gives a new main point. What is the point of paragraph x?
- What is the main point of paragraph x? How does the writer back up this point?

Where they are asked to identify the main point of a paragraph, make the link with being able to identify the main point of a text in reading.

Provide students with other examples of different forms of writing, such as an email and an information leaflet, and point out their features.

Make sure during feedback that students are clear about the different forms of writing and their different purposes.

# Understanding style

## Aim

- Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.

## Lesson learning objectives

- Suit your writing style to your purpose and audience.

## Lesson starter: whole class

Remind students to match their tone to their task, i.e. if they are writing for a serious purpose, or if they do not know the audience they are writing for very well, they need to use a formal tone. Instruct them to avoid using text speak, slang, or dialect words, and always to use correct grammar and punctuation.

Emphasise the importance of writing being 'fit for purpose'. Read the guidance about when to use formal and informal style and link it with formal/informal discussion, e.g. how this affects structure and tone.

## Plenary

Draw out from students what they have learnt about the two uses of the apostrophe. Emphasise that they now have a greater understanding of how to use style according to form, purpose and audience.

## Main teaching and learning

Draw students' attention to the following guidance regarding formal and less formal standard English.

Formal standard English:

- use correct grammar
- do not use any dialect or slang
- use sophisticated or technical words
- keep your writing impersonal.

Less formal standard English:

- use correct grammar
- do not use dialect or slang
- include some informal words such as *don't* or *can't*
- use common, everyday words
- your writing can be more personal and direct.

Point out that even where a response can be less formal, standard English should always be used. In small groups, give students a short example of writing using each of the two styles and ask them to discuss them and make a note of the differences. Ask students to share their ideas in a class discussion.

Give students four tasks to read, each with a different form, audience and purpose. Ask them to identify which responses should be written in formal standard English and make notes on the reasons for their answers. Feed back to the class.

Provide students with an example first draft for one of the tasks requiring a formal response, but written in less formal English. Ask pairs to suggest ways to improve the draft, then direct them to write a second draft of the text in a more appropriate style. Ask them to share their version with another pair and share some examples with the class.

Explain apostrophe use to students: when they are writing less formal English, they may like to use words like *don't*, *can't*, *wouldn't*. These are contractions of two more formal words, with an apostrophe to show where letters have been left out, e.g.:

- do not → don't
- can not → can't
- would not → wouldn't

Then take students through guidance on how to use apostrophes to show ownership.

Discuss the common error of using apostrophes for plurals.

# Planning and organising your writing

## Aim

- Present information in a logical sequence.

## Lesson learning objectives

- Read writing tasks carefully to work out what you must do. Plan your texts appropriately.

## Lesson starter: whole class

Stress to students that good writing needs to be carefully planned and organised, and remind them that to write effectively they must read the task carefully to make sure they are clear about their audience, form, purpose and style.

Provide students with a couple of example opinions in the form of messages on an internet discussion board. Read the messages with them. In pairs, students consider whether language should be formal or informal in an internet discussion. Ask students to make a list of the main points, ideas and details in each of the messages. Discuss the outcomes as a class, and then the individual writing task, in which students write their own messages for the internet discussion forum, giving their own detailed views on the subject.

## Plenary

Discuss with students key things they have learnt in this lesson about audience, purpose, form and style, and how important it is when planning their writing to take all of these factors into consideration.

## Homework

Individually, students write up the plans they worked on during the lesson in final form.

## Main teaching and learning

In pairs, students should consider the terms of the individual writing task as detailed above, and use the key words in the task to work out their audience, purpose, form and style. Talk about audience, purpose, form and style as a useful checklist that they could use for all writing, whether in lessons, assessments or real-life situations (job applications etc.). In pairs, students gather and organise their ideas for the writing task, by writing their individual point of view in the middle of a page, then writing question words around it (Who? What? Where? How? Why? When?). These question words will help them to back up their point of view with detailed information. Next, students should write an answer for each question, and a detail to back up each answer.

Individually, students complete their plans, decide which are their three strongest points, and number these 1–3 in order of priority. Direct students to swap their plan with a partner and discuss similarities, differences and areas for improvement. Feed back through class discussion.

Remind students to plan their writing to make sure their main points are clear and that they link together in a logical sequence, without repetition. Draw students' attention to the different ways of organising ideas: paragraphs, sub-headings, bullet points, and numbered lists are all useful methods. Emphasise to students that all writing needs to be organised and there are different ways to do this, depending on the form of writing.

# Writing in paragraphs

## Aim

- Write clearly and coherently, including an appropriate level of detail.
- Use correct grammar, including correct and consistent use of tense.

## Lesson learning objectives

- Plan and write well-structured paragraphs. Link your paragraphs together.

## Lesson starter: whole class

Remind students that paragraphing helps to organise their writing, and that by grouping their ideas in separate paragraphs they can develop each of their main points clearly.

Make copies of an example text where all paragraphing has been removed. In pairs, students mark where each new paragraph should begin, looking carefully for where each new point starts in order to decide, and make annotations. Feed back in class discussion, agreeing where each new paragraph could begin and why.

## Plenary

Discuss how students can use what they have learnt about paragraphs and connectives in this lesson in their own writing.

## Homework

Students to write a couple of paragraphs on where they have been on holiday, making sure they use appropriate connectives.

## Main teaching

Show students the following mnemonic for remembering how to construct paragraphs:

**Point** – the first sentence in the paragraph tells readers its main point.

**Evidence** – next give readers facts and/or anecdotes to prove that the point is sensible.

**Explain** – after giving evidence, explore its significance. Explore the main point in more depth or add similar smaller points related to it.

**Link** – end the paragraph by showing how it links to the main topic or the point in the next paragraph.

To help remember this, use the initial letters of the four points – PEEL.

Give pairs a paragraph to read and ask them which part of the paragraph gives evidence to back up the main point, which part adds more explanation of the evidence, and which sentence links this point to the main point of the text. In feedback, make sure students understand which part of the paragraph performs each of these roles.

Instruct students to link each paragraph to the next with connectives:

- To show the **order** that things happen in, use connectives such as first, next, then, later, finally.
- To add something to **support** a point you have already made, use connectives such as in addition, also, too.
- To add something to **go against** a point you have already made, use connectives such as however, but, on the other hand.
- To **explain** your point or give reasons for it, use connectives such as because, for example, so.
- To list your points by their **importance**, use connectives such as first, second, finally.

Provide copies of another paragraph with all the connectives removed and left as blanks. In pairs, students fill in the blanks with appropriate connectives and share their version with another pair. Feedback in class discussion.

# Using main points and details

## Aim

- Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.

## Lesson learning objectives

- 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.

## Lesson starter: whole class/pair work

Direct students to a very short text with a main point and details supporting that point, and discuss how the text is made up of these two elements. In pairs, give students another short text with main points, details, and images, and direct students to identify which are the main points and images, and which are the detailed points and images. Ask them to note down their ideas for class feedback.

## Plenary

Discuss what has been learnt during the lesson and check that students understand the correct use of inverted commas.

## Homework

Students should go back to the draft paragraph that they wrote about their favourite actor/actress and add extra detail to it by including a quotation.

## Main teaching and learning

Provide students with a short text with several paragraphs, each with different main points and details. In small groups they should identify the main point of the first paragraph, and the details that support the main point. Next, they should find the details and evidence that support the main points of two further paragraphs.

Individually, students use the information they have read in the short text above to write two main points on the subject of the text, then work with a partner to add two details about each main point to support them.

Give students a task of writing a short paragraph about their favourite actor/actress.

Draw up a planning table for students to use, with columns headed 'Paragraph', 'Main point', 'Evidence' and 'Details', and ask students to use this to plan their paragraphs. Individually, students think of at least two things that they admire about that person, then invite some to share their ideas with the class. Individually, students plan a paragraph for each of their main points using the planning table, including connectives to link the points. Feed back in class discussion. If students have chosen the same actor/actress, compare the different details and main points that each student has included.

Give students guidance on inverted commas. Explain that the details they use to back up a main point could include quotations. When using quotations, students should:

- begin and end with inverted commas
- make the quotation part of their sentence
- introduce it with a comma
- make sure it is clear who is speaking.

# Writing effective sentences

## Aim

- Use correct grammar, including correct and consistent use of tense.

## Lesson learning objectives

- Write in complete and clear sentences. Write in different types of sentences and punctuate sentences correctly.

## Lesson starter: whole class

Discuss the importance of writing clear sentences, using different types of sentences and correct punctuation. Remind students of earlier work on use of connectives. Take them through the following checklist on simple sentences and discuss the use of a verb:

- A simple sentence makes one point and has one verb. A verb is a word that shows an event or action taking place.
- Before you write a sentence, say it in your head. Does it make sense? Has it got a verb? Is it clear who or what is doing the verb?
- Then write your sentence down and check that it:
  - starts with a capital letter
  - ends with a full stop, question mark or exclamation mark.

## Plenary

Share some of the responses to the short text, discussing the correctly punctuated form. If some students have different versions, this is a useful opportunity to discuss reasons for choices. Ensure that there is agreement and understanding at the end of the discussion.

## Homework

Ask students to write their own paragraph about a hobby or interest, using what has been learnt in this lesson as well as previous writing lessons.

## Main teaching and learning

Provide an example of a poorly written advert with no full sentences or punctuation. Individually, students read the text and rewrite it in complete simple sentences, then swap with a partner and compare. Ensure that students know how to use connectives to make their writing flow well.

Give students a list of simple sentences. In pairs, students should use connectives to join some of these together to make several longer sentences.

Reiterate that in order to vary their sentences, students could use statements, exclamations and questions.

Remind students that they can make their writing more interesting by linking simple sentences that are related with a connective. They can vary their writing by using different kinds of connectives. Remind them that the full stop, question mark and exclamation mark all act as full stops to end sentences.

Individually, students should write an email to a friend, suggesting that they meet up at the weekend, making sure to include a statement, a question and an exclamation. Swap emails in pairs and check each other's sentences: is every sentence complete? Does the writing contain the three necessary elements? Students then individually write a paragraph for a blog about what they enjoy doing in their spare time, making sure to vary their writing by using simple sentences, sentences linked with connectives and statements, exclamations and questions. If possible, provide examples of a blog to ensure that students understand the form.

Check that the students are confident in using capital letters, full stops and commas correctly.

Provide copies of a short text that uses no punctuation. In pairs, students should read this text and rewrite it, making it easier to follow by breaking it into correctly punctuated sentences.

# Practising writing clearly and logically (1)

## Aim

- Write clearly and coherently, including an appropriate level of detail.
- Present information in a logical sequence.

## Lesson learning objectives

- Practise writing a complete text. Organise points logically and improve spelling.

## Lesson starter: pair work

Explain the importance of being able to write a complete text that is organised logically with accurate spelling. Remind them that accuracy of spelling, grammar and punctuation are features of successful writing.

Set the students a task that requires them to write a set of instructions. In pairs, ask them to establish audience, purpose, form and style. Feed back in class discussion.

## Plenary

Invite students to advise on correct spellings for the previous exercise. Check that students are clear on spelling strategies, giving/following instructions, using correct names, and using connectives.

## Main teaching and learning

Explain to students how to write instructions. Remind them to picture themselves doing the activity one step at a time, make a brief note of what they need to tell their audience at each step, and number the stages in the order they need to be done. Direct pairs to write a set of instructions using this guidance. In feedback, discuss with students how this is relevant to real-life situations.

Pairs make a plan for the task, making a note of what they will need to write about for each part of the process. Remind students what is meant by form, and refer to the later part of this lesson if necessary. There is also an opportunity to revisit use of connectives.

Pairs must decide whether they want to organise their points as a numbered list or in a paragraph with time connectives, then add either of these to their plan. During class feedback, students discuss their decisions with peers. This is a good opportunity to compare instructions using numbered lists and time connectives, and to comment on the effectiveness of each approach.

Check that students are using the correct verbs to describe actions and prepositions to make their instructions clear.

Individually, students write a first draft of their instructions, remembering to write appropriately for their audience and purpose, use the correct form, use time connectives or numbers to organise their points, and to use accurate vocabulary. Swap with a partner to discuss ways to improve.

Take students through the following guidance on how to improve their spelling:

- break down words into sounds, e.g. *re-mem-ber*
- use a rhyme or message, e.g. *necessary* has one collar (one 'c') and two sleeves (two 's's')
- say a word as it sounds, e.g. *Wed-nes-day*
- look words up in a dictionary
- look at a word, cover it, say it, then try to write it.

Give out copies of a short text with several spelling errors. Students read the text, find at least three mistakes in it, and work out and write down the correct spellings.

# Practise writing clearly and logically (2)

## Aim

- 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.

## Lesson learning objectives

- Practise writing a complete text in the form of briefing notes. Organise points logically and use correct verb tenses.

## Lesson starter: pair work

Explain that briefing notes summarise the main points of a meeting, event or task so that the reader is given all the important information. Briefing notes need the information to be in a logical order, in different sections under headings, and points separated using numbered lists or bullet points.

Remind students to spend some time planning their work before they start to write. They should plan a structure for their writing to ensure they include everything they need in a logical order.

## Plenary

Discuss as a class key things learnt and any areas that need clarifying, including verbs.

## Homework

Individually, write up the draft briefing notes into a final version.

## Main teaching and learning

Provide students with a task that requires them to write briefing notes, for example, for an inspector visiting their school/college.

Discuss as a class the key words in the task that tell you about form, audience and purpose, and direct students to make notes on this. Write the headings 'Introduction', 'Background', 'Considerations' and 'During the visit' on the board, and discuss the structure provided by these headings. Explain that this is the structure for their briefing notes and will provide the basis of their writing plan.

In pairs, students work out what information they want to include under each heading, considering the following:

**Introduction:** what the task tells you about the reason for the visit.

**Background:** information the inspector might need about your school, the students they will meet, and what lessons they will see.

**Considerations:** anything the inspector should bear in mind during the visit.

**During the visit:** practical details of what will happen on the day.

Individually, students note down ideas for a plan for their writing, then draft their briefing notes.

Ensure that students:

- Have a title summing up what the notes are for.
- Use all four headings.
- Organise information under headings, following their plan.
- Use a style that is appropriate for the audience.
- Present your information clearly – think about using bulleted lists or sub-headings.

Remind students of the importance of leaving time to proofread their work carefully. They should always check that they have used the correct tense of verbs, and that their spelling and punctuation are accurate. They can use a dictionary if they are not sure of spellings.

Swap briefing notes with a partner and review each other's work, checking generally and also looking at verb tenses.

