**Pearson Functional Skills English Entry Level 1 Scheme of Work**

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| **Week** | **Topic** | **Specification references** | **Objectives** | **Success criteria** | **Teaching hours** |
| 1 | Introduction to Functional Skills | E1.5 SLC Respond to questions about specific information  E1.2 SLC Identify and extract the main information from short statements and explanations  E1.10 R Understand a short piece of text on a simple subject | By the end of the session, learners should be able to:   * say their name * say what they like/dislike * listen to instructions * read class information. | Learners should be able to share basic information with their peers. For example, ‘My name is…’. ‘I like football.’  During the induction to their course, learners should understand that there are three components to Functional Skills English Entry Level 1: Reading, Writing, and Speaking, listening and communicating. Learners could be given a short piece of text/handout with this information and asked to verbally identify or point out the main points in the text.  As part of the induction process, learners could show that they understand the basic health and safety practices of the centre. For example, where the fire exit is located or where to meet if there is a fire. This can be supported by demonstrating where to meet or how to exit the building, and/or using symbols or images to support new vocabulary. Simple verbal questions can be asked to check understanding and to assess the learners’ speaking and listening skills. | 2 |
| 2 | Speaking, listening and communicating: The alphabet | E1.1 SLC Say the names of the letters of the alphabet | By the end of the session, learners should be able to:   * identify the letters of the alphabet correctly * say the names of the letters of the alphabet aloud. | Learners should be able to say the names of each letter of the alphabet correctly. They should also be able to identify a given letter when asked. For example, by writing it down when it is said or by pointing to the correct letter. | 2 |
| 3 | Writing: The alphabet | E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case | By the end of the session, learners should be able to:   * use upper and lower case correctly * sequence the alphabet correctly. | Learners to correctly form/use both upper- and lower-case letters in a sequence. For example, A, B, C / a, b, c  This can be assessed both by using IT or by hand writing the letters.  Learners could write their name using upper- and lower-case letters correctly.  Ask learners to complete a gap-filling exercise to sequence the missing letters. For example: Complete the missing letters: f, g, h, \_ \_ \_ l, m, n | 2 |
| 4 | Writing: Word classes | E1.12 W Use a capital letter for the personal pronoun ‘I’ and the first letter of proper nouns  E1.16 W Communicate information in words, phrases and simple sentences | By the end of the session, learners should be able to:   * identify nouns, proper nouns, verbs and pronouns * give simple definitions of each word class. | Learners could circle the nouns, proper nouns, verbs and pronouns in a given list, or sort words into categories.  They could create simple definitions for each of the word classes with examples. For example: Noun – a thing: girl, boy, person  Learners should identify the proper nouns from a given list by locating the words that begin with a capital letter. | 2 |
| 5 | Writing: Introduction to spelling | E1.15 W Spell correctly words designated for Entry Level 1\*  E1.9 R Read simple sentences containing one clause  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * spell common one-syllable words correctly * read simple sentences containing common Entry Level 1 words * identify a spelling strategy to support learning. | Learners should be introduced to common sound patterns from the Entry Level 1 specification (Annexe B). Ask learners to sound out the words as they read them.  Learners should read a short text containing some common words from the specification (Annexe B). Assess understanding by asking learners to identify a key piece of information. For example, if the text is about going to college or school, they could list the items the text says they should take to class: ‘pen’, ‘paper’, etc.  Learners should identify a spelling strategy that helps them to remember new words. For example, looking, covering, writing, or sounding out the words.  Introduce a short spelling test to assess new vocabulary from this session. |  |
| 6 | Reading: Understanding a short piece of text | E1.10 R Understand a short piece of text on a simple subject  E1.2 SLC Identify and extract the main information from short statements and explanations  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify the main information from the text * say what a short piece of text is about * accurately spell the key words from this session. | Learners to locate the main information in a short, straightforward piece of text. For example, the date and time of an event from an invitation; key information about an item of clothing, such as the colour; or a simple biography narrating where someone lived or was born.  Learners to spell five key words from this session. | 2 |
| 7 | Reading: Simple sentences | E1.9 R Read simple sentences containing one clause  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read simple sentences correctly * say what a text is about * accurately spell the key words from this session. | Learners should be able to read one-clause sentences correctly. These should include one- or two-syllable common words. For example: ‘The pan was hot’. ‘The door is white.’ ‘Today is Monday.’  Learners should answer straightforward questions based on a text. This could be in the form of an open response question or by asking them to select the correct answer from a short list of options.  Learners to spell five key words from this session and/or recap the key words from previous sessions. | 2 |
| 8 | Reading: One- and two-syllable words | E1.8 R Read correctly words designated for Entry Level 1\*  E1.10 R Understand a short piece of text on a simple subject  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify word classes correctly * identify the correct pronoun for each sentence * read simple words correctly * say what a text is about * accurately spell the key words from this session. | Recap word classes from session 4, by asking learners to identify the different parts of a sentence.  Learners to complete a gap-filling exercise, identifying and using the correct pronoun from a given list.  Learners should be able to read common one- and two-syllable words correctly.  Using the Entry Level 1 specification (Annexe B), ask learners to read and understand a short text. For example, on keeping pets. Learners should identify any new words and practise spelling them correctly. | 2 |
| 9 | Writing: Spelling (two-syllable words) | E1.15 W Spell correctly words designated for Entry Level 1\*  E1.9 R Read simple sentences containing one clause  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * spell common two-syllable words correctly * identify a spelling strategy to support learning * read simple sentences containing common two-syllable Entry Level 1 words. | Learners should be introduced to common sound patterns for two-syllable words from the Entry Level 1 specification (Annexe B).  Learners should use their spelling strategy to practise some common two-syllable words from Annexe B, such as ‘little’, ‘money’, ‘follow’.  Learners should use their new words to write two or three simple sentences, spelling the new words correctly. | 2 |
| 10 | Reading: Straightforward topics | E1.10 R Understand a short piece of text on a simple subject  E1.2 SLC Identify and extract the main information from short statements and explanations  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read a short piece of text about someone’s likes and dislikes * answer questions about the text * tell a partner about what they have read * accurately spell the key words from the previous session. | Learners read a short text describing someone’s likes and dislikes. For example, ‘Sam likes to play football’.  Learners should work with a partner to discuss the text they have read, and share the key information from the text with their partner.  Use a question and answer technique to ask simple questions about the text and assess each learner’s understanding.  Recap by asking the learners to practise spelling the new two-syllable words from the previous session. | 2 |
| 11 | Reading: Following instructions | E1.10 R Understand a short piece of text on a simple subject  E1.2 SLC Identify and extract the main information from short statements and explanations  E1.11 W Punctuate simple sentences with a capital letter and a full stop | By the end of the session, learners should be able to:   * identify when to use capital letters and full stops * add capital letters and full stops to a short piece of text * read and understand simple instructions * demonstrate that they can follow simple instructions. | Learners should be introduced to the use of capital letters and full stops at the start and end of simple sentences. Learners should amend a simple set of instructions they have been given by adding capital letters and full stops where needed.  Learners should read and follow simple instructions. For example, how to make a cup of tea. They could demonstrate following the instructions through a role-play activity to show their understanding.  This could be an opportunity to review and revise reading short sentences and/ or a short piece of text. | 2 |
| 12 | Reading: Descriptions | E1.10 R Understand a short piece of text on a simple subject  E1.2 SLC Identify and extract the main information from short statements and explanations  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * read and understand a short piece of text * answer questions about the text * discuss the text with their partner * accurately spell the key words from this session. | Learners read a short text giving a description of a person. For example: ‘tall’, ‘young’, ‘old’, ‘man’, ‘woman’, etc.  Learners should work with a partner to discuss the text they have read, and share the key information from the text with their partner.  Use a question and answer technique to ask simple questions about the text and assess each learner’s understanding.  Learners to practise and spell five key words from this session.  Alternatively, this could be an opportunity to formally assess learners on Reading.\*\*  \*\*Assessment of this qualification can take place at the centre’s discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions | 2 |
| 13 | Speaking, listening and communicating: Following instructions | E1.3 SLC Follow single-step instructions, asking for them to be repeated if necessary | By the end of the session, learners should be able to:   * follow simple verbal instructions * ask for help if needed * demonstrate that they can follow simple instructions. | Learners should be able to follow a simple set of verbal instructions. For example: ‘Sit here’, ‘Please wait’, ‘Now follow me’.  Learners should be able to ask simple questions to check their understanding. For example: ‘Is this right?’, ‘Can you please say that again?’  Use a role-play activity to assess each learner’s understanding of the instructions. | 2 |
| 14 | Speaking, listening and communicating: Using questions | E1.4 SLC Make requests and ask straightforward questions using appropriate terms and registers | By the end of the session, learners should be able to:   * ask a question * use ‘please’ and ‘thank you’ correctly * demonstrate active listening. | Using role-play activities or real-life scenarios, learners should be able to make simple everyday requests. For example: asking to see the doctor or asking a friend how they are feeling.  Learners should show that they have listened to and understood the answer given. | 2 |
| 15 | Speaking, listening and communicating: Responding to questions | E1.5 SLC Respond to questions about specific information  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * respond to simple questions to give information * listen to questions carefully * answer simple questions * accurately spell the key words from this session. | Using role-play activities or real-life scenarios, learners should be able to respond to simple questions and give specific information. For example, the names of their family members, the time and day of their lesson, when they were born.  Learners should be given time to prepare their ideas before practising the scenarios. Ask them to create simple questions to ask a partner on a given topic.  Learners to spell five key words from this session.  This could be an opportunity to review and revise speaking and listening techniques, and taking part in a discussion. | 2 |
| 16 | Speaking, listening and communicating: Communicating feelings | E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * share their opinion with their partner * share their feelings on a straightforward topic * accurately spell the key words from this session. | Learners should be able to say how a situation makes them feel. For example, ‘sad’, ‘happy’, ‘angry’.  Straightforward topics could include sharing their opinion about a birthday present they have received, a piece of work they have completed in class, a new house they have moved to, etc.  Learners to spell five key words from this session. | 2 |
| 17 | Speaking, listening and communicating: Discussion skills | E1.7 SLC Understand and participate in simple discussions or exchanges with another person about a straightforward topic | By the end of the session, learners should be able to:   * share their ideas with their partner * listen to the ideas of their partner * show that they understand the topic * ask their partner to repeat the question if they are unsure. | Learners should take part in a simple, straightforward discussion with a partner. Topics could include planning to meet for a coffee, asking someone about their weekend, or asking for directions.  Learners should demonstrate active listening and ask a question when they are unsure.  After practising discussions, this could be an opportunity to formally assess Speaking, listening and communicating.\*\*  \*\*Assessment of this qualification can take place at the centre’s discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions. | 2 |
| 18 | Writing: Introduction to writing skills – proper nouns | E1.12 W Use a capital letter for the personal pronoun ‘I’ and the first letter of proper nouns  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify a noun * identify pronouns and proper nouns * give examples of proper nouns * correctly use sentences with personal pronouns and proper nouns * accurately spell the key words from this session. | Recap word classes from sessions 4 and 8. Learners should now be able to confidently identify nouns and pronouns correctly. This could be assessed by asking the learners to circle the nouns/pronouns in a series of simple sentences.  Learners should now correctly demonstrate using capital letters for ‘I’ and proper nouns. They could do this by writing two or three sentences about a place they like to visit.  Learners to spell five key words from this session. | 2 |
| 19 | Writing: Simple sentences (verbs) | E1.16 W Communicate information in words, phrases and simple sentences  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * identify a verb * spell common verbs correctly * write sentences using common verbs. | Recap word classes from sessions 4 and 8. Ask learners to identify verbs or doing words. For example: ‘run’, ‘think’, ‘feel’, ‘look’, ‘pull’.  Using images as prompts, ask learners to correctly spell the verb shown in each image.  Give learners a word bank of verbs and ask them to write two or three simple sentences. And/or provide a gap-filling exercise, asking learners to fill in the gap using the correct verb.  This could be an opportunity to review and revise grammar. |  |
| 20 | Writing: Introduction to writing skills | E1.11 W Punctuate simple sentences with a capital letter and a full stop | By the end of the session, learners should be able to:   * identify when a capital letter should be used * say why we use a full stop * add capital letters and full stops to a piece of text * use capital letters and full stops in writing. | Learners should be able to use capital letters correctly for proper nouns. For example, names/places, etc.  Learners should be able to correct a short piece of text by adding capitals and full stops. For example: ‘Patrick was cold’. ‘Karen liked her birthday cake.’  Learners to write two or three short sentences on a straightforward subject such as where they live, using capital letters and full stops correctly. | 2 |
| 21 | Writing: Punctuation | E1.11 W Punctuate simple sentences with a capital letter and a full stop  E1.16 W Communicate information in words, phrases and simple sentences  E1.15 W Spell correctly words designated for Entry Level 1\*  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * add capital letters and full stops to a piece of text * write simple sentences using capital letters and full stops * accurately spell the key words from this session. | Recap on the previous session by asking learners to correct a short piece of text. They should add capital letters and full stops where needed.  As a group, read a text on a straightforward subject, such as a job advert. Use a question and answer technique to assess each learner’s understanding. Ask learners to write two or three simple sentences about their ideal job.  Ask learners to spell five key words from this session. These words could be taken from the short text that they read as a group.  This could be an opportunity to review and revise using punctuation. | 2 |
| 22 | Writing: Lower- and upper-case letters | E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case  E1.12 W Use a capital letter for the personal pronoun ‘I’ and the first letter of proper nouns  E1.13 W Use lower-case letters when there is no reason to use capital letters | By the end of the session, learners should be able to:   * identify when to use a lower-case letter * use upper- and lower-case letters correctly * write sentences using both upper- and lower-case letters correctly. | Recap on the previous session by verbally asking learners to say when to use upper-case/capital letters. For example, ‘I’ and proper nouns.  Learners should correct sentences, adding or removing upper-case letters as needed.  Learners to write two or three sentences on a familiar, straightforward topic, for example what food they like to eat, using upper- and lower-case letters correctly. | 2 |
| 23 | Writing: Spelling (days of the week) | E1.15 W Spell correctly words designated for Entry Level 1\*  E1.12 W Use a capital letter for the personal pronoun ‘I’ and the first letter of proper nouns  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * spell the days of the week correctly * use capital letters correctly for the days of the week * write a short sentence about a day of the week. | Learners should practise spelling the days of the week, using their preferred spelling strategy. They could complete gap-filling exercises by adding missing letters to the days of the week.  Learners should write two or three simple sentences about the days of the week. For example: ‘I work on Tuesday’. They should use capital letters correctly for the days of the week. | 2 |
| 24 | Writing: Spelling (numbers) | E1.15 W Spell correctly words designated for Entry Level 1\*  E1 W 16  Communicate information in words, phrases and simple sentences  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * write simple sentences using numbers * spell the days of the week correctly. | Learners should practise spelling numbers, using their preferred spelling strategy. They could complete gap-filling exercises by adding missing letters to numbers.  Learners should write two or three simple sentences using numbers. For example: ‘I have one child’.  Recap on the previous session by asking learners to write the days of the week using the correct spelling.  This could be an opportunity to review and revise spelling. | 2 |
| 25 | Writing: Simple sentences (subject-verb-object format; full stops and capital letters) | E1.16 W Communicate information in words, phrases and simple sentences  E1.15 W Spell correctly words designated for Entry Level 1\*  E1.11 W Punctuate simple sentences with a capital letter and a full stop  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * write simple sentences using subject–verb–object format * spell correctly words designated for Entry Level 1 * use full stops and capital letters correctly. | Learners should be able to write two or three simple sentences correctly. For example: ‘Meet me today’.  Learners should write sentences on straightforward topics. For example, about their family: ‘I have a brother’. ‘We live in a small house.’ Or learners could say where they live: ‘I live in Newcastle’. | 2 |
| 26 | Writing: Past tense | E1.15 W Spell correctly words designated for Entry Level 1\*  E1.16 W Communicate information in words, phrases and simple sentences  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * use ‘-ed’ correctly when the root word remains the same * write simple sentences using words that end in ‘-ed’. | Learners should correctly demonstrate spelling words in the past tense where the root word stays the same, e.g. ‘wanted’, ‘opened’, ‘jumped’.    Learners could write two or three simple sentences, using a word bank to support them. | 2 |
| 27 | Writing: Using contractions | E1.15 W Spell correctly words designated for Entry Level 1\*  E1.16 W Communicate information in words, phrases and simple sentences  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * spell common contractions correctly. | Learners should be able to spell the following contractions correctly:  **Mr, Mrs**  **n’t** words such as **couldn’t**, **didn’t**  **’ll** words such as **I’ll**, **we’ll**  **‘re** words such as **we’re**  **‘s** words such as **it’s**, **here’s**  Please refer to the Entry Level 1 specification (Annexe B).  Learners to write two or three simple sentences, using the correct spelling of the contraction. | 2 |
| 28 | Writing: Simple sentences (subject-verb-object format; full stops and capital letters) | E1.16 W Communicate information in words, phrases and simple sentences  E1.15 W Spell correctly words designated for Entry Level 1\*  E1.11 W Punctuate simple sentences with a capital letter and a full stop  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * write simple sentences using subject–verb–object format * spell correctly words designated for Entry Level 1 * use full stops and capital letters correctly. | Learners should be able to write two or three simple sentences. For example: ‘I have a new job’.  Learners should write a text on a straightforward topic. For example, starting a new job. Key words like ‘full time’, ‘days of the week’ and ‘numbers’ could be used as part of a spelling assessment.  Learners to write two or three sentences, using capital letters and full stops correctly. | 2 |
| 29 | Writing: Simple sentences (review and revise) | E1.16 W Communicate information in words, phrases and simple sentences  E1.15 W Spell correctly words designated for Entry Level 1\*  E1.11 W Punctuate simple sentences with a capital letter and a full stop  \*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:   * write simple sentences * spell correctly words designated for Entry Level 1 * use full stops and capital letters correctly. | Learners should be able to write two or three simple sentences. For example: ‘I like my birthday’.  Learners should write a text on a straightforward topic. For example, learners could write about their favourite day – birthday, Christmas, Eid, etc.  Learners to write two or three sentences, using capital letters and full stops correctly.  This could be an opportunity to review and revise writing simple sentences and/or a short piece of text. | 2 |
| 30 | Course review | E1.16 W Communicate information in words, phrases and simple sentences  E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics | By the end of the session, learners should be able to:   * identify what went well * say what they feel they have learned * identify a new goal or target to work towards. | Learners to review and reflect on their own learning, say what went well, what they feel about their progress and what they will work towards as a new goal or target.  They could write two or three sentences about their short-term goals for the future. This session could also be an opportunity for a formal final Writing assessment.\*\*  \*\*Assessment of this qualification can take place at the centre’s discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions. | 2 |