

# English Level 1

## Teacher's Notes

### Section D

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# English Level 1

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## Section D: Understanding and writing texts

### D1: Writing clearly

#### Use these free pilot resources to help build your learners' skill base

We are delighted to continue to make available our free pilot learner resources and teacher notes, to help teach the skills learners need to pass Edexcel FS English, Level 1.

#### But use the accredited exam material and other resources to prepare them for the real assessment

We developed these materials for the pilot assessment and standards and have now matched them to the final specification in the table below. They'll be a useful interim measure to get you started but the assessment guidance should no longer be used and you should make sure you use the accredited assessments to prepare your learners for the actual assessment.

#### New resources available for further support

We're also making available new learner and teacher resources that are completely matched to the final specification and assessment – and also providing access to banks of the actual live papers as these become available. We recommend that you switch to using these as they become available.

#### Coverage of accredited specification and standards

The table below shows the match of the accredited specification to the unit of pilot resources. This table supersedes the pilot table within the teacher notes.

Skills Standard	Coverage and Range	Learner Unit
<b>3 Writing</b> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	In more than one type of text	
	<b>3.1</b> Write clearly and coherently, including an appropriate level of detail <b>3.2</b> Present information in a logical sequence	<b>1</b> Writing clear and detailed information
	<b>3.4</b> Use correct grammar, including correct and consistent use of tense <b>3.5</b> Ensure written work includes generally accurate punctuation and spelling and that meaning is clear	<b>2</b> Using sentences to make your meaning clear (simple and compound sentences; common spelling errors; proofreading and revising)

#### Where to find the final specification, assessment and resource material

Visit our website [www.edexcel.com/fs](http://www.edexcel.com/fs) then:

- **for the specification and assessments:** under **Subjects**, click on **English (Levels 1–2)**
- **for information about resources:** under **Support**, click on **Published resources**.

# D1 Writing clearly

(Learner materials: Level 1, Section D1, pages 1–8)

Skill Standard	Coverage and Range	Learner Unit
L1.3 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.	<b>In a range of documents on paper and on screen:</b>	
	L1.3.1 Write clearly and coherently including an appropriate level of detail.	1 Writing clear and detailed information
	L1.3.2 Present information in a logical sequence.	
	L1.3.4 Use correct grammar including subject-verb agreement and correct and consistent use of tense.	2 Using sentences to make your meaning clear (simple and compound sentences; common spelling errors; proofreading and revising)
	L1.3.5 Proofread and revise writing for accuracy of grammar, punctuation and spelling, and to ensure that meaning is clear.	

## Approaches to teaching

Each unit begins with a brief, active explanation of the writing skills being taught. Then learners study a model text to see how these writing skills have informed the writing of a specific text.

This work is also designed to provide learners with further practise in their reading skills especially:

- L1.2.1 identify the main points and ideas and how they are presented in different texts
- L1.2.1 understand texts in detail.

Learners are then set a writing task which will require them to use the new skills and what they have learned from examining the model text. The initial work in gathering content and organising ideas and information is designed to give learners further practise in the speaking and listening skills (covered in section C). In this unit learners have the opportunity to make contributions clearly, to be heard and understood (L1.1.4) and ask questions using appropriate terms to obtain specific information (L1.1.5). As far as possible the task provides a real world learning context and requires the kind of simple research skills needed in employment.

Learners are asked to draft their text independently and reminded of specific sentence and word level skills they should employ in their writing. The unit *Using sentences*, which covers writing simple and compound sentences, accompanies this material since learners need to have secured these skills in order to write effective directions. After they have produced their

first draft learners work in pairs to read, comment on and suggest improvements to their writing.

Following on from this, learners examine and discuss a sample of writing provided in the text book and are asked to suggest improvements that could be made to it. This text has been deliberately designed to show the kind of problems learners need to avoid in their own writing and to elicit the kind of proof-reading skills which may be tested in the Functional Skills Assessment. Learners are then asked to check their own work for similar areas needing improvement and to implement what they have learned while writing their final draft and proofreading it.

## 1 Writing detailed information

In this section learners become familiar with methods of presenting information clearly, i.e. using numbering and listing of points in instructions; using headings and subheadings to separate information into sections while writing directions. Learners need to be encouraged to think carefully about the needs of specific readers to ensure that they include information relevant to them, e.g. users of different kinds of transport.

While all learners should take responsibility for choosing the location for directions, gathering the relevant information, and keeping to a deadline when completing this research, it may be useful to provide photocopies about a specific location and other relevant information for absentees and those who

have failed to meet the deadline so that the following lesson, when learners are writing and drafting their text, is not wasted by some learners. It is important to ensure the choices made by learners do not lead to the task becoming too open-ended for them to achieve.

## Answers

- 2 a) 1 is in the title and 2, 3 and 4 are in the first paragraph; b) So they can check that these are the directions they need; c) People who want to arrive by bus, car, train, tube, bicycle, in a wheelchair and on foot; d) Information is grouped under transport headings; e) Tips to avoid problems include: bicycles not allowed on parliamentary estate; problems for car users – parking charges, few places, congestion charges, no drop off area, police will move you on; f) Public transport is favoured, e.g. 'Coming by car is not recommended'. Readers are warned of parking difficulties, congestion charges, problems with dropping off and waiting etc.; g) C and D.
- 7 The first sentence is unclear because readers don't know which bus stop, etc. Discuss how Ellie can make it clearer, i.e. Ellie's text should include road names, and directions for how to get from the bus stop to the police station. Emphasise to learners the importance of visualising the complete journey and including all relevant details. The second sentence suggests Ellie needs to do more research, e.g. to phone the local bus company to find out where the stops are. Her style is too chatty. Proofreading should pick up the misspellings *visitors*

and *off*, and the grammar mistakes in using *their/there*, *never/ever*.

## 2 Using sentences

Learners are taught the skills to become confident writers of simple and compound sentences. It is important to emphasise the different effects that can be achieved by using each type of sentence. You should ensure learners understand what a verb is so that they can recognise its presence or absence in their sentences. For learners who are confident in forming their own sentences accurately you may wish to focus on how they can make their sentences work harder, e.g. by packing their sentences with more details, e.g. The **poor** quality of **many** pirate films spoils people's enjoyment.

## Answers

- 1 a) B, D and E are complete sentences and need to begin with capital letters and end with full stops; b) It is illegal **to make** a copy of a film. (Missing verb); **Piracy/illegal copying** costs the film industry millions of pounds each year. (Missing subject)

For more able learners you may wish to introduce a wider range of connectives to include in their sentences, e.g. *because*, *which*. You may wish to make it clear to learners that when they use 'because' as a connective they will be forming a complex sentence. It does not form a compound sentence.

- 3 *but*, *and*, *and*, *because*.