



English Year 11 Scheme of Work (Functional Skills)

Created By K O'Brien 30/07/21

Verified By V McHolland-Pilcher 17/10/21

A handwritten signature in blue ink, appearing to read 'K O'Brien', is located in the bottom left cell of the table.

A handwritten signature in blue ink, appearing to read 'V. McHolland-Pilcher', is located in the bottom right cell of the table.

Please note that the points listed within this box are covered off within 'Point Five of our Curriculum Policy Part 2' – 'How We Do It'. We originally had all of this information listed on each individual Scheme of Work however this became less effective for ADO staff, making the documents more clunky and worse for the environment when we were required to print!

- Teaching, Learning and Assessment Methods
- Equality Diversity and Inclusivity
- Identifying Gaps in Learning and how we Close Those Gaps/
How we Support Students Exceeding Expectation
- Personal, Social and Employability Skills
- Declared Disability/ Support Needs

ENGLISH – FUNCTIONAL SKILLS– YEAR 11 SCHEME OF WORK



YEAR 11 SCHEME OF WORK				
	Topic Overview	Learning Outcomes	Minimum Core Skills	Assessment & Tracking
Y11 Term CP1 Sept-Oct (6 weeks)	Reading and Spelling Punctuation and Grammar (SPAG) L2	<ul style="list-style-type: none"> Introduction to Functional Skills Understanding the importance of Spelling, Punctuation and Grammar (spell words used in work, study and daily life, including a range of specialist words) Using punctuation - writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) Reading for information Reading to understand purpose of texts Reading textual features 	<ul style="list-style-type: none"> Basic writing skills Reading text Understanding texts Movement- spelling test Life skills - communicating with peers Mathematics- counting up ladybirds in true and false quiz and convert to percentage Communication with Educator Reading word list Understand words meanings PSHE / employability skills 	<ul style="list-style-type: none"> Formative spelling test (true and false quiz- every right answer gets a wooden ladybird, count up at end and work out percentage students got as baseline) Written spelling test (can be based on subject of interest such as animals or wildlife) Mock reading test Holistic observations throughout the whole half term to ascertain students comfort levels around the topics
Y11 Term CP2 Nov-Dec (6 weeks)	Reading Continued L2	<ul style="list-style-type: none"> Reading- organisational features Reading- finding meaning Reading- implicit and inferred meanings Reading- comparison/ comparing texts 	<ul style="list-style-type: none"> Life skills, having the skills to extract relevant text effectively Basic writing skills Reading text and comparing them Understanding texts Visualisation of text Communicating with peers Communication with educator 	<ul style="list-style-type: none"> Comprehension observations Conducting curricular based monitoring tests. Use standardised tests that include materials that are taught throughout this half term Formative quiz (recapping) Reading test- to be done as a 1:1 with student and educator, they will be asked to read an article. Once they have read the article to the educator they will need to answer some questions about the article they have read. The article will not be given to the student until just before the test, this



				will help to monitor students processing abilities when working under pressure and if they are just reading words as opposed to processing the article in its entirety.
Y11 Term CP3 Jan-Feb (6 weeks)	Speaking, Listening and Communicating: L2	<p>Formal Assessment</p> <ul style="list-style-type: none"> Speaking, listening and communicating (listening closely) Presentations (five minute per student) Speaking, listening and communicating (questions and answers) 15-minute formal discussion together in groups of three to five learners. <p><i>Should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths. Ensure counter argument is encouraged- for more information assessor/IV to see page 17 of the Pearson 2019 English Specification.</i></p>	<ul style="list-style-type: none"> Communicating with educator about the structure of the formal assessment PSHE planning and preparation including rehearsing the process beforehand (spoons with peers faces on with silly photos to lighten the process as much as possible) Confidence building – presenting in front of a group ICT- research public/ motivational speakers- not only with how they communicate but how their body language is controlled (glancing at text/ eye contact around the group/ open arms) Sharing options through collaborative discussions SLC techniques which will be skills for life Fundamental British Values- Mutual Respect/ Individual Liberty/ Democracy/ Rule of Law 	<ul style="list-style-type: none"> Formative Assessment based on students abilities to plan Formal Assessment- five minute presentation. Students present information for five minutes to peers (up to four peers), using the skills learned in this half term. A key aspect of developing knowledge and skills in English, at Level 2 is to be able to communicate with confidence, effectiveness and with an increasing level of independence. Educator to ensure that they are assessing the students abilities to speak, deliver information, answer open ended questions and manage their impulse control/ concentration

ENGLISH – FUNCTIONAL SKILLS– YEAR 11 SCHEME OF WORK



YEAR 11 SCHEME OF WORK				
	Topic Overview	Learning Outcomes	Minimum Core Skills	Assessment & Tracking
Y11 Term CP4 Mar-Apr (6 weeks)	Writing L2	<ul style="list-style-type: none"> Understanding format and structure Extracting information and sharing this in a document Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) 	<ul style="list-style-type: none"> Basic writing skills Reading text Understanding texts Visualisation of text Communicating with peers Communication with educator Organisational features Correct spelling Understand grammar use Correct structure of text 	<ul style="list-style-type: none"> Formative Assessments based on The use of proper writing conventions, such as good spelling, grammar, using capital letters where relevant, and punctuation. Holistic Assessment based on Motivation/ Engagement/ Attendance/ Behaviour and Effort this is just as important as how students are doing at the specific writing task- reminder to praise as much as possible as the majority of our students find writing tasks the hardest of all English topics
Y11 Term CP5 May-Jun (6 weeks)	Writing Continued L2	<ul style="list-style-type: none"> Learn about the evolution of communication from typewriters to emails/ text messages Learn and construct a letter of complaint Compare the layout of a letter to an email Learn why we use emails as a common form of communication Write an Email Understand how to phrase text within an email Reviewing emails Writing- forum contributions Writing- articles 	<ul style="list-style-type: none"> Holding a pen Writing style Motor skills Letter formation Communication with educator Handwriting practice ICT for research ICT for Emails Types of writing styles PSHE/ Employability skills Life skills Collaborative learning 	<ul style="list-style-type: none"> Writing Assessment- holistically assessed during lesson then assessed in more detail by educator in due course. Students to focus on the task at hand, without feeling that they are being observed. This is to allow the educator to see the levels that the students are working prior to completing mock and official tests (letter of complaint task/ birthday party email task) Peer observations and marking Mock tests
Y11 Term CP6 Jun-July (6 weeks)	Revision and Exams L2	<ul style="list-style-type: none"> Complete written test Complete reading test 	<ul style="list-style-type: none"> Skills to help manage nerves and exam pressures Gaining experience in timed tests- managing time effectively 	<ul style="list-style-type: none"> Yearend tests in reading and writing Summative assessment Externally Assessed

ENGLISH – FUNCTIONAL SKILLS– YEAR 11 SCHEME OF WORK



		<p><i>(The exams that students have to complete consist of a reading and writing exam and the content is based on all that has been learned throughout the last key stage) *Please note as our students have diagnosed additional needs, reasonable adjustments/access arrangements are required for consideration. If a student is not ready to sit the official exam, they can complete another 'mock' or engage in a simpler entry test- depending on individual learner paces and learning abilities- or student can come and sit the exam in the holidays but a delay in results for September is likely- not so much of an issue if student is returning in Post-16*</i></p>	<ul style="list-style-type: none"> ▪ Reading, processing questions and answering them ▪ Writing answers, collating work outs/sums to get to the answers ▪ Life skills- managing personal impulses in an examination room ▪ Mindfulness- coping strategy, managing breathing in a potentially stressful environment 	<ul style="list-style-type: none"> ▪ Internal Verifier Educator to construct end of term report
--	--	--	--	--