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| Functional Skills English Scheme of Work |
| AQA | 11.2 |  |  |
| Objective | Outcome | Lesson | Resources | Notes |
| 1. To know the structure of a letter.2. To use emotive language as part of a persuasive text.3. To know the skills required during the speaking and listening discussion.4. To research information needed for a presentation.5. To know the structure of a speech.6. To produce a speech using persuasive techniques.7. To know the structure of a report and produce a report on a subject.8. To produce a report under pressure and time restraints.9. To know the structure of a leaflet and produce a leaflet on a subject.10. To produce a leaflet under pressure and time restraints.11. To know the effects of presentational devices.12. To analyse the effects of presentational devices in a leaflet.13. To complete a practice test.14. To know the structure of an article and produce an article on a subject.15. To produce an article under pressure and time restraints.16. To know the different purposes of texts.18. To know the difference between fact and opinion.19. To know the variety of tone and style.20. To know how to compare and contrast more than one text.21. To know the structure of a level two FS English reading exam. | 1. Students will know how to set out a letter.2. Students will write a letter using emotive language.3. Students will know the variety of skills needed to pass the speaking and listening exam.4. Students will find quotes and statistics to support their presentation.5. Students will know the structure of a speech and start to plan.6. Students will write a speech using a variety of techniques. 7. Students will know the structure of a report and write a report on a subject they choose.8. Students will write a report based on an exam style question.9. Students will know the structure of a leaflet and produce a leaflet on a subject of their choosing.10. Students will write a leaflet based on an exam style question.11. Students will know the effects of presentational devices.12. Students will be able to recognise the devices and discuss the effects.13. Students will complete a practice test to show their progression.14. Students will know the structure of an article and produce an article on a subject they choose.15. Students will write an article based on an exam style question.16. Students will know the variety of different purposes with examples of each.18. Students will be able to identify facts and opinions within a text.19. Students will be able to write in different tones and styles.20. Students will be able to look at the different features of texts 21. Students will know the structure and the different questions on a reading exam. | 1. Brainstorm any prior learning as students come to the board and fill in the gaps of a blank letter. Explain the task to students (invites to WMHD) and they begin to plan their letter.2. Students continue to write their letter as staff monitor to volunteer ideas regarding structure and content.3. Using the mark scheme as reference, brainstorm everything that the students consider importance when involved in a discussion. Ask students why they believe each point is important.4. Students research articles regarding mental health in the media to find relevant material. Speak to students about reliable sources.5. Discuss with students different ways to opening a persuasive piece of writing and how to grab the listeners attention. Students plan their key points and organise their speech.6. Students begin to write their speech with staff offering support with content and structure.7. Discuss the structure/language of a report and look at examples. Students then choose a subject they have an interest in to produce their own report.8. Students time themselves as they complete an exam style question using the skills they have learned.9. Discuss the structure/language of a leaflet and look at examples. Students then choose a subject they have an interest in to produce their own leaflet.10. Students time themselves as they complete an exam style question using the skills they have learned.11. Students complete a table of the variety of presentational devices and using the mark scheme they produce a list of acceptable answers when discussing the effect.12. Using the leaflet examples, students annotate all the different presentational devices and feedback to the group.13. Students complete a writing and reading past paper under exam conditions.14. Discuss the language and structural features of an article and use exams. Students then write an article about a recent event they have been involved in.15. Students time themselves as they complete an exam style question using the skills they have learned.17. Students will discuss the variety of texts and the different style required for each. Students will then write an introductory paragraph for each purpose.18. Students will look at facts and opinions and the effects of each on the reader. Then students will work through a text to identify the facts and opinions.19. Students will answer questions on the given example and then they will have to write a formal and an informal piece of writing on the same topic.20. Students will look at two different texts and find the similarities and differences in style / structure / presentational devices.21. Students will go through the paper looking at the different styles of question and discuss the best way to answer them using the mark scheme for reference. |  | Students usually write as a stream of consciousness and therefore can correct any errors at the end |
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| 1. To be able to synthesise information.2. To understand how layout affects the reader.3. To understand how writers can persuade the reader.4. To produce a piece of persuasive writing.5. To know the features of an information text.6. To be able to produce an information text.7. To know the features of and produce an article.8. To recap layout and answer comprehension questions.9. To know that different texts have different purposes and audiences.10. To be able to write a report.11. To know the features of and produce an information/advice leaflet.12. To complete a mock reading and writing exam.13. To write an email volunteering for an event.14. To be able to write a letter of application for a specific job.15. To understand tone and style.16. To know the difference between fact and opinion.17. To recap and practice how to set out a writing test answer.18. To be able to improve work by drafting and checking.19. To recap how to plan an answer.20. To complete a practice comprehension task. | 1. Students will be able to synthesise information and find suitable quotes.2. Students will understand the positive effects of a good layout.3. Students will know a variety of persuasive techniques.4. Students will be able to use these techniques to produce a piece of persuasive writing.5. Students will be familiar with the features of an information text.6. Students will use these skills and be able to produce an information text in the same style.7. Students will analyse an article and understand the features so they can produce their own.8. Students will remember the effects of layout and be able to answer related comprehension questions.9. Students will know the different purposes of texts.10. Students will be able to write a report.11. Students will know the features of a leaflet and be able to produce one.12. Students will complete the mock exam.13. Students will know how to write an email.14. Students will be able to write a letter of application.15. The students will be able to recognise a variety of styles.16. The students will be able to identify a fact and an opinion.17. To students will be able to structure a writing test answer.18. The students will be able to check and improve their work.19. The students will be able to plan their answers successfully.20. The students will complete a practice comprehension exercise. | 1. Student read through a variety of possible destinations and highlight the relevant information related to each person and then decide which is the most suitable.2. Students look at a variety of different texts with different layouts to decide which features make the text better.3. Students match a variety of different techniques to examples of the techniques being used.4. Students use at least five of these techniques to produce a piece of persuasive writing on a topic of their choosing.5. Students look at an example of an information text and analyse the different features.6. Students use the work from last lesson to research an information text on a topic of their choosing using the same style.7. Students read through and analyse the features of an article then produce their own version on a charity event.8. Students must read through an information text highlighting layout features and then answer questions based on the text.9. Students will read a variety of different texts and identify the target audience and purpose of each one.10. Students will discuss the different features of a report and then be able to write a balanced report on a local event.11. Students will analyse an information/advice leaflet and use this knowledge to produce one detailing how to avoid crime in a local area.12. Students will work in silence to complete a mock reading and writing exam to show their current level.13. Students will look at the features of an email and be able to write an email volunteering for a local charity.14. Students will read through a job advert and then write a letter explaining why they are suitable for the job.15. Students will read different texts to understand how the tone and style can be different to create different effects.16. Students will read a newspaper article to see how fact and opinion are used and can be confusing at times.17. Students will analyse the structure of all pieces of functional skill writing tasks to see the similarities.18. Students will produce a piece of written work on a topic of their choosing and then they must find five mistakes or improvements they could alter.19. Students will plan a variety of writing questions, having only five minutes on each one.20. Students will complete a practice comprehension exercise in exam conditions. |  |  |