

# Long Term Plan English



## Functional Skills Level 2

	Autumn	Spring	Summer
<b>Unit</b>	Non-fiction  Letters, speeches, articles, reviews and emails	Non-fiction  Persuasive writing and speeches	Non-fiction  Consolidation
<b>Skills, Knowledge and Learning</b>	<p>Pupils will have consolidated the Level one skills and will start to work towards the Level two. They will read a range of texts that will become increasingly more complex, to allow them to identify the main points of the texts with confidence. In addition, they will explore a range of current and topical issues to inspire the discussions that they will participate in. These will include Remembrance Day, whether fireworks should be banned as well as current news affairs at the time. Pupils' will continue to develop their understanding of linguistic devices, such as metaphors and similes, and explore these across the different range of texts. Pupils will begin to craft their writing, so that it is clearer to the given audience, and they will start to apply the linguistic devices learnt into their writing. Pupils will also acquire new vocabulary through the reading of more complex texts and be able to use a dictionary to locate newfound words and gauge an understanding of their definition. In terms on communication, this will develop across the term in both writing, as well as oracy. Pupils will follow on from Entry three and extend their skills and knowledge of communication by participating in longer discussions. They will also be able to explore how to embed facts and statistics into the discussions to allow their opinions to be validated.</p>	<p>Moving into the Spring term, pupils will explore topics in preparation for their speaking and listening examinations. Pupils will learn how to be active listeners, by focusing their attention on the speaker to understand what they are saying. Pupils will develop their understanding of the importance of being fully present, avoiding distraction, and showing interest. They will also understand the difference between formal and informal presentations, and this will be apparent within their assessment of Task 1 and Task 2. Pupils will be able to express an opinion on a range of current and topical issues, as well as discuss, converse and present using a formal register that is appropriate for a professional context. Information shared will be able to support points with an argument, persuasive speech or extended discussion accurately. In terms of writing, pupils will continue to structure their writing with a range of presentational features so that the reader can easily locate key information. This will include direct address, alliteration, facts, opinions as well as rhetorical questions. The persuasive features are used more often to impact the reader, and this will be shown in the speeches created. Across the spring term, pupils will continue to summarise the main points of a text, as well as demonstrate an understanding of the similarities and differences across two or more texts paying attention to how the writers have expressed their opinions. When comparing the texts, they will be developing their skills in terms of analysing the language, ideas and themes</p>	<p>The summer term will see pupils identifying and comparing information, ideas and opinions in different texts, and understanding the relationship between textual features and devices. Pupils will also explore how they can be used to shape meaning for different audiences and purposes, as well as use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources. Pupils will be confident at following an argument, identifying different points of view and distinguishing fact from opinion within different styles of writing and the writer's voice. It will be clear that pupils will be able to communicate information, ideas and opinions clearly, coherently and effectively, in both oracy and writing. Texts written will show an appropriate level of detail (including where this is specified) to meet the needs of purpose and audience, as well as the texts being organised for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables). Pupils will be confident with extracting key information from texts and applying these skills within the examinations in June.</p>

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		within a range of complex sources as well as exploring the writer's use of tone within a piece of text	
<b>NC/Qualification Objectives</b>	<p><b>Reading:</b> L2.11, L2.12, L2.13, L2.14, L2.15, L2.16, L2.17, L2.18, L2.19</p> <p><b>Writing:</b> L2.20, L2.21, L2.22, L2.23, L2.24, L2.25, L2.26, L2.27, L2.28,</p> <p><b>Speaking and Listening:</b> L2.1, L2.2, L2.3, L2.4, L2.5, L2.6, L2.7, L2.8, L2.9, L2.10</p>	<p><b>Reading:</b> L2.11, L2.12, L2.13, L2.14, L2.15, L2.16, L2.17, L2.18, L2.19</p> <p><b>Writing:</b> L2.20, L2.21, L2.22, L2.23, L2.24, L2.25, L2.26, L2.27, L2.28,</p> <p><b>Speaking and Listening:</b> L2.1, L2.2, L2.3, L2.4, L2.5, L2.6, L2.7, L2.8, L2.9, L2.10</p>	<p><b>Reading:</b> L2.11, L2.12, L2.13, L2.14, L2.15, L2.16, L2.17, L2.18, L2.19</p> <p><b>Writing:</b> L2.20, L2.21, L2.22, L2.23, L2.24, L2.25, L2.26, L2.27, L2.28,</p> <p><b>Speaking and Listening:</b> L2.1, L2.2, L2.3, L2.4, L2.5, L2.6, L2.7, L2.8, L2.9, L2.10</p>
<b>SPAG</b>	<ul style="list-style-type: none"> <li>-Use a range of more developed punctuation marks accurately and confidently such as the apostrophe, semicolon and the colon</li> <li>-Explore the use of modal verbs within writing to express probability of events</li> <li>-Write consistently in the correct tense</li> <li>-Spell commonly used words accurately most of the time</li> <li>-Begin to acquire new words and attempt to spell the correctly</li> <li>-Sentence demarcation is more secure</li> </ul>	<ul style="list-style-type: none"> <li>-Use quotations marks when including supporting evidence within writing</li> <li>-A variety of sentence forms are used for structure and effect</li> <li>-Embedded clauses are used within complex sentences</li> <li>-Standard English is used throughout</li> <li>-Spelling is generally accurate including new complex words and words with irregular spelling patterns</li> <li>- Vocabulary is more sophisticated through the use of newly acquired words</li> </ul>	<ul style="list-style-type: none"> <li>-Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</li> <li>-Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)</li> <li>-Spell words used in work, study and daily life, including a range of specialist words</li> </ul>
<b>Spelling revision</b>	<p><b>Homophones</b></p> <p>Their/there</p> <p>Be/bee</p>	<p><b>Confusing pairs</b></p> <p>Are/our</p> <p>Of/off</p>	<p><b>Double consonants.</b></p> <p>Allowed</p> <p>Accommodation</p>

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<b>Level 2 does not have a spelling test.</b>	For/four Here/hear	Quite/quiet.	Officer
<b>Enrichment/ Experiences</b>	Offsite trip to Library - visit Reading to develop confidence with travel and college applications	Visit the cinema and write a film review to implement writing tool kit of non-fiction texts	Exam period
<b>Curriculum End Point / Goal</b>	The Pearson Edexcel Functional Skills Qualification in English at Level 2 consists of one internally-set and internally-marked Speaking, listening and communicating assessment, one externally-assessed Reading assessment and one externally assessed writing assessment. Pupils will be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. By the end of the year, pupils should be able to use these skills autonomously, and apply them to a range of formal and informal contexts, both in school and in real life. 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. Pupils will have developed the key skills should they wish to move to study GCSE English Language.		