**Course Delivery Information**

**Duration**: 10 weeks

**Aims:** To prepare for L2 Functional Skills English

**Performance -** Learners can speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.

They should be able to:

• Listen, understand and make relevant contributions to discussions with others in a range of contexts;

• Apply their understanding of language to adapt delivery and content to suit audience and purpose;

• Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;

• Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar;

• Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

**Regular resources/textbooks including:**

* BKSB
* ACL Gateway (Moodle)
* Other online programs/resources e.g. Padlet/Flippity/Skillswise/Skillsworkshop/BBC Bitesize
* Online IWB

The learners will be accessing lessons via Zoom. The lessons will be “flipped” meaning that on occasion, the learners will be sent resources to familiarise themselves with before the lessons.

The following areas will be covered in all lessons in different ways. Some particular ways are highlighted below and week by week in the following pages.

**Digital skills:**

Digital skills are a priority for this current learning situation. Lessons in the early part of the first term will be built around accessing E-learning platforms such as BKSB and ACL Gateway, and will provide opportunities to practise this and being supported doing so.

**Employability:**

The majority of learners at this level are trying to gain access to higher level courses or a job. They are working towards their individual goals; vocabulary and writing appropriate to job search and study skills is also embedded. In addition, we work in partnership with internal and external organisations for employability support e.g. iWork.

**Numeracy:**

Numeracy is incorporated into the majority of English lessons e.g. adding up scores in quizzes, discussing the time, reading calendars, discussing shopping prices and discounts etc.

**ILPs and reviews:**

Individual Learning Plans will be produced in the first few weeks of the course. Reviews will take place every half term. The end of course review will include a discussion about progression onto Functional Skills or another qualification.

**IAG and Progression:**

Discussing IAG and progression routes is emphasised in the curricula. This is done in partnership with a number of organisations to ensure learners are able to make well informed, realistic decisions about their future. There is informal IAG on an ongoing basis as the need arises, plus the opportunity for learners to attend sessions with trained IAG advisors.

**Homework:**

Homework will be set as appropriate and will be outlined on the SOW.

Activities will be available to early arrivals to class and these and starter activities will be based particularly around vocabulary development for general English. Activities will include:

* On line games (e.g. Skillswise) and grammar websites
* Using PowerPoint slides and wipeboards
* Tarsias
* Match Cards

**Methods of Differentiation to be employed throughout course include:**

Simplify language if/when possible; Use of buddies for less able learners; Individual session targets for less able learners; Access to internet where suitable; Stretching activities for higher level learners e.g. higher order questions; Longer time allowed for less able learners; Graduating tasks on worksheets; Use of open tasks; Group work and peer support; Use of oral questioning to gauge levels of understanding for learners with low levels of writing skills

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| **Week 1**27/05/21 | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Zoom class | InductionGetting to know you activitiesIntroduction to course | Be fully inducted into the group/courseUnderstand housekeeping and safeguarding issuesDiscuss responsibilities in group and write a group agreement | Q&A ObservationDiscussion | Welcome to learnersIcebreaker activities to help learners get to know each otherExplain how the course will run – Zoom and independent study. Give out course overview.Discuss Zoom etiquette (show slide) and develop group agreementSafeguardingValues – show videoExplain how to access BKSB and set DA task.  | ZoomInduction pptValues videoBKSBCourse overviewDirect learners to resources on ACL GatewayInduction video etcIdioms – on line ativity | Discussion skillsGroup dynamics skillsValues discussionSafeguarding discussion |
| Week 24/05/21 | Content | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
|  | Recognise language and layout techniques for persuasion in textIdentify persuasive language in a textWrite persuasively | Understand the use of different language techniques for different purposesIdentify difference between effective and ineffective speech making | Q&A ObservationDiscussionCompletion of tasks | Learners to begin with identifying where they might find examples of persuasive texts in real lifeRevisit language techniques for persuasion and organisational featuresView example of good/bad speech delivery via BBC Bitesize videoWrite campaigning speech for homework | **Powerpoint****BBC Bitesize video** |  **Reading and writing****Understanding suggested meaning** |
| **Week 3**11/05/21 | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Zoom class | Example of good report writing | Use knowledge gained to write reportUse correct format and organisational features | Q&A ObservationDiscussionCompletion of tasks | Learners to be introduced to features of report writing Understand need for formal languageUse appropriate organisational feature | PowerpointWriting a report pdf | Writing CommunicationCorrect formatting |
| **Week 4**18/05/21 | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Zoom classILP Deadline | Purpose, audience and format of text (practice)Text types

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Use knowledge of language to decode unfamiliar wordsUse skimming and scanning techniques.Predicting meaning from a text Recognising fact from fiction within a variety of textsBe aware of Reading exam criteria – what’s expected in terms of skills | Explain the purpose, audience and format of a textExplain what makes different texts unique. | Q&A/group discussionCompletion of assessment activity in class | Review independent learning: Understanding Text Types and format/featuresPractice: Put up image relating to analysing a text: where is it from, who is it for, what is its purpose. Ss to show one/two of their realia and explain them.JR to show items of realia and ask ss to complete quiz/assessment activity to show learning. Feedbackhttp://elss.elc.cityu.edu. hk/ELSS/Resour ce/Understanding%20Text%20(Genre)%20Types/Learners to complete matching activity using above linkPrepare for independent learning: brief on activities ss need to do | Realia( if in classroom)Different examples of textsDifferent genres of textGenre handoutLayout features handoutOn line activity |  Understanding text – inferring meaning FormattingText purpose  |
| **Week 5**25/05/21 | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| (see Wk 4 that was cancelled) | Recognising layout features and text types (prep)Picking out the main points (1) (will need to move to week 6) |  | Q and ACompletion of tasks Discussion | Complete L1/L2 section of BKSB Reading Text on organisational features | BKSB Org/Struct features module |  |
| **HALF TERM****26/10/20** |
| **Week 6** | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Sentences | Recognise when a run on sentence is being usedUsing methods of joining sentences that are correctCreate a variety of sentences | Sentences types- rin on sentences Sentence tpes | Q and ACompletion of tasks Discussion | Watch BBC Bitesize FS videos and do activities on Skim/ScanRead Skillswise factsheets on Skimming and ScanningComplete scanning a job advert activityRead Understanding a text – how to identify key words document (activity on ACL Gateway) | <https://www.bbc.co.uk/bitesize/topics/zvgg4qt/articles/zwrtcj6>Skimming/scanning/job advert worksheets | WritingCorretc use of grammarUsing a variety of sentences |
| **Week 7 – June 16th** | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Zoom class | Writing for purpose –Writing a blog | Recognise and use of informal language style to suit purposeRecognise language techniques in text | Group discussionQ&AWriting according for purposeCompletion of taskPreparing plan | Recap past learning re language techniques – especially persuasiveIdentify persuasive techniques in transcript of video | PowerpointPersuasive text example – Prince EA | Writing for purpose |
| **Week 8** | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Speaking and Listening | Understand City and Guilds requirements for S and L | Practice formal discussionInformal topic discussion | Q and ACompletion of tasks Discussion | GroupworkTopic researchPhrases to keep a discussion goingClose reference to s and l criteriaConversation/discussion practice | PowerpointVideoTenant And Tate conversation skills |

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| **Functional Skills Standards****(including E&D themes)** |
| Discussion skillsGroup dynamics skills |

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| **Week 9** | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Reading | Understanding textsHow to infer meaning Methods of understanding texts | Infer meaningUnderstand a textUse skimming and scanning Precis- main point | Q and ACompletion of tasks Discussion | Watch BBC Bitesize FS videos and do activities on Skim/ScanRead Skillswise factsheets on Skimming and ScanningComplete scanning a job advert activity | <https://www.theidioms.com/><https://www.bbc.co.uk/bitesize/topics/zvgg4qt/articles/zwrtcj6>Skimming/scanning/job advert worksheetsSkillsworkshop- Walter Tull(See SOW – Wk6 WH) | Inferring meaningUnderstanding implicit/explicit meaning |
| **Week 10** | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards****(including E&D themes)** |
| Zoom class | Assessment practiceCourse reviewSkills practice | Demonstrate their competence at readingReview a L2 writing exam question | Key skills quizMock exam | Learners to complete quiz/interactive revision activity to cover all skills learned so far.Complete a mock exam question | QuizL2 papers |

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| **Content – review L2 skills** **in specification for Reading,****Writing and S & L** |
| Assessment practiceCourse reviewSkills practice |

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