**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 | Induction  Getting to know you activities  Introduction to course | Be fully inducted into the group/course  Understand housekeeping and safeguarding issues  Discuss responsibilities in group and write a group agreement | Q&A  Observation  Discussion | Welcome to learners  Icebreaker activities to help learners get to know each other  Explain how the course will run – Zoom and independent study. Give out course overview.  Discuss Zoom etiquette (show slide) and develop group agreement  Safeguarding  Values – show video  Explain how to access BKSB and set DA task. | Zoom  Induction ppt  Values video  BKSB  Course overview  Direct learners to resources on ACL Gateway  Induction video etc  Idioms – on line ativity | Discussion skills  Group dynamics skills  Values discussion  Safeguarding discussion |
| Week 2  4/05/21 | 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 text  Identify persuasive language in a text  Write persuasively | Understand the use of different language techniques for different purposes  Identify difference between effective and ineffective speech making | Q&A  Observation  Discussion  Completion of tasks | Learners to begin with identifying where they might find examples of persuasive texts in real life  Revisit language techniques for persuasion and organisational features  View example of good/bad speech delivery via BBC Bitesize video  Write 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 report  Use correct format and organisational features | Q&A  Observation  Discussion  Completion of tasks | Learners to be introduced to features of report writing  Understand need for formal language  Use appropriate organisational feature | Powerpoint  Writing a report pdf | Writing  Communication  Correct 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 class  ILP Deadline | Purpose, audience and format of text (practice)  Text types   |  | | --- | |  |   Use knowledge of language to decode unfamiliar words  Use skimming and scanning techniques.  Predicting meaning from a text Recognising fact from fiction within a variety of texts  Be aware of Reading exam criteria – what’s expected in terms of skills | Explain the purpose, audience and format of a text  Explain what makes different texts unique. | Q&A/group discussion  Completion of assessment activity in class | Review independent learning: Understanding Text Types and format/features  Practice: 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. Feedback  http://elss.elc.cityu.edu. hk/ELSS/Resour ce/Understanding%20Text%20(Genre)%20Types/  Learners to complete matching activity using above link  Prepare for independent learning: brief on activities ss need to do | Realia( if in classroom)  Different examples of texts  Different genres of text  Genre handout  Layout features handout  On line activity | Understanding text – inferring meaning  Formatting  Text 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 A  Completion 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 used  Using methods of joining sentences that are correct  Create a variety of sentences | Sentences types- rin on sentences  Sentence tpes | Q and A  Completion of tasks Discussion | Watch BBC Bitesize FS videos and do activities on Skim/Scan  Read Skillswise factsheets on Skimming and Scanning  Complete scanning a job advert activity  Read 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 | Writing  Corretc use of grammar  Using 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 purpose  Recognise language techniques in text | Group discussion  Q&A  Writing according for purpose  Completion of task  Preparing plan | Recap past learning re language techniques – especially persuasive  Identify persuasive techniques in transcript of video | Powerpoint  Persuasive 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 discussion  Informal topic discussion | Q and A  Completion of tasks Discussion | Groupwork  Topic research  Phrases to keep a discussion going  Close reference to s and l criteria  Conversation/discussion practice | Powerpoint  Video  Tenant And Tate conversation skills | |  | | --- | | **Functional Skills Standards**  **(including E&D themes)** | | Discussion skills  Group dynamics skills | |
| **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 texts  How to infer meaning  Methods of understanding texts | Infer meaning  Understand a text  Use skimming and scanning  Precis- main point | Q and A  Completion of tasks  Discussion | Watch BBC Bitesize FS videos and do activities on Skim/Scan  Read Skillswise factsheets on Skimming and Scanning  Complete scanning a job advert activity | <https://www.theidioms.com/>  <https://www.bbc.co.uk/bitesize/topics/zvgg4qt/articles/zwrtcj6>  Skimming/scanning/job advert worksheets  Skillsworkshop- Walter Tull  (See SOW – Wk6 WH) | Inferring meaning  Understanding 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 practice  Course review  Skills practice | Demonstrate their competence at reading  Review a L2 writing exam question | Key skills quiz  Mock exam | Learners to complete quiz/interactive revision activity to cover all skills learned so far.  Complete a mock exam question | Quiz  L2 papers | |  | | --- | | **Content – review L2 skills**  **in specification for Reading,**  **Writing and S & L** | | Assessment practice  Course review  Skills practice | |