**Course Delivery Information**

**Duration**: 10 weeks

**Aims:** To prepare for L1 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
* Online IWB

The learners will be accessing lessons via Zoom. The lessons will be “flipped” meaning that learners will need to do work in advance of the class and then apply this learning in the lesson. I anticipate this will take a little getting used to so will support students as they adapt.

Generally face-to-face classes are 2 hours but this is too long on Zoom. I anticipate the learners will need to do approximately 1-1.5 hours independently with the rest on Zoom. During the Zoom session, I plan that the first half an hour will be for learners who need some support with the offline learning. This will be followed by an hour or so, of group activities to practise the skills learned offline. Learners will also be offered the opportunity to attend a study support session. In addition, students who don’t have English as their first language will be offered a grammar class to help them work on their language.

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

* purple - Opportunities for Employability brown - Opportunities to embed maths
* blue - Use of ICT red - Celebration of equality and diversity/issues around Respect agenda

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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)** |
|  | Individual chat with tutor for new learners |  |  |  |  |  |
| 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 | 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** |  | **Resources** | **Functional Skills Standards**  **(including E&D themes)** |
| Independent study – pre-class | Reading element  Fact or Opinion | Recognising fact from fiction within a variety of texts  Be aware of Reading exam criteria – what’s expected in terms of skills   |  | | --- | |  | |  |   Use knowledge of language to decode unfamiliar words  Use skimming and scanning techniques.  Predicting meaning from a text | Q&A  Observation  Discussion |  | **Powerpoint** |  |
| Zoom class | Access Moodle | Know how to access Moodle and see information about the course/learning | Discussion  Successful log on to Moodle | Icebreaker activities  Introduce course – term dates, FS qualification, grammar class, study support, IAG (show video)  Demonstrate Moodle. Ensure learners have login details and get them to sign in. If time, get them to do the H&S checklist quiz. Explain learner profile and ILP activities for homework | Direct learners to resources on ACL Gateway  Moodle instructions (email these too) |  |
| **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)** |
| Independent study – pre-class | Learner profile, ILP self assessment/ targets and H&S checklist on Moodle (ACL Gateway) | Identify their own strengths and weaknesses  Identify learning styles  Choose targets | Self-assessment  DA targets | Independent study  Bring something to practise scanning with | Moodle (ACL Gateway) | Identifying own strengths and weaknesses  Target setting  Marking own work  Reading scores |
| Zoom class | Feedback on ACL Gateway activities  Set free writing diagnostic. Show how to upload it to Moodle  Defining important words to do with reading  Discussing importance of layout/punctuation  Independent study: free writing/DA gather realia from around home and complete activities online  Direct learners to ACL Gateway | Complete activities on ACL Gateway  Upload their writing to Moodle  Define important words to do with reading  Recognise why punctuation and layout are important in reading |  | Ask learners re completion – arrange 1-1 after class with those struggling  Demonstrate how to scan work, save it as a PDF and upload it to Moodle. Ask learners to practise with a leaflet/ something printed they have at home.  Put learners into groups and put metalanguage matching activity up WB. Get learners to complete it. Feedback in large group.  Put text on IWB which has no layout or punctuation. Discuss with ss what it needs to make it understandable/readable. Discuss importance of layout/punctuation in reading/writing.  Brief ss on independent learning and direct to ACL Gateway | Easy scanner  ACL Gateway  Metalanguage matching cards  Direct learners to resources on ACL Gateway  Metalanguage handout  Text without/with layout/ punctuation  Scanner instructions  Upload any IWB notes | 9, 12, 16, 18  International Day of Older Persons  International Day of Non-Violence  Black History Month |
| **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)** |
| Independent study – pre-class | Free writing upload to Moodle  Purpose, audience and format of text | Use ACL Gateway to upload writing  Explain the purpose, audience and format of a text | Paper based writing assessment  Completion of online activities | Free writing diagnostic  Learners to complete Understanding Text Types activity  Bring 3 pieces of realia to class | http://elss.elc.cityu.edu. hk/ELSS/Resour ce/Understanding%20Text%20(Genre)%20Types/ |  |
| Zoom class  ILP Deadline | Purpose, audience and format of text (practice)  Text types | 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 |  |
| **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)** |
| Independent study – pre-class | Recognising layout features and text types (prep)  Picking out the main points (1) (will need to move to week 6) |  |  | Complete L1/L2 section of BKSB Reading Text on organisational features  Bring 3 pieces of realia to class | BKSB Org/Struct features module |  |
| Zoom class  Mid-term review | Recognising layout features and text types (practice) | Recognise and use layout features and images. | Marked worksheets | Explain importance of being able to explain what features make up different types of text. Show different text type examples and discuss what features make them what they are. | Images of realia | 9, 10, 11, 13, 14, 15  World Food Day  International Day for the Eradication of Poverty |
| **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)** |
| Independent study – pre-class | Picking out the main points (1)  Picking out the main points (2) | Sentences types |  | 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)  Literacy glossary activity – what is a noun/verb etc | <https://www.bbc.co.uk/bitesize/topics/zvgg4qt/articles/zwrtcj6>  Skimming/scanning/job advert worksheets |  |
| Zoom class | Picking out the main points (1) | Use knowledge of language to decode unfamiliar words  Use skimming and scanning techniques.  Predicting meaning from a text | Worksheets | Work through PP to discuss skimming and scanning.  Recap learning – show images of realia and get ss to say if they would skim/scan them. Discuss how layout features can help to read quickly – use handout as example (bullet points, bold, headings)  Predicting meaning and using a dictionary. Ensure ss understanding alphabetical order. Discuss predicting meaning and put an example on the board – with unfamiliar word and one with blank space. | PP outline of lesson  Dyslexia text | 9, 10, 12, 14, 15, 16, 17  World Stroke Day  Halloween  National Stress Awareness Day  Coronation of Emperor Haile Selassie I – Rastafari |
| **Week 7** | **Content** | **Learning Objectives: students will be able to** | **Assessment of Learning** | **Teaching and Learning Activities** | **Resources** | **Functional Skills Standards**  **(including E&D themes)** |
| Independent study – pre-class |  |  |  | Fact opinion modules on BKSB |  |  |
| Zoom class | Language in text – fact, opinion, bias | Define fact and opinion  Recognise and use language associated with different types of text  Recognise language techniques in text | Group discussion  Q&A  Writing according to purpose | Recap independent learning.  Quiz on fact/opinion.  Look at L1 text and get ss to identify facts and opinions in it. | Fact and opinion cards | 9, 10, 12, 13, 14, 15, 16, 17, 22, 23  Text about man with Down’s Syndrome  Guy Fawkes Night  Diwali  Armistice Day |
| **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)** |
| Independent study – pre-class |  |  |  | BKSB Unit on Language techniques  SS to bring own texts to class |  |  |
| Zoom class | Language techniques (1) | Recognise language and layout techniques for persuasion in text  Identify persuasive language in a text  Write persuasively | Matching activity  Group feedback  Marked writing | Group discussion – how would you persuade someone to do something?  Recap purpose of text –lead into language associated with it. Ask ss to remember what language associated with each purpose.  Look at Water Aid leaflet and discuss how language and format used persuasively?  Give out techniques matching activity – explain and do feedback. Give out summary.  Get ss to look at realia again and identify technique and examples  Whole group to look at Water Aid leaflet and identify techniques | Realia  Techniques matching activity  Water Aid leaflet  Product pictures  Flipchart/pens | 9, 11, 12  Anti-Bullying Week  Transgender Awareness Week  World Diabetes Day  International Men’s Day |
| **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)** |
| Independent study – pre-class |  | Infer meaning |  | Idioms activity – find idioms to do with parts of the body | https://www.theidioms.com/ |  |
| Zoom class | Language techniques (2) |  |  | Idioms, metaphors and similes: using poetry to express figurative language  Use images to get learners to create their own metaphors/similes | Metaphor/simile poetry  Metaphor/simile song – Youtube  Images | 9, 11, 12, 13, 16, 22, 23, 24, 25  Universal Children’s Day  Transgender Day of Remembrance  Thanksgiving  Birthday of Guru Nanak Dev – Sikh  International Day for the Elimination of Violence against Women |
| **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)** |
| Independent study – pre-class |  |  |  | Sign up for Readtheory online resource and do diagnostic |  |  |
| Zoom class | Assessment practice | Demonstrate their competence at reading  Complete a L1 writing exam question | Key skills quiz  Mock exam | Ss to complete quiz/interactive revision activity to cover all skills learned so far.  Complete a mock exam question | Quiz  L1 paper | All reading criteria  Saint Andrew’s Day  World AIDS Day  International Day for the Abolition of Slavery |