

Key Stage 5 – Functional Writing Overview

	<u>Term One</u>							<u>Term Two</u>						
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Autumn	Q & A sessions (SLC)							Reading						
	<u>Term Three</u>							<u>Term Four</u>						
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	
Spring	Writing – Application forms							Employer Encounter (SLC)						
	<u>Term Five</u>					<u>Term Six</u>								
Week	1	2	3	4	5	1	2	3	4	5	6	7		
Summer	CV Writing					Reading								

English at Fitzwaryn School is there to help our students learn to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. We aim for them to do this confidently, effectively and with independence. This is done by:

- Learning to read using the Read Write Inc and Fresh Start Phonics programme.
- Using the wider curriculum, including employer encounters and PSI lessons to learn to communicate with others.
- Making English an underlying thread in Independent Living and Personal Progress lessons both in school and the wider community.

Functional Skills

Functional English is embedded throughout the curriculum and in practical real-life situations. These include, but are not limited to:

- Reading in real-life contexts e.g., job adverts and doctor's letters
- Writing to a specific audience across different genres e.g., job applications, formal letter writing, emails and accreditation work
- Communicating with others both in and outside the school community, including those in formal settings e.g., employment

We have weekly Functional Skills lessons where students recap the specific English skills and transfer them to real life situations in the wider curriculum. **The writing topics that we cover can be seen in the KS5 overview.**

Functional Skills are practical skills in English that enable our students to develop their skills in different contexts. They allow them to work confidently, effectively, and independently in everyday life. Functional Skills are the key to success when pupils are becoming to be as independent as possible.

Intent, Implementation and Impact

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
Personal Progress	Students will further develop their skills in communication, writing and reading with a focus on real-life contexts.	Students will develop their learning through personalised units in early reading, early writing, and communication.	Students will be able to engage with and communicate in the world around them.
Students working towards EL1	Students will further develop their skills in communication, writing and reading with a focus on real-life contexts.	Students will develop their English skills in explicit lessons and will then apply them in a wide range of real-life contexts suitable for learning working towards Entry Level `1.	Students will, with support, be able to apply their English skills to informal contexts, in familiar situations.
Students working between EL1 – EL3	Students will, with some direction and guidance, work towards achieving an Entry Level qualification in English.	Students will develop their English functional skills in explicit lessons and will then apply them in a wide range of real-life contexts suitable for Entry Level learners.	Students will, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations. ¹
Students working at Level 1	Students will work towards achieving a Level 1 qualification in English.	Students will develop their English functional skills in explicit lessons and will then apply them in a wide range of real-life contexts suitable for learners working at Level 1.	Students will be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life with confidence, effectiveness and with an increasing level of independence. ¹

What are the learning aims and outcomes for Functional Skills? ¹

Learning Aims

Entry Levels 1 – 3

- Listen, understand and respond to verbal communication in a range of familiar contexts;
- Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts;
- Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely; and
- Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar

Levels 1

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

What knowledge is needed for the Functional Skills? ¹

Reading	
<u>Entry Level 1</u>	<ul style="list-style-type: none">• Read correctly words containing all phonemes and graphemes taught in Read Write Inc• Read simple sentences containing one clause 10.• Understand a short piece of text on a simple subject
<u>Entry Level 2</u>	<ul style="list-style-type: none">• Read correctly words containing all phonemes and graphemes taught in Read Write Inc• Understand the main points in texts• Understand organisational markers in short, straightforward texts• Use effective strategies to find the meaning of words and check their spelling (e.g., a simple dictionary, spell-checker)• Read and understand sentences with more than one clause• Use illustrations, images and captions to locate information
<u>Entry Level 3</u>	<ul style="list-style-type: none">• Read correctly words containing all phonemes and graphemes taught in Read Write Inc Identify, understand and extract the main points and ideas in and from texts• Identify different purposes of straightforward texts.• Use effective strategies to find the meaning of words (e.g., a dictionary, working out meaning from context; using knowledge of different word types)• Understand organisational features and use them to locate relevant information (e.g., contents, index, menus, tabs and links)
<u>Level 1</u>	<ul style="list-style-type: none">• Identify and understand the main points, ideas and details in texts• Compare information, ideas and opinions in different texts• Identify meanings in texts and distinguish between fact and opinion• Recognise that language and other textual features can be varied to suit different audiences and purposes• Use reference materials and appropriate strategies (e.g., using knowledge of different word types) for a range of purposes, including to find the meaning of words• Understand organisational and structural features and use them to locate relevant information (e.g., index, menus, subheadings, paragraphs) in a range of straightforward texts• Infer from images meanings not explicit in the accompanying text• Recognise vocabulary typically associated with specific types and purposes of texts (e.g., formal, informal, instructional, descriptive, explanatory and persuasive)• Read and understand a range of specialist words in context• Use knowledge of punctuation to aid understanding of straightforward texts

Writing

<u>Entry Level 1</u> Spelling, punctuation and grammar	<ul style="list-style-type: none">• Punctuate simple sentences with a capital letter and a full stop• Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns• Use lower-case letters when there is no reason to use capital letters• Write the letters of the alphabet in sequence and in both upper and lower case• Spell correctly words containing all graphemes taught in Read Write Inc
Writing Composition	<ul style="list-style-type: none">• Communicate information in words, phrases and simple sentences
<u>Entry Level 2</u> Spelling, punctuation and grammar	<ul style="list-style-type: none">• Use basic punctuation correctly (e.g., full stops, capital letters, question and exclamation marks)• Form regular plurals• Use the first and second letters to sequence words in alphabetical order• Spell correctly words containing all graphemes taught in Read Write Inc
Writing Composition	<ul style="list-style-type: none">• Communicate information using words and phrases appropriate to audience and purpose• Complete a form asking for personal information (e.g., first name, surname, address, postcode, age, date of birth)• Write in compound sentences, using common conjunctions (e.g., or, and, but) to connect clauses• Use adjectives and simple linking words in the appropriate way
<u>Entry Level 3</u> Spelling, punctuation and grammar	<ul style="list-style-type: none">• Use a range of punctuation correctly (e.g., full stops, question marks, exclamation marks, commas)• Form irregular plurals• Use mostly correct grammar (e.g., subject-verb agreement, consistent use of tense, definite and indefinite articles)• Use the first, second and third place letters to sequence words in alphabetical order• Spell correctly words containing all graphemes taught in Read Write Inc
Writing Composition	<ul style="list-style-type: none">• Communicate information, ideas and opinions clearly and in a logical sequence (e.g., chronologically, by task)• Write text of an appropriate level of detail and of appropriate length (including where this is specified)• Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points• Write in compound sentences and paragraphs where appropriate• Use language appropriate for purpose and audience
<u>Level 1</u> Spelling, punctuation and grammar	<ul style="list-style-type: none">• Use a range of punctuation correctly (e.g., full stops, question marks, exclamation marks, commas, possessive apostrophes)• Use correct grammar (e.g., subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
Writing Composition	<ul style="list-style-type: none">• Spell words used most often in work, study and daily life, including specialist words

Spelling, punctuation and grammar	<ul style="list-style-type: none"> • Communicate information, ideas and opinions clearly, coherently and accurately • Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience • Use format, structure and language appropriate for audience and purpose
Writing Composition	<ul style="list-style-type: none"> • Write consistently and accurately in complex sentences, using paragraphs where appropriate

Speaking, Listening and Communication

<u>Entry Level 1</u>	<ul style="list-style-type: none"> • Say the names of the letters of the alphabet • Identify and extract the main information from short statements and explanations • Follow single-step instructions, asking for them to be repeated if necessary • Make requests and ask straightforward questions using appropriate terms and registers • Respond to questions about specific information • Make clear statements about basic information and communicate feelings and opinions on straightforward topics • Understand and participate in simple discussions or exchanges with another person about a straightforward topic
<u>Entry Level 2</u>	<ul style="list-style-type: none"> • Identify and extract the main information and detail from short explanations • Make requests and ask clear questions appropriately in different contexts • Respond appropriately to straightforward questions • Follow the gist of discussions • Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics • Make appropriate contributions to simple group discussions with others about a straightforward topic
<u>Entry Level 3</u>	<ul style="list-style-type: none"> • Identify and extract relevant information and detail in straightforward explanations • Make requests and ask concise questions using appropriate language in different contexts • Communicate information and opinions clearly on a range of topics • Respond appropriately to questions on a range of straightforward topics • Follow and understand the main points of discussions • Make relevant contributions to group discussions about straightforward topics • Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
<u>Level 1</u>	<ul style="list-style-type: none"> • Identify relevant information and lines of argument in explanations or presentations • Make requests and ask relevant questions to obtain specific information in different contexts • Respond effectively to detailed questions

- | | |
|--|--|
| | <ul style="list-style-type: none">• Communicate information, ideas and opinions clearly and accurately on a range of topics• Express opinions and arguments and support them with evidence• Follow and understand discussions and make contributions relevant to the situation and the subject• Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium• Respect the turn-taking rights of others during discussions, using appropriate language for interjection |
|--|--|

¹ Department for Education (2018) *Subject Content Functional Skills: English*. [Subject content functional skills: English \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)