

Pearson Functional Skills English Entry Level 3 Scheme of Work

Session	Topic	Specification references	Objectives	Success criteria	Teaching hours
1	Introduction to Functional Skills	<p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <p>E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.2 SLC Make requests and ask concise questions using appropriate language in different contexts</p> <p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● introduce themselves to the group ● say what they hope to achieve ● read about and discuss the course ● listen to and follow instructions. 	<p>Learners should be able to take part in a 'getting to know you' activity, such as human bingo, where learners talk to others in the group and find out basic information about them. They should be able to ask simple questions and understand the responses. Learners should be able to say something about themselves and what they hope to achieve during the course. For example, "I would like to improve my writing skills".</p> <p>During the induction to their course, learners should understand that there are three components to Functional Skills English Entry Level 3: Reading, Writing, and Speaking, listening and communicating. Learners could be given a short piece of text/handout with this information and asked to identify the main points in the text.</p> <p>As part of the induction, learners could show that they understand the basic health and safety practices of the centre. For example, where the fire</p>	2

				exit is located or where to meet if there is a fire. This can be supported by demonstrating where to meet or how to exit the building, and/or using symbols or images to support new vocabulary. Verbal questions can be asked to check understanding and to assess the learners' speaking and listening skills.	
2	Spelling, punctuation and grammar: Introduction to punctuation	E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • identify why full stops, capital letters, question and exclamation marks, and commas are used • use full stops and capital letters • use question marks and exclamation marks • use commas correctly • write sentences using the correct punctuation marks. 	Learners should be introduced to each of the punctuation marks and how/why they are used. As a group, the learners could be asked to create a simple definition for each punctuation mark. Learners could complete a proofreading exercise where they are asked to correct the punctuation errors in four or five sentences. Learners should be able to write four to six sentences using correct punctuation.	2
3	Reading: Using dictionaries	E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context,	By the end of the session, learners should be able to: <ul style="list-style-type: none"> • correctly sequence words in alphabetical order using first, 	Learners should be able to correctly sequence words in alphabetical order using the first, second and third letters of words. They could be given a list of	2

		<p>using knowledge of different word types)</p> <p>E3.16 W Use the first, second and third place letters to sequence words in alphabetical order</p>	<p>second and third place letters</p> <ul style="list-style-type: none"> ● use a dictionary to find a meaning ● check their spelling using a dictionary. 	<p>words to rearrange in the correct order.</p> <p>Learners could use sequencing skills to complete a 'dictionary hunt' exercise, to find a given word and read its meaning.</p> <p>Learners should be able to check their spelling using a dictionary. Learners could practise this skill as part of a proofreading exercise.</p>	
4	Reading: Understanding texts	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <p>E3.3 SLC Communicate information and opinions clearly on a range of topics</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● identify the meaning of a word from the context ● read and identify the main points and ideas in a text ● answer comprehension questions about the text ● share ideas about the topic with their group. 	<p>Learners should be able to read and understand a short text on a straightforward topic. For example, a short article on a sporting event.</p> <p>Learners should be encouraged to find the meaning of any new words using the context.</p> <p>They should be able to answer straightforward comprehension questions about the text. For example, by extracting the main points and ideas from texts.</p> <p>Learners should be able to discuss the main points and ideas in the text and answer straightforward questions based on the text. Learners could also</p>	2

				take part in a discussion about sports they are interested in.	
5	Spelling: Spelling strategies	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.8 R Read correctly words designated for Entry Level 3</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● spell Entry Level 3 words correctly ● identify a spelling strategy to support learning ● read sentences containing common Entry Level 3 words. 	<p>Learners should be introduced to common sound patterns from the Entry Level 3 specification (Annexe D). Ask learners to sound out the words as they read them.</p> <p>Learners should read a short text containing some common words from the specification (Annexe D) Assess understanding by asking learners to identify a key piece of information. For example, if the text is a leaflet on community education, ask learners to say the times and days of specific courses.</p> <p>Learners should identify a spelling strategy that helps them to remember new words. For example: looking, covering, writing, or sounding out the words.</p> <p>Introduce a short spelling test to check and revise the spelling of new words from this session.</p>	2
6	Reading: Organisational features	E3.12 R Understand organisational features and use them to locate relevant information (e.g.	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● list the organisational features writers use to help 	Learners should be able to name the organisational/layout features that writers use. These include the contents, index, menus, tabs and links.	2

		<p>contents, index, menus, tabs and links)</p> <p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p>	<p>their readers to find information</p> <ul style="list-style-type: none"> ● use organisational features to locate information ● use bullet points to list key ideas ● accurately spell the key words from this session. 	<p>Learners should read a straightforward text using organisational features to find the appropriate information. For example, learners could be asked to read a web page and to identify which links will lead them to specific information.</p> <p>Learners should be able to write a bullet-pointed list of the skills and qualities needed to succeed on this course.</p> <p>Ask the learners to spell ten key words from this session.</p>	
7	Reading: Purpose	<p>E3.10 R Identify different purposes of straightforward texts</p> <p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.8 R Read correctly words designated for Entry Level 3*</p> <p>*Please refer to Annexe D: Word lists for Entry Level</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● say some key purposes of writing ● read and identify the purpose of a text ● answer comprehension questions about instructional and/or explanatory text. 	<p>Learners should be able to state some simple purposes of writing for straightforward texts, e.g. a set of instructions, an explanation of a college course.</p> <p>They should be able to read texts which contain common Entry Level 3 words from the specification appendix.</p> <p>Learners should be able to locate and identify information from the text to answer a series of straightforward comprehension questions.</p>	2

		3 in the specification for the full list of expectations for reading and spelling at this level.			
8	Reading: Answering questions	<p>E3.8 R Read correctly words designated for Entry Level 3*</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.12 R Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <p>E3.17 W Spell correctly words designated for Entry Level 3</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● read and understand a straightforward text ● answer the comprehension questions ● use a dictionary to check the meaning of words ● accurately spell the key words from this session. 	<p>Learners should be able to read a straightforward text. For example, an article about how to prepare for an interview. They should be able to answer questions about the text and use organisational features to find information.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p> <p>This could be an opportunity to review and revise reading using organisational features</p>	2

		*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.			
9	Reading: Narrations	<p>E3.8 R Read correctly words designated for Entry Level 3*</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● read and understand a straightforward narration ● answer the comprehension questions ● use a dictionary to check the meaning of words ● discuss the main ideas in the text ● take part in a group discussion ● accurately spell the key words from this session. 	<p>Learners should be able to follow the key ideas in a straightforward narration. For example, a story about a celebrity. They should be able to answer straightforward questions about the text.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words.</p> <p>Learners should be able to take part in a discussion about the subject of the narration, identify the main ideas in the text, and follow/understand the main points in the discussion. Learners should be able to answer verbal questions.</p> <p>Learners should be introduced to the importance of positive and open body language when contributing to a discussion. This session could be a</p>	2

		<p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.17 W Spell correctly words designated for Entry Level 3</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>		<p>good opportunity to establish the ground rules of a group discussion.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p>	
10	Reading: Instructions	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● read and understand straightforward instructions ● use a dictionary to check the meaning of words ● answer the comprehension questions ● accurately spell the key words from this session. 	<p>Learners should be able to follow the main points and ideas in a set of instructions. For example, instructions to change a printer cartridge.</p> <p>They should be able to answer straightforward questions about the text.</p> <p>Learners should be able to use a dictionary to check the meaning of any new words, and/or use the context to understand the meaning.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p>	2

		*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.		This could be an opportunity to review and revise reading narratives and answering questions.	
11	Reading: Descriptions	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● read and understand a straightforward descriptive text ● answer the comprehension questions ● discuss the main ideas in the text ● take part in a group discussion ● accurately spell the key words from this session. 	<p>Learners should be able to follow the main points and ideas in a straightforward description. For example, a description of an interesting place to visit. They should be able to answer straightforward questions about the text.</p> <p>Learners should be able to take part in a discussion about places to visit in the local area, identify the main ideas in the text, and follow/understand the main points in the discussion. Learners should be able to answer verbal questions.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p>	2

12	Reading: Explanations	<p>E3.9 R Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 SLC Follow and understand the main points of discussions</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● read and understand a straightforward explanation ● answer the comprehension questions ● discuss the main ideas in the text ● take part in a group discussion ● accurately spell the key words from this session. 	<p>Learners should be able to follow the main points and ideas in a straightforward explanation. For example, an explanation of how glass bottles are recycled. They should be able to answer straightforward questions about the text.</p> <p>Learners should be able to take part in a discussion about recycling, identify the main ideas in the text, and follow/understand the main points in the discussion. Learners should be able to answer verbal questions.</p> <p>Ask the learners to spell ten key words from this session and/or recap the key words from previous sessions.</p> <p>This session could be an opportunity to formally assess Reading.**</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>	2
13	Speaking, listening and communicating: Making requests and answering questions	E3.2 SLC Make requests and ask concise questions using appropriate	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● ask questions and listen to the reply 	Learners should be able to contribute to a short discussion on a familiar topic such as the benefits of work experience. Learners should be able to	2

		language in different contexts E3.1 SLC Identify and extract relevant information and detail in straightforward explanations	<ul style="list-style-type: none"> ● identify the main points and information ● say what the discussion was about. 	follow the main points and ideas in a discussion. Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.	
14	Speaking, listening and communicating: Discussions	E3.5 SLC Follow and understand the main points of discussions E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	By the end of the session, learners should be able to: <ul style="list-style-type: none"> ● listen to the views of others ● share their ideas with others ● speak when it is appropriate ● identify the main points and information ● say what the discussion was about. 	Learners should be able to contribute to a discussion and demonstrate listening skills such as making eye contact, nodding, and waiting for a gap before speaking. The discussion should be on a familiar topic such as planning an end-of-course celebration. Learners should be able to follow the main points and ideas in the discussion. Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.	2
15	Speaking, listening and communicating: Sharing opinions	E3.3 SLC Communicate information and opinions clearly on a range of topics E3.5 SLC Follow and understand the main points of discussions	By the end of the session, learners should be able to: <ul style="list-style-type: none"> ● listen to the views of others ● share their opinions with others ● speak when it is appropriate ● identify the main points and information 	Learners should be able to contribute to a discussion and demonstrate listening skills such as making eye contact, nodding, and waiting for a gap before speaking. The discussion should be on a topic where they can share their opinion with others. For example, a current sporting event. Learners	2

		E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	<ul style="list-style-type: none"> say what the discussion was about. 	<p>should be able to discuss differences in opinion respectfully. Learners should be able to follow the main points and ideas in the discussion.</p> <p>Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.</p>	
16	Speaking, listening and communicating: Group discussions	<p>E3.6 SLC Make relevant contributions to group discussions about straightforward topics</p> <p>E3.5 SLC Follow and understand the main points of discussions</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> listen to the views of others share their opinions and ideas with others focus on the topic of the discussion and stick to the subject identify the main points and information say what the discussion was about. 	<p>Learners should be able to contribute to a discussion and demonstrate listening skills such as making eye contact, nodding, and waiting for a gap before speaking. The discussion should be on a topic where they can share their ideas and opinions with others. For example, on how to prepare for a job interview. Learners should be able to follow the main points and ideas in the discussion and stay on topic.</p> <p>Learners should be able to recap the main points and information shared in the discussion. They could identify this verbally or by writing down their answers.</p> <p>After practising discussions, this could be an opportunity to formally assess</p>	2

				Speaking, listening and communicating.**	
17	Writing: Compound sentences and paragraphs	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p> <p>E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> • know how to write a compound sentence and when to use a paragraph • order a text into a logical sequence • write a short text in a logical sequence. 	<p>Learners should write compound sentences and paragraphs. They could be asked to complete a gap-filling exercise to join two clauses with a conjunction, then re-arrange the sentences into a logical sequence to write a paragraph.</p> <p>Learners should be able to write a straightforward text in a logical sequence. For example, learners could write an informal email to a friend, inviting them to go for an evening out. Learners should be able to identify the appropriate sequence of the details of the evening that they need to explain to their friend, such as time and where to meet, go to the cinema first, then have a pizza on the way home.</p> <p>**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.</p>	2
18	Spelling, punctuation and grammar: Grammar	E3.15 W Use mostly correct grammar, (e.g. subject-verb agreement, consistent use of tense,	By the end of the session, learners should be able to:	Learners to be introduced to the correct use of subject-verb agreement.	2

	(subject–verb agreement)	definite and indefinite articles)	<ul style="list-style-type: none"> know how to use the correct subject–verb agreement when writing. 	<p>Learners could develop these skills through a gap-filling and proofreading exercise.</p> <p>Learners to write two paragraphs about their ideal job. They should be able to practise these skills and apply them to their own writing.</p>	
19	Spelling, punctuation and grammar: Grammar (correct tense; definite and indefinite articles)	E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> know how to use the correct tense in writing know how to use the correct definite and indefinite article. 	<p>Learners to be introduced to the use of tenses and definite/indefinite articles.</p> <p>Learners could develop these skills through a gap-filling and proofreading exercise.</p> <p>Learners to write two paragraphs about their hopes and dreams for the future. They should be able to practise these skills and apply them to their own writing.</p> <p>This could be an opportunity to review and revise writing short texts, including subject–verb agreement.</p>	2
20	Spelling, punctuation and grammar: Grammar (irregular plurals)	<p>E3.14 W Form irregular plurals</p> <p>E3.19 W Write text of an appropriate level of detail and of appropriate length</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> spell irregular plurals correctly write sentences using irregular plurals write two paragraphs 	<p>Learners should be able to identify the correct spelling of common irregular plurals. For example, ‘men’, ‘mice’, ‘teeth’. They could complete an exercise to change the word from its singular form to the plural form.</p>	2

		<p>(including where this is specified)</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<ul style="list-style-type: none"> accurately spell the key words from this session. 	<p>Ask learners to write two paragraphs on a straightforward topic, using irregular plurals correctly in their writing. For example, as part of a restaurant review.</p>	
21	Spelling, punctuation and grammar: Alphabetical order	<p>E3.16 W Use the first, second and third place letters to sequence words in alphabetical order</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> correctly sequence words in alphabetical order using first, second and third place letters spell Entry Level 3 words correctly identify a spelling strategy to support learning read common words containing suffixes correctly spell correctly common words with suffixes. 	<p>Learners should recap session 3 and be able to correctly sequence words in alphabetical order using first, second and third place letters. They could be given a list of words to rearrange in the correct order.</p> <p>Learners should be introduced to common sound patterns from the Entry Level 3 specification (Annexe D). Ask learners to sound out the words as they read them. Learners to use common suffix endings as listed in the Entry Level 3 specification (Annexe D). For example: '-ion', '-ian', '-able', '-ibly'.</p>	2

				<p>Learners should be able to recall the correct spellings of the words in Annexe D independently; this could be assessed through a short spelling test.</p> <p>Learners should identify a spelling strategy that helps them to remember new words. For example: looking, covering, writing, or sounding out the words.</p>	
22	Spelling, punctuation and grammar: Prefixes	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● read common words containing hyphenated prefixes correctly ● spell common words with prefixes correctly. 	<p>Learners to be introduced to common prefix endings as listed in the Entry Level 3 specification (Annexe D). For example: 're-', 'co-'.</p> <p>Learners could complete a gap-filling exercise to practise adding prefixes to words.</p> <p>Learners should identify a spelling strategy that helps them to remember these new words. For example: looking, covering, writing, or sounding out the words.</p> <p>Learners should be able to recall the correct spellings of the words in the specification (Annexe D) independently; this could be assessed through a short spelling test.</p>	2

23	Spelling, punctuation and grammar: Homophones	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● know about common homophones ● list common homophones ● understand the meaning of common homophones ● spell common homophones correctly. 	<p>Learners to be introduced to homophones and list as many homophones as they can think of to introduce this topic. Use dictionaries to support the spelling of words where the sound is known but the correct spelling is unknown, and/or where the meaning is unknown.</p> <p>Learners should devise methods of remembering the correct spelling of all the homophones listed in the Entry Level 3 specification (Annexe D).</p> <p>Learners could complete a gap-filling exercise to practise identifying the correct spelling when used in a sentence.</p> <p>Learners should be able to recall the correct spellings of the words in the appendix independently.</p> <p>This could be an opportunity to review and revise spelling.</p>	2
24	Spelling, punctuation and grammar: Unpronounced sounds	<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● understand what is meant by an unpronounced sound in a word ● identify words that contain unpronounced sounds 	<p>Learners to be introduced to unpronounced sounds, and be able to identify and spell words that contain them. These are included in the Entry Level 3 specification and include words such as 'history', 'separate' and 'favourite'.</p>	2

		the full list of expectations for reading and spelling at this level.	<ul style="list-style-type: none"> spell words with silent, unpronounced sounds correctly. 	Learners could devise methods for remembering spelling common words with unpronounced sounds.	
25	Writing: Purpose	<p>E3.10 R Identify different purposes of straightforward texts</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.19 W Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p> <p>E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> read and understand the purpose of texts identify the purpose of writing use language suitable for the purpose write text for a specific purpose and audience use correct punctuation spell Entry Level 3 words correctly use grammar correctly. 	<p>Learners to read and identify the purpose of a variety of texts, including instructive, descriptive, narrative and explanatory texts.</p> <p>Learners should be able to identify the purpose of their writing and use language that is suitable for the purpose and audience. For example, a cover letter for a job would be formal and the tone would be polite.</p> <p>Learners to write a letter to apply for a job. They should write two paragraphs to describe their skills, experience and what makes them suitable for the job.</p> <p>Learners should structure their writing logically and check their work for spelling, punctuation and grammar errors.</p>	2

		<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>			
26	Writing: Format and structure	<p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● identify the purpose and audience of a straightforward report ● write text for a specific purpose and audience ● spell Entry Level 3 words correctly ● check the text for punctuation and grammar errors ● use correct punctuation 	<p>Learners to be able to identify the purpose and audience of a report. They should be able to use the correct format and structure, e.g. headings and subheadings.</p> <p>Learners could complete a short, straightforward report on the advantages of completing an apprenticeship, or a report about a traffic accident or an accident in the workplace.</p>	2

		<p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<ul style="list-style-type: none"> ● use grammar correctly. 	<p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>	
27	Writing: Instructions	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p> <p>E3.20 W Use appropriate format and structure when writing straightforward texts,</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● write using compound sentences and paragraphs ● identify the purpose and audience of a straightforward set of instructions 	<p>Learners to recap and revise compound sentences and paragraphs from session 17.</p> <p>Learners to identify the purpose and audience of a set of instructions. They should be able to use compound sentences and paragraphs in their</p>	2

		<p>including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.15 W Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>	<ul style="list-style-type: none"> ● write text for a specific purpose and audience ● write a set of straightforward instructions ● check the instructions for punctuation and grammar errors ● spell Entry Level 3 words correctly ● use correct punctuation ● use grammar correctly. 	<p>writing. Learners to write a straightforward set of instructions of two paragraphs, telling the audience how to prepare for an exam.</p> <p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>	
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28	Writing: Explanations	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p> <p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p> <p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense,</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● write using compound sentences and paragraphs ● identify the purpose and audience of a straightforward explanation ● write text for a specific purpose and audience ● use compound sentences and paragraphs ● spell Entry Level 3 words correctly ● use correct punctuation ● use grammar correctly ● check the text for punctuation and grammar errors. 	<p>Learners to recap and revise compound sentences and paragraphs from session 17.</p> <p>Learners to identify the purpose and audience of a straightforward explanation.</p> <p>They should be able to use compound sentences and paragraphs in their writing. Learners to write two paragraphs about someone they admire, explaining why they admire this person and why the person is important to them.</p> <p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>	2
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		<p>definite and indefinite articles)</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>			
29	Writing: Narrative	<p>E3.21 W Write in compound sentences and paragraphs where appropriate</p> <p>E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.22 W Use language appropriate for purpose and audience</p> <p>E3.17 W Spell correctly words designated for Entry Level 3*</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● write using compound sentences and paragraphs ● identify the purpose and audience of a straightforward narrative ● write text for a specific purpose and audience ● use compound sentences and paragraphs ● spell Entry Level 3 words correctly ● use correct punctuation ● use grammar correctly ● check the text for punctuation and grammar errors. 	<p>Learners to recap and revise compound sentences and paragraphs from session 17.</p> <p>Learners to identify the purpose and audience of a straightforward narrative text.</p> <p>They should be able to use compound sentences and paragraphs in their writing. Learners to write about their favourite holiday.</p> <p>Learners should be encouraged to check their work carefully for full stops, capital letters, question and exclamation marks, and commas, as well as grammar and spelling.</p>	2

		<p>E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.</p>			
30	Course review	<p>E3.6 SLC Make relevant contributions to group discussions about straightforward topics</p> <p>E3.4 SLC Respond appropriately to questions on a range of straightforward topics</p>	<p>By the end of the session, learners should be able to:</p> <ul style="list-style-type: none"> ● identify what went well ● say what they would have done differently ● say how they feel ● identify a goal for next year. 	<p>Learners to review their learning: say what went well, what they feel about their progress, and what they will work towards as a new goal or target.</p> <p>They could write one or two paragraphs about their short-term goals for the future.</p> <p>This session could also be an opportunity for a formal, final Writing assessment.**</p>	2

		E3.5 SLC Follow and understand the main points of discussions		**Assessment of this qualification can take place at the centre's discretion. Any opportunities to formally assess learners that are given in this Scheme of Work are only suggestions.	
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