

Curriculum Planning Enrich Academy



English





Curriculum Intent

Our intent is to ensure that all students have the best possible opportunity to succeed and to have the knowledge and skills to not only secure outcomes in English but to be confident in using English in functional, real-life situations.

English is essential in our everyday lives. The curriculum is designed to provide students with a strong foundation in reading for meaning, as well as pleasure, writing for a variety of different audiences and purposes and the ability to communicate with others and speak confidently in both formal and informal settings.

Our curriculum aims to develop students' understanding of English by providing a structured and coherent progression of learning, ensuring that skills are embedded. The curriculum allows students to follow different pathways that reflect their current stage of learning and that is best suited to their needs.



Curriculum Implementation

Our English curriculum is designed to be inclusive. By the end of Year 10, our aim is that all students will have gained an entry level 3 qualification in English. Securing this outcome ensures basic English skills and knowledge has been acquired, raises students' confidence as they continue to learn and ensures all students leave with at least one outcome in English.

The curriculum is designed to allow for a personalised approach. In Year 10, entry level topics are taught alongside those from Functional Skills Level 1 (equivalent to GCSE grade 2). In Year 11, topics from Functional Skills Level 1 and Level 2 (equivalent of GCSE grade 4) are also matched each half term. This allows students to follow the pathway that is right for them and move easily between pathways depending on their skills, engagement and taking into account any gaps in their prior knowledge. The topics covered in the Functional Skills Level 1 and 2 courses link to GCSE content and our more able students can also access this qualification.

Curriculum Impact

We aim that by the end of the students' time at Enrich, all students have engaged with English, feel confident in their skills and made good progress. In addition to achieving good outcomes in English, we strive for students to have acquired the necessary skills and knowledge to support their next steps and increase their opportunities for future success.



Year 1 Curriculum

Autumn 1

Holidays	Entry level	Functional Skills
<p>Reading</p> <p>Read a range of text types for different audiences and purposes, including descriptive writing, formal letters and information leaflets.</p>	<p>Identify, understand and extract the main points and ideas in and from texts</p> <p>Identify different purposes of straightforward texts</p> <p>Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p>	<p>Identify and understand the main points, ideas and details in texts</p> <p>Recognise that language can be varied to suit different audiences and purposes</p> <p>Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>Compare information, ideas and opinions in different texts</p>
<p>Writing</p> <p>Write a (formal) letter of complaint about a poor holiday experience.</p> <p>Write an information leaflet about a holiday destination of your choice.</p>	<p>Form irregular plurals</p> <p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>Use the first, second and third place letters to sequence words in alphabetical order</p> <p>Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>Use language appropriate for purpose and audience</p>	<p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>Spell words used most often in work, study and daily life, including specialist words</p> <p>Use format, structure and language appropriate for audience and purpose</p>

Oracy

Give a short talk on 'My perfect holiday'

Communicate information and opinions clearly on a range of topics

Respond appropriately to questions on a range of straightforward topics

Communicate information, ideas and opinions clearly and accurately on a range of topics

Respond effectively to detailed questions

Autumn 2

War and conflict

Entry level

Functional Skills

Reading

Read a range of informative texts on war and conflict.

Read propaganda and biased accounts of war.

Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)

Identify, understand and extract the main points and ideas in and from texts

Identify different purposes of straightforward texts

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

Identify and understand the main points, ideas and details in 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

Infer from images meanings not explicit in the accompanying text

Writing

Write an (informal) letter to a friend or relative about your imagined experience in wartime Britain.

Write an email to your headteacher sharing your ideas about a remembrance day celebration at your school.

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

Use format, structure and language appropriate for audience and purpose

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)	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
Oracy Participate in a group discussion 'Is war ever right?'	<p>Follow and understand the main points of discussions</p> <p>Make relevant contributions to group discussions about straightforward topics</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p>	<p>Express opinions and arguments and support them with evidence</p> <p>Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>

Spring 1

Presentation skills	Entry level	Functional Skills
Reading	Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)	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
Writing Write a speech on a chosen topic giving information and sharing opinions.	<p>Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>Use language appropriate for purpose and audience</p> <p>Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p>	<p>Use format, structure and language appropriate for audience and purpose</p> <p>Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>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</p>

Oracy

Deliver a formal presentation on a chosen topic.

Participate in a group discussion on a topic chosen by your group.

- Identify and extract relevant information and detail in straightforward explanations
- Make requests and ask concise questions using appropriate language in different contexts
- 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

Identify relevant information and lines of argument in explanations or presentations

Make requests and ask relevant questions to obtain specific information in different contexts

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, register 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

Spring 2

Natural disasters

Entry level

Functional Skills

Reading

Read and compare a variety of articles based on real-life natural disasters.

Read examples of review writing.

- Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)
- Identify, understand and extract the main points and ideas in and from texts
- Identify different purposes of straightforward texts

- Identify and understand the main points, ideas and details in 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
- 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

<p>Writing</p> <p>Write an article on a real or imagined weather related event in your local area.</p> <p>Write a review of a film or book.</p>	<p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>Use language appropriate for purpose and audience</p> <p>Write in compound sentences and paragraphs where appropriate</p>	<p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>Use format, structure and language appropriate for audience and purpose</p> <p>Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>
<p>Oracy</p> <p>Narrate an imagined eye witness account of a natural disaster.</p>	<p>Identify and extract relevant information and detail in straightforward explanations</p> <p>Make requests and ask concise questions using appropriate language in different contexts</p>	<p>Identify relevant information and lines of argument in explanations or presentations</p> <p>Make requests and ask relevant questions to obtain specific information in different contexts</p>

Summer 1

Kestral for a Knave	Entry level	Functional Skills
<p>Reading</p> <p>Read extracts from Kes (access the film)</p>	<p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)</p> <p>Identify, understand and extract the main points and ideas in and from texts</p> <p>Identify different purposes of straightforward texts</p>	<p>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</p> <p>Identify and understand the main points, ideas and details in texts</p> <p>Recognise that language can be varied to suit different audiences and purposes</p>
<p>Writing</p> <p>Write an imagined school report for the</p>		<p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p>

character of Billy Casper.

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

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 a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

Use format, structure and language appropriate for audience and purpose

Write consistently and accurately in complex sentences, using paragraphs where appropriate

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

Oracy

Hot seating - create a list of questions to ask a character from the story.

Identify and extract relevant information and detail in straightforward explanations

Make requests and ask concise questions using appropriate language in different contexts

Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Identify relevant information and lines of argument in explanations or presentations

Make requests and ask relevant questions to obtain specific information in different contexts

Use appropriate phrases, register 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

Summer 2

Private Peaceful	Entry level	Functional Skills
<p>Reading</p> <p>Develop reading skills through analysing <i>Private Peaceful</i>, including prediction, inference, language analysis, and evaluation, alongside comparing fiction and non-fiction texts to explore character, themes, and the context of World War One.</p>	<p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)</p> <p>Identify, understand and extract the main points and ideas in and from texts</p> <p>Identify different purposes of straightforward texts</p>	<p>Identify and understand the main points, ideas and details in texts</p> <p>Identify meanings in texts and distinguish between fact and opinion</p> <p>Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>Use knowledge of punctuation to aid understanding of straightforward texts</p>
<p>Writing</p> <p>Develop writing skills through descriptive, narrative and analytical tasks, including creating character perspectives, crafting personal responses, and using literary devices and persuasive techniques to express ideas clearly and effectively.</p>	<p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>Use language appropriate for purpose and audience</p> <p>Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p>	<p>Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>Use format, structure and language appropriate for audience and purpose</p> <p>Communicate information, ideas and opinions clearly, coherently and accurately</p>
<p>Oracy</p> <p>Develop oracy skills through structured</p>	<p>Identify and extract relevant information and detail in straightforward explanations</p>	<p>Communicate information, ideas and opinions clearly and accurately on a range of topics</p>

discussion, partner talk and debate, enabling pupils to share ideas, justify opinions, and explore characters, themes and moral issues using evidence from the text.

Make requests and ask concise questions using appropriate language in different contexts

Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Communicate information and opinions clearly on a range of topics

Use appropriate phrases, register and adapt contributions to take account of audience, purpose and medium

Links to spec:

Entry level 3 [entry-level-english-specification.pdf](#)

Functional Skills Level 1 / 2 [pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf](#)

Year 2 Curriculum

Autumn 1

RAT	Entry Level	Functional Skills
<p>Reading</p> <p>Develop reading skills through studying <i>RAT</i> by exploring themes of survival, conflict and relationships, using tasks such as prediction, inference, language analysis and evidence-based responses,</p>	<p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)</p> <p>Identify, understand and extract the main points and ideas in and from texts</p> <p>Identify different purposes of straightforward texts</p>	<p>Identify and understand the main points, ideas and details in texts</p> <p>Identify meanings in texts and distinguish between fact and opinion</p> <p>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</p> <p>Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p>

alongside evaluating character choices and the social context of homelessness

Writing

Develop writing skills through *RAT* by crafting narrative and descriptive pieces that explore themes of survival, conflict and relationships, including writing from different perspectives, creating empathetic responses, and using varied vocabulary and literary devices to convey emotions and experiences effectively.

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

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)

Infer from images meanings not explicit in the accompanying text
Identify the different situations when the main points are sufficient and when it is important to have specific details

Identify implicit and inferred meaning in texts

Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources

Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias

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)

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.

Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)

		<p>Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p>Convey clear meaning and establish cohesion using organisational markers effectively</p> <p>Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose</p>
<p>Oracy</p> <p>Develop oracy skills through exploring <i>RAT</i> using structured discussion and debate, enabling pupils to articulate ideas, justify viewpoints and respond thoughtfully to themes of survival, conflict and relationships.</p>	<p>Identify and extract relevant information and detail in straightforward explanations</p> <p>Make requests and ask concise questions using appropriate language in different contexts</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p>	<p>Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>Make requests and ask relevant questions to obtain specific information in different contexts</p> <hr/> <p>Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p>Follow narratives and lines of argument</p> <p>Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p>

Autumn 2

<p>Narrative</p>	<p>Entry Level</p>	<p>Functional Skills</p>
<p>Reading</p> <p>Read a range of prose extracts.</p>	<p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)</p> <p>Identify, understand and extract the main points and ideas in and from texts</p>	<p>Recognise that language and other textual features can be varied to suit different audiences and purposes</p>

Identify different purposes of straightforward texts

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

Infer from images meanings not explicit in the accompanying text

Use knowledge of punctuation to aid understanding of straightforward texts

Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes

Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources

Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias

Identify implicit and inferred meaning in texts

Identify different styles of writing and writer's voice

Writing

Write a short story.

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

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 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)

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

Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

		<p>Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p>Convey clear meaning and establish cohesion using organisational markers effectively</p> <p>Construct complex sentences consistently and accurately, using paragraphs where appropriate</p>
<p>Oracy</p> <p>Discuss predictions and possible endings to narrative hooks.</p>	<p>Identify and extract relevant information and detail in straightforward explanations</p> <p>Make requests and ask concise questions using appropriate language in different contexts</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p>	<p>Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>Express opinions and arguments and support them with evidence</p> <p>Follow and understand discussions and make contributions relevant to the situation and the subject</p> <hr/> <p>Express opinions and arguments and support them with relevant and persuasive evidence</p> <p>Follow narratives and lines of argument</p> <p>Make relevant and constructive contributions to move discussion forward</p>

Spring 1

<p>Murder games</p>	<p>Entry Level</p>	<p>Functional Skills</p>
<p>Reading</p>	<p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)</p>	<p>Identify and understand the main points, ideas and details in texts</p> <p>Compare information, ideas and opinions in different texts</p>

Read a range of informative texts regarding internet safety.

Identify, understand and extract the main points and ideas in and from texts

Identify different purposes of straightforward 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

Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts

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

Identify the different situations when the main points are sufficient and when it is important to have specific details

Compare information, ideas and opinions in different texts, including how they are conveyed

Identify implicit and inferred meaning in texts

Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes

Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

Follow an argument, identifying different points of view and distinguishing fact from opinion

Identify different styles of writing and writer's voice

Writing

Form irregular plurals

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

Write a leaflet about internet safety.

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

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

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

Communicate information, ideas and opinions clearly, coherently and accurately Use format, structure and language appropriate for audience and purpose

Write consistently and accurately in complex sentences, using paragraphs where appropriate

Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Identify the different situations when the main points are sufficient and when it is important to have specific details

Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.

Construct complex sentences consistently and accurately, using paragraphs where appropriate

Oracy

Participate in a group discussion 'The parents are to blame'.

Identify and extract relevant information and detail in straightforward explanations

Make requests and ask concise questions using appropriate language in different contexts

Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Communicate information and opinions clearly on a range of topics

Communicate information, ideas and opinions clearly and accurately on a range of topics

Express opinions and arguments and support them with evidence

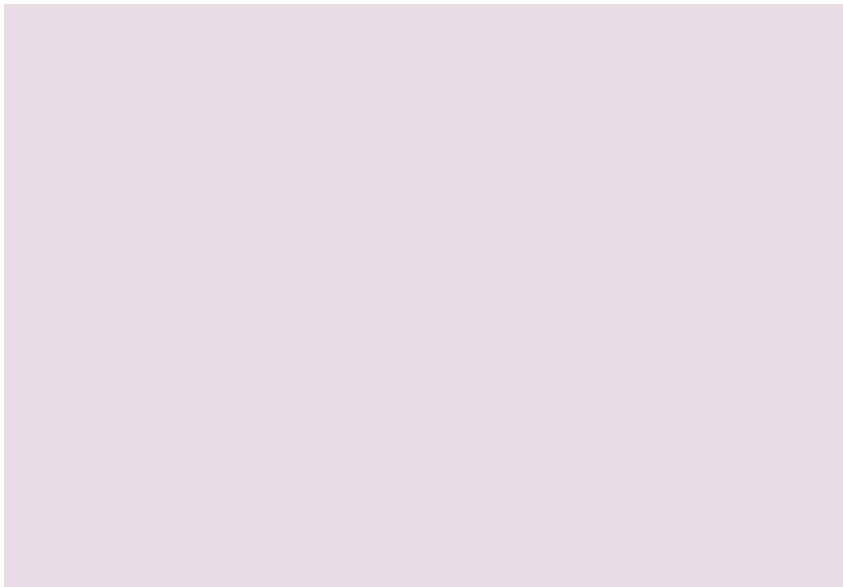
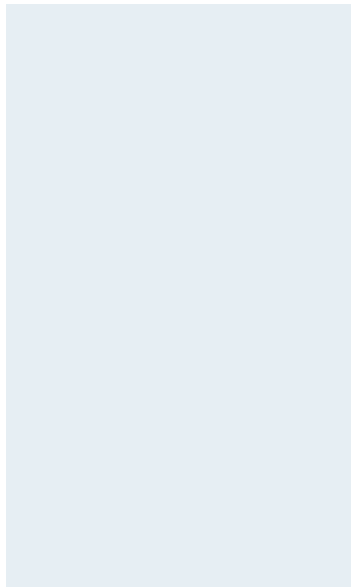
Make requests and ask relevant questions to obtain specific information in different contexts

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

Follow and understand discussions and make contributions relevant to the situation and the subject

Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required



Express opinions and arguments and support them with relevant and persuasive evidence

Use language that is effective, accurate and appropriate to context and situation

Make relevant and constructive contributions to move discussion forward

Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts

Adapt contributions to discussions to suit audience, purpose and medium Interject and redirect discussion using appropriate language and register

Interject and redirect discussion using appropriate language and register

Spring 2

Pirates

Entry Level

Functional Skills

Reading

Read prose fiction and a range of non-fiction texts including articles

Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)

Identify, understand and extract the main points and ideas in and from texts

Identify different purposes of straightforward texts

Compare information, ideas and opinions in different texts

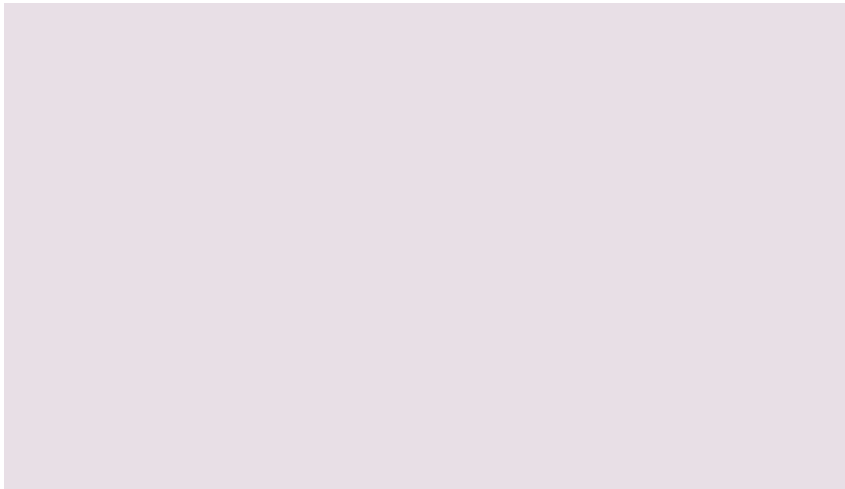
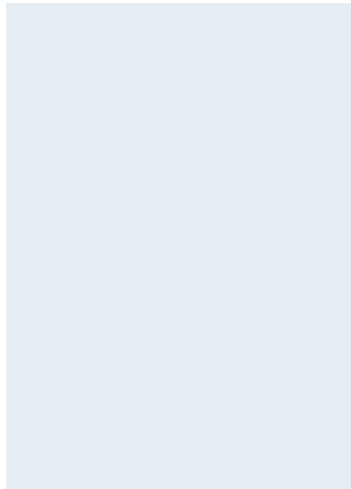
Identify meanings in texts and distinguish between fact and opinion

Recognise that language and other textual features can be varied to suit different audiences and purposes

Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)

Compare information, ideas and opinions in different texts, including how they are conveyed





Identify implicit and inferred meaning in texts

Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes

Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias

Follow an argument, identifying different points of view and distinguishing fact from opinion

Identify different styles of writing and writer's voice

Writing

Write a film review

Write an article giving your views on whether TV shows like Benefits Britain give a realistic or negative view

Form irregular plurals

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

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

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

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)

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

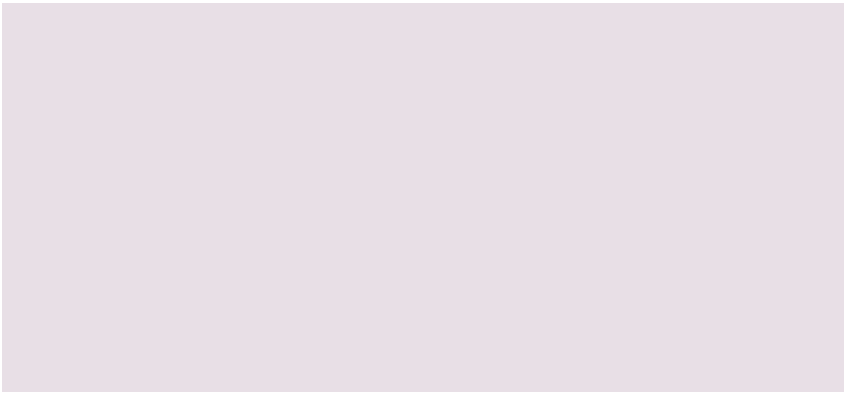
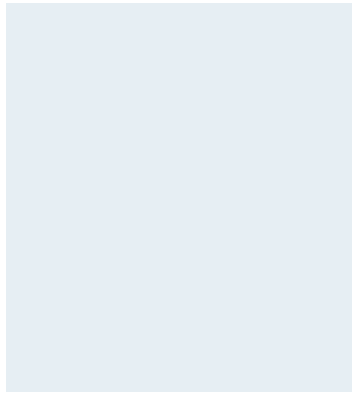
Use format, structure and language appropriate for audience and purpose

Write consistently and accurately in complex sentences, using paragraphs where appropriate

Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)





Identify the different situations when the main points are sufficient and when it is important to have specific details

Convey clear meaning and establish cohesion using organisational markers effectively

Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.

Construct complex sentences consistently and accurately, using paragraphs where appropriate

Oracy

Deliver a presentation giving your views on the benefits system

Identify and extract relevant information and detail in straightforward explanations

Make requests and ask concise questions using appropriate language in different contexts

Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Communicate information and opinions clearly on a range of topics

Identify relevant information and lines of argument in explanations or presentations

Respond effectively to detailed questions

Communicate information, ideas and opinions clearly and accurately on a range of topics

Express opinions and arguments and support them with evidence

Use appropriate phrases, register and adapt contributions to take account of audience, purpose and medium

Identify relevant information from extended explanations or presentations

Respond effectively to detailed or extended questions and feedback

Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Express opinions and arguments and support them with relevant and persuasive evidence

Use language that is effective, accurate and appropriate to context and situation



Summer 1

Aspirations	Entry Level	Functional Skills
<p>Reading</p> <p>Read examples of aspirational speeches and a range of formal reports</p>	<p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)</p> <p>Identify, understand and extract the main points and ideas in and from texts</p> <p>Identify different purposes of straightforward texts</p>	<p>Identify and understand the main points, ideas and details in texts</p> <p>Compare information, ideas and opinions in different texts</p> <p>Identify meanings in texts and distinguish between fact and opinion</p> <p>Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p>Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>Identify implicit and inferred meaning in texts</p> <p>Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</p> <p>Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</p> <p>Follow an argument, identifying different points of view and distinguishing fact from opinion</p>

Writing

Write a report on facilities at school

Write a speech about aspirations for the future

Form irregular plurals

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

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

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

Identify different styles of writing and writer's voice

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)

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

Write consistently and accurately in complex sentences, using paragraphs where appropriate

Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)

Identify the different situations when the main points are sufficient and when it is important to have specific details

Convey clear meaning and establish cohesion using organisational markers effectively

Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.

Construct complex sentences consistently and accurately, using paragraphs where appropriate

Oracy

Deliver a speech about aspirations for the future

Identify and extract relevant information and detail in straightforward explanations

Make requests and ask concise questions using appropriate language in different contexts

Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Communicate information and opinions clearly on a range of topics

Identify relevant information and lines of argument in explanations or presentations

Respond effectively to detailed questions

Communicate information, ideas and opinions clearly and accurately on a range of topics

Express opinions and arguments and support them with evidence

Use appropriate phrases, register and adapt contributions to take account of audience, purpose and medium

Identify relevant information from extended explanations or presentations Follow narratives and lines of argument

Respond effectively to detailed or extended questions and feedback

Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Express opinions and arguments and support them with relevant and persuasive evidence

Use language that is effective, accurate and appropriate to context and situation

Summer 2

Reading

Appropriate reading tasks for qualification pathway – recap skills

Entry Level

Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context)

Identify, understand and extract the main points and ideas in and from texts

Functional Skills

Identify and understand the main points, ideas and details in texts

Compare information, ideas and opinions in different texts

Identify different purposes of straightforward 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

Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts

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

Identify the different situations when the main points are sufficient and when it is important to have specific details

Compare information, ideas and opinions in different texts, including how they are conveyed

Identify implicit and inferred meaning in texts

Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes

Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

Follow an argument, identifying different points of view and distinguishing fact from opinion

Identify different styles of writing and writer's voice

Writing

Form irregular plurals

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

Appropriate writing tasks for qualification pathway – recap skills

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

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

Use language appropriate for purpose and audience

Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)

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

Write consistently and accurately in complex sentences, using paragraphs where appropriate

Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)

Identify the different situations when the main points are sufficient and when it is important to have specific details

Convey clear meaning and establish cohesion using organisational markers effectively

Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.

Construct complex sentences consistently and accurately, using paragraphs where appropriate

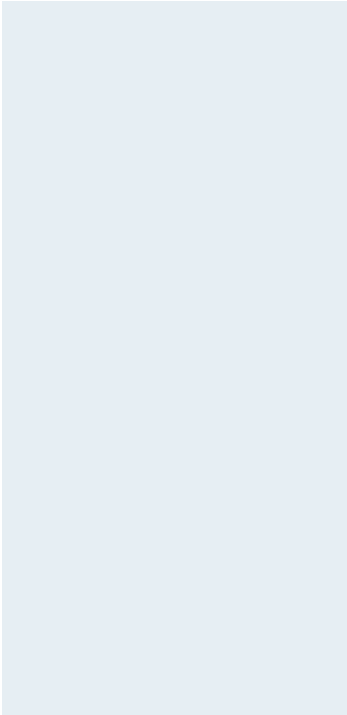
Oracy

Identify and extract relevant information and detail in straightforward explanations

Make requests and ask concise questions using appropriate language in different contexts


Identify relevant information and lines of argument in explanations or presentations

Respond effectively to detailed questions



Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Communicate information and opinions clearly on a range of topics



Communicate information, ideas and opinions clearly and accurately on a range of topics

Express opinions and arguments and support them with evidence

Use appropriate phrases, register and adapt contributions to take account of audience, purpose and medium

Identify relevant information from extended explanations or presentations Follow narratives and lines of argument

Respond effectively to detailed or extended questions and feedback

Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Express opinions and arguments and support them with relevant and persuasive evidence

Use language that is effective, accurate and appropriate to context and situation

Links to spec:

Functional Skills Level 1 / 2 [pearson-edexcel-functional-skills-in-english-spec-11-12.pdf](https://www.pearson.com/uk/functional-skills-in-english-spec-11-12.pdf)

