

Long Term Plan: E1-L2 English Functional Skills - NCFE

Unit	Entry Level 1 QN 603/5059/3	Entry Level 2 QN 603/5056/8	Entry Level 3 QN 603/5052/0
Guided Learning Hours (GLH)	55 hours	55 hours	55 hours
Total Qualification Time (TQT)	61 hours	61 hours	61 hours
Skills, Knowledge and Learning	Speaking and Listening: Learners should practise different types of speaking, listening and communicating activities. This should include simple narratives, information and instructions; and short statements, explanations, discussions, questions and exchanges. Reading: Learners should practise reading different types of text. This should include short, simple texts that inform, describe and narrate. Writing: Learners should practise writing different types of text. This should include short, simple texts such as messages and notes.	Speaking and Listening: Learners should practise different types of speaking, listening and communicating activities. This should include short narratives and explanations and instructions, discussions and straightforward information and instructions. Reading: Learners should practise reading different types of text. This should include short, straightforward texts that instruct, inform, describe and narrate. Writing: Learners should practise writing different types of text. This should include short straightforward texts such as letters, e-mails and simple narratives.	Speaking and Listening: Learners should practise different types of speaking, listening and communicating activities. This should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions. Reading: Learners should practise reading different types of text. This should include straightforward texts that instruct, describe, narrate and explain. Writing: Learners should practise writing different types of text. This should include straightforward texts such as narratives, instructions, explanations and reports.
NC/Qualification Objectives	Speaking and Listening: E1.1.1, E1.1.2, E1.1.3, E1.1.4, E1.1.5, E1.1.6, E1.1.7 Reading: E1.2.8, E1.2.9, E1.2.10 Writing: E1.3.11, E1.3.12, E1.3.13, E1.3.14, E1.3.15, E1.3.16	Speaking and Listening: E2.1.1, E2.1.2, E2.1.3, E2.1.4, E2.1.5, E2.1.6 Reading: E2.2.7, E2.2.8, E2.2.9, E2.2.10, E2.2.11, E2.2.12 Writing: E2.3.13, E2.3.14, E2.3.15, E2.3.16, E2.3.17, E2.3.18, E2.3.19, E2.3.20	Speaking and Listening: E3.1.1, E3.1.2, E3.1.3, E3.1.4, E3.1.5, E3.1.6, E3.1.7 Reading: E3.2.8, E3.2.9, E3.2.10, E3.2.11, E3.2.12 Writing: E3.3.13, E3.3.14, E3.3.15, E3.3.16, E3.3.17, E3.3.18, E3.3.19, E3.3.20, E3.3.21, E3.3.22
Assessment	Internally set and assessed Speaking, Listening and Communicating assessments. Externally set, on-demand Reading and Writing assessments, internally marked and externally verified.		

Unit	Level 1 QN 603/5058/1	Level 2 QN 603/5054/4
Guided Learning Hours (GLH)	55 hours	55 hours
Total Qualification Time (TQT)	66 hours	66 hours
Skills, Knowledge and Learning	Speaking and Listening: Learners should practise Speaking, Listening and Communicating using of a variety of texts. This should include simple narratives, information and instructions, short statements, explanations, discussions, questions and exchanges. Reading: Learners should practise reading different types of text. This should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. Writing: Learners should practise writing different types of text. This should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.	Speaking and Listening: Learners should practise different types of speaking, listening and communicating activities. This should include short narratives, explanations and instructions, discussions, straightforward information and instructions. Reading: Learners should practise reading different types of text. This should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. Writing: Learners should practise writing different types of text. This should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.
Qualification Objectives	Speaking and Listening: L1.1.1, L1.1.2, L1.1.3, L1.1.4, L1.1.5, L1.1.6, L1.1.7, L1.1.8 Reading: L1.2.9, L1.2.10, L1.2.11, L1.2.11, L1.2.11, L1.2.12, L1.2.13, L1.2.14, L1.2.15, L1.2.16, L1.2.17, L1.2.18 Writing: L1.3.19, L1.3.20, L1.3.20, L1.3.21, L1.3.22, L1.3.24, L1.3.25	Speaking and Listening: L2.1.1, L2.1.2, L2.1.3, L2.1.4, L2.1.5, L2.1.6, L2.1.7, L2.1.8, L2.2.9, L2.2.10 Reading: L2.2.11, L2.2.11, L2.2.11, L2.2.12, L2.2.13, L2.2.14, L2.2.15, L2.2.16, L2.2.17, L2.2.18, L2.2.19 Writing: L2.3.20, L2.3.20, L2.3.21, L2.3.22, L2.3.24, L2.3.25, L2.3.26, L2.3.27, L2.3.28
Assessment	Internally set and assessed Speaking, Listening and Communicating assessments. Externally set, on-demand Reading and Writing assessments, assessed externally	

Term	1	2	3	4	5	6
E1	Reading - Read correctly words designated for Entry Level 1 - Read simple sentences containing one clause - Understand a short piece of text on a simple subject Writing SPAG - Write the letters of the alphabet in sequence and in both upper and lower case - Spell correctly words designated for Entry Level 1	Speaking, Listening and Communication EL1 presentation - 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	Reading - Read correctly words designated for Entry Level 1 - Read simple sentences containing one clause - Understand a short piece of text on a simple subject Writing SPAG - 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	Speaking, Listening and Communication EL1 presentation - 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	Reading - Read correctly words designated for Entry Level 1 - Read simple sentences containing one clause - Understand a short piece of text on a simple subject Writing SPAG - 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	Writing Writing for purpose - 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 designated for Entry Level 1 - Communicate information in words, phrases and simple sentences

E2	Reading - Read correctly words designated for Entry Level 2 Writing SPAG - 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 designated for Entry Level 2	Speaking, Listening and Communication EL2 presentation - 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.	Reading - Read correctly words designated for Entry Level 2 Writing SPAG - 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 designated for Entry Level 2	Reading Greater depth understanding - 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, spellchecker) - Read and understand sentences with more than one clause - Use illustrations, images and captions to locate information	Reading - Read correctly words designated for Entry Level 2 Writing SPAG - 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 designated for Entry Level 2	Writing Writing for purpose - 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
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E3	Writing SPAG • 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) • Spell words used most often in work, study and daily life, including specialist words.	Speaking, Listening and Communication EL3 presentation • 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. • 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.	Reading Different texts • 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 Writing SPAG • 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) • Spell words used most often in work, study and daily life, including specialist words	Reading Greater depth understanding • 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	Writing SPAG • 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) • Spell words used most often in work, study and daily life, including specialist words	Writing Writing for 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) 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
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L1	Writing SPAG • Use knowledge of punctuation to aid understanding of straightforward texts • 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) • Spell words used most often in work, study and daily life, including specialist words	Speaking, Listening and Communication Level 1 presentation • 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 • 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	Reading Different texts • 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 Writing SPAG • Use knowledge of punctuation to aid understanding of straightforward texts • Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) • Use correct grammar (e.g. subjectverb agreement, consistent use of different tenses, definite and indefinite articles) • Spell words used most often in work, study and daily life, including specialist words	Reading Greater depth understanding • 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	Writing SPAG • Use knowledge of punctuation to aid understanding of straightforward texts • 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) • Spell words used most often in work, study and daily life, including specialist words	Writing Writing for 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) 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
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L2	Writing SPAG - 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) - Spell words used in work, study and daily life, including a range of specialist words	Speaking, Listening and Communication Level 2 presentation - Identify relevant information from extended explanations or presentations - Follow narratives and lines of argument - Respond effectively to detailed or extended questions and feedback - Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts - 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 - Adapt contributions to suit audience, purpose and medium - Interject and redirect discussion using appropriate language and register	Reading Understanding texts - 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 Writing SPAG - 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. subjectverb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) - Spell words used in work, study and daily life, including a range of specialist words	Reading Greater depth understanding - 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 - Follow an argument, identifying different points of view and distinguishing facts from opinions	Writing Writing for purpose - Identify different styles of writing and writer's voice - Communicate information, ideas and opinions clearly, coherently and effectively - 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 - Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) - 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	Revisiting areas needed for development for exam
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