Email at work
Teaching notes and curriculum mapping
Differentiation

Dental surgery and health centre (A & B)

Entry Level 2 or less confident learners can be given a print out of pages 1 - 3. Talk through the task first to check understanding. E3 or more confident learners can access their email accounts immediately, read the tasks from the screen and send a reply.

Sunrise Travel Agent (C)

Entry Level 2 or less confident learners can be given a print out of pages 1 & 2. Talk through the task first to check understanding. E3 or more confident learners can access their email accounts immediately, read the task from the screen and send a reply. The extension task is suitable for E3 and would also make useful revision for L1 students.

Information sheet

Less confident learners can be given assistance for looking for websites to find low cost flights such as: www.cheapflights.co.uk   www.lastminute.com or www.expedia.co.uk

Diary Page

Explain to learners that where columns are blocked this means they cannot book.

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skills workshop

Functional Skills ICT Mapping ✓ = main skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. Ofqual (2009), *Functional Skills criteria for ICT.* http://www.ofqual.gov.uk/		A Dentist	B Doctor	C Travel
Entry Level 2	*Examples*			
**Finding and selecting information				
3 Use ICT-based sources of information				
3.1		✓	✓	✓
4 Find specified information from ICT-based sources				
4.1 Use simple search facilities				
**Developing, presenting and communicating information				
5 Enter and edit information for a simple given purpose				
5.1 use simple editing and formatting techniques		✓	✓	✓
6 Bring together two given types of information				
6.1 For print and for viewing on-screen				
6.2 Identify and correct simple errors	*check for missing words correct typing errors*	✓	✓	✓
7 Use ICT-based communication				
7.1 Read, send and receive electronic messages	*text messaging, email, internet*	✓	✓	✓

Entry Level 3	*Examples*	A Dentist	B Doctor	C Travel
**Finding and selecting information				
4 Use simple search to find information				
4.1 Search stored information	*contents list, index, find or search tool*			
5 Select relevant information that matches requirements of given task				
5.1 Search web-based sources of information				✓
**Developing, presenting and communicating information				
6 Enter and develop different types of information to meet given needs				
6.1 Enter, edit and format information, including text, graphics, numbers or other digital content, to achieve the required outcome	***information:*** *email message, letter, online form* ***edit:*** *insert, delete, copy, cut, paste, drag and drop, undo, redo*	✓	✓	✓
6.2 Insert and position graphics or other digital content to achieve a purpose	*clip-art, photo, scanned image, audio file*			
6.3 Process numbers to meet need	*enter a list of prices and generate a total*			
7 Bring together different types of information				
7.1 For print and viewing on-screen	*image with text, in a poster or web page*	✓	✓	✓
7.2 Check for accuracy and meaning	*ensure meaning is clear, seek views of others, check spelling, check calculations*	✓	✓	✓
7.3 Check suitability of information				
8 Use ICT-based communication				
8.1 Read, send and receive electronic messages	*read, reply, forward, create, delete*	✓	✓	✓
8.2 Use contacts				
8.3 Understand the need to stay safe and to respect others when using ICT-based communication				

**Assessment weightings: *Using ICT – not included on this mapping page (20-30%), Finding and selecting information (10-20%), Developing, presenting & communicating information (50-70%)*

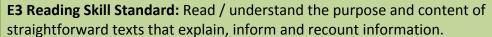# Email at work
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Functional Skills Entry Level 3 English mapping

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* http://www.ofqual.gov.uk/

Coverage and range statements

E3 Writing Skill Standard: Write texts with some adaptation to the intended audience.	Skillsworkshop notes and tips
a) Plan, draft and organise writing ✓ b) Sequence writing logically and clearly ✓ c) Use basic grammar including appropriate verb-tense and subject-verb agreement d) Check work for accuracy, including spelling ✓	Writing formal and informal emails is ideal practice for Functional Skills writing. Note that in Functional English writing assessment computers can be used but the spell and grammar checker must be turned off. As an extra step you could ask leaners to handwrite their emails first and then swap with a partner to check clarity, spelling, punctuation and grammar (paired peer assessment).
E3 Reading Skill Standard: Read / understand the purpose and content of straightforward texts that explain, inform and recount information.	
a) Understand the main points of texts b) Obtain specific information through detailed reading ✓ c) Use organisational features to locate information ✓ d) Read and understand texts in different formats using strategies and techniques appropriate to task ✓	The three task sheets provide a variety of different text formats (emails, instructions, web pages, information tables). Detailed reading is needed in the Sunset Travel extension task when reading the customer email enquiries and searching for their answers. Organisational features are used when extracting information from tables and when searching the web for flight times and answers to customer queries.

Functional Skills Entry Level 2 and Entry Level 3 Maths mapping

Reference: Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.* http://www.ofqual.gov.uk/

Relevant coverage and range statements	Skillsworkshop notes and tips
Entry 2: Recognise and use familiar measures, including time and money. ✓ Extract information from simple lists. ✓ **Entry 3:** Extract, use and compare information from lists, tables, simple charts and graphs. ✓	Do not assume that learners know how to extract information from the diary appointment pages or other tables and lists. Check first with oral questioning. If needed discuss how the tables 'work', pointing out column headings and rows. Highlighter pens, rulers or cardboard viewing 'windows' can all help when tables are viewed on paper.

Highlighting and ✓ indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.