

## £148 million jackpot winners: 516th in the Rich List but unlikely to spend, spend, spend.

Name \_\_\_\_\_ Date \_\_\_\_\_

Adrian Bayford, 41, a shop owner and his health care worker wife Gillian, 40, said making ends meet involved working so hard they were "like ships in the night" only seeing their children and each other for a few hours a day.

The couple from Haverhill in Suffolk, who have two children Cameron, four, and Amy, six, said they were very grounded and felt that the vast fortune would not change them.



"The win is not just for us, it is for us to share and everyone's life is going to be so much more enjoyable and stress-free."

The couple plan to take time to consider how else they will use the money to help others.

**Your task is to write an email to the Bayfords detailing how you think they should spend the money to help others.**

*(You can be as thoughtful or selfish as you like!)*

**Include details about:**

- Who you are
- What you think they should do and why
- Approximate costs / donation amounts
- The benefits to the recipient(s) of the money

**Remember:**

- ✓ Try to use accurate spelling, grammar and punctuation
- ✓ You **must** plan, draft and organise your writing
- ✓ Write logically and use relevant information
- ✓ Write about **100 words**

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**You must plan and draft your piece of writing in the boxes below.**

## Plan

## Draft



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## Mark sheet and curriculum mapping



Name \_\_\_\_\_ Date \_\_\_\_\_

This mark sheet is for guidance only and is based loosely on those used by the awarding bodies. Tutors should use their professional judgement and refer to the Functional Skills English criteria (page 5), *remembering that each level subsumes lower levels.*

Evidence of planning and drafting	/2
Appropriate content and level of detail for intended audience	/3
Logical organisation / clarity / paragraphs	/3
*With few exceptions <sup>1</sup> there is:	
accurate spelling of common words <sup>2</sup>	/2
accurate sentence structure (word order and sense)	/1
accurate use of at least two different conjunctions	/1
accurate use of verb tense	/1
accurate use of subject-verb agreement	/1
accurate use of full stops <sup>3</sup> , capital letters, question marks	/2
<b>TOTAL (suggested pass mark 12)</b>	<b>/16</b>

1. Allow 1-2 exceptions without loss of marks.

2. Common spellings include all the Dolch words; days of the week, numbers, months; regular words with common suffixes and prefixes; regular compound words; personal words such as name and address; and key words relating to students' work or vocational area.

3. Comma splices are not acceptable.

### Tutor Comments

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**Mark sheet and curriculum mapping**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Entry Level Functional Skills English mapping \***

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards.

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

**Reference:**

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

Entry 1 skill standard	Entry 1 Coverage and range
<b>Writing</b> Write short, simple sentences	<ul style="list-style-type: none"> <li>• Use written words and phrases to present information ✓</li> <li>• Construct simple sentences using full stops ✓</li> <li>• Spell correctly some personal or very familiar words ✓</li> </ul>
Entry 2 skill standard	Entry 2 Coverage and range
<b>Writing</b> Write short texts with some awareness of the intended audience	<ul style="list-style-type: none"> <li>• Use written words and phrases to record and present information ✓</li> <li>• Construct compound sentences using common conjunctions ✓</li> <li>• Punctuate correctly, using upper and lower case, full stops and question marks ✓</li> <li>• Spell correctly all high frequency words and words with common spelling patterns ✓</li> </ul>
Entry 3 skill standard	Entry 3 Coverage and range.
<b>Writing</b> Write texts with some adaptation to the intended audience	<ul style="list-style-type: none"> <li>• Plan, draft and organise writing ✓</li> <li>• Sequence writing logically and clearly ✓</li> <li>• Use basic grammar including appropriate verb-tense and subject-verb agreement ✓</li> <li>• Check work for accuracy, including spelling ✓</li> </ul>

\* This resource also covers many adult literacy curriculum (writing) elements  
<http://www.excellencegateway.org.uk/sflcurriculum>