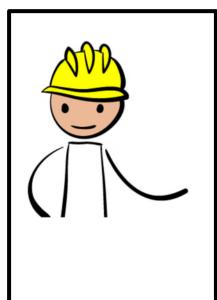
Layout templates

Name	Date	





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Layout templates Name Date	Skills
B	
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Dear	
	Yours

Layout templates	
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То	C
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Subject	
Dear	

Layout templates	
Name	Date



Today, I'm going to	D
Thank you for listening.	



Diabetes on the Rise



Ву	
How the Problem Began	

Layout templates – curriculum mapping and teaching notes



Subject content – Reformed FUNCTIONAL SKILLS ENGLISH 2018 (effective from Sept 2019)

✓= main **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher. **Only writing content descriptors** are included here – consult the DfE Subject Content document for more information and a full list of reading, and speaking & listening descriptors. → or ← = not covered but included to show progression across levels – *content (and *text types) at each level subsumes and builds upon the content at lower levels.*

Source: DfE (2018), Subject content functional skills: https://www.gov.uk/government/publications/functional-skills-subject-content-english

Writing content descriptors		
Entry Level 2	Entry Level 3	Level 1
Spelling, punctuation and grammar	Spelling, punctuation and grammar	Spelling, punctuation and grammar
E2.13 Use basic punctuation correctly (e.g. full	E3.13 Use a range of punctuation correctly (e.g. full stops,	L1.19 Use a range of punctuation correctly (e.g. full
stops, capital letters, question and exclamation	question marks, exclamation marks, commas)	stops, question marks, exclamation marks, commas,
marks)	E3.14 Form irregular plurals	possessive apostrophes)
E2.14 Form regular plurals	E3.15 Use mostly correct grammar (e.g. subject-verb agreement,	L1.20 Use correct grammar (e.g. subject-verb
E2.15 Use the first and second letters to	consistent use of tense, definite and indefinite articles)	agreement, consistent use of different tenses, definite
sequence words in alphabetical order	E3.16 Use the first, second and third place letters to sequence	and indefinite articles)
E2.16 Spell correctly words designated for Entry	words in alphabetical order	L1.21 Spell words used most often in work, study and
Level 2 (see Appendix)	E3.17 Spell correctly words designated for Entry Level 3 (see	daily life, including specialist words
Writing composition	Appendix)	L1.22 Communicate information, ideas and opinions
E2.17 Communicate information using words and	Writing composition	clearly, coherently and accurately
phrases appropriate to audience and purpose >	E3.18 Communicate information, ideas and opinions clearly and in	Writing composition
E2.18 Complete a form asking for personal	a logical sequence (e.g. chronologically, by task)	L1.22 Communicate information, ideas and opinions
information (e.g. first name, surname, address,	E3.19 Write text of an appropriate level of detail and of	clearly, coherently and accurately
postcode, age, date of birth) ->	appropriate length (including where this is specified)	L1.23 Write text of an appropriate level of detail and of
E2.19 Write in compound sentences, using	E3.20 Use appropriate format and structure when writing	appropriate length (including where this is specified) to
common conjunctions (e.g. or, and, but) to	straightforward texts, including the appropriate use of headings	meet the needs of purpose and audience
connect clauses	and bullet points ✓	L1.24 Use format, structure and language appropriate
E2.20 Use adjectives and simple linking words in	E3.21 Write in compound sentences and paragraphs where	for audience and purpose 🗸
the appropriate way	appropriate	L1.25 Write consistently and accurately in complex
Scope: learners should write *texts that include:	E3.22 Use language appropriate for purpose and audience	sentences, using paragraphs where appropriate
short, straightforward texts such as letters , e -mails and simple narratives.	straightforward narratives, instructions, explanations & reports	straightforward narratives, instructions, explanations and reports of varying lengths

These templates can be used in a variety of ways depending upon learner levels and lesson objectives. E.g. E1-E2 students can discuss and decide upon the text type and/or where they might see such documents (i.e. A – web page, B – (formal) letter, C – Email, D – speech or talk, E – article or newspaper report.). E2-E3 learners can use them to plan or draft work. At L1 they can displayed onscreen as a brief reminder to use different layouts for different purposes.

Templates can also be linked to these related reading content descriptors: **E2.9 Understand organisational markers in short, straightforward texts. E3.12 Understand** organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links). L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts.