

# £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 a letter 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:**

- ✓ Use accurate spelling, grammar and punctuation
- ✓ Use a formal letter style
- ✓ Write logically and use relevant information
- ✓ Write about 300 words

**Begin your letter on the next page.**





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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.*

Appropriate content and level of detail for intended audience	/2
Appropriate use of layout (address, date, open & close conventions)	/1
Appropriate language used for a specific audience and purpose	/2
Logical organisation / paragraphs / clarity	/2
Accurate use of a range of sentence styles inc. complex sentences <sup>1</sup>	/1
Presents complex ideas and information concisely and persuasively <sup>2</sup>	/1
With few exceptions there is <sup>3</sup> :	
accurate spelling	/2
accurate use of verb tense and subject-verb agreement	/2
accurate use of capital letters	/1
accurate use of full stops, commas, question marks, apostrophes and inverted commas <sup>4</sup>	/2
<b>Suggested pass marks</b> L1 = 9/16 L2 = 12/16	<b>TOTAL</b>  /16

1. Complex sentences are not assessed until L2. Compound sentences are expected from E2 upwards.
2. Persuasion and conciseness are not expected until Level 2.
3. Allow 1-2 exceptions without loss of marks.
4. Comma splices are not acceptable. Apostrophes and speech marks are not assessed until Level 2.

**Tutor Comments**

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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><br>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><br>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><br>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> |
|---|--|

**Level 1 skill standard      Level 1 Coverage and range.**

- |   |   |
|---|---|
| <b>Writing</b><br>Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience | <ul style="list-style-type: none"> <li>• Write clearly and coherently, including an appropriate level of detail ✓</li> <li>• Present information in a logical sequence ✓</li> <li>• Use language, format and structure suitable for purpose and audience ✓</li> <li>• Use correct grammar, including correct and consistent use of tense ✓</li> <li>• Ensure written work includes generally accurate punctuation and spelling and that meaning is clear ✓</li> </ul> |
|---|---|

**Level 2 skill standard      Level 2 Coverage and range.**

- |   |  |
|---|--|
| <b>Writing</b><br>Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively | <ul style="list-style-type: none"> <li>• Present information on complex subjects clearly and concisely ✓</li> <li>• Present information/ideas concisely, logically, and persuasively ✓</li> <li>• Use a range of writing styles for different purposes ✓</li> <li>• Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively ✓</li> <li>• Punctuate written text using commas, apostrophes and inverted commas accurately ✓</li> <li>• Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓</li> </ul> |
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\* This resource also covers many adult literacy curriculum writing elements <http://www.excellencegateway.org.uk/sflcurriculum>