

# Letter of complaint to a building supplier

## Curriculum mapping and teaching notes

A writing task to be used after a letter writing layout and paragraphing session has been taught, to assess understanding and readiness for a writing exam. This task is aimed at students undertaking Construction or Customer Service related courses alongside Functional Skills.

For a more scaffolded approach, use with letter writing templates and proof-reading guides.

### Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Writing

✓ = **content** covered although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not main objective but annotated to show progression across levels. *Content (and \*scope of study) at each level subsumes and builds upon that at lower levels.* See Subject Content for a full list of descriptors at all levels. **Source:** *Subject content functional skills: English. DfE (Feb 2018), <https://www.gov.uk/government/publications/functional-skills-subject-content-english>*

Entry Level 3	Level 1	Level 2
<p><b>SPaG</b>                      E3.13 Use a range of punctuation correctly (e.g. full stops, exclamation marks, question marks, commas) →                      E3.14 Form irregular plurals →                      E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) →                      E3.16 Use the first, second and third place letters to sequence words in alphabetical order                      E3.17 Spell correctly words designated for Entry Level 3 (see next page) →  <b>Writing composition</b>                      E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) →                      E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) →                      E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points →                      E3.21 Write in compound sentences and paragraphs where appropriate →                      E3.22 Use language appropriate for purpose/audience →</p>	<p><b>SPaG</b>                      L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) ✓                      L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) ✓                      L1.21 Spell words used most often in work, study &amp; daily life, including specialist words ✓  <b>Writing composition</b>                      L1.22 Communicate information, ideas and opinions clearly, coherently and accurately ✓✓                      L1.23 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 ✓✓                      L1.24 Use format, structure and language appropriate for audience and purpose ✓                      L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate ✓</p>	<p><b>SPaG</b>                      L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) ✓                      L2.21 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) ✓                      L2.22 Spell words used in work, study and daily life, including a range of specialist words ✓  <b>Writing composition</b>                      L2.23 Communicate information, ideas and opinions clearly, coherently and effectively ✓✓                      L2.24 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 ✓✓                      L2.25 Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) ✓                      L2.26 Convey clear meaning and establish cohesion using organisational markers effectively ✓                      L2.27 Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose ✓                      L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate ✓</p>
<p><b>*Scope of study</b> - learners should write texts such as:</p>		
<p>straightforward narratives, instructions, explanations and reports</p>	<p>straightforward <b>narratives</b>, instructions, explanations and reports of varying lengths ✓</p>	<p>straightforward and complex <b>articles</b>, explanations, <b>narratives</b>, and reports of varying lengths ✓</p>
<p><i>Note that letters and emails are introduced at E2: each level's expectations subsume those of lower levels.</i></p>		