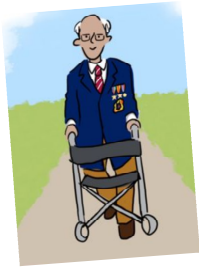


Write an article about Captain Tom

Name _____ Date _____



You are writing an article about Captain Tom Moore.

If you don't know about Captain Tom, you will need to do some research first or watch the presentation.

General features of news articles

- title / headline
- by-line
- information (facts / quotes / statistics or percentages / personal views)
- formal writing style

In your article explain:

- how you first heard about Tom.
- who Tom is (give some details about his life).
- why he has been noticed by social media and given so much support.
- about three things he has achieved (use bullet points)
- why the week leading up to April 30th 2020 was a special week for Tom.
- what you would say to Tom if you met him.

You must:

- include some appropriate language features (for example: hyperbole, alliteration, rule of three, effective vocabulary).
- use a variety of sentence types
- write approximately 250 words
- organise your work into paragraphs
- check your SPaG (spelling, punctuation and grammar)

There is an optional planning / drafting template on the next page
(also available as a MS Word and Google documents).

Write an article about Captain Tom

Name _____ Date _____



Title

Byline

Paragraphs (minimum of 3)

Write an article about Captain Tom

Teaching notes, answers and curriculum mapping

REFORMED FUNCTIONAL SKILLS ENGLISH

Purpose and learning aims of Functional Skills English (all levels and all components)

Functional Skills English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

Levels 1 and 2: a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

Functional English – Speaking, Listening and Communicating (SL&C)

'Speaking, listening and communicating' within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

Learning aims for speaking, listening and communicating

E1, 2 & 3 Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

L1-2 Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Functional English - Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

Learning aims for reading

E1, 2 & 3. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

L1-2 Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

Functional English - Writing

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

Learning aims for writing

E1,2 & 3. Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

L1-2 (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

To allow for remote working, free editable **MS Word and Google doc** versions of this document are available on www.skillsworkshop.org.

Source: DfE (Feb 2018), *Subject content functional skills:*

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Write an article about Captain Tom

Teaching notes, answers and curriculum mapping

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 Content (takes effect from September 2019)

→ or ← = not covered in detail in this resource but included to show progression across levels. ✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). *Content and *text types at each level subsume and build upon those at lower levels.*

Writing content descriptors

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

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