



Long Term Overview

KS4 AQA Functional Skills English Overview

Unit Title	Reading: Understanding a Range of Straightforward Texts	Writing: Producing a Range of Texts to Communicate Information	Speaking and Listening: Formal and Informal Discussions
Overview Level 1	<ul style="list-style-type: none"> Identifying the main points and ideas What the main points and ideas mean and how they are presented Understanding the text in detail Utilise and identify suitable responses to texts 	<ul style="list-style-type: none"> Understand what texts or documents are Writing clearly, coherently and in appropriate detail Presenting information in a logical order Language, format and structure Grammar, spelling and punctuation 	<ul style="list-style-type: none"> Take part in formal and informal discussions and exchanges about unfamiliar topics

Reading
<ul style="list-style-type: none"> Identify and understand the main points, ideas and details in texts
<ul style="list-style-type: none"> Compare information, ideas and opinions in different texts
<ul style="list-style-type: none"> Identify meanings in texts and distinguish between fact and opinion
<ul style="list-style-type: none"> Recognise that language and other textual features can be varied to suit different audiences and purposes
<ul style="list-style-type: none"> Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words
<ul style="list-style-type: none"> Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts
<ul style="list-style-type: none"> Infer from images meanings not explicit in the accompanying text
<ul style="list-style-type: none"> Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive)
<ul style="list-style-type: none"> Read and understand a range of specialist words in context
<ul style="list-style-type: none"> Use knowledge of punctuation to aid understanding of straightforward texts



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Writing:

Spelling, Punctuation and Grammar

- Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes)
- Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles) 3
- Spell words used most often in work, study and daily life, including specialist word

Composition

- Communicate information, ideas and opinions clearly, coherently and accurately
- 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
- Use format, structure and language appropriate for audience and purpose 3
- Write consistently and accurately in complex sentences, using paragraphs where appropriate

Speaking, Listening and Communication

- identify relevant information and lines of argument in explanations or presentations
- Make requests and ask relevant questions to obtain specific information in different contexts
- Respond effectively to detailed questions
- Communicate information, ideas and opinions clearly and accurately on a range of topics
- Express opinions and arguments and support them with evidence
- Follow and understand discussions and make contributions relevant to the situation and the subject
- Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
- Respect the turn-taking rights of others during discussions, using appropriate language for interjection



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Unit Title	Reading: Purpose, Audience, Meaning and Summarising	Reading: Relevant Information, Point of View and Bias	Reading: Putting it all Together	Writing: Writing to Inform	Writing: Writing to Persuade, Different Writing Styles and Sentence Structures	Spoken Language: Making Presentations and Discussions
Overview Level 2	<ul style="list-style-type: none"> • Audience and purpose • Purposes and pictures • Commenting on how meaning is conveyed 	<ul style="list-style-type: none"> • Relevant information in written and visual texts • Detecting a point of view, implicit meaning and bias • Audience needs and responses 	<ul style="list-style-type: none"> • Obtaining relevant information from a text • Reading, summarising, identifying and commenting • Detecting implicit meaning and analysing texts 	<ul style="list-style-type: none"> • Understand what documents are • Writing clearly, concisely and logically • Writing information on complex subjects 	<ul style="list-style-type: none"> • Persuasive writing in advertisements • Persuasive writing in letters • Writing in a range of different styles • Sentence structures 	<ul style="list-style-type: none"> • Make a range of contributions to discussions in a wide range of contexts, and make effective presentations

Reading
<ul style="list-style-type: none"> • Identify the different situations when the main points are sufficient and when it is important to have specific details
<ul style="list-style-type: none"> • Compare information, ideas and opinions in different texts, including how they are conveyed
<ul style="list-style-type: none"> • Identify implicit and inferred meaning in texts
<ul style="list-style-type: none"> • Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
<ul style="list-style-type: none"> • Use a range of reference materials and appropriate resources (eg glossaries, legends/ keys) for different purposes, including to find the meanings of words in straightforward and complex sources
<ul style="list-style-type: none"> • Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
<ul style="list-style-type: none"> • Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
<ul style="list-style-type: none"> • Follow an argument, identifying different points of view and distinguishing fact from opinion
<ul style="list-style-type: none"> • Identify different styles of writing and writer's voice



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Writing:

Spelling, Punctuation and Grammar

- Punctuate writing correctly using a wide range of punctuation markers (eg colons, commas, inverted commas, apostrophes and quotation marks)
- Use correct grammar (eg subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (eg to express probability or desirability)
- Spell words used in work, study and daily life, including a range of specialist words

Composition

- Communicate information, ideas and opinions clearly, coherently and effectively
- 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
- Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, tables)
- Convey clear meaning and establish cohesion using organisational markers effectively
- Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose
- Construct complex sentences consistently and accurately, using paragraphs where appropriate

Speaking, Listening and Communication

- Identify relevant information from extended explanations or presentations
- Follow narratives and lines of argument
- Respond effectively to detailed or extended questions and feedback
- Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
- Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
- Express opinions and arguments and support them with relevant and persuasive evidence



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| • Use language that is effective, accurate and appropriate to context and situation |
| • Make relevant and constructive contributions to move discussion forward |
| • Adapt contributions to discussions to suit audience, purpose and medium |
| • Interject and redirect discussion using appropriate language and register |