

# **TITLE: FUNCTION SKILLS – SHIFTING THE PARADIGM**

**SUBTITLE: Exemplar Lesson Plan: English**

DATE: OCTOBER 2024

## Introduction

This exemplar lesson plan should be used alongside the Bootcamp Order of Work for English Functional Skills Level 2 and is an example of how the lesson and timings could be structured. All resources used are free and are available using the links provided in the Bootcamp Order of Work document.

|                              |                                                                                                                                                                                                                                 |                       |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Session: One of six          | Date and time:                                                                                                                                                                                                                  | Duration: 120 minutes |
| Tutor name:                  |                                                                                                                                                                                                                                 |                       |
| Additional needs of learners | (Include relevant information here)                                                                                                                                                                                             |                       |
| Aims of the session          | 1: Explain to learners the structure of the functional skills<br>2: Introduce learners to where resources can be found<br>3: Organisation markers<br>4: Different types of texts<br>5: Styles of Writing<br>6: Purposes of text |                       |

| Overall Time | Time | Content                                                                                     | Activity                                                   | Resources   | Extension | Assessment                     |
|--------------|------|---------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------|-----------|--------------------------------|
| 10           | 10   | Introduce the structure of the different English tests and what the pass marks are in each. | Explain the structure, format and pass marks for the tests | Past papers | N/A       | Assessed throughout the lesson |

|           |    |                                                                                                                                                                                            |                                                                                                                 |                                                                                   |     |                                              |
|-----------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----|----------------------------------------------|
| <b>15</b> | 5  | Explain to learners where free resources can be found                                                                                                                                      | BKSB, BBC Bitesize, Pass Functional skills websites                                                             | Show a past paper                                                                 | N/A | Information not to be assessed at this point |
| <b>40</b> | 25 | Explain and give examples of organisational markers including Straplines, Bullet points, subheadings, tables, text boxes, illustrations, Headers, footnotes, Numbered lists, Photocaptions | Identify these organisational markers from a range of texts including past paper examples                       | Examples taken from awarding body resources, other free resources and past papers |     | Assessed through worked examples             |
| <b>60</b> | 20 | Explain and give examples of different types of texts including Articles, Reports, Emails, Letters, Leaflets, Adverts and how organisational markers can be used in each one.              | Identify different types of texts, how they are structured and how organisational markers are used within them. | Examples taken from awarding body resources, other free resources and past papers |     | Assessed through worked examples             |
| <b>65</b> | 5  | Short break                                                                                                                                                                                |                                                                                                                 |                                                                                   |     |                                              |

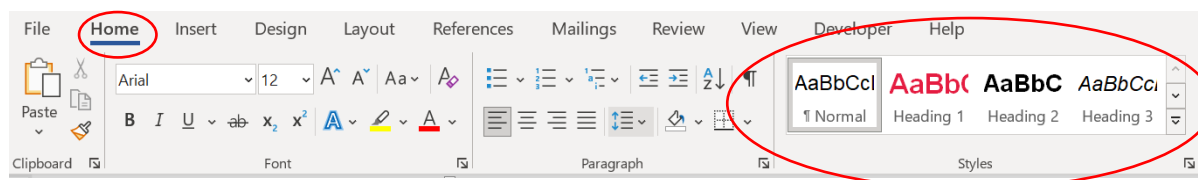
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|------------|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--|----------------------------------|
| <b>85</b>  | 20 | Explain styles of writing including formal, informal, persuasive, personal, impersonal, specialist, non-specialist. Explanatory, informative, expository, factual, instructional, descriptive, chatty | Identify different styles of writing and how they are used within different types of texts                | Examples taken from awarding body resources, other free resources and past papers |  | Assessed through worked examples |
| <b>105</b> | 20 | Explain purposes of text including instructional, descriptive, explanatory and persuasive and how to distinguish between them                                                                         | Identify different types of texts and what features covered earlier allow you to identify which is which. | Examples taken from awarding body resources, other free resources and past papers |  | Assessed through worked examples |

|     |    |                              |                                                                                            |                                                                                                                             |                                                                         |                                            |
|-----|----|------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|
| 120 | 15 | Quick Fire Round<br>Revision | Identify the various topics covered today using past paper examples to reinforce learning. | Use examples from the Pass Functional Skills website and/or BKSb or use originally created examples or past paper questions | Set some homework questions to be reviewed at the start of Session Two. | Final revision of the topics covered today |
|-----|----|------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------|

## Using styles

Always use the styles in the style guide menu above to ensure the document is properly formatted.

You will find the styles in the 'home' tab – see image below to help locate 'home' and the styles.



A style will apply to a whole paragraph – to use the style, click in the line you wish to format, and then click the name of the style you wish to use, for example 'Heading 1'.

**This is a level one header style, and is called Heading 1**

**This is a level 2 header style, and is called Heading 2**

*This is a level 3 header style, and is called Heading 3*

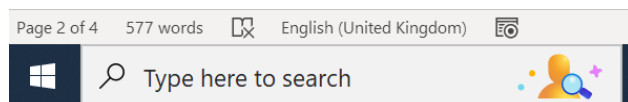
This is the main copy style, and is called Body text. Body copy must always be Arial, 12 pt.

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1. Save a copy of this document and give it a name.
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3. Delete the instructions on pages 2-3.
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If the copy you wish to use already has lots of formatting applied, it might be best to strip this out (Word can be tricky when introducing new styles to a document!). You can do this by pasting your copy into a Notepad file, then copying it back out of the file. You can find this program by typing 'Notepad' into the dialogue bar on the bottom left of your toolbar.



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## Style and brand top tips

## Colours

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## Bullet lists

When using bullet lists:

- The lists should start with a colon, then a paragraph break.
- Only use a leading cap when each list item ends with a full stop.
- Never use semi-colons at the end of a list item.

The other way to do a bullet list:

- is to use lower case throughout
- only use a full stop at the end of the last bullet item.

## Style guide tips

- Write out numbers from zero to nine, then use digits for anything higher than this, unless a range (for example 1-11). However, if a number starts a sentence, write it out in full (for clarity, try to avoid starting a sentence or heading with a number).
- Insert a comma for clarity for numbers over 999, i.e. 1,000.

- For dates, avoid using st, nd, and th. Use 1 January, not 1<sup>st</sup> January.
- Use a 12 hour clock for times, with a full stop rather than a colon – 1.30pm. For time range only use am or pm once, unless the range spans morning to afternoon – 9-11am, or 11am-2pm.
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- For the full ETF style guide, please visit [etfoundation.co.uk](https://etfoundation.co.uk).

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