Crisp Vocational Provision Ltd
Building futures for tomorrow

Pearson English Functional Skills Entry Level Three(2026-27)

Learners must pass Reading, Writing and Speaking, Listening and Communication.
Pearson Entry Level Three

Guided Learning Hours: 58
Aims: Achieve a pass in Entry Level 3 in three sections
Objectives: Learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. Learners should be able to use these skills autonomously, applying them in a range of formal and informal contexts, in the workplace and in real life. Learners should be able to communicate with confidence, effectiveness and with an increasing level of independence.

Component One – Reading
Guided Learning Hours – 26hrs
This unit is externally assessed 45m exam

Unit: Reading	Duration: Autumn Term

Unit Aims:
The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

Functional Skills English Entry Level Three – Learners should be able to read with accuracy straightforward texts encountered both in everyday life and at work, and develop confidence to read more widely

Skills:
Read texts independently
Understand how textual features (headings, bullet points, fonts) support meaning.
Recognize the purpose of a text and how language is used for effect.

Learning outcomes
Pupils should be able to

- Read short, straightforward texts
- Identify and understand; main points and ideas, specific information text purpose
- Use basic decoding skills
- Understand how basic punctuation and formatting help meaning
- Use effective strategies to find the meaning of words (e.g. a dictionary, working out the meaning from the context, using their knowledge of different word types)
- understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs, links)

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
EL3.8 Read correctly words designated for Entry Level 3 **EL3.9 Identify, understand and extract the main points and ideas in and from texts** **EL3.10 Identify different purposes of straightforward texts**	Scaffolding reading skills Building language banks – visual and physical Tiered tasks Sentence strips	Comprehension Practice Exam Papers Annotation exercises	**Maths (Numeracy)** Reading instructions, understanding word problems, writing data, labels or charts **ICT/Digital Skills**	Power Points Research opportunities

EL3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) **EL3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)**	Matching games Collaborative Learning Formative Assessment		Composing emails or online forms. Reading webpages, instructions and online information. Understanding digital text layout **Science** Reading and following simple instructions or procedures. Writing short observations or explanations. Understanding key vocab **PSHE** Discussing social issues **Vocational Learning / Work-Based Learning** Reading task sheets	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
This should include straightforward texts that instruct, describe, narrate and explain.	Compare Fact Features Formal Inform Informal Instruct Opinion Persuade	**SMSC (spiritual, moral, social, cultural)** - Building confidence and identity by sharing opinions - Discussions about what is right and wrong in real-life contexts - Developing communication skills through group work - Encouraging turn-taking, listening and respecting others' views **British Values** - Learning to respect different views - Discussing other cultures and experiences

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Week 1 **Intro to FS**	E3.2 E3.4 E3.5 E3.9 E3.18	To know what the Functional Skill course contains To know how to obtain a Pass at the level	Introduction to the course Write down the different parts of the course Explain each part and show examples of what is required for a pass Any questions or concerns	PPT Past exam papers Exercise books	Formative	Summative
					Understanding through questions asked by students and	
Week 2 **SPaG**	E3.13	Identify why full stops capital letters, question and exclamation marks, and commas are used Use full stops and capital letters Use question marks and exclamation marks Use commas correctly Write sentences using the correct punctuation marks	What Do We Already Know? - Card match Correct a piece of text – annotating the text explanations of incorrect grammar Learner to write their own example sentences & peer review Create an information poster on the different uses of different punctuation	PPT Worksheets Exercise Books Highlighters		
Week 3 **Purpose of text** If running alongside L1/2 - this will need to be a supported lesson	E3.8 E3.9 E3.10	Say some key purposes of writing Read and identify the purpose of a text Answer comprehension questions about instructional and/or explanatory text	Learners to read through different types of text and identify/label the different purpose for texts (Instruct, Inform, Persuade, Describe) Learners to locate the information within the text which helped them to provide their answer			
Week 4 **Purpose of texts – Understandin g Text**	E3.9 E3.11 E3.3	Identify the meaning of a word from the context Read & Identify the main points and ideas in a text Answer comprehension questions in relation to the text Share ideas about the topic with peers	Read and highlight the key ideas on a straightforward topic – key words and their meaning Learners to answer a series of comprehension questions, showing their understanding through the exercise. Learners to discuss/share their ideas with peers.			

Week 5 Spelling Strategies If running alongside L1/2, this needs to be a supported lesson	E3.8 E3.17	Spell Entry Level 3 words correctly Identify strategy to support learning Read sentences containing common Entry Level 3 words	Learners to be introduced to common sound patterns (Can use LEAP/LEXONICS cards for this) Learners to read a short text and explain the purpose of the text – giving examples if possible. Learners to identify any words they are struggling to spell. Go through different techniques with Learner to see what helps them to remember.		
Week 6 Textual Features	E3.12 E3.20	List the organisational features writers use to help their readers to find information Use organisational features to locate information Use bullet points to list key ideas Accurately spell the key words from this session	Sorting activity and asked to match the feature to the definition. Learners should be encouraged to note these features as they read a text and then consider what effect they have. For example, a question may be used to encourage or persuade a reader to do something. Learners should be able to spot the difference between formal and informal language. They should be able to say when formal and informal language suit the purpose and the audience.		
Week 7 Mock Exams & Exam Review (Half-Term)	All spec	Identify key words in the questions Read and understand the texts Use a dictionary to find meaning.	Take exam in test conditions Review marked exam in detail – one to one?		
Week 8 Organisational features If running along side L1/2 - only spend one week on this	E3.12 E3.20	List the organisational features writers use to help their readers to find information Use organisational features to locate information Use bullet points to list key ideas Accurately spell the key words from this session	Learners should be familiar with some of the key organisational and structural features used by writers to present information. Sheet match to include text boxes, bullet points, speech bubbles, bold, numbering, menus, Learners will practise reading texts that use features such as text boxes. Stress the importance of how it helps the reader to locate the information Learner will locate information. Learners could be asked to identify the features as they begin to read a text.		
Week 9 Narration	E3.4 E3.5	Read and understand a straightforward narration	Learners to follow the key ideas in a straightforward narration.		

If running alongside L1/2, this will need to be a supported lesson	E3.8 E3.9 E3.11 E3.17		Learners to read a story and identify different language features to explain why the text is narrative. - introduce alliteration, list of three, third person and first person narrative.		
Week 10 Meaning of words - Dictionary	E3.11 E3.16	Correctly sequence words in alphabetical order using first, second and third place letters Use a dictionary to find a meaning Check their spelling using a dictionary.	Learners need be able to learn **HOW** to use a dictionary to find the meaning of a word. Dictionary race – high functioning words. Learners could be given a series of sentences and asked to use a dictionary to both find the meaning of a word and suggest a suitable alternative.		
Week 11 Instructions If running alongside Level 1 /2 this will need to be a supported lesson	E3.9 E3.11 E3.17	Read and understand straightforward instructions Correctly use a dictionary Accurately spell the words from this lesson	Learners to read and follow the main points and ideas in a set of instructions; How to look after a pet Learners to complete a comprehension, using the information from an instructive text Compare the text to previous narrative text – learner to identify the difference in language used (Less descriptive, use of numbers, bullet points)		
Week 12 Answering Questions If running alongside L1/2 - this will be their revision week	E3.8 E3.9 E3.11 E3.12 E3.17	Read and understand a straightforward text Answer the comprehension questions Use a dictionary to check the meaning of words Accurately spell words	Practice papers		
Week 13	All spec				

Exam					
Week 14 Festive Activities	All Spec				

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Pearson Entry Level 3

Guided Learning Hours: 58
Aims: Achieve a pass in Entry Level 3 in three sections
Objectives: Learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. Learns should be able to use these skills autonomously, applying them in a range of formal and informal contexts, in the workplace and in real life. Learners should be able to communicate with confidence, effectiveness and with an increasing level of independence.

Component One – Writing

Guided Learning Hours – 26hrs
This unit is externally assessed 50m exam

Unit: **Writing**	Duration: **Spring Term**

Unit Aims:
The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

Functional Skills English Entry Level Three – Learners to apply their understanding of language to adapt their delivery and content to suit the purpose and audience. To read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing

Skills:
Write short texts
Use; basic punctuation, common spelling patterns, basic grammar
Organise writing clearly
Use vocabulary suited to purpose and audience (formal/informal)

Learning outcomes
The pupils should be able to:

- Use punctuation correctly
- Use grammar accurately
- Write texts for purpose and audience
- Show awareness of structure and layout

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
SPaG **EL3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)** **EL3.14 Form irregular plurals**	Scaffolding writing skills eg; sentence starters Writing frames Building language banks – visual and physical Collaborative Learning Formative Assessment	Comprehension Peer-on-peer Practice Exam Papers Annotation exercises	**Maths** Reading and writing instructions, word problems and data **ICT / Digital Skills** Reading information from websites. Using word processors and spell check	Power Points Research opportunities

EL3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) **EL3.16 Use the first, second and third place letters to sequence words in alphabetical order** **EL3.17 Spell correctly words designated for Entry Level 3** **Writing Composition** **EL3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)** **EL3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)** **EL3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points** **EL3.21 Write in compound sentences and paragraphs where appropriate**			**Science** Reports and evaluations, instructions. Writing short reports **Vocational Subjects** Reading job/task instructions and product labels. Writing notes, reports or forms related to the vocational area	

EL3.22 Use language appropriate for purpose and audience				

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
This should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.	Compare Fact Features Formal Inform Informal Instruct Opinion Persuade	**SMSC (spiritual, moral, social, cultural)** - Writing about ethical issues - Exploring ideas about identity and purpose **British Values** - Writing tasks can involve expressing opinions on social issues, supporting campaigns, or proposing changes - Writing formal documents (e.g. reports, complaint letters) encourages understanding of rights, responsibilities, and consequences. - Builds confidence in expressing personal identity and beliefs. - Encourages learners to engage with diverse perspectives and write respectfully about people of different faiths, backgrounds, and lifestyles.

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Week 15 Writing Intro	E3.18 E3.21	Know how to write in compound sentences Understand when to use a new paragraph	Learners to go through compound sentences together – work sheet and examples in book. Learners to write their own compound sentences – peer assess Correct text to ensure knowledge of compound sentences		Formative	Summative
					Understanding through questions asked by students and	
Week 16 SPaG – Punctuation& Grammar	E3.15	Identify simple, compound and complex sentences Write simple, compound and complex sentences	Learners to correct examples of work Introduce tenses – past, present and perfect. Use examples in text. Comprehension work	Peer Assessment		

		Identify and use the correct definite and indefinite article			
Week 17 **Paragraphs**	E3.18 E3.21	Know how to write a compound sentence Order a text in a logical sequence Write a short text in a logical sentence	Introduce the concept of paragraph change – learners to identify when new paragraphs should start Arrange texts into paragraphs based on the change of topic/time/person Learners to write in a paragraphs in different contexts. EG, informal email, a review **BUILDING ON PRIOR KNOWLEDGE** Using practice exam questions, include features such as bullet points		
Week 18 **Writing for purpose** If running alongside L1/2 then the second part of this can be taught the same week as Letters	E3.10 E3.18 E3.19 E3.22	Read and understand the purpose of texts Identify the purpose of writing Use language suitable for the purpose Write text for a specific purpose and audience Spell Entry Level 3 high frequency words correctly Use grammar correctly Plan and draft an informal letter Use complex sentences Proofread their work for errors	**BUILDING ON PRIOR KNOWLEDGE** Learners to be given different texts to identify the purpose – see if they can remember from when covered during 'Reading' Learners to give evidence of understanding the different purposes of text through annotation/highlighting/labelling Letter Writing - Show examples from text book – have the layout in their books. Blank template and cut out – match the correct information to the correct place on the template Rearrange the layout of the letter to be correct – exam question		
Week 19 **Tenses** If running alongside L1/2 then the second part	E3.15	Know how to use the correct tense in writing Know how to use the correct definite and indefinite articles	Show examples from text book –complete gap-filling comprehension Learners to proof-read a text and annotate to show understanding Learners to be introduced to an email. Write to their friend describing their best day in the summer holidays. Stress the narrative and it doesn't need to be true.		

of this can be taught the same week as Emails		Identify the correct layout for an email Plan and draft an email Use complex sentences Proofread their work for errors			
Week 20 Mock Half Term	All spec	Identify key words in the question Plan and draft a response Proofread their work for errors.	Sit mock in exam conditions Review answers – one to one		
Week 21 Irregular Plurals Writing a review	E3.10 E3.13 E3.15 E3.17 E3.18 E3.19 22	Spell irregular plurals correctly Write sentences using irregular plurals Write two paragraphs Use language suitable for the purpose Write a review text for a specific purpose and audience Spell Entry Level 3 high frequency words correctly Use grammar correctly	**BUILDING ON PRIOR KNOWLEDGE** Introduce plurals – give examples of common mistakes (tooth, teeth) Learners to change singular to plural Write a review using the correct plurals and tenses (I DID, I HAD, I WENT)		
Week 22 Homophones	E3.11 E3.17	Know about common homophones List common homophones Understand the meaning of common homophones Spell common homophones correctly	Learners to be given a definition or put examples on board and learners to identify the connection between the words Learners to list as many as they know – if unsure then use dictionaries Learners to complete a gap-filling exercise to identify the correct spelling within a sentence		
Week 23 Writing A Report	E3.13 E3.15 E3.17 E3.20 E3.22	Identify the purpose and audience of a straightforward report Write text for a specific purpose and audience Check text for punctuation and grammar errors	Give examples of a report to read over – learners to identify the purpose and audience of the report Learners to be able to use the correct format and structure eg; headings and subheading Identify the different tones for where a report would appear (formal/informal)		

		Identify the correct layout for a report Plan and draft a formal report Use complex sentences Proofread their work for errors.	Write their own report with a guide Write a report independently Peer assess for SPaG		
Week 24 Revision	All Spec				
Week 25 Exam Easter					

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Objectives: Learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. Learners should be able to use these skills autonomously, applying them in a range of formal and informal contexts, in the workplace and in real life. Learners should be able to communicate with confidence, effectiveness and with an increasing level of independence.

Component One – Speaking, Listening and Communication
Guided Learning Hours – 6hrs
This unit is internally assessed in two parts. A 1-2 minute solo presentation to a group on a topic of the learners choice, and a 5-10m group discussion on a topic of their choice. Each must be well researched and planned.

Unit: Speaking, Listening and Communication	Duration: Summer Term 1

Unit Aims:

The overall aim of our curriculum is to enable all the young people to become successful learners, confident individuals and responsible citizens. We offer all pupils a wide range of learning experiences covering different areas of skills and knowledge. A variety of learning activities are offered to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

Functional Skills English Entry Level Three – The aim is to equip learners with essential communication skills needed for work, study and everyday life.

Skills:
Ability to take part in simple discussions
Listen and respond appropriately to others
Express opinions clearly
Follow simple instructions
Show turn-taking and basic conversation skills

Learning outcomes

The pupils should be able to:

- Students should be able to:
- identify and extract relevant information and detail in straightforward explanations
- make requests and ask concise questions using appropriate language in different contexts
- communicate information and opinions clearly on a range of topics
- respond appropriately to questions on a range of straightforward topics
- follow and understand the main points of discussions
- make relevant contributions to group discussions about straightforward topics
- listen to and respond appropriately to other points of view, respecting the conventions of turn-taking

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
EL3.1 Identify and extract relevant information and detail in straightforward explanations **EL3.2 Make requests and ask concise questions using appropriate language in different contexts**	Differentiation by Outcome Uaing visual aids, such as YouTube videos	Recording and peer assessment Planned discussions Annotation exercises	**Science -** Talk through experiments, discuss data, ask and answer questions	Power Points Research opportunities

EL3.3 Communicate information and opinions clearly on a range of topics **EL3.4 Respond appropriately to questions on a range of straightforward topics** **EL3.5 Follow and understand the main points of discussions** **EL3.6 Make relevant contributions to group discussions about straightforward topics** **EL3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking**	Structured speaking activities Formative Assessment		**Maths –** Explain problem solving steps, discuss data, ask and answer questions **Careers/PSD –** practice interviews, role play work conversations, give short presentations **Citizenship/PSHE –** discuss community issues, express opinions respectfully, practise active listening **ICT/Digital Skills** Give instructions on software, ask for help, present information verbally	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
This should include simple narratives, information and instructions, short statements, explanations, discussions, questions and exchanges.	Conversation Converse Debate Discuss Etiquette Evidence Presentation	**SMSC (spiritual, moral, social, cultural)** - Sharing personal beliefs and feelings - Discussing right and wrong - Practising team work **British Values** - Encouraging all learners to have a voice in group discussions. -Using polite and respectful language - Respecting different beliefs and opinions

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Week 26 Intro into S, L & C	E3.1 E3.2	Ask questions and listen to the reply Identify the main points and information Explain what the discussion was about	Set some ground rules before taking part in any speaking and listening activities. Explain the etiquette of conversation and the mark scheme to learners. General discussion Peer review of others S, L & C skills		Formative	Summative
					Understanding through questions asked by students and	
Week 27 Responding to Questions	E3.5 E3.7	Listen to the views of others Share their ideas with others Speak when it appropriate Identify main points of the speech	Identifying the key elements of a successful talk – refer back to Poetry Live – which speakers did they enjoy and why. Watch clips on YouTube an analyse them. Introduced to the difference between open and closed questions.			
Week 29 Write their presentation	E3.3 E3.5 E3.7	Create your presentation Practice key skills for an effective speech	Create their presentation Practice presenting in front of their peers Ask open questions Listen and respond to questions.			
Week 30 Mock Presentations	E3.1 E3.2 E3.3 E3.4 E3.5 E3.6 E3.8	Present your presentation Peer Assess and give constructive feedback	Present their talk to the group Speak clearly about their topic Ask open questions Listen and respond to questions – asking appropriate questions, staying on topic.			
Week 31 Assessment May Half-Term	All Spec	Give a short talk Ask questions Listen to and answer questions				
Week 32 Discussion Prep	E3.1 E3.2 E3.3 E3.4 E3.5	Research their topic Delegate between peers their research	Discuss different topics with the group. Agree on a topic, and which learner will do what within the research process Research the topic of choice and confer with peers the plan and process			

	E3.6 E3.7 E3.8				
Week 33 Discussion Prep	E3.1 E3.2 E3.3 E3.4 E3.5 E3.6 E3.7 E3.8	Contribute to a group discussion Listen to the ideas of others Use an appropriate tone.	Practice their group presentation Learners to peer assess and correct anything they need before their assessment		
Week 34 Assessment		Contribute to a formal group discussion Share their opinions with the group Listen closely Wait for a gap before speaking Use an appropriate tone.	Assessment		