Pearson English Functional Skills L1 (2026-27)

Learners must pass Reading, Writing and Speaking, Listening and Communication.
Pearson BTEC Level 1

Guided Learning Hours: 58
Aims: Achieve a pass in Level One 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.
CVP have 50m lessons and so will cover the content in 34 sessions over 12 weeks
This unit is externally assessed 60m 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 Level One –
To develop the ability to read and understand a range of straightforward texts accurately and independently, and to be able to obtain information from different sources.

Skills:
Identify and understand the main points, ideas, and details in texts.
Read and interpret information from various types of texts (e.g., emails, letters, articles, instructions, leaflets).
Use reading strategies to find specific information efficiently (skimming, scanning, etc.).
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

The pupils should be able to:

- Learn new vocabulary, relating it is explicitly to know vocabulary and understand it with help of context and dictionaries
- Know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension
- Check their understanding to make sure that what they have read makes sense.
- Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
L1.9R Identify and explain the main points, ideas and details in text **L1.10R Compare information, ideas and opinions in different texts** **L1.11R Identify meanings in text and distinguish between fact and opinions** **L1.12R Recognise that language and other textual features can be varied to suit different audiences and purposes** **L1.13R Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words**	Scaffolding reading skills Building language banks – visual and physical Collaborative Learning Formative Assessment	Comprehension Practice Exam Papers Annotation exercises	**Maths (Numeracy)** Interpreting data in texts, word problems, Instructions in numerical tasks **ICT/Digital Skills** Reading online texts, evaluating digital sources, emails and messages, reading for	Power Points Research opportunities

L1.14R Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts **L1.15R Infer from images meanings not explicit in the accompanying text** **L1.16R Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)** **L1.17R Read and understand a range of specialist words in context** **L1.18R se knowledge of punctuation to aid understanding of straightforward texts**			tone, formality, and instruction. **Science/Health and Social Care** Understanding instructions, technical vocabulary, functional reading **PSHE** Decision-making texts, persuasive texts, citizenship **Vocational Learning / Work-Based Learning** Workplace texts, interview preparation, apprenticeships or college prep	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
This should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade on examples such as worksheets exam papers, online articles, physical articles, leaflets	Compare Fact Features Formal Inform Informal Instruct Opinion	**SMSC (spiritual, moral, social, cultural)** - Exploring texts that reflect human experiences, beliefs, or personal reflections (e.g. short stories, inspirational articles). Encourages self-awareness. - Analysing texts with ethical issues or dilemmas (e.g. news articles on crime, community, or social issues). Encourages discussion about right and wrong. - Reading about social issues like homelessness, employment, or mental health. Group reading/discussions build collaboration and communication

	Persuade	- Exposure to a range of cultural texts (e.g. multicultural festivals, food, traditions, world events). Builds awareness of different cultures and contexts **British Values** - Interpreting texts about personal choices, freedoms, and responsibilities (e.g. health advice, mental wellbeing leaflets). - Reading texts that explore diverse cultures, opinions, or social situations; discussing respectful language - Reading about cultural celebrations, different religions, or equality and diversity policies. Promotes empathy and understanding.

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Week 1 **Intro to FS**	L1.1 L1.3 L1.7 L1.8	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**	L1.19 L1.18 L1.6	Identify how to use full stops, question makes, exclamation marks commas, possessive apostrophe Explain the effect of each punctuation mark	What Do We Already Know? - Card match Correct a paragraph – annotating the text explanations of incorrect grammar Create example sentences & peer review	PPT Worksheets Exercise Books Highlighters		

		Use each mark correctly in a sentence Proof-read and correct punctuation errors	Create an information poster on the different uses of different punctuation		
Week 3 Purpose of text	L1.11 L1.9 L1.4 L1.5	Identify facts and opinions Read and highlight the key words in a text Identify the main purpose of a text Explain the key ideas in a text.	Read a sheet of facts and opinions to compare the difference Compare the language of the two lists Explain the difference in the emotion Get pupils to create their own list of facts and opinions		
Week 4 Purpose of texts	L1.9 L1.5 L1.18 L1.4	Read and highlight the key words in the texts Identify the main purpose of the texts Discuss the key ideas in the texts Explain the key ideas in the texts Explain how the writers use punctuation in the texts to convey meaning.	Read and highlight the key ideas in three straightforward texts on a similar topic. For example, three texts on social media celebrities and influencers. After reading the texts, the group will take part in a discussion, sharing their thoughts on the key ideas and comparing their understanding. One text could encourage readers to create social media accounts; another may give advice on staying safe online. Learners to answer a series of comprehension questions, showing their understanding through a this exercise.		
Week 5 Comparing Text	L1.10 L1.11 L1.4 L1.5	Identify facts and opinions in the texts Read and highlight the key words in the texts Identify the main purpose of the texts Explain the key ideas in the texts Compare information in the texts Use quotations to evidence their ideas	Using texts about getting a job – both to have similar advice about how to dress for an interview. Learners will be introduced to using quotations to evidence their ideas. For example, if they state that both texts recommend dressing smartly for an interview, they should then be able to find a quotation from both texts that evidences this. DAFOREST – Direct Address Alliteration Facts Opinion Rhetorical Question Exclamations Statistics	Exam Questions	

			Three Learners to be introduced to the features through a sorting activity and asked to match the feature to the definition.		
Week 6 Textual Features	L1.12 L1.16 L1.4 L1.5	Identify and explain language/textual features Say what effect each feature has Identify formal and informal language.	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 & 9 Structural Features	L1.14 L1.9 L1.4 L1.5	Identify organisational and structural features Use organisational and structural features to locate relevant information in a text Identify the key ideas in the text Explore and discuss ideas in the text and support these with evidence from the text.	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 10 Meaning of words - Dictionary	L1.14 L1.12 L1.13 L1.9 L1.4	Use a dictionary to locate a meaning Suggest an alternative word Identify the language features used in a text Use organisational and structural features to locate relevant information in a text Identify the key ideas in a text.	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 Inference of Images	L1.9 L1.12 L1.15 L1.16 L1.17	Infer meaning from an image Use context to understand meaning Identify the key ideas in a text Discuss the key ideas in a text.	To infer meaning from an image that is not explicit in the accompanying text – word and picture match/jumble Read two different articles, one supporting climate action and one detailing an opposing view – bullet point		
Week 12 Revision	L1.9 L1.10 L1.12 L1.16	Identify revision targets Identify and discuss the key ideas in the texts Compare texts and select appropriate quotations Recognise language and textual features.	Practice papers		
Week 13 Exam	All spec				
Week 14 Festive Activities	All Spec				

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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 Two – Writing
Guided Learning Hours – 26hrs.
CVP have 45m lessons and so will cover the content in 30 sessions over 10 weeks

This unit is externally assessed 60m 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 Level One – 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 for a range of audiences and purposes
Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
Consider how their writing reflects the audiences and purposes for which it was intended
Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules

Learning outcomes

The pupils should be able to:

- Communicate information, ideas and opinions clearly, coherently and accurately.
- Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.
- Present information clearly and in an appropriate format for purpose and audience.
- Plan, draft and proofread written work.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
SPaG **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 and daily life, including specialist words**	Scaffolding writing skills eg; sentence starters Building language banks – visual and physical Collaborative Learning Formative Assessment	Comprehension Practice Exam Papers Annotation exercises	**Maths** Real-life contexts, data reporting, functional documents **ICT / Digital Skills** Emails, online safety, word processing	Power Points Research opportunities

Writing Composition **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**			**Employability / Work Skills / Careers** CVs and cover letters, job applications, workplace communication **PSHE / Citizenship** Expressing opinions, formal complaints, campaigns **Science** Reports and evaluations, instructions **Geography / History** Report writing, persuasive arguments **Art / Design & Technology** Project write-ups, instructions	

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)** - Encourages **self-expression** and reflection through personal writing (e.g. journals, opinion pieces). - Allows exploration of identity, beliefs, and values through writing tasks (e.g. *"What's important to me?"* or *"My aspirations"*). - Develops an understanding of **right and wrong** through writing tasks on ethical issues (e.g. animal rights, online safety, bullying).

		- Encourages students to write persuasively or argue different sides of an issue, fostering moral reasoning. - Supports **collaboration and communication** through peer review and group writing activities. - Promotes awareness of different roles in society through realistic writing tasks (e.g. complaints, job applications, emails to local councils). - Explores different **cultural perspectives** and traditions through writing tasks about festivals, heritage, or global issues. - Encourages respect for diversity in language use and audience awareness (e.g. formal/informal writing for different communities). **British Values** - Writing tasks can involve expressing opinions on social issues, supporting campaigns, or proposing changes (e.g. writing to an MP). - Encourages respectful debate and structured argument writing. - Writing formal documents (e.g. reports, complaint letters) encourages understanding of rights, responsibilities, and consequences. - Allows learners to explore their views, aspirations and choices through written expression (e.g. “My future career goals”). - Builds confidence in expressing personal identity and beliefs. - Promotes inclusive writing: considering the reader’s background, tone, and purpose. - 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	L1.22 L1.23 L1.24	Identify the correct format and structure of each text type Identify the purpose of a text Identify appropriate language features	Learners to write down the different variety of texts they know Learners to then identify the appropriate format and structure for each text type. Give a template of different formats and get learners to identify each one. Plan and draft an information sheet or leaflet. For example, learners could be asked to create an information sheet about a topic of their choice (How to play a game in sport, How to look after their pet etc)		Formative	Summative
					Understanding through questions asked by students and	
Week 16 SPaG – Punctuation& Grammar	L1.21 L1.20 L1.25	Identify common spelling errors Identify a spelling strategy to support learning Identify and correct spelling errors. Identify 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		

		Write simple, compound and complex sentences Identify and use the correct definite and indefinite article Use the correct subject–verb agreement Use the correct tense when writing.			
Week 17 Paragraphs	L1.23 L1.24 L1.25	Use a clear structure when writing Identify when to use a paragraph Write in depth and with detail.	Introduce the concept of paragraph change – learners to identify when new paragraphs should start Learners to write in a paragraph about different topics		
Week 18 Writing Letters	L1.20 L1.21 L1.22 L1.23 L1.25 L1.25	Identify the correct layout for a formal letter Plan and draft a formal letter Use complex sentences Proofread their work for errors	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 Writing An Email	L1.20 L1.21 L1.22 L1.23 L1.25 L1.25	Identify the correct layout for an email Plan and draft an email Use complex sentences Proofread their work for errors	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 email to be correct Exam questions		
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 Writing A Review	L1.20 L1.21 L1.22 L1.23 L1.25 L1.25	Identify the correct layout and tone for a review Plan and draft a review Use complex sentences Proofread their work for errors.	Give examples of a review to read over Identify the different tones for where a review would appear (formal/informal) Write their own review with a guide Write a review independently		

Week 22 Writing An Article	L1.20 L1.21 L1.22 L1.23 L1.25 L1.25	Identify the correct layout for an article Plan and draft an article Use complex sentences Proofread their work for errors	Give examples of an article to read over Identify the different tones for where an article would appear (formal/informal) Write their own article with a guide Write a review independently This could be on a current event, or to write an article persuading others to attend an event plan and draft an article.		
Week 23 Writing A Report	L1.20 L1.21 L1.22 L1.23 L1.25 L1.25	Identify the correct layout for a report Plan and draft a formal report Use complex sentences Proofread their work for errors.	Give examples of a report to read over Identify the different tones for where a report would appear (formal/informal) Write their own report with a guide Write a report independently		
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 Three – Speaking, Listening & Communication
Guided Learning Hours – 6hrs
CVP have 45m lessons and so will cover the content in 20 sessions over 8 weeks
This unit is internally assessed in two parts. A 3-5 minute solo presentation to a group on a topic of the learners choice, and a 10m avg 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 Level One – The aim is to equip learners with essential communication skills needed for work, study and everyday life.

Skills:
Identify and understand the main points, ideas, and details in texts.
Read and interpret information from various types of texts (e.g., emails, letters, articles, instructions, leaflets).
Use reading strategies to find specific information efficiently (skimming, scanning, etc.).
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

The pupils should be able to:

- Use Standard English when the context and audience require it
- Work effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- Listen to and build on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
L1.1 Identify relevant information and lines of argument in explanations or presentations **L1.2 Make requests and ask relevant questions to obtain specific information in different contexts** **L1.3 Respond effectively to detailed questions**	Differentiation by Outcome Uaing visual aids, such as YouTube videos Structured speaking activities Formative Assessment	Recording and peer assessment Planned discussions Annotation exercises	**Science** Presenting findings from experiments Explaining processes (e.g. the water cycle, photosynthesis) **Maths** Explaining reasoning in problem-solving	Power Points Research opportunities

L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics **L1.5 Express opinions and arguments and support them with evidence** **L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject** **L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium** **L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection**			Discussing charts, graphs, and data **Careers/PSD** Mock interviews Group planning tasks (e.g., workplace scenario) Discussing work roles and responsibilities **Citizenship/PSHE** Debates on current issues (e.g., social media, equality, voting) Group discussion on rights, responsibilities, or health **ICT/Digital Skills** Delivering a presentation using PowerPoint or Canva Participating in online group calls or chats **Art/D&T** Presenting and explaining a creative project Peer critique sessions	

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)** - Exploring different beliefs or values through conversation - Debating moral issues (e.g. lying, fairness, online behaviour) - Encouraging empathy and ethical reasoning - Practising respectful listening and turn-taking - Group collaboration and negotiation tasks - Discussing global issues (e.g. migration, climate change) **British Values** - Encouraging all learners to have a voice in group discussions. - Holding mock votes or debates. - Setting clear ground rules for speaking and listening activities (e.g., not interrupting). - Discussing rules and laws in society during discussions - Encouraging learners to express opinions and personal experiences freely. - Learning how to listen actively and respectfully to others, even when opinions differ. - Encouraging inclusive language and behaviour. - Emphasising respectful disagreement and self-expression.

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Week 26 **Intro into S, L & C**	L1.1 L1.5	Identify the key features of a successful discussion Demonstrate close listening Identify the keys ideas shared in the discussion	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	L1.2 L1.3	Identify key features of a good 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.			

Responding to Questions		Compare speeches Practice listening skills	Introduced to the difference between open and closed questions.		
Week 29 **Write their presentation**	L1.1 L1.2 L1.3 L1.4 L1.7	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**	L1.1 L1.2 L1.3 L1.4 L1.7	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.		
Week 31 **Assessment May Half-Term**	All Spec	Give a short talk Ask questions Listen to and answer questions			
Week 32 **Discussion Prep**	L1.4 L1.5 L1.6 L1.7 L1.8	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		
Week 33 **Discussion Prep**	L1.4 L1.5 L1.6 L1.7 L1.8	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		
