Pearson English Functional Skills L2 (2026-27)

Learners must pass Reading, Writing and Speaking, Listening and Communication.
Pearson BTEC Level 2

Guided Learning Hours: 58
Aims: Achieve a pass in Level Two 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 90m 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 Two –
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 information in a variety of texts.**
- **Interpret tone, style, and purpose**
- **Compare and contrast information across different texts.**
- **Analyse how language and structure affect meaning.**
- **Locate and select relevant information using skimming and scanning.**

Learning outcomes

The pupils should be able to:

- Read in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- Draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation
- Identify and interpret themes, ideas and information
- Seek evidence in the text to support a point of view, including justifying inferences with evidence
- Analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- Make critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details **L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed**	Scaffolding reading skills Building language banks – visual and physical Guided Worksheets	Comprehension Practice Exam Papers Annotation exercises	**Maths** Reading charts, data, and problem instructions. Interpreting multi-step word problems	Power Points Research opportunities

L2.13 Identify implicit and inferred meaning in texts **L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes** **L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/ keys) for different purposes, including to find the meanings of words in straightforward and complex sources** **L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources** **L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias** **L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion** **L2.19 Identify different styles of writing and writer's voice**	Collaborative Learning Formative Assessment		Understanding vocabulary in functional maths contexts (e.g. "estimate," "calculate," "approximately") **ICT/Digital Skills** Reading and evaluating web content, online safety guidelines, and digital instructions. Identifying trustworthy online sources **Science** Reading and understanding technical texts and experiment instructions. Interpreting scientific articles, safety guidelines, and data sheets. Understanding instructions, technical vocabulary, functional reading **PSHE** Analysing persuasive texts on social issues (e.g., equality, health, rights). Evaluating bias and opinions in news articles or campaign materials	

			Business Studies Reading business reports, financial statements, or customer reviews Analysing persuasive writing in advertising and marketing **Vocational Learning / Work-Based Learning** Reading job adverts, CVs, application forms, and emails. Understanding workplace policies and procedural documents	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
This should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	Compare Fact Features Formal Inform Informal Opinion Instruct	**SMSC (spiritual, moral, social, cultural)** Exploring values, society, culture, and emotions through reading texts **British Values** Analysing texts that reflect democracy, rights, laws, and respect for diversity

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment

Week 1 **Intro to FS**	L2.1 L2.3 L2.5 L2.9	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 Use Level One texts as comparison for what is required of learners this year Any questions or concerns	PPT Past exam papers Exercise books	Formative	Summative
					Understanding through questions asked by students and	
Week 2 **SPaG**	L2.20	Identify how to use a range of punctuation marks Explain the effect of each punctuation mark Use each mark correctly in a sentence Proofread and correct punctuation errors.	Definitions match to punctuation mark & use in a sentence Correct a paragraph – annotating the text explanations of incorrect grammar Create example sentences & peer review Timed correction activity – game/competition	PPT Worksheets Exercise Books Highlighters Stopwatch/Timer		
Week 3 **Purpose of text**	L2.5 L2.6 L2.11 L2.18	Distinguish the difference between facts and opinions Identify the tone of a text Explain the key ideas in a text.	Read a list of facts and opinions – identify the words used in the text which let the reader know it is a fact or an opinion 'Find the error' worksheet Focus on how to identify Instruct, Persuade, Information & Describe texts			
Week 4 **Purpose of texts**	L2.5 L2.6 L2.11	Read and highlight the key words in the texts Identify the main purpose of the texts Discuss the key ideas in the texts	Build from previous lesson - read and highlight the key ideas in three texts on a similar topic. For example, three texts on gaming and the impact of the user. After reading the texts, the group will take part in a discussion, sharing their thoughts on the key ideas and comparing their understanding.			

		Explain the key ideas in the texts Use punctuation in the texts to convey meaning.	Learners to answer a series of comprehension questions, showing their understanding through this exercise.		
Week 5 Comparing Text	L2.5 L2.6 L2.12 L2.18	Explain the key ideas in the texts Compare information in the texts Use quotations to evidence their ideas	Starter Task – remind learners of different features of text using **DAFOREST** – Direct Address Alliteration Facts Opinion Rhetorical Question Exclamations (Grammar) Statistics Three Begin by noting any similarities the texts have. For example, texts about sport and fitness may have similar ideas about how to encourage the public to stay healthy. Learners to complete a comprehension which asks for similaritities and differences. Learners to show evidence from the text – quotations. Learners will need to recall past work on Facts & Opinions	Exam Questions	
Week 6 Textual Features	L2.14 L2.17 L2.5 L2.6	Identify and explain textual features Say what effect each feature has	Learners to be introduced to a range of new language features and be able to say what effect they have on the reader. Metaphors Similes Cliché		

		Explain why the feature has been used Identify formal and informal language.	Alliteration Learners to read through example of text and highlight/annotate the different sentence types, e.g. statements (declarative), commands (imperative), questions (interrogative) and exclamations (exclamatory). Learners must be able to identify features that are used for a specific purpose. They should consider if the feature helps the writer to persuade or encourage, inform, instruct or advise, describe or explain. 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	L2.16 L2.11 L2.5 L2.6	Identify organisational and structural features Use organisational and structural features to locate relevant information in a text	Learners should be familiar with some of the key organisational and structural features used by writers to present information from Level One – STARTER - Sheet match to include text boxes, bullet points, speech bubbles, bold, numbering, menus.		

		Identify and explain the key ideas in the text Explore and discuss ideas in the text and support these with evidence from the text.	Learners to practise reading texts that use features such as footnotes. Learners to annotate on text how each feature supports the reader to locate information. Learners to identify the features as they begin to read a text. (Verbally or written) Learners answer a series of comprehension questions to support them to develop extended answers about the texts. *Encourage learners to discuss the ideas in the texts to support the development of speaking, listening and communicating.*		
Week 10 Meaning of words - Dictionary	L2.11 L2.12 L2.15 L2.16 L2.5 L2.6	Use a dictionary to locate a meaning Suggest an alternative word Identify the textual features used in a text Use organisational features to locate relevant information in a text Identify and explain the key ideas in a text.	Starter – Dictionary Race Learners to use a dictionary definition to suggest an alternative word that has the same meaning. Learners to 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. Discuss the language used by the writer to convey meaning. Peers to create examples for other learners. *Encourage learners to discuss the ideas in the texts to support the development of speaking, listening and communicating.*		
Week 11 Implicit &	L2.13 L2.17 L2.18	Identify implicit and inferred meaning	Learners to read different articles and highlight/annotate where inference needs to be made - An article on the latest fashions may use the phrase ‘a fashion revolution’. Learners		

Inferred Meaning		Use context to understand meaning Identify and explain the key ideas in texts Discuss the key ideas in texts	should be able to explain what this phrase is saying about the topic through closed Q&A As learners read texts, they should be able to identify, explain and discuss the key ideas. Learners to complete a series of comprehension-style questions.		
Week 12 Revision	L2.12 L2.18 L2.19	Identify revision targets Identify and discuss the key ideas in the texts Compare texts and select appropriate quotations Recognise textual and organisational features	Practice Paper		
Week 13 Assessment	L2.5-19	Identify key words in the question Read and understand the texts Use a dictionary to find meaning	Assessment		
Week 14 Festivities	All Spec		Christmas related learning activities		

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Component One – Writing
Guided Learning Hours – 26hrs
This unit is externally assessed 90m 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 Two – 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:

- To describe, narrate, explain, instruct, give and respond to information, and argue
- Restructure their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- Pay attention to the accuracy and effectiveness of grammar, punctuation and spelling

Learning outcomes

The pupils should be able to:

- Communicate ideas, opinions, and information effectively, using clear language and appropriate sentence structures.
- Adapt writing style and content to suit different purposes and audiences, including formal and informal contexts.
- Organise writing logically, using paragraphs and other structural features to convey meaning effectively.
- Use correct grammar, spelling, and punctuation.

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
SPaG **L2.20** Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) **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)	Scaffolding writing skills eg; sentence starters Building language banks – visual and physical Collaborative Learning Formative Assessment	Comprehension Practice Exam Papers Annotation exercises	**Maths** Interpreting data and word problems **Science** Following procedures and understanding key concepts	Power Points Research opportunities

L2.22 Spell words used in work, study and daily life, including a range of specialist words **Writing Composition** **L2.23** Communicate information, ideas and opinions clearly, coherently and effectively **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 **L2.25** Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) **L2.26** Convey clear meaning and establish cohesion using organisational markers effectively **L2.27** Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. **L2.28** Construct complex sentences consistently and accurately, using paragraphs where appropriate			**Careers** Reading workplace documents and job materials **PSHE** Analysing social issues and persuasive texts **ICT** Evaluating online content and digital literacy **Business Studies** Reading persuasive and formal business texts **Art/Design** Understanding creative briefs and processes	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
This should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.	Compare Fact Features Formal Inform Informal Instruct Opinion Persuade	**SMSC (spiritual, moral, social, cultural)** - Exploring purpose, values and empathy through personal or reflective texts - Evaluating ethical issues and identifying bias or opinion in texts - Understanding society, relationships and collaboration - Appreciating diversity through inclusive reading materials. **British Values**

		- Understanding rights and debates - Exploring justice and consequence through factual texts - Encouraging personal voice and freedom through their topic choice and discussion - Promoting empathy and respect through different voices and perspective

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Week 15 Writing Intro	L2.24 L2.24 L2.25	Identify the correct format and structure of each text type Identify the purpose of a text Identify and use 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. Using different purposes of texts – learners to write down a list of correct words/features of language you would use for that particular text EG – Advice = Could, Would, Should Persuasive = Direct Address, Alliteration Factual = Facts, Statistics, List		Formative	Summative
					Understanding through questions asked by students and	
Week 16 SPaG – Punctuation& Grammar	L2.21 L2.22 L2.28	Identify common spelling errors Identify a spelling strategy to support learning Identify and correct spelling errors.	Learners to identify common words that they find difficult to spell correctly, for example homophones. Learners to identify a spelling strategy that helps them to remember challenging words. For example: looking, covering, writing or sounding out the words.	Peer Assessment		

		Identify and use punctuation correctly Identify, and write in, simple, compound and complex sentences Identify, and use, the correct definite and indefinite article Use the correct tense when writing Use modality devices	Learners should be able to recall the punctuation marks they were asked to identify at the start of the course. These include colons, commas, inverted commas, apostrophes and quotation marks. Matching task. Learners to proofread and correct sentences where these marks have been used incorrectly. Learners to complete a comprehension which covers the following; Singular and plural words. Write the correct example. Past & Present Tense. Write the correct example. Modal verbs & adverbs. Give a variety of words that match the context given.		
Week 17 Paragraphs	L2.25 L2.27 L2.28	Use a clear structure when writing Identify when to use a paragraph Use appropriate language and register Write in depth and with detail.	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** Learners to write the five paragraph structure from Level One. Create an poster that explains the structure P1 – Who, What, Where, Why, When P2 – Point One P3 – Point Two P4 – Point Three P5 – Conclusion		
Week 18 Writing Letters	L2.20 L2.21 L2.22 L2.23 L2.24 L2.25	Identify the correct layout for a formal letter Plan and draft a formal letter Use complex sentences	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** See what learners can remember without direction 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		

	L2.28	Proofread their work for spelling, punctuation and grammar errors	Peer work in writing a letter OR each learner to take one paragraph from and create a letter together Peer assessment		
Week 19 Writing An Email	L2.20 L2.21 L1.22 L2.23 L2.24 L2.25 L2.28	Identify the correct layout for an email Plan and draft an email Use complex sentences Proofread their work for errors	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** Rearrange the layout of the email to be correct Learners to be given a selection of emails to read and comment (verbally/written) on whether the tone and language used is appropriate. Edit/write an appropriate response. Talk through how learners would answer an exam questions – expanding on the bullet points given		
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	L2.20 L2.21 L2.22 L2.23 L2.24 L2.25 L2.28	Identify the correct layout and tone for a review Plan and draft a review Use complex sentences Proofread their work for errors.	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** Learners to plan and draft a review. Give a detailed account of a film they have seen – using the bullet points for a guide on what to include. Using the 5 Paragraph Structure, learners to build on the planning techniques previously used. Learners to go over language features (DAFOREST) to help them to express their ideas. EG; using adjectives could help them to convey whether they enjoyed the film, or using questions could help to engage the audience.		

			Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences. Learners to proofread their work for errors and make corrections. Peer marking activity, where learners work in pairs to identify and make corrections.		
Week 22 Writing An Article	L2.20 L2.21 L2.22 L2.23 L2.24 L2.25 L2.28	Identify the correct layout for an article Plan and draft an article Use complex sentences Proofread their work for errors	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** Learners to write an article giving their opinion about a proposed change to their place of study. Learners to go over language features (DAFOREST) to help them to express their ideas. EG; using questions or direct address may help to engage the reader. Learners to plan and draft their article. Learners to be encouraged to build on the planning techniques covered in the previous sessions to identify the key points in the question and plan their ideas. Learners to be reminded to expand on any bullet points in the question and to use persuasive language techniques if appropriate. They should be able to use the correct format for the article. For example, a headline/heading and by-line. Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences.		

			Learners to proofread their work for errors and make corrections. Peer marking activity, where learners work in pairs to identify and make corrections.		
Week 23 Writing A Report	L2.20 L2.21 L2.22 L2.23 L2.24 L2.25 L2.28	Identify the correct layout for a report Plan and draft a formal report Use complex sentences Proofread their work for errors.	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** Plan, draft and write a report on the advantages and disadvantages of volunteering abroad. Learners to go over language features (DAFOREST) to help them to express their ideas, for example using statistics. Learners also to use the correct layout for a report, for example headings and subheadings. Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences. Learners to proofread their work for errors and make corrections. Peer marking activity, where learners work in pairs to identify and make corrections.		
Week 24 Writing Forum Contributions	L2.20 L2.21 L2.22 L2.23 L2.24 L2.25 L2.28	Identify the correct layout for a forum contribution Plan and draft a forum contribution Use complex sentences Proofread their work for errors.	Learners to plan, draft and write a forum contribution. For example, a contribution on a topic which interests them and about which they have an opinion, such as whether National Service would reduce anti-social behaviour. Learners to go over language features (DAFOREST) to help them to express their ideas, for example using first person or direct address. Learners also to use the correct layout for a forum, for example using their name at the start.		

			Recapping on previous sessions, learners should use paragraphs to structure their ideas and should use complex sentences. Learners to proofread their work for errors and make corrections. Peer marking activity, where learners work in pairs to identify and make corrections.		
Week 25 Revision & Exam Easter	All Spec	Identify key words in the question Read and understand the texts Use a dictionary to find meaning	Assessment Feedback		

Pearson English Functional Skills L2 (2025-26) (Qualification Number

Learners must pass Reading, Writing and Speaking, Listening and Communication.
Pearson BTEC Level 2

Guided Learning Hours: 58
Aims: Achieve a pass in Level Two 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 Three – Speaking, Listening and Communication
Guided Learning Hours – 6hrs

This unit is internally assessed in two parts. A 7-10 minute solo presentation to a group on a topic of the learners choice, and a 15m plus 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:
Making effective and relevant observations
Express views and arguments
Adapt communication
Take-turns in conversation
Use non-verbal cues

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 building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- Present their own work using the correct intonation, volume and movement so that the meaning is clear

Unit Content	Adaptive Strategies:	ASSESSMENT STRATEGIES:	CROSS CURRICULAR:	USE OF ICT:
L2.1 Identify relevant information from extended explanations or presentations **L2.2** Follow narratives and lines of argument **L2.3** Respond effectively to detailed or extended questions and feedback	Differentiation by Outcome Uaing visual aids, such as YouTube videos Structured speaking activities Formative Assessment	Recording and peer assessment Planned discussions Annotation exercises	**Science** Discussing experiments, presenting findings **Maths** Explaining reasoning, listening to instructions **Careers/PSD**	Power Points Research opportunities

L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts **L2.5** Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required **L2.6** Express opinions and arguments and support them with relevant and persuasive evidence **L2.7** Use language that is effective, accurate and appropriate to context and situation **L2.8** Make relevant and constructive contributions to move discussion forward **L2.9** Adapt contributions to discussions to suit audience, purpose and medium **L2.10** Interject and redirect discussion using appropriate language and register			Interview practice, workplace communication **Citizenship/PSHE** Debates on current issues, using respectful dialogue **ICT/Digital Skills** Presenting information, using visuals, collaborative tasks **MFL** Role play, turn taking, pronunciation **Business** Pitching ideas, negotiation **Drama/Theatre Studies** Presentation, peer feedback, group collaboration	

GENERAL RESOURCES:	KEY WORDS:	LINKS TO SMSC/BV:
This should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.	Conversation Converse Debate Dialogue Discuss Etiquette	**SMSC (spiritual, moral, social, cultural)** - Self-expression and reflection through speaking tasks - Debating issues, recognising consequences and sharing values - Team work, listening and effective communication **British Values**

	Evidence Presentation	- Encouraging democracy through turn-taking, listening to others and holding a respectful debate - Following ground rules for group discussions and formal contexts - Having the freedom to choose and express topics and opinions - Respecting diverse opinions, cultures and life experiences

Session	Specification Refernces	Learning Outcome(s)	Learning Activities	Resources	Assessment	
Week 26 Intro into S, L & C	L2.1 L2.2 L2.6	Identify the key features of a successful discussion Demonstrate close listening Identify the keys ideas shared in the discussion	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** 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	L2.3 L2.4	Identify key features of a good speech Compare speeches Practice listening skills	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** 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	L2.1 L2.2 L2.3 L2.4 L2.5 L2.7	Create your presentation Practice key skills for an effective speech	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** Create their presentation Practice presenting in front of their peers Ask open questions Listen and respond to questions.			

Week 30 Mock Presentations	L2.1 L2.2 L2.3 L2.4 L2.5 L2.7	Present your presentation Peer Assess and give constructive feedback	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** 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	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE**		
Week 32 Discussion Prep	L2.6 L2.7 L2.8 L2.9 L2.10	Research their topic Delegate between peers their research	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** 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	L2.6 L2.7 L2.8 L2.9 L2.10	Contribute to a group discussion Listen to the ideas of others Use an appropriate tone.	**BUILDING ON PREVIOUS LEARNING – LEVEL ONE** Practice their group presentation Learners to peer assess and correct anything they need before their assessment		
Week 34 Assessment	L2.6 L2.7 L2.8 L2.9 L2.10	Contribute to a formal group discussion Share their opinions with the group Listen closely	Assessment		

		Wait for a gap before speaking Use an appropriate tone.			