At phase 4 in line with ability students will work through Entry Level 1, 2 or 3 before moving onto Functional Skills Level 1 then 2 when appropriate.

Week	Entry Level 1		Entry Level 2		Entry Level 3	
	Specification references	**Objectives**	**Specification references**	**Objectives**	**Specification references**	**Objectives**
1	E1.5 SLC Respond to questions about specific information E1.2 SLC Identify and extract the main information from short statements and explanations E1.10 R Understand a short piece of text on a simple subject	By the end of the session, learners should be able to: • say their name • say what they like/dislike • listen to instructions • read class information.	E2.1 SLC Identify and extract the main information and detail from short explanations E2.4 SLC Follow the gist of discussions E2.8 R Understand the main points in texts	By the end of the session, learners should be able to: • introduce themselves to the group • say what they hope to achieve • read about and discuss the course • listen to and follow instructions.	E3.5 SLC Follow and understand the main points of discussions E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) E3.2 SLC Make requests and ask concise questions using appropriate	By the end of the session, learners should be able to: • introduce themselves to the group • say what they hope to achieve • read about and discuss the course • listen to and follow instructions.

					language in different contexts E3.9 R Identify, understand and extract the main points and ideas in and from texts	
2	E1.1 SLC Say the names of the letters of the alphabet	By the end of the session, learners should be able to: • identify the letters of the alphabet correctly • say the names of the letters of the alphabet aloud.	E2.13 W Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	By the end of the session, learners should be able to: • identify why full stops, capital letters, question marks and exclamation marks are used • use full stops and capital letters • use question marks and exclamation marks • write sentences using the correct punctuation marks.	E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	By the end of the session, learners should be able to: • 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.

3	E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case	By the end of the session, learners should be able to: • use upper and lower case correctly • sequence the alphabet correctly.	E2.15 SPG Use the first and second letters to sequence words in alphabetical order E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)	By the end of the session, learners should be able to: • correctly sequence letters in the alphabet • use a dictionary to find the meaning of words • check their spelling using a dictionary.	E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types) E3.16 W Use the first, second and third place letters to sequence words in alphabetical order	By the end of the session, learners should be able to: • 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.
4	E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.16 W Communicate information in	By the end of the session, learners should be able to: • identify nouns, proper nouns, verbs and pronouns • give simple definitions of each word class.	E2.7 R Read correctly words designated for Entry Level 2* E2.8 R Understand the main points in texts	By the end of the session, learners should be able to: • read a short, straightforward text containing common Entry Level 2 words • use a dictionary to check the	E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working	By the end of the session, learners should be able to: • identify the meaning of a word from the context • read and identify the main points

	words, phrases and simple sentences		E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.3 SLC Respond appropriately to straightforward questions * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	meaning of words • answer simple verbal questions • discuss the main points in the text.	out meaning from context; using knowledge of different word types) E3.3 SLC Communicate information and opinions clearly on a range of topics	and ideas in a text • answer comprehension questions about the text • share ideas about the topic with their group.
5	E1.15 W Spell correctly words designated for Entry Level 1* E1.9 R Read simple sentences containing one clause	By the end of the session, learners should be able to: • spell common one-syllable words correctly • read simple sentences containing	E2.16 W Spell correctly words designated for Entry Level 2* E2.8 R Understand the main points in texts	By the end of the session, learners should be able to: • spell Entry Level 2 words correctly • spell common two-syllable words correctly	E3.17 W Spell correctly words designated for Entry Level 3* E3.8 R Read correctly words designated for Entry Level 3	By the end of the session, learners should be able to: • spell Entry Level 3 words correctly • identify a spelling strategy to

	*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	common Entry Level 1 words • identify a spelling strategy to support learning.	E2.7 R Read correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	• identify a spelling strategy to support learning • read simple sentences containing common Entry Level 2 words.	*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	support learning • read sentences containing common Entry Level 3 words.
6	E1.10 R Understand a short piece of text on a simple subject E1.2 SLC Identify and extract the main information from short statements and explanations E1.15 W Spell correctly words designated for Entry Level 1*	By the end of the session, learners should be able to: • identify the main information from the text • say what a short piece of text is about • accurately spell the key words from this session.	E2.9 R Understand organisational markers in short, straightforward texts E2.17 W Communicate information in words, phrases and simple sentences E2.16 W Spell correctly words designated for Entry Level 2*	By the end of the session, learners should be able to: • list the organisational markers that writers use to help their readers find information • use subheadings to locate information	E3.12 R Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) E3.20 W Use appropriate format and structure when writing straightforward texts, including the	By the end of the session, learners should be able to: • 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	appropriate use of headings and bullet points	use bullet points to list key ideas
	*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.		* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.		• accurately spell the key words from this session.		• accurately spell the key words from this session.
7	E1.9 R Read simple sentences containing one clause

E1.15 W Spell correctly words designated for Entry Level 1*

*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:
• read simple sentences correctly
• say what a text is about
• accurately spell the key words from this session. | E2.7 R Read correctly words designated for Entry Level 2*

E2.12 R Use illustrations, images and captions to locate information

E2.8 R Understand the main points in texts

* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for | By the end of the session, learners should be able to:
• read a short text containing common Entry Level 2 words
• answer simple comprehension questions about the text
• use images and captions to locate key information. | E3.10 R Identify different purposes of straightforward texts

E3.9 R Identify, understand and extract the main points and ideas in and from texts

E3.8 R Read correctly words designated for Entry Level 3*

*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of | By the end of the session, learners should be able to:
• say some key purposes of writing
• read and identify the purpose of a text
• answer comprehension questions about instructional and/or explanatory text. |

			reading and spelling at this level.		expectations for reading and spelling at this level.	
8	E1.8 R Read correctly words designated for Entry Level 1* E1.10 R Understand a short piece of text on a simple subject *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • identify word classes correctly • identify the correct pronoun for each sentence • read simple words correctly • say what a text is about • accurately spell the key words from this session.	E2.7 R Read correctly words designated for Entry Level 2* E2.11 R Read and understand sentences with more than one clause E2.8 R Understand the main points in texts E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and	By the end of the session, learners should be able to: • identify simple conjunctions • read compound sentences • answer questions on a text • accurately spell the key words from this session.	E3.8 R Read correctly words designated for Entry Level 3* E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.12 R Understand organisational features and use them to locate relevant information (e.g. contents, index,	By the end of the session, learners should be able to: • read and understand a straightforward text • answer the comprehension questions • use a dictionary to check the meaning of words • accurately spell the key words from this session.

			spelling at this level.		menus, tabs and links) E3.17 W Spell correctly words designated for Entry Level 3 *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	
9	E1.15 W Spell correctly words designated for Entry Level 1* E1.9 R Read simple sentences containing one clause *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for	By the end of the session, learners should be able to: • spell common two-syllable words correctly • identify a spelling strategy to support learning • read simple sentences containing common two-	E2.19 W Write in compound sentences, using common conjunctions (e.g. *or*, *and*, *but*) to connect clauses E2.17 W Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: • identify simple conjunctions • select the correct conjunction • use conjunctions in their writing.	E3.8 R Read correctly words designated for Entry Level 3* E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)	By the end of the session, learners should be able to: • read and understand a straightforward narration • answer the comprehension questions • use a dictionary to check the meaning of words

| | the full list of expectations for reading and spelling at this level. | syllable Entry Level 1 words. | | | E3.9 R Identify, understand and extract the main points and ideas in and from texts

E3.4 SLC Respond appropriately to questions on a range of straightforward topics

E3.5 SLC Follow and understand the main points of discussions

E3.17 W Spell correctly words designated for Entry Level 3

*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and | discuss the main ideas in the text take part in a group discussion accurately spell the key words from this session. |

						spelling at this level.	
10	E1.10 R Understand a short piece of text on a simple subject

E1.2 SLC Identify and extract the main information from short statements and explanations

E1.15 W Spell correctly words designated for Entry Level 1*

*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | By the end of the session, learners should be able to:
• read a short piece of text about someone's likes and dislikes
• answer questions about the text
• tell a partner about what they have read
• accurately spell the key words from the previous session. | E2.7 R Read correctly words designated for Entry Level 2*

E2.8 R Understand the main points in texts

E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)

E2.3 SLC Respond appropriately to straightforward questions

E2.16 W Spell correctly words designated for Entry Level 2*

* Please refer to Annexe C: Word lists for Entry Level 2 in the | By the end of the session, learners should be able to:
• read a short text including instructions and containing common Entry Level 2 words.
• answer simple comprehension questions
• use a dictionary to check the meaning of words
• discuss the main ideas in the text
• accurately spell the key words from this session. | E3.9 R Identify, understand and extract the main points and ideas in and from texts

E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)

E3.17 W Spell correctly words designated for Entry Level 3*

*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and | By the end of the session, learners should be able to:
• read and understand straightforward instructions
• use a dictionary to check the meaning of words
• answer the comprehension questions
• accurately spell the key words from this session. |

			specification for the full list of expectations for reading and spelling at this level.		spelling at this level.	
11	E1.10 R Understand a short piece of text on a simple subject E1.2 SLC Identify and extract the main information from short statements and explanations E1.11 W Punctuate simple sentences with a capital letter and a full stop	By the end of the session, learners should be able to: • identify when to use capital letters and full stops • add capital letters and full stops to a short piece of text • read and understand simple instructions • demonstrate that they can follow simple instructions.	E2.7 R Read correctly words designated for Entry Level 2* E2 R 8 Understand the main points in texts E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.3 SLC Respond appropriately to straightforward questions E2.16 W Spell correctly words designated for Entry Level 2*	By the end of the session, learners should be able to: • read a short text including descriptions and containing common Entry Level 2 words • answer simple comprehension questions • identify the adjectives in the description • use a dictionary to check the meaning of words • discuss the main points in the text • accurately spell the key words from this session.	E3.9 R Identify, understand and extract the main points and ideas in and from texts E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.5 SLC Follow and understand the main points of discussions E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the	By the end of the session, learners should be able to: • read and understand a straightforward descriptive text • answer the comprehension questions • discuss the main ideas in the text • take part in a group discussion • accurately spell the key words from this session.

			* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.		specification for the full list of expectations for reading and spelling at this level.	
12	E1.10 R Understand a short piece of text on a simple subject

E1.2 SLC Identify and extract the main information from short statements and explanations

E1.15 W Spell correctly words designated for Entry Level 1*

*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of | By the end of the session, learners should be able to:
• read and understand a short piece of text
• answer questions about the text
• discuss the text with their partner
• accurately spell the key words from this session. | E2.7 R Read correctly words designated for Entry Level 2*

E2.8 R Understand the main points in texts

E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)

E2.3 SLC Respond appropriately to straightforward questions | By the end of the session, learners should be able to:
• read a short text including explanations and containing common Entry Level 2 words
• answer simple comprehension questions
• use a dictionary to check the meaning of words
• discuss the main points in the text. | E3.9 R Identify, understand and extract the main points and ideas in and from texts

E3.4 SLC Respond appropriately to questions on a range of straightforward topics

E3.5 SLC Follow and understand the main points of discussions

E3.17 W Spell correctly words designated for Entry Level 3* | By the end of the session, learners should be able to:
• read and understand a straightforward explanation
• answer the comprehension questions
• discuss the main ideas in the text
• take part in a group discussion
• accurately spell the key words from this session. |

	expectations for reading and spelling at this level.		* Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.		*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	
13	E1.3 SLC Follow single-step instructions, asking for them to be repeated if necessary	By the end of the session, learners should be able to: • follow simple verbal instructions • ask for help if needed • demonstrate that they can follow simple instructions.	E2.2 SLC Make requests and ask clear questions appropriately in different contexts E2.3 SLC Respond appropriately to straightforward questions E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for	By the end of the session, learners should be able to: • ask questions • use a polite tone when talking to others • listen to others • answer questions • accurately spell the key words from this session.	E3.2 SLC Make requests and ask concise questions using appropriate language in different contexts E3.1 SLC Identify and extract relevant information and detail in straightforward explanations	By the end of the session, learners should be able to: • ask questions and listen to the reply • identify the main points and information • say what the discussion was about.

			reading and spelling at this level.			
14	E1.4 SLC Make requests and ask straightforward questions using appropriate terms and registers	By the end of the session, learners should be able to: • ask a question • use 'please' and 'thank you' correctly • demonstrate active listening.	E2.4 SLC Follow the gist of discussions E2.1 SLC Identify and extract the main information and detail from short explanations E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • listen to a discussion • say what the discussion was about • identify and extract the main information • accurately spell the key words from this session.	E3.5 SLC Follow and understand the main points of discussions E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	By the end of the session, learners should be able to: • listen to the views of others • share their ideas with others • speak when it is appropriate • identify the main points and information • say what the discussion was about.
15	E1.5 SLC Respond to questions about specific information	By the end of the session, learners should be able to: • respond to simple questions to	E2.5 SLC Clearly express straightforward information and communicate feelings and	By the end of the session, learners should be able to: • contribute to a group discussion	E3.3 SLC Communicate information and opinions clearly on a range of topics	By the end of the session, learners should be able to: • listen to the views of others

	E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	give information • listen to questions carefully • answer simple questions • accurately spell the key words from this session.	opinions on a range of straightforward topics	• share their opinion with the group • say what they feel • listen to the views of others.	E3.5 SLC Follow and understand the main points of discussions E3.7 SLC Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	• share their opinions with others • speak when it is appropriate • identify the main points and information • say what the discussion was about.
16	E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level	By the end of the session, learners should be able to: • share their opinion with their partner • share their feelings on a straightforward topic • accurately spell the key words from this session.	E2.6 SLC Make appropriate contributions to simple group discussions with others about a straightforward topic E2.4 SLC Follow the gist of discussions	By the end of the session, learners should be able to: • share their ideas with the group • listen to the ideas of others • show they understand the topic.	E3.6 SLC Make relevant contributions to group discussions about straightforward topics E3.5 SLC Follow and understand the main points of discussions	By the end of the session, learners should be able to: • listen to the views of others • share their opinions and ideas with others • focus on the topic of the discussion and stick to the subject • identify the main points and information

	1 in the specification for the full list of expectations for reading and spelling at this level.					• say what the discussion was about.
17	E1.7 SLC Understand and participate in simple discussions or exchanges with another person about a straightforward topic	By the end of the session, learners should be able to: • share their ideas with their partner • listen to the ideas of their partner • show that they understand the topic • ask their partner to repeat the question if they are unsure.	E2.19 W Write in compound sentences, using common conjunctions (e.g. *or*, *and*, *but*) to connect clauses E2.17 W Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: • identify simple conjunctions • use conjunctions in writing • write a short explanation.	E3.21 W Write in compound sentences and paragraphs where appropriate E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)	By the end of the session, learners should be able to: • know how to write a compound sentence and when to use a paragraph • order a text into a logical sequence • write a short text in a logical sequence.
18	E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.15 W Spell correctly words	By the end of the session, learners should be able to: • identify a noun • identify pronouns and proper nouns	E2.14 W Form regular plurals E2.16 W Spell correctly words designated for Entry Level 2*	By the end of the session, learners should be able to: • spell regular plurals correctly • create sentences using regular plurals	E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)	By the end of the session, learners should be able to: • know how to use the correct subject–verb agreement when writing.

	designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	• give examples of proper nouns • correctly use sentences with personal pronouns and proper nouns • accurately spell the key words from this session.	E2.17 W Communicate information in words, phrases and simple sentences * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	• write a short paragraph.		
19	E1.16 W Communicate information in words, phrases and simple sentences E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of	By the end of the session, learners should be able to: • identify a verb • spell common verbs correctly • write sentences using common verbs.	E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • identify common prefixes • spell words with prefixes where the root word is unchanged • spell words correctly that use the prefixes ill-, im-, ir-.	E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)	By the end of the session, learners should be able to: • know how to use the correct tense in writing • know how to use the correct definite and indefinite article.

	expectations for reading and spelling at this level.				
20	E1.11 W Punctuate simple sentences with a capital letter and a full stop	By the end of the session, learners should be able to: • identify when a capital letter should be used • say why we use a full stop • add capital letters and full stops to a piece of text • use capital letters and full stops in writing.	E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • identify common suffixes • spell words with suffixes where the root word is unchanged • spell words with suffixes where the last 'e' in the root word is dropped before adding a suffix beginning with a vowel.	E3.14 W Form irregular plurals E3.19 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • spell irregular plurals correctly • write sentences using irregular plurals • write two paragraphs • accurately spell the key words from this session.
21	E1.11 W Punctuate simple sentences	By the end of the session, learners should be able to:	E2.16 W Spell correctly words	By the end of the session, learners should be able to:	E3.16 W Use the first, second and third place letters	By the end of the session, learners should be able to:

	with a capital letter and a full stop E1.16 W Communicate information in words, phrases and simple sentences E1.15 W Spell correctly words designated for Entry Level 1* *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	• add capital letters and full stops to a piece of text • write simple sentences using capital letters and full stops • accurately spell the key words from this session.	designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	• say what is meant by a silent letter • identify words that contain silent letters • spell words with silent letters correctly.	to sequence words in alphabetical order E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	• correctly sequence words in alphabetical order using first, second and third place letters • spell Entry Level 3 words correctly • identify a spelling strategy to support learning • read common words containing suffixes correctly • spell correctly common words with suffixes.
22	E1.14 W Write the letters of the alphabet in sequence and in both upper and lower case	By the end of the session, learners should be able to: • identify when to use a lower-case letter • use upper- and lower-case	E2.16 W Spell correctly words designated for Entry Level 2* E2.10 R Use effective strategies to find the meaning	By the end of the session, learners should be able to: • say what a homophone is • identify common homophones	E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level	By the end of the session, learners should be able to: • read common words containing hyphenated

	E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns E1.13 W Use lower-case letters when there is no reason to use capital letters	letters correctly • write sentences using both upper- and lower-case letters correctly.	of words and check their spelling (e.g. a simple dictionary, spell- checker) * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	• spell common homophones correctly.	3 in the specification for the full list of expectations for reading and spelling at this level.	prefixes correctly • spell common words with prefixes correctly.
23	E1.15 W Spell correctly words designated for Entry Level 1* E1.12 W Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of	By the end of the session, learners should be able to: • spell the days of the week correctly • use capital letters correctly for the days of the week • write a short sentence about a day of the week.	E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • spell words correctly where the single consonant letter is doubled before adding a suffix beginning with a vowel or 'y' • spell words correctly where a root word ending in 'y' changes to 'i' before adding a	E3.17 W Spell correctly words designated for Entry Level 3* E3.11 R Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) *Please refer to Annexe D: Word	By the end of the session, learners should be able to: • know about common homophones • list common homophones • understand the meaning of common homophones • spell common homophones correctly.

	expectations for reading and spelling at this level.			suffix beginning with a vowel • spell words ending in '-tion' correctly.	lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	
24	E1.15 W Spell correctly words designated for Entry Level 1* E1 W 16 Communicate information in words, phrases and simple sentences *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • write simple sentences using numbers • spell the days of the week correctly.	E2.17 W Communicate information in words, phrases and simple sentences E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • identify how to begin and end an informal/formal email • write an informal/formal email • accurately spell the key words from this session.	E3.17 W Spell correctly words designated for Entry Level 3* *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • understand what is meant by an unpronounced sound in a word • identify words that contain unpronounced sounds • spell words with silent, unpronounced sounds correctly.
25	E1.16 W Communicate information in	By the end of the session, learners should be able to:	E2.18 W Complete a form asking for personal information (e.g.	By the end of the session, learners should be able to:	E3.10 R Identify different purposes of straightforward texts	By the end of the session, learners should be able to:

	words, phrases and simple sentences E1.15 W Spell correctly words designated for Entry Level 1* E1.11 W Punctuate simple sentences with a capital letter and a full stop *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	• write simple sentences using subject–verb–object format • spell correctly words designated for Entry Level 1 • use full stops and capital letters correctly.	first name, surname, address, postcode, age, date of birth) E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	• identify the key information needed for a form requiring personal information • complete a form accurately • use upper- and lower-case letters correctly.	E3.22 W Use language appropriate for purpose and audience E3.19 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) E3.18 W Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	• 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 • use correct punctuation • spell Entry Level 3 words correctly • use grammar correctly.

					E3.17 W Spell correctly words designated for Entry Level 3*	
					E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)	
					*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	
26	E1.15 W Spell correctly words designated for Entry Level 1* E1.16 W Communicate information in	By the end of the session, learners should be able to: • use '-ed' correctly when the root word remains the same	E2.20 W Use adjectives and simple linking words in the appropriate way E2.10 R Use effective strategies to find the meaning	By the end of the session, learners should be able to: • identify when adjectives are used • say why we use adjectives	E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	By the end of the session, learners should be able to: • identify the purpose and audience of a straightforward report

	words, phrases and simple sentences	• write simple sentences using words that end in '-ed'.	of words and check their spelling (e.g. a simple dictionary, spell-checker)	• identify the most appropriate adjective to use	E3.22 W Use language appropriate for purpose and audience	• write text for a specific purpose and audience
	*Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.		E2.16 W Spell correctly words designated for Entry Level 2* * Please refer to Annexe C: Word lists for Entry Level 2 in the specification for the full list of expectations for reading and spelling at this level.	• write a short piece of descriptive text using adjectives • accurately spell the key words from this session.	E3.17 W Spell correctly words designated for Entry Level 3* E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles) *Please refer to Annexe D: Word lists for Entry Level 3 in the	• spell Entry Level 3 words correctly • check the text for punctuation and grammar errors • use correct punctuation • use grammar correctly.

					specification for the full list of expectations for reading and spelling at this level.	
27	E1.15 W Spell correctly words designated for Entry Level 1* E1.16 W Communicate information in words, phrases and simple sentences *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	By the end of the session, learners should be able to: • spell common contractions correctly.	E2.17 W Communicate information in words, phrases and simple sentences E2.20 W Use adjectives and simple linking words in the appropriate way E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)	By the end of the session, learners should be able to: • identify the words and phrases used in a review • write a short review • accurately spell the key words from this session.	E3.21 W Write in compound sentences and paragraphs where appropriate E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points E3.22 W Use language appropriate for purpose and audience E3.17 W Spell correctly words designated for Entry Level 3*	By the end of the session, learners should be able to: • write using compound sentences and paragraphs • identify the purpose and audience of a straightforward set of instructions • write text for a specific purpose and audience • write a set of straightforward instructions • check the instructions for punctuation and grammar errors

					E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) E3.15 W Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles) *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	• spell Entry Level 3 words correctly • use correct punctuation • use grammar correctly.
28	E1.16 W Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: • write simple sentences using subject–	E2.17 W Communicate information in words, phrases and simple sentences	By the end of the session, learners should be able to: • identify the words and phrases used	E3.21 W Write in compound sentences and paragraphs where appropriate	By the end of the session, learners should be able to: • write using compound

	E1.15 W Spell correctly words designated for Entry Level 1* E1.11 W Punctuate simple sentences with a capital letter and a full stop *Please refer to Annexe B: Word lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level.	verb–object format • spell correctly words designated for Entry Level 1 • use full stops and capital letters correctly.	E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.19 W Write in compound sentences, using common conjunctions (e.g. *or*, *and*, *but*) to connect clauses	when writing instructions • write a simple set of instructions • use conjunctions correctly in their sentences • accurately spell the key words from this session.	E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points E3.22 W Use language appropriate for purpose and audience E3.17 W Spell correctly words designated for Entry Level 3* E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) E3.15 W Use mostly correct grammar, (e.g. subject–verb	sentences and paragraphs • identify the purpose and audience of a straightforward explanation • write text for a specific purpose and audience • use compound sentences and paragraphs • spell Entry Level 3 words correctly • use correct punctuation • use grammar correctly • check the text for punctuation and grammar errors.

					agreement, consistent use of tense, definite and indefinite articles) *Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for reading and spelling at this level.	
29	E1.16 W Communicate information in words, phrases and simple sentences E1.15 W Spell correctly words designated for Entry Level 1* E1.11 W Punctuate simple sentences with a capital letter and a full stop *Please refer to Annexe B: Word	By the end of the session, learners should be able to: • write simple sentences • spell correctly words designated for Entry Level 1 • use full stops and capital letters correctly.	E2.17 W Communicate information in words, phrases and simple sentences E2.10 R Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker) E2.19 W Write in compound sentences, using common	By the end of the session, learners should be able to: • write a short piece of narrative text • accurately spell the key words from this session • use conjunctions correctly in their sentences. • use adjectives correctly.	E3.21 W Write in compound sentences and paragraphs where appropriate E3.20 W Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points E3.22 W Use language	By the end of the session, learners should be able to: • write using compound sentences and paragraphs • identify the purpose and audience of a straightforward narrative • write text for a specific purpose and audience

| | lists for Entry Level 1 in the specification for the full list of expectations for reading and spelling at this level. | | conjunctions (e.g. *or*, *and*, *but*) to connect clauses

E2.20 W Use adjectives and simple linking words in the appropriate way | | appropriate for purpose and audience

E3.17 W Spell correctly words designated for Entry Level 3*

E3.13 W Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

E3.15 W Use mostly correct grammar, (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)

*Please refer to Annexe D: Word lists for Entry Level 3 in the specification for the full list of expectations for | • use compound sentences and paragraphs
• spell Entry Level 3 words correctly
• use correct punctuation
• use grammar correctly
• check the text for punctuation and grammar errors. |

					reading and spelling at this level.	
30	E1.16 W Communicate information in words, phrases and simple sentences E1.6 SLC Make clear statements about basic information and communicate feelings and opinions on straightforward topics	By the end of the session, learners should be able to: • identify what went well • say what they feel they have learned • identify a new goal or target to work towards.	E2.5 SLC Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.3 SLC Respond appropriately to straightforward questions	By the end of the session, learners should be able to: • identify what went well • say what they would have done differently • say how they feel • identify a goal for next year.	E3.6 SLC Make relevant contributions to group discussions about straightforward topics E3.4 SLC Respond appropriately to questions on a range of straightforward topics E3.5 SLC Follow and understand the main points of discussions	By the end of the session, learners should be able to: • identify what went well • say what they would have done differently • say how they feel • identify a goal for next year.

Week	Functional Skills Level 1			Functional Skills Level 2		
	Specification references	Objectives		Specification references	Objectives	
1	L1.1 SLC Identify relevant information and lines of argument in explanations or presentations	By the end of the session, learners should be able to: • introduce themselves to the group • say what they hope to achieve • read about and discuss the course • listen to and follow instructions.		L2.1 SLC Identify relevant information from extended explanations or presentations	By the end of the session, learners should be able to: • introduce themselves to the group • tell the group about something they are interested in • read about and discuss the course • listen to and follow instructions.	

	L1.3 SLC Respond effectively to detailed questions L1.7 SLC Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium L1.8 SLC Respect the turn-taking rights of others during discussions, using appropriate language for interjection		L2.3 SLC Respond effectively to detailed or extended questions and feedback L2.5 SLC Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required L2.9 SLC Adapt contributions to discussions to suit audience, purpose and medium	
2	L1.19 SPG Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) L1.18 R Use knowledge of	By the end of the session, learners should be able to: • identify how to use full stops, question marks, exclamation marks, commas, brackets and apostrophes • explain the effect of each punctuation mark • use each mark correctly in a sentence • proofread and correct punctuation errors.	L2.20 SPG Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	By the end of the session, learners should be able to: • 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.

	punctuation to aid understanding of straightforward texts L1.6 SLC Follow and understand discussions and make contributions relevant to the situation and the subject			
3	L1.11 R Identify meanings in texts and distinguish between fact and opinion L1.9 R Identify and understand the main points, ideas and details in texts L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and	By the end of the session, learners should be able to: • 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.	L2.18 R Follow an argument, identifying different points of view and distinguishing fact from opinion L2.11 R Identify the different situations when the main points are sufficient and when it is important to have specific details L2.5 SLC Communicate information, ideas and opinions clearly and effectively, providing further	By the end of the session, learners should be able to: • distinguish facts from opinions • read the texts closely • identify the style of writing/tone • explain the key ideas in the text.

	arguments and support them with evidence		detail and development if required L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	
4	L1.9 R Identify and understand the main points, ideas and details in texts L1.5 SLC Express opinions and arguments and support them with evidence L1.18 R Use knowledge of punctuation to aid understanding of straightforward texts L1.4 SLC Communicate	By the end of the session, learners should be able to: - 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.	L2.11 R Identify the different situations when the main points are sufficient and when it is important to have specific details L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence L2.5 SLC Communicate information, ideas and opinions clearly	By the end of the session, learners should be able to: - 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 - use punctuation to understand meaning in the texts.

	information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and support them with evidence		and effectively, providing further detail and development if required	
5	L1.10 R Compare information, ideas and opinions in different texts L1.11 R Identify meanings in texts and distinguish between fact and opinion L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and	By the end of the session, learners should be able to: • 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.	L2.12 R Compare information, ideas and opinions in different texts, including how they are conveyed L2.18 R Follow an argument, identifying different points of view and distinguishing fact from opinion L2.5 SLC Communicate information, ideas and opinions clearly and effectively, providing further detail and	By the end of the session, learners should be able to: • identify facts and opinions • explain the key ideas in the texts • compare information in the texts • use quotations o evidence their ideas.

	support them with evidence		development if required

L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence | |
| 6 | L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes

L1.16 R Recognise vocabulary typically associated with specific types and purposes of text

L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics | By the end of the session, learners should be able to:
• identify and explain language/textual features
• say what effect each feature has
• identify formal and informal language. | L2.14 R Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes

L2.17 R Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias

L2.5 SLC Communicate information, ideas | By the end of the session, learners should be able to:
• identify and explain textual features
• say what effect each feature has
• explain why the feature has been used
• identify formal and informal language. |

	L1.5 SLC Express opinions and arguments and support them with evidence		and opinions clearly and effectively, providing further detail and development if required L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	
7	L1.14 R Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts L1.9 R Identify and understand the main points, ideas and details in texts	By the end of the session, learners should be able to: • 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.	L2.16 R Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources L2.11 R Identify the different situations when the main points are sufficient and when it is important to have specific details	By the end of the session, learners should be able to: • identify organisational features • use organisational features to locate relevant information in a text • identify and explain the key ideas in the text.

	L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and support them with evidence		L2.5 SLC Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	
8	L1.13 R 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 L1.12 R Recognise that language and other textual features can be	By the end of the session, learners should be able to: • 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.	L2.15 R 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 L1.12 R Recognise that language and	By the end of the session, learners should be able to: • 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.

	varied to suit different audiences and purposes L1.14 R Understand organisational and structural features, and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts L1.9 R Identify and understand the main points, ideas and details in texts L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 SLC Express opinions and arguments and		other textual features can be varied to suit different audiences and purposes L2.16 R Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources L2.11 R Identify the different situations when the main points are sufficient and when it is important to have specific details L2.5 SLC Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

	support them with evidence		L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	
9	All Level 1 Reading specification references L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts	By the end of the session, learners should be able to: • identify key words in the questions • read and understand the texts • use a dictionary to find meaning.	All Level 2 Reading specification references L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	By the end of the session, learners should be able to: • identify key words in the question • read and understand the texts • use a dictionary to find meaning.
10	L1.10 R Compare information, ideas and opinions in different texts L1.9 R Identify and understand the main points, ideas and details in texts L1.12 R Recognise that language and other textual features can be	By the end of the session, learners should be able to: • identify revision targets • Identify and discuss the key ideas in the texts • compare texts and select appropriate quotations • recognise language and textual features.	L2.12 R Compare information, ideas and opinions in different texts, including how they are conveyed L2.18 R Follow an argument, identifying different points of view and distinguishing fact from opinion	By the end of the session, learners should be able to: • identify revision targets • identify and discuss the key ideas in the texts • compare texts and select appropriate quotations • recognise textual and organisational features.

	varied to suit different audiences and purposes L1.16 R Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics		L2.19 R Identify different styles of writing and writer's voice L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	
11	L1.15 R Infer from images meanings not explicit in the accompanying text L1.16 R Recognise vocabulary typically associated with specific types and purposes of texts	By the end of the session, learners should be able to: • infer meaning from an image • use context to understand meaning • identify the key ideas in a text • discuss the key ideas in a text.	L2.13 R Identify implicit and inferred meaning in texts L2.17 R Analyse texts, of different levels of complexity, recognising their	By the end of the session, learners should be able to: • identify implicit and inferred meaning • use context to understand meaning • identify and explain the key ideas in texts • discuss the key ideas in texts.

	(e.g. formal, informal, instructional, descriptive, explanatory and persuasive) L1.17 R Read and understand a range of specialist words in context L1.9 R Identify and understand the main points, ideas and details in texts L1.12 R Recognise that language and other textual features can be varied to suit different audiences and purposes		use of vocabulary and identifying levels of formality and bias L2.18 R Follow an argument, identifying different points of view and distinguishing fact from opinion	
12	All Level 1 Reading specification references L1.2 SLC Make requests and ask relevant questions to obtain specific	By the end of the session, learners should be able to: • identify key words in the questions • read and understand the texts • use a dictionary to find meaning.	All Level 2 Reading specification references L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific	By the end of the session, learners should be able to: • identify key words in the question • read and understand the texts • use a dictionary to find meaning.

	information in different contexts		information in a range of contexts	
13	L1.1 SLC Identify relevant information and lines of argument in explanations or presentations L1.5 SLC Express opinions and arguments and support them with evidence	By the end of the session, learners should be able to: • identify the key features of a successful discussion • demonstrate close listening • identify the keys ideas shared in the discussion.	L2.1 SLC Identify relevant information from extended explanations or presentations L2.2 SLC Follow narratives and lines of argument L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	By the end of the session, learners should be able to: • identify the key features of a successful discussion • demonstrate close listening • identify the keys ideas shared in the discussion.
14	L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts L1.3 SLC Respond effectively to detailed questions	By the end of the session, learners should be able to: • prepare their ideas • ask questions • listen carefully and respond to a question.	L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts L2.3 SLC Respond effectively to detailed or extended questions and feedback	By the end of the session, learners should be able to: • prepare their ideas • ask detailed questions • listen carefully and respond to a question in detail.

| 15 | L1.1 SLC Identify relevant information and lines of argument in explanations and presentations

L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts

L1.3 SLC Respond effectively to detailed questions

L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics

L1.7 SLC Use appropriate phrases, registers and adapt contributions to take account of | By the end of the session, learners should be able to:
- present their talk to the group
- speak clearly about their topic
- ask open questions
- listen and respond to questions. | L2.1 SLC Identify relevant information from extended explanations or presentations

L2.2 SLC Follow narratives and lines of argument

L2.3 SLC Respond effectively to detailed or extended questions and feedback

L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts

L2.5 SLC Express opinions and arguments and support them with relevant and persuasive evidence | By the end of the session, learners should be able to:
- Give their presentation to the group
- speak clearly about their topic
- ask pertinent questions
- listen and respond to questions in detail. |
|---|---|---|---|---|

			L2.7 SLC Use language that is effective, accurate and appropriate to context and situation	
16	L1.4 SLC Communicate information, ideas and opinions clearly and accurately on a range of topics

L1.5 SLC Express opinions and arguments and support them with evidence

L1.6 SLC Follow and understand discussions and make contributions relevant to the situation and the subject

L1.7 SLC Use appropriate phrases, registers and adapt contributions to | By the end of the session, learners should be able to:
• research their topic
• contribute to a formal group discussion
• share their opinions with the group
• listen closely
• wait for a gap before speaking
• use an appropriate tone. | L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence

L2.7 SLC Use language that is effective, accurate and appropriate to context and situation

L2.8 SLC Make relevant and constructive contributions to move discussion forward

L2.9 SLC Adapt contributions to discussions to suit audience, purpose and medium | By the end of the session, learners should be able to:
• research their topic
• contribute to a formal group discussion
• share their opinions with the group
• listen closely
• wait for a gap before speaking
• use an appropriate tone
• move the discussion forward. |

	take account of audience, purpose and medium L1.8 SLC Respect the turn-taking rights of others during discussions, using appropriate language for interjection		L2.10 SLC Interject and redirect discussion using appropriate language and register	
17	All Level 1 Speaking, listening and communicating specification references	By the end of the session, learners should be able to: • give a short talk • ask questions • listen to and answer questions • contribute to a group discussion • listen to the ideas of others • use an appropriate tone.	All Level 2 Speaking, listening and communicating specification references	By the end of the session, learners should be able to: • give a short presentation • ask pertinent questions • listen to and answer questions in detail • contribute to a group discussion • listen to the ideas of others • use an appropriate tone.
18	L1.24 W Use format, structure and language appropriate for audience and purpose L1.22 W Communicate information, ideas and opinions	By the end of the session, learners should be able to: • identify the correct format and structure of each text type • identify the purpose of a text • identify appropriate language features.	L2.25 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) L2.23 W Communicate	By the end of the session, learners should be able to: • identify the correct format and structure of each text type • identify the purpose of a text • identify and use appropriate language features.

	clearly, coherently and accurately		information, ideas and opinions clearly, coherently and effectively	
	L1.23 W 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		L2.24 W 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	
19	L1.21 SPG Spell words used most often in work, study and daily life, including specialist words	By the end of the session, learners should be able to: • identify common spelling errors • identify a spelling strategy to support learning • identify and correct spelling errors.	L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words	By the end of the session, learners should be able to: • identify common spelling errors • identify a spelling strategy to support learning • identify and correct spelling errors • identify and use punctuation correctly.
20	L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles)	By the end of the session, learners should be able to: • identify simple, compound and complex sentences • write simple, compound and complex sentences • identify and use the correct definite and indefinite article	L2.21 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of a range of tenses, definite and indefinite articles)	By the end of the session, learners should be able to: • identify simple, compound and complex sentences • write simple, compound and complex sentences • identify and use the correct definite and indefinite article

	L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate	• use the correct subject–verb agreement • use the correct tense when writing.	and modality devices (e.g. to express probability or desirability) L2.28 W Construct complex sentences consistently and accurately, using paragraphs where appropriate	• use the correct subject–verb agreement • use the correct tense when writing • use modality devices.
21	L1.24 W Use format, structure and language appropriate for audience and purpose L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate L1.23 W Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of	By the end of the session, learners should be able to: • use a clear structure when writing • identify when to use a paragraph • write in depth and with detail.	L2.27 W Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose L2.28 W Construct complex sentences consistently and accurately, using paragraphs where appropriate L2.25 W Organise writing for different purposes using appropriate format	By the end of the session, learners should be able to: • use a clear structure when writing • identify when to use a paragraph • use appropriate language and register • write in depth and with detail.

	purpose and audience		and structure (e.g. standard templates, paragraphs, bullet points, tables)	
22	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately

L1.23 W 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 W Use format, structure and language appropriate for audience and purpose

L1.21 SPG Spell words used most often in work, | By the end of the session, learners should be able to:
- identify the correct layout for a formal letter
- plan and draft a formal letter
- use complex sentences
- proofread their work for errors. | L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively

L2.24 W 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 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) | By the end of the session, learners should be able to:
- identify the correct layout for a formal letter
- plan and draft a formal letter
- use complex sentences
- proofread their work for spelling, punctuation and grammar errors. |

	study and daily life, including specialist words L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate		L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words L2.21 SPG 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) L2.20 SPG Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) L2.28 W Construct complex sentences	

			consistently and accurately, using paragraphs where appropriate	
23	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately L1.23 W 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 W Use format, structure and language appropriate for audience and purpose L1.21 SPG Spell words used most often in work, study and daily life,	By the end of the session, learners should be able to: • identify the correct layout for an email • plan and draft an email • use complex sentences • proofread their work for errors.	L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively L2.24 W 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 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)	By the end of the session, learners should be able to: • identify the correct layout for an email • plan and draft an email • use complex sentences • proofread their work for errors.

	including specialist words L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate		L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words L2.21 SPG 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) L2.20 SPG Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) L2.28 W Construct complex sentences	

			consistently and accurately, using paragraphs where appropriate	
24	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately L1.23 W 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 W Use format, structure and language appropriate for audience and purpose L1.21 SPG Spell words used most often in work, study and daily life,	By the end of the session, learners should be able to: • identify the correct layout and tone for a review • plan and draft a review • use complex sentences • proofread their work for errors.	L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively L2.24 W 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 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)	By the end of the session, learners should be able to: • identify the correct layout and tone for a review • plan and draft a review • use complex sentences • proofread their work for errors.

	including specialist words L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate		L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words L2.21 SPG 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) L2.20 SPG Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) L2.28 W Construct complex sentences	

				consistently and accurately, using paragraphs where appropriate	
25	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately

L1.23 W 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 W Use format, structure and language appropriate for audience and purpose

L1.21 SPG Spell words used most often in work, study and daily life, | By the end of the session, learners should be able to:
• identify the correct layout for an article
• plan and draft an article
• use complex sentences
• proofread their work for errors. | L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively

L2.24 W 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 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) | By the end of the session, learners should be able to:
• identify the correct layout for an article
• plan and draft an article
• use complex sentences
• proofread their work for errors. |

	including specialist words L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate		L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words L2.21 SPG 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) L2.20 SPG Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) L2.28 W Construct complex sentences	

			consistently and accurately, using paragraphs where appropriate	
26	All Level 1 Writing specification references L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts	By the end of the session, learners should be able to: • identify key words in the question • plan and draft a response • proofread their work for errors.	All Level 2 Writing specification references L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	By the end of the session, learners should be able to: • identify key words in the question • plan and draft a response • proofread their work for errors.
27	L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately L1.23 W 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	By the end of the session, learners should be able to: • identify the correct layout for a report • plan and draft a formal report • use complex sentences • proofread their work for errors.	L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively L2.24 W 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	By the end of the session, learners should be able to: • identify the correct layout for a report • plan and draft a formal report • use complex sentences • proofread their work for errors.

	L1.24 W Use format, structure and language appropriate for audience and purpose L1.21 SPG Spell words used most often in work, study and daily life, including specialist words L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate		L2.25 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words L2.21 SPG 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) L2.20 SPG Punctuate writing correctly using a

| | | | | wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

L2.28 W Construct complex sentences consistently and accurately, using paragraphs where appropriate | |
|---|---|---|---|---|---|
| 28 | L1.22 W Communicate information, ideas and opinions clearly, coherently and accurately

L1.23 W 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 | By the end of the session, learners should be able to:
• identify the correct layout for a forum contribution
• plan and draft a forum contribution
• use complex sentences
• proofread their work for errors. | L2.23 W Communicate information, ideas and opinions clearly, coherently and effectively

L2.24 W 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 | By the end of the session, learners should be able to:
• identify and use the correct layout for a forum contribution
• plan and draft a forum contribution
• use complex sentences
• proofread their work for errors. | |

	L1.24 W Use format, structure and language appropriate for audience and purpose L1.21 SPG Spell words used most often in work, study and daily life, including specialist words L1.20 SPG Use correct grammar (e.g. subject–verb agreement, consistent use of different tenses, definite and indefinite articles) L1.25 W Write consistently and accurately in complex sentences, using paragraphs where appropriate		L2.25 W Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) L2.22 SPG Spell words used in work, study and daily life, including a range of specialist words L2.21 SPG 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) L2.20 SPG Punctuate writing correctly using a

			wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) L2.28 W Construct complex sentences consistently and accurately, using paragraphs where appropriate	
29	All Level 1 Writing specification references L1.2 SLC Make requests and ask relevant questions to obtain specific information in different contexts	By the end of the session, learners should be able to: • identify key words in the question • plan and draft a response • proofread their work for errors.	All Level 2 Writing specification references L2.4 SLC Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	By the end of the session, learners should be able to: • identify key words in the question • plan and draft a response • proofread their work for errors.
30	L1.5 SLC Express opinions and arguments and support them with evidence L1.6 SLC Follow and understand	By the end of the session, learners should be able to: • identify what went well • say what they would have done differently • say how they feel • identify a goal for next year.	L2.6 SLC Express opinions and arguments and support them with relevant and persuasive evidence	By the end of the session, learners should be able to: • identify what went well • say what they would have done differently • say how they feel • identify a goal for next year.

	discussions and make contributions relevant to the situation and the subject		L2.7 SLC Use language that is effective, accurate and appropriate to context and situation L2.8 SLC Make relevant and constructive contributions to move discussion forward	