

Subject Curriculum Information Pack



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Curriculum Intent



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Functional Skills, Implementation and Impact statement

The Intent of Functional Skills

Functional Skills is designed to ensure all students reach their full potential as they develop their literacy skills throughout their time at School. This qualification is designed to support student studying for their AQA English Language GCSE.

The Intention for Functional Skills is to build on their prior learning from Key Stage 3 and further develop their skills in Reading, Writing and Speaking and Listening. They will engage with a range of reading materials, designed to replicate those they will encounter in 'real life' scenarios, therefore familiarising themselves and preparing for the outside world.

Functional skills enables students to feel more confident as they prepare for life outside school. Having this additional qualification also ensures students are given the best possible chance of securing their desired Post 16 placement.

The Implementation of the Functional Skills

Functional Skills is delivered in Key stage 4 and covers similar assessment criteria from the English Language GCSE. Lessons are designed to encourage students to access a broad and balanced curriculum, providing a further opportunity to access a gateway to Post 16 education.

- Activities to encourage communication and presentation skills, particularly building confidence in whole class speaking and listening presentations.
- Reading texts to instruct, describe, explain and persuade
- Understanding organisational and structural features of a text to identify and locate key information within the text.
- Communicate ideas effectively, coherently and accurately
- Organising writing for different purposes; using the appropriate format and presentational features for effect.
- Use a range of language, accent, register to appeal to a wide range of audiences.
- Develop confidence in Independent research tasks, linked to the world around us.

Whilst following the curriculum, Functional Skills allows students to identify their own areas of interest to develop presentations for the speaking and Listening element of the course. Students are encouraged to draw for their own interests and experiences to provide a stimulating presentation both as Individuals and part of a group.

Speaking and Listening is externally assessed and enables students to confidently develop their presentational skills. Students are given the opportunity to fully research their topic, provide a

presentation on it and share their findings with peers. Each year, we refer to the previous cohort examples to share good practice and to ensure their own performance meets the criteria. These performances are recorded and assessed by AQA examiners.

Examinations - Students are entered for 2 examinations.

Reading – This exam is 1 hour; designed to ask multiple questions on a range of topics. Students have access to a dictionary for the reading paper.

Writing – This exam is 1 hour; there are 2 writing tasks with a total of 12 marks awarded for Spelling, Punctuation and grammar. Students are not permitted to use a dictionary for this exam.

The Impact of Functional Skills

- Functional Skills enables students to access additional literacy support.
- Accessing Post 16 courses – greater flexibility for students
- Increased support for studies of English GCSE Language
- Widening students' knowledge of the world around them and the topics studied as part of the PSHE framework
- Increased confidence for students to prepare and present their written work in a range of formats
- Increased reading for pleasure by experimenting with a range of genres suited to their age range and interests.
- Confident writers, demonstrating the ability to write extended pieces of work which will enable them to access the whole school curriculum with confidence.

Year 10 Curriculum Assessment Map



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Year 10 and 11 Units	Term 1 Speaking and Listening Research into class-based discussion		Term 2 Reading paper		Term 3 Writing paper	
Building Skills	Functional Skills Level 1 and Level 2		Functional Skills Level 1 and Level 2		Functional Skills Level 1 and Level 2	
Key Learning	<p>Reading – A range of literature designed to address topical issues within society to prompt discussions. Magazine articles, Web print outs and newspaper reports related to chosen speaking & Listening assessment topic.</p> <p>Writing –Evaluate texts and re-create into independent notes to aid their speaking & listening presentation. Writing can be recorded in various formats including; notes, diary accounts, interviews and letters</p> <p>Oracy – Students are encouraged to develop oracy skills by sharing individual presentations based on their own interests. Students also participate in whole class discussions on a mutually agreed subject.</p>		<p>Reading – whole text and extract based to explore characterisation and plot development. Learners will be required to engage with a range of straightforward texts on a range of topics. These will be of varying lengths that instruct, describe, explain or persuade.</p> <p>Writing - production of texts in response to reading, including writing to analyse as well as writing to promote a point of view.</p> <p>Oracy – Class discussions around key themes within the text, narrative perspective and plot development. Students will also explore different ways of reporting speech – eg: radio script format.</p>		<p>Reading – Students will be encouraged to read a range of fiction and non-fiction texts to develop their understanding of different genres.</p> <p>Writing – learners will be required to produce straightforward texts such as narratives, instructions, explanations and reports of varying lengths. learners will be required to produce straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.</p> <p>Oracy – speaking and listening tasks throughout the term, linked to extracts from the reading and writing papers to broaden and develop ideas</p>	
Formal (Summative) Assessment	Tasks set by centre in line with AQA guidelines <ul style="list-style-type: none"> Marked by centre using pass criteria 33.3% of the AQA Level 1 and 2 Functional Skills in English 		Written exam: 1 hour <ul style="list-style-type: none"> Paper based: Level 1 – 26 marks Level 2 – 30 marks 33.3% of the AQA Level 1 and 2 Functional Skills in English Set and marked by AQA 		Written exam: 1 hour <ul style="list-style-type: none"> Paper based: Level 1 – 27 marks Level 2 – 30 marks 33.3% of the AQA Level 1 and 2 Functional Skills in English Set and marked by AQA 	
End Points (Non-negotiable Skills)	Depending on if student is entered for Level 1/2	<ul style="list-style-type: none"> Adapt tone and register to suit the needs of the audience A range of broad and diverse vocabulary, including subject specific terminology. Ability to inform group discussion and engage with turn taking within peer setting. 	Depending on if student is entered for Level 1/2	<ul style="list-style-type: none"> Language and structure Writers’ perspectives Identifying key information within the text, synthesising information appropriately. 	Depending on if student is entered for Level 1/2	<ul style="list-style-type: none"> Use of formal and informal language Ability to decipher key vocabulary successfully Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose
Cross-curricular Links	PSHE, sociology	Cross – curricular topics from the PSHE framework to include (eg): crime, punishment, popular TV culture and Social Media	PSHE, English Language GCSE (AQA), RE (class/race/stereotypes)	Extract based non-fiction; articles from popular culture	PSHE, English Language GCSE (AQA),	History – debate materials to encourage wider reading across the curriculum



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