



Scheme of Work

<p>*The purpose of this scheme is to give an outline of the content that should be delivered. These sessions can be stand-alone or integrated with other sessions; however, time would need to be allocated in order for the skills/content to be embedded. Some sessions may need longer depending on time allocations and learners.</p>	<p>NCFE Level 2 Functional Skills Qualification in English (603/5054/4)</p>
<p>Guided Learning Hours (GLH): 55</p>	<p>No of Sessions: 30</p>
<p>About this qualification:</p> <p>Aims of the unit: Functional Skills English at this level indicates that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Listen, understand and make relevant contributions to discussions with others in a range of contexts • Apply their understanding of language to adapt delivery and content to suit audience and purpose • Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing • Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar • Understand the situations when and audiences for which planning, drafting and using formal language are important, and when they are less important. <p>Students should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.</p>	

Scheme Of Work Functional Skills English

Minjie Lin



Scheme Of Work Functional Skills English:

A-Z of Lifelong Learning Jonathan Tummons, Sharon Powell, 2014-06-16 The A to Z of Lifelong Learning has been written for anyone involved in the lifelong learning sector whether as an evening class tutor trainee FE teacher or college manager With its glossary format this book allows students tutors and practitioners to easily explore the many key themes issues and debates that shape contemporary practice in the lifelong learning sector Written in an accessible style the A to Z of Lifelong Learning combines ease of use with a critical perspective covering a range of important topics relating to learning and teaching in lifelong learning the people staff students and other stakeholders and the organisation and management of the sector Each entry provides a succinct and helpful overview for busy students and practitioners and includes Introduction A brief definition of the term including changes in emphasis usage over time Key concepts An exploration of key concepts and debates within the topic referenced to both recent literature and seminal works writers Practical application Commentary relating to the application manifestation of the concept in practice drawing on real world examples where appropriate Readable critical and fully referenced to provide guidelines for further reading and research the book is aimed at students who are taking a wide variety of lifelong learning qualifications This book is an excellent entry point for anyone who wants to know more about lifelong learning and the lifelong learning sector Jonathan Tummons and Ewan Ingleby combine scholarship and experience of the sector with the outcomes of their own research to create a valuable addition to the literature on lifelong learning If you are unfamiliar with the territory of lifelong learning this book gives you the map Pete Scales Senior Lecturer in Education University of Derby UK In their introduction Tummons and Ingleby describe the breadth and complexity of the lifelong learning sector with its wide range of educational institutions programmes of study contexts and settings and diverse student and teacher populations That it manages so comprehensively to encompass this sector from Accreditation of Prior Learning to Zone of Proximal Development is one of the key achievements of this text This text will be invaluable to all those teaching or studying in the sector and will be particularly useful for those outside the sector baffled by the myriad topics theories policies processes which are current within it indeed there is even an entry on Jargon Andrew Armitage Head of the Department of Post Compulsory Education Canterbury Christ Church University UK This is a welcome and timely text This simple A Z of the sector provides a much needed overview of that complexity For the novice unfamiliar with the pedagogies philosophies and policies that define working with adults this A Z of Lifelong Learning is an accessible introduction The seasoned professional familiar with a particular institutional setting will appreciate gaining depth and insight into the workings of an entirely different educational context The reader is left curious and inspired wanting to follow up and find out more Yet each entry provides just enough detail to stimulate thought and discussion Carol Azumah Dennis PCET Programme Director University of Hull UK **Teaching Sport And Leisure 14+** Huggett, Cliff, Manley, Chris, 2010-10-01 Annotation This book has been written in response to a perceived need in initial teacher training to address

the pedagogy of vocational programmes in the field as a vocational subject It is not therefore a text book on physical education but rather focuses on teaching and learning related to preparation for working in the industry

Delivering Employability Skills in the Lifelong Learning Sector Ann Gravells,2010-01-05 Delivering Employability Skills is an optional unit of the teacher training qualifications This easy to read and accessible text is aimed at trainees undertaking this unit or existing teachers wishing to refresh their understanding of delivering employability skills as part of CPD With practical activities and examples throughout this book supports delivery of the subject in a variety of settings Please note the qualification unit content contained in the appendices has since changed and some legislation mentioned in the book has been updated

Passing PTLLS Assessments Ann Gravells,2010-05-04 PTLLS candidates often find it difficult to approach and complete their assessments This accessible guide begins with an overview of the award detailing the requirements at Levels 3 and 4 It encourages the reader to assess their own competence in the five sections of PTLLS helping them to better understand how to prepare for their assessments Detailed guidance on how to demonstrate and evidence competence enables candidates to complete their assessments with confidence Finally a chapter on practical assessments covers how both pre service and in service candidates can prepare for the Microteach and includes hints and tips on how to succeed

A Study Guide to English Functional Skills Levels 1 & 2 , *Preparing to Teach in the Lifelong Learning Sector* Ann Gravells,2011-05-05 This popular and accessible guide to the PTLLS Award is a comprehensive introduction to teaching in a variety of settings within the Lifelong Learning Sector from colleges to work based learning offender learning and adult and community contexts This fourth edition is completely revised and updated and reflects current practice at levels 3 and 4 A new Extension Activity feature targets those taking the award at level 4 and further theories of learning are incorporated throughout Chapters are based around the learning cycle are focused on the PTLLS assessment criteria and are linked to the LLUK Standards The New Award The fifth edition of *Preparing to Teach in the Lifelong Learning Sector* is also now available written for the NEW four unit PTLLS Award Find out more here <http://www.uk.sagepub.com/books/Book238711> siteId:sage_uk_prodTypes: any q: gravells fs 1

Communications, Curriculum and Classroom Practice Clare Lathan, Ann Miles,2013-10-23 This book discusses the development of English Communication and Literacy for children below level one of the National Curriculum The authors take account of the latest QCA guidelines for pupils with significantly below age related expectations

Teaching Secondary Music Jayne Price, Jonathan Savage,2011-10-26 Designed to support teachers in developing new strategies and pedagogies for teaching music and for teacher education students requiring a comprehensive overview of the subject *Teaching Secondary Music* provides a modern and accessible insight into the key issues in music education at secondary level Focusing on the nature of musical understanding and how to facilitate and assess musical progress the editors bring together a team of experienced music educators leading the programme of support for the new secondary curriculum Supported with practical examples case studies and resources

exploring effective practice Teaching Secondary Music covers the key concepts and approaches which underpin good practice in secondary music education These include How music relates to other curriculum subjects Ways of implementing newer aspects of the curriculum The music industry and intellectual property rights Working with a range of musicians Using ICT as a tool for musical performance Developing musical leadership This book is essential reading for PGCE Secondary music specialists and practising music teachers Jayne Price is the Music Education Coordinator in the School of Education and Professional Development at the University of Huddersfield Jonathan Savage is a Reader in Education at the Institute of Education Manchester Metropolitan University

How to be a Brilliant FE Teacher Vicky Duckworth, 2013-09-05 How to be a Brilliant FE Teacher is a straightforward friendly guide to being an effective and innovative teacher in post compulsory education Focussing on practical advice drawn from the author's extensive and successful personal experience of both teaching and training teachers it offers sound guidance underpinned by the latest research theory and policy in the field Structured around the questions that all new teachers and lecturers ask in their first teaching post it is an introduction to both essential teaching skills and what to expect from working in this exciting fast paced sector Key chapters cover The learners who they are diversity and motivation What will actually happen organising teaching technology and resources How to keep your students interest understanding and responding to learning styles How will I know if they've learned it assessment and feedback Making sure it's working student evaluation reflecting on and improving practice Packed throughout with information about where to find the best materials and resources to support your teaching this book also offers sensible advice on balancing home and life working effectively with your colleagues and progressing in your career How to be a Brilliant FE Teacher will be a source of support and inspiration for all those embarking on their initial training and first post in the sector as well as qualified professionals looking for reassuring fresh ideas

Planning and Enabling Learning in the Lifelong Learning Sector Ann Gravells, Susan Simpson, 2010-04-28 This was a unit in the CTLLS and DTLLS qualifications which have now been replaced with the Certificate and Diploma in Education and Training CET and DET However the content has since been updated and is now in the book Principles and Practices of Teaching and Training Please note the qualification unit content contained in the appendices has since changed and some legislation mentioned in the book has been updated

Teaching and Learning in Further Education Prue Huddleston, Lorna Unwin, 2013-03-05 Teaching and Learning in Further Education is established as an authoritative wide ranging introductory text for those training to work in the further education post compulsory education and lifelong learning sectors It offers an easy to read picture of the practitioner's everyday working life a thorough historical account of the FE context and excellent advice on how to improve practice and enhance professional development Essential topics covered include Key theorists Teaching strategies Assessment issues The diverse curriculum The nature of the student body Blended learning and virtual learning E assessment and personal records of achievement The fourth edition will be significantly updated in light of the latest

research into teaching and learning as well as extensive changes in the field including Revision to the professional standards for teachers tutors and trainers in the lifelong learning sector increased provision of HE in FE the introduction of functional skills and the 14 19 Diploma and the shifting nature of vocational qualifications Illustrated throughout by case studies and vignettes and supported by reflective activities and references to well respected research and literature Teaching and Learning in Further Education is an essential text to be used throughout an FE tutor s journey from trainee to qualified lecturer

Passing Assessments for the Certificate in Education and Training Ann Gravells,Susan Simpson,2014-04-22 This is an essential text for anyone taking the Certificate in Education and Training no matter which awarding organisation you are registered with or who your learners are It s readable relevant easy to understand and gives key advice on approaching and completing written and practical assessments It helps all learners to understand the requirements of the qualification and to evidence their achievement towards the mandatory units The book gives advice regarding study skills academic writing and referencing reflective practice teaching practice and observations and the minimum core The book will Help learners with the written assessments towards the five mandatory units of the Certificate Give guidance on how learners can demonstrate and evidence their achievement Help learners understand the requirements of observed teaching practice Give guidance on how to evidence the minimum core requirements of literacy language numeracy and ICT

Achieving QTLS Status Sharron Mansell,2018-10-29 If you are considering or working towards QTLS status this text is for you Over 20 000 practitioners have achieved QTLS status since 2008 The process was redesigned in 2016 therefore the time is right for a book like this It will help anyone to understand the Professional Standards which are used as the basis to gain QTLS status This new text is a user friendly and clear guide to achieving QTLS status and is linked to the Professional Standards for Teachers and Trainers Appropriate for anyone who wishes to maintain their practice in accordance with the Professional Standards for Teachers and Trainers Written in an accessible language for anyone aiming to achieve QTLS status and or to have parity with QTS Information regarding the minimum core and observed teaching practice is included The content will help practitioners to have a positive impact upon their job role their learners their organisation and their career The Society for Education and Training SET have made a few changes to the QTLS process since the book was published You can download a summary of these changes via this link <http://www.anngravells.com/anns-books/latest-projects>

The Complete Guide to Becoming an English Teacher Stephen Clarke,Paul Dickinson,Jo Westbrook,2009-11-13 Praise for the previous edition This is a text that should accompany every student teacher of English and find its way on to the shelf of all practising teachers This book excited me It is written in a style that makes you want to try out activities and take up challenges This book will encourage the student teacher to embrace the subject of English along with its associated values and debates ESCalate If I was training to teach English today this is the book I would want an extraordinarily professional handbook of good practice Geoff Barton Times Educational Supplement Teacher Magazine This essential companion for aspiring

secondary English teachers has been extensively reworked to help students meet the very latest professional and academic standards while also equipping them with the knowledge and skills they will need for the beginning of their teaching career. Focusing on the essentials needed to be a successful English teacher the authors combine subject knowledge with ideas, examples and approaches for creating an effective vibrant learning environment and real examples of lesson plans and schemes of work. Each chapter clearly links practice to theoretical and critical perspectives on teaching making this an ideal text for students working towards M level credits or a Masters in Teaching and Learning. There are also brand new chapters which explore in greater depth specific areas of contention and challenging issues including Diversities including global perspectives on teaching English. The application and implications of using ICT. Multi agency provision in personalising learning. Research methodologies. Transition from the training year and the first year as a teacher. The latest requirements for Qualified Teacher Status are clearly signposted throughout and activities at the end of each chapter help to reinforce knowledge and encourage reflection. Written by a team of highly respected authors this new edition should be on every secondary English student's bookshelf.

Learning to Teach English in the Secondary School Jon Davison, Jane Dowson, 2009-05-12 How do you approach teaching English in the modern classroom? What is expected of a would be English teacher? This best selling textbook combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms. Each chapter explains the background to debates about teaching the subject and provides tasks, practical teaching approaches and further reading to explore issues and ideas in relation to school experience. Already a major text for many university teacher education courses this new edition has been thoroughly updated in the light of recent revisions to the National Curriculum for English examination syllabuses and the Standards for Qualified Teacher Status. As well as containing critical explorations of the history and definitions of the subject and policies such as the Secondary National Strategy that are appropriate to Professional and Masters level PGCE study other chapters present a broad range of effective innovative approaches to teaching such crucial areas as reading and writing, speaking and listening, drama, media studies and information and communications technology, grammar, poetry and language study. Shakespeare post 16 English language and literature. Written particularly with the new and student teacher in mind this book offers principles and practical examples of teaching and learning within a 21st Century context in which new notions of literacy compete with demands of national assessment. Taking these changing principles as a starting point the text also addresses questions about the nature of initial teacher preparation and raises issues concerning standards based teacher education, mentoring in schools and monitoring the development of a student teacher.

Reflective Teaching in Further, Adult and Vocational Education Margaret Gregson, Sam Duncan, Kevin Brosnan, Jay Derrick, Gary Husband, Lawrence Nixon, Trish Spedding, Rachel Stubley, Robin Webber Jones, 2020-05-14 The definitive textbook for reflective professionals in further adult and vocational education. Now updated with the latest research the book offers

extensive support for trainee and practising teachers in a variety of settings for both practice based training and career long professionalism Written by a collaborative author team of sector experts led by Maggie Gregson and Sam Duncan Reflective Teaching in Further Adult and Vocational Education offers two levels of support practical guidance for practitioner success with a focus on the key issues including planning and assessing learning and collaborative approaches to reflective practice evidence informed principles to aid understanding of how theories can effectively inform and develop teaching practices In addition to new case studies from a wider range of settings than ever before the new edition offers broader national and international coverage greater emphasis on work based learning and more ideas for exploring classroom communication and meeting a wider range of learner needs Readings for Reflective Teaching in Further Adult and Vocational Education directly compliments this book providing access to key texts working as a compact and portable library reflectiveteaching co uk provides a treasure trove of additional support including supplementary sector specific material for considering questions around society s educational aims [ERIC Clearinghouse Publications](#) ,1983 *Resources in Education* ,1998-07 [Great FE Teaching](#) Samantha Jones,2022-10-26 Professional learning and development by FE teachers for FE teachers Celebrating great teaching and learning across the UK s most diverse education sector This new title invites you into the minds and classrooms of FE teachers and encourages you to think side by side with them Brings together experienced teachers to profile their practice and share learning Offers a unique view into classrooms and into the practice of experienced teachers Enables readers to observe and reflect on the work of fellow professionals Opens up the discussion of what makes great FE teaching Profiles and highlights the great work and great teachers in FE **Testing English** Bethan Marshall,2011-01-13 This book considers why summative assessment in English is difficult and explores viewing it as an arts subject rather than one which is quantifiable and assessable objectively

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