

Functional Skills English (Entry Level 2 – Edexcel)

Scheme of Work for 1:1 Delivery (SEMH-Focused)

Course	Edexcel Functional Skills English Entry Level 2
Duration	6 Terms (approx. 36 weeks)
Lesson Duration	90 minutes (includes 5–10 min break)
Delivery Mode	1:1 (SEMH-adapted)
Main Resource	CGP Functional Skills English Entry Level 2 Study & Test Practice Book
Supplementary Resources	Tutor worksheets, audio clips, sample papers, emotion check-ins
Learner Needs	SEMH – requires structured, supportive, confidence-based teaching

SEMH Teaching Principles

- Start each session with an **emotional check-in** (visual mood chart or short chat).
 - Provide **routine and structure** (visual timetable).
 - Use **short, manageable tasks** (10–15 minutes each).
 - Offer **calming breaks** when needed.
 - Focus on **praise and progress**, not perfection.
 - Allow **oral or visual responses** where writing causes stress.
 - End lessons with **positive feedback and reflection**.
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TERM 1 – Reading Foundations & Core Skills (6 weeks)

Curriculum Coverage:

E2.9 – Read and understand straightforward texts.

E2.10 – Locate and use information from texts.

E2.12 – Understand meaning of words in context.

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Baseline assessment and understand course goals.	Diagnostic reading test, discussion.	Positive feedback, short tasks.	CGP p.2–3	<input type="checkbox"/>	
2	Skim and scan longer texts for specific information.	Practice with leaflets and flyers.	Use highlighters, visual aids.	CGP p.6–8	<input type="checkbox"/>	
3	Follow detailed written instructions.	Recipe or how-to text comprehension.	Model instructions, oral explanation.	CGP p.9–10	<input type="checkbox"/>	
4	Understand vocabulary in context.	Match new words; use dictionaries.	Visual vocabulary cards.	CGP p.11–12	<input type="checkbox"/>	
5	Spell frequently used words correctly.	Spelling games and writing tasks.	Multisensory spelling practice.	CGP p.13–14	<input type="checkbox"/>	
6	Apply reading skills to practice paper.	Short test with feedback.	Encourage positive self-reflection.	CGP p.16–17	<input type="checkbox"/>	

TERM 2 – Writing Accuracy & Structure (6 weeks)

Curriculum Coverage:

E2.19 – Write simple sentences and paragraphs.

E2.20 – Use punctuation accurately.

E2.21 – Write for a range of purposes.

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Write clear sentences with correct punctuation.	Sentence building and correction.	Visual support and praise.	CGP p.20–22	<input type="checkbox"/>	
2	Write structured paragraphs with linking words.	Paragraph writing practice.	Break into steps.	CGP p.23–24	<input type="checkbox"/>	
3	Use capital letters, full stops, and commas.	Proofreading and editing exercises.	Oral rehearsal before writing.	CGP p.25	<input type="checkbox"/>	
4	Write messages for different purposes.	Notes, emails, reminders.	Scaffolded writing frames.	CGP p.26–28	<input type="checkbox"/>	
5	Use apostrophes for contractions and possession.	Punctuation practice.	Step-by-step modelling.	CGP p.29–30	<input type="checkbox"/>	
6	Produce short formal/informal letters.	Timed writing task with support.	Positive reinforcement.	CGP p.31–32	<input type="checkbox"/>	

TERM 3 – Reading for Meaning (7 weeks)

Curriculum Coverage:

E2.9 – E2.13 – Identify key information, facts vs opinions, and purpose.

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Identify purpose and audience in texts.	Study adverts, letters, articles.	Visual supports; discussion.	CGP p.35–36	<input type="checkbox"/>	
2	Identify main points and supporting details.	Highlight and summarise texts.	Oral answers accepted.	CGP p.37–38	<input type="checkbox"/>	
3	Differentiate facts and opinions.	Identify examples in texts.	Model thinking aloud.	CGP p.39–40	<input type="checkbox"/>	
4	Compare two short texts.	Complete comparison chart.	Allow processing time.	CGP p.41–42	<input type="checkbox"/>	
5	Practise skimming and scanning.	Timed reading exercises.	Encourage effort over speed.	CGP p.43–44	<input type="checkbox"/>	
6	Complete mock reading assessment.	Timed test, feedback session.	Calm encouragement.	CGP test paper	<input type="checkbox"/>	
7	Reflect on reading progress and set goals.	Discussion and planning next steps.	Positive feedback.	Tutor notes	<input type="checkbox"/>	

TERM 4 – Functional Writing (6 weeks)

Curriculum Coverage:

E2.19–E2.23 – Writing letters, emails, and notes for practical purposes.

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Identify formal vs informal writing.	Compare example letters/emails.	Role-play tone differences.	CGP p.46–48	<input type="checkbox"/>	
2	Plan and write formal letter/email.	Use templates for structure.	Praise small achievements.	CGP p.49–50	<input type="checkbox"/>	
3	Write complaint/request letters.	Practice real-life scenarios.	Calm handling of emotional topics.	CGP p.51–52	<input type="checkbox"/>	
4	Plan, draft, and edit written work.	Use planning grids and checklists.	Chunk editing to reduce overwhelm.	CGP p.53–54	<input type="checkbox"/>	
5	Write extended pieces for practical use.	Complete writing tasks from prompts.	Quiet working space.	CGP p.55–56	<input type="checkbox"/>	
6	Complete mock writing paper.	Timed writing with feedback.	Supportive and positive.	CGP test	<input type="checkbox"/>	

TERM 5 – Speaking & Listening (6 weeks)

Curriculum Coverage:

E2.1–E2.8 – Listening skills, participating in conversations and presentations.

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Listen and respond to spoken information.	Audio tasks and Q&A.	Replay audio; low stress.	CGP p.58	<input type="checkbox"/>	
2	Take part in simple conversations.	Role-plays on familiar topics.	Safe topics, scaffolded prompts.	CGP p.59	<input type="checkbox"/>	
3	Express opinions and ideas clearly.	Opinion discussions with sentence starters.	No-pressure environment.	CGP p.60	<input type="checkbox"/>	
4	Plan and deliver short presentations.	Prepare 1–2 minute talks.	Practice and praise effort.	CGP p.61	<input type="checkbox"/>	
5	Mock speaking assessment practice.	Practice speaking tasks.	Reassurance and encouragement.	Tutor script	<input type="checkbox"/>	
6	Reflect on speaking progress and set goals.	Self-assessment discussions.	Positive closure.	Tutor notes	<input type="checkbox"/>	

TERM 6 – Consolidation & Exam Practice (6 weeks)

Curriculum Coverage:

E2.1–E2.23 (All skills consolidated)

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Revise reading skills and strategies.	Mixed reading tasks and review.	Short timed tasks; praise progress.	CGP reading	<input type="checkbox"/>	
2	Review grammar, punctuation, and spelling.	Short drills and games.	Celebrate small wins.	CGP writing	<input type="checkbox"/>	
3	Plan and complete a writing task.	Timed task with planning grid.	Use visual aids.	CGP writing	<input type="checkbox"/>	
4	Practice speaking and listening tasks.	Mock assessments.	Topic choice flexibility.	Tutor materials	<input type="checkbox"/>	
5	Mock exam 1: reading and writing.	Full timed paper.	Support with positive mindset.	CGP mock	<input type="checkbox"/>	
6	Mock exam 2 & reflection.	Final assessment and review.	Celebrate achievements.	CGP test	<input type="checkbox"/>	



Lesson Flow (90 minutes – SEMH Adaptive)

Segment	Time	Example
Emotional check-in	10 min	Mood chart, recap
Skill teaching	20 min	Model and explain
Guided practice	20 min	Tutor and student work
Break / mindfulness	5–10 min	Calm break or movement
Independent work	20 min	Student task
Reflection & praise	10 min	Review goals, tick off objectives



Resources

- CGP Functional Skills English Entry Level 2 Study & Test Practice Book
- Edexcel sample papers
- BBC Skillswise and Pearson Skills Builder resources
- Tutor-created worksheets
- Emotion check-in visuals