

Functional Skills English (Entry Level 3 – Edexcel)

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

Course	Edexcel Functional Skills English Entry Level 3
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 3 Study & Test Practice Book
Supplementary Resources	Tutor worksheets, audio clips, sample papers, emotion check-ins
Learner Needs	SEMH – requires structured, supportive and 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: E3.9, E3.10, E3.12, E3.14

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Identify learner strengths and goals; understand test format.	Diagnostic assessment, goal-setting chat.	Calm tone, praise participation.	CGP p.2–3	<input type="checkbox"/>	
2	Skim and scan texts for information.	Read adverts/leaflets, highlight key words.	Use coloured pens; visual supports.	CGP p.6–8	<input type="checkbox"/>	
3	Follow written instructions accurately.	Read short instructions (recipes, maps).	Model first, simplify text if needed.	CGP p.9–10	<input type="checkbox"/>	
4	Work out meanings from context.	Word-matching, vocabulary games.	Visual word banks, oral support.	CGP p.11–12	<input type="checkbox"/>	
5	Spell common functional words accurately.	Spelling quiz and short writing task.	Use multisensory spelling activities.	CGP p.13–14	<input type="checkbox"/>	
6	Apply reading skills in short test.	Mini reading test and feedback.	Calm support, positive reinforcement.	CGP p.16–17	<input type="checkbox"/>	

TERM 2 – Writing Accuracy & Sentence Structure (6 weeks)

Curriculum Coverage: E3.19–E3.23

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Write full sentences using correct punctuation.	Sentence correction task.	Praise small wins; visual correction.	CGP p.20–22	<input type="checkbox"/>	
2	Write short, clear paragraphs.	Plan and write a 3-sentence paragraph.	Sentence starters, slow pace.	CGP p.23–24	<input type="checkbox"/>	
3	Use capital letters and full stops correctly.	Proofreading exercise.	Mark errors visually; verbal corrections.	CGP p.25	<input type="checkbox"/>	
4	Write short functional messages.	Compose short notes, texts, and emails.	Scaffold with sentence frames.	CGP p.26–28	<input type="checkbox"/>	
5	Use commas and apostrophes correctly.	Insert punctuation in short texts.	Model use step-by-step.	CGP p.29–30	<input type="checkbox"/>	
6	Produce short letter or email.	Timed writing task (friendly or formal).	Encourage with checklists and reward.	CGP p.31–32	<input type="checkbox"/>	

TERM 3 – Reading for Meaning (7 weeks)

Curriculum Coverage: E3.9–E3.13

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Identify text purpose and audience.	Compare different text types.	Use visuals; short comprehension bursts.	CGP p.35–36	<input type="checkbox"/>	
2	Identify main points and details.	Highlight key facts in short article.	Allow oral answers.	CGP p.37–38	<input type="checkbox"/>	
3	Identify facts and opinions.	Spot opinions using examples.	Build confidence via discussion.	CGP p.39–40	<input type="checkbox"/>	
4	Compare two texts for purpose.	Fill in comparison chart.	Allow slow pace and reflection.	CGP p.41–42	<input type="checkbox"/>	
5	Develop skimming and scanning speed.	Timed short reading tasks.	Encourage retry; reward progress.	CGP p.43–44	<input type="checkbox"/>	
6	Complete mock reading paper.	Timed practice, feedback discussion.	Calm reassurance throughout.	CGP test paper	<input type="checkbox"/>	
7	Review learning and progress.	Feedback and target-setting.	Celebrate achievements.	Tutor notes	<input type="checkbox"/>	

TERM 4 – Functional Writing (6 weeks)

Curriculum Coverage: E3.19–E3.23

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Identify formal and informal writing.	Compare styles in letters/emails.	Use real examples.	CGP p.46–48	<input type="checkbox"/>	
2	Plan and structure a letter or email.	Layout practice and short writing.	Encourage self-correction.	CGP p.49–50	<input type="checkbox"/>	
3	Write for purpose (complaint/request).	Create a short complaint letter.	Monitor emotional triggers, use calm tone.	CGP p.51–52	<input type="checkbox"/>	
4	Plan, draft, and edit writing.	Use writing checklist and planning grid.	Chunk editing stages.	CGP p.53–54	<input type="checkbox"/>	
5	Produce extended writing piece.	Write a full response from prompt.	Give time for quiet focus.	CGP p.55–56	<input type="checkbox"/>	
6	Mock writing assessment.	Full task, feedback and reflection.	Gentle feedback, highlight effort.	CGP test	<input type="checkbox"/>	

TERM 5 – Speaking & Listening (6 weeks)

Curriculum Coverage: E3.1–E3.8

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Listen and respond appropriately.	Audio tasks, Q&A practice.	Repeat audio, low-stress setting.	CGP p.58	<input type="checkbox"/>	
2	Participate in conversation.	1:1 role-play scenarios.	Choose safe, familiar topics.	CGP p.59	<input type="checkbox"/>	
3	Express opinions and reasons clearly.	Opinion-based discussion.	Sentence starters; no-pressure dialogue.	CGP p.60	<input type="checkbox"/>	
4	Plan and deliver short presentation.	2–3 minute talk with notes.	Rehearse gradually, praise confidence.	CGP p.61	<input type="checkbox"/>	
5	Complete mock speaking assessment.	Practice task with feedback.	Encourage and praise expressive effort.	Tutor script	<input type="checkbox"/>	
6	Reflect on speaking skills.	Self-assessment and goal setting.	End positively with reward chart.	Tutor notes	<input type="checkbox"/>	

TERM 6 – Consolidation & Exam Practice (6 weeks)

Curriculum Coverage: E3.1–E3.23 (all skills consolidated)

Week	Learning Objectives	Key Learning Activities	Adaptive / SEMH Strategies	Resources	✓ Achieved	Lesson Comments
1	Revise reading strategies.	Mixed reading tasks; review answers.	Praise improvements; short timed work.	CGP reading	<input type="checkbox"/>	
2	Review grammar and punctuation.	Short grammar drills and games.	Celebrate small wins.	CGP writing	<input type="checkbox"/>	
3	Plan and complete writing task.	Timed task with planning grid.	Use visual structure.	CGP writing	<input type="checkbox"/>	
4	Rehearse speaking and listening task.	Mock assessment practice.	Flexible topic choice.	Tutor materials	<input type="checkbox"/>	
5	Mock Exam 1 (Reading & Writing).	Full timed paper.	Build resilience, reassurance given.	CGP mock	<input type="checkbox"/>	
6	Mock Exam 2 & Reflection.	Final assessment and review.	Calm debrief; celebrate course completion.	CGP test	<input type="checkbox"/>	



Lesson Flow (90 minutes – SEMH Adaptive)

Segment	Time	Example
Emotional check-in	10 min	Mood chart, goal for session
Skill teaching	20 min	Model skill or example
Guided practice	20 min	Work together
Break / mindfulness	5–10 min	Calm or sensory break
Independent work	20 min	Student task
Reflection & praise	10 min	Review goals, tick objectives



Resources

- CGP *Functional Skills English Entry Level 3 Study & Test Practice Book*
- Edexcel Sample Papers
- BBC Skills wise and Pearson Skills Builder
- Tutor-created worksheets
- Emotion check-in visuals
- Planning and writing templates
- Progress tracker & reward system