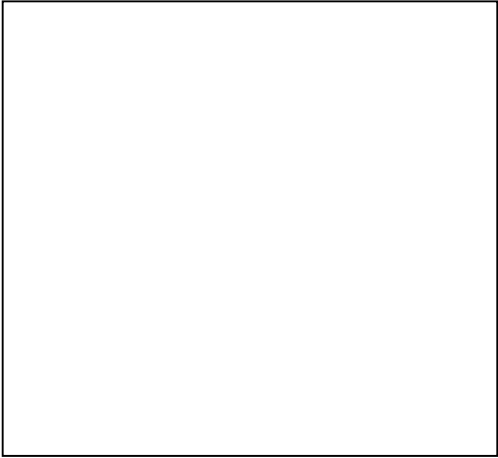# Character profile

Name _____ Date _____

Make up an awesome name and write about that person. Use the following questions as a guide but add as much information as you like. If you have time, draw what they look like in the box below.

- Who is this person?
- What makes your character tick?
  - What hobbies does your character enjoy? What does this person do in the evening and at weekends?
- Your character's life when growing up
  - Family? Pets?
  - A happy childhood?
- Your character's life now
  - Does your character have a job? Where?
  - If not, what does your character do? Hobbies?

Plan and draft your work here

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Character profile

Name _____ Date _____

Write your final version here

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Have you used?

- paragraphs
- adjectives
- a range of punctuation

- a variety of sentence structures (simple, compound complex)
- correct grammar and spelling

Character profile – curriculum mapping and notes

skills workshop

Teaching notes: Although Functional English does not include creative / fiction writing this resource is still useful for general E3-L1 planning and writing practice, and (for L2 learners) as preparation for GCSE.

GCSE ENGLISH LANGUAGE		Enlarged **bold** font indicates main coverage.
READING (50% weighting)		
A1	(a) Identify and interpret explicit and implicit information and ideas. (b) Select and synthesise evidence from different texts.	
A2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	
A3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	
A4	Evaluate texts critically and support this with appropriate textual references.	
WRITING (50% weighting)		
A5	**(a) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.** (b) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	
A6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (must constitute 20% of the marks for each specification as a whole).	
SPOKEN LANGUAGE (unweighted)		
A7	Demonstrate presentation skills in a formal setting.	
A8	Listen and respond appropriately to spoken language, including to questions and feedback to presentations.	
A9	Use spoken Standard English effectively in speeches and presentations.	

Source: DfE (2013), English Language *GCSE subject content and assessment objectives.*
https://www.gov.uk/government/publications/gcse-english-language-and-gcse-english-literature-new-content

REFORMED FUNCTIONAL SKILLS ENGLISH Content (takes effect from September 2019)
Purpose and learning aims of Functional Skills English
Functional Skills English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.   **Entry Levels:** a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.   **Levels 1 and 2:** a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.
Functional English - Writing
Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.   **Learning aims for writing**   **E1,2 & 3.** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.   **L1-2** (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Character profile – curriculum mapping and notes

Source: DfE (2018), *Subject content functional skills:*
https://www.gov.uk/government/publications/functional-skills-subject-content-english
Also covers many Adult Literacy Curriculum elements http://www.excellencegateway.org.uk/content/etf1286

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH 2018 (effective from Sept 2019)		
✓ = main **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective, *if applicable*). **Only relevant content descriptors** are included – consult the DfE Subject Content document for more information and a full list of descriptors. *Content (and *text types) at each level subsumes and builds upon that at lower levels.*		
Writing content descriptors		
Entry Level 3	**Level 1**	**Level 2**
Spelling, punctuation and grammar	**Spelling, punctuation and grammar**	**Spelling, punctuation and grammar**
E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
E3.14 Form irregular plurals		
E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)	L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	L2.21 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)
E3.16 Use the first, second and third place letters to sequence words in alphabetical order		
E3.17 Spell correctly words designated for Entry Level 3 (see Appendix)	L1.21 Spell words used most often in work, study and daily life, including specialist words	L2.22 Spell words used in work, study and daily life, including a range of specialist words
Writing composition	L1.22 Communicate information, ideas and opinions clearly, coherently and accurately	**Writing composition**
E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) ✓	**Writing composition**	L2.23 Communicate information, ideas and opinions clearly, coherently and effectively
	L1.22 Communicate information, ideas and opinions clearly, coherently and accurately ✓	
E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) →	L1.23 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 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
E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	L1.24 Use format, structure and language appropriate for audience and purpose	L2.25 Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
E3.21 Write in compound sentences and paragraphs where appropriate	L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate	L2.26 Convey clear meaning and establish cohesion using organisational markers effectively
E3.22 Use language appropriate for purpose and audience		L2.27 Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose
		L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate
Scope of study – learners should write *texts that include:		
straightforward narratives, instructions, explanations and reports	straightforward narratives, instructions, explanations and reports of varying lengths ✓	straightforward and complex articles, explanations, narratives, and reports of varying lengths