



NOCN FUNCTIONAL SKILLS ENGLISH

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 1-7

● 39 WEEKS

● 1 x 3-HOUR AFTERNOON LESSON

● ENTRY LEVEL 1-3 / LEVEL 1-2

● PERSONALISED TARGETS REVIEWED WEEKLY

- Suggested lesson rhythm: retrieval and check-in; explicit modelling; differentiated guided practice; functional application; feedback and exit check.
Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
1 SLC	Starting point and communication baseline	Starter: establish routines, visual agenda and talk expectations. Teach/model: active listening, turn-taking and clear voice. Apply: paired information exchange; record a short learner profile.	Identify familiar personal information. Use a greeting and simple answer. Follow one-step spoken instructions with visual prompts.	Explain a preference or goal with a reason. Listen for key details and restate them. Adapt a response for a partner or adult.	Baseline SLC observation. Learner voice and support profile. Individual targets set.
2 SLC	Listening actively in everyday conversations	Starter: retrieve routines and key vocabulary. Teach/model: listening signals, body language and checking understanding. Apply: listen to a short message, identify key information and respond in role.	Identify who, what and where from a short message. Respond to a direct question. Take turns using a prompt card.	Select relevant details from a longer message. Ask a useful follow-up question. Summarise another speaker's point accurately.	Teacher observation notes. Listening checklist. Feedback target recorded.
3 SLC	Asking and answering useful questions	Starter: distinguish question types. Teach/model: open and closed questions, respectful tone and clarifying questions. Apply: conduct a mini-interview about hobbies, jobs or food choices.	Ask and answer basic questions using stems. Use simple vocabulary to say when unsure. Give one relevant detail.	Plan questions for a clear purpose. Use follow-up questions to gain detail. Explain why a response is useful or relevant.	Question plan. Paired interview observation. Self-assessment.
4 SLC	Giving and following clear instructions	Starter: order a familiar routine. Teach/model: imperatives, sequencing language and checking clarity. Apply: give and follow instructions for a safe classroom or simple food-preparation task.	Use 3 ordered steps. Follow one or two short instructions. Use basic sequence words: first, then, last.	Give precise multi-step instructions. Identify ambiguous wording and improve it. Adapt explanation after listener feedback.	Practical instruction task. Peer clarity check. Speaking target review.
5 SLC	Sharing opinions, choices and reasons	Starter: fact or opinion sorting. Teach/model: opinion stems, simple reasons and respectful agreement/disagreement. Apply: small-group discussion on a familiar youth, food or local-community issue.	State a preference and one simple reason. Respond to another idea with support. Use agree/disagree language appropriately.	Develop a reasoned contribution. Build on or challenge another point politely. Use examples to support a view.	Discussion observation. Sentence stems / vocabulary used. Next-step target.
6 SLC	Planning a structured group discussion	Starter: revisit effective discussion behaviours. Teach/model: roles, ground rules, preparation of points and questions. Apply: plan a group discussion about a menu, enrichment activity or community event.	Use a visual prompt and prepared contribution. Wait for a turn and respond to a direct prompt. Share one clear idea.	Plan a relevant contribution and question. Distinguish fact from opinion where needed. Respond constructively to different viewpoints.	Discussion preparation sheet. Group role evidence. Readiness review.
7 SLC	Presenting information and responding to questions	Starter: identify features of a clear presentation. Teach/model: opening, key points, pace and audience awareness. Apply: deliver a short presentation about an interest, place, job or practical task; answer questions.	Share 2-3 rehearsed facts using a visual. Speak audibly with support. Answer a simple follow-up question.	Organise a clear beginning, middle and end. Adapt pace and register for audience. Answer questions with relevant detail.	Short presentation. Peer feedback. Assessment window begins.

NOCN FUNCTIONAL SKILLS ENGLISH

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 8-14

● 39 WEEKS

● 1 x 3-HOUR AFTERNOON LESSON

● ENTRY LEVEL 1-3 / LEVEL 1-2

● PERSONALISED TARGETS REVIEWED WEEKLY

● Suggested lesson rhythm: retrieval and check-in; explicit modelling; differentiated guided practice; functional application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
8 SLC	Speaking, listening and communicating practice task	Starter: revisit individual targets. Teach/model: assessment-style discussion behaviours and evidence expectations. Apply: complete a simulated small-group problem-solving task, then use feedback to improve a second attempt.	Participate with prompts and visual support. Respond to a direct question. Contribute a simple relevant idea.	Sustain a relevant contribution. Seek, clarify and respond to information. Make clear, useful contributions to group decisions.	Formal practice observation. Individual assessment readiness check. Support plan refined.
9 SLC	Assessment or targeted SLC catch-up	Starter: confidence check and rehearsal. Teach/model: personalised target teaching for turn-taking, clarity, listening or discussion. Apply: assessment opportunity for ready learners; coached practice or re-recorded evidence for others.	Complete a simple communicative task at an appropriate level. Use available prompts confidently. Show listening through response.	Evidence agreed discussion and listening behaviours. Respond to others independently. Use feedback to improve performance.	Planned SLC assessment. Centre evidence / internal quality checks. Catch-up pathway.
10 READING	Reading baseline and everyday text navigation	Starter: explore where reading is used in daily life. Teach/model: text purpose, print/digital navigation and using headings. Apply: baseline reading using signs, notices, emails, menus and simple web pages.	Recognise familiar words, signs and labels. Locate own name or key word. Read simple sentences with support.	Identify purpose, audience and text form. Select a suitable text for a task. Use headings, links and navigation independently.	Reading baseline. Prior attainment review. Reading target set.
11 READING	Text types, audience and purpose	Starter: match texts to real-life situations. Teach/model: notice, email, advert, menu and instruction text features. Apply: compare texts and explain their intended use.	Match simple text to picture or situation. Identify a heading and basic purpose. Recognise familiar text features.	Explain purpose and audience clearly. Identify how layout and language support purpose. Distinguish informative and persuasive writing.	Text sorting task. Purpose and audience response. Reading log.
12 READING	Retrieving information accurately	Starter: use question words. Teach/model: scanning, highlighting and locating evidence. Apply: answer retrieval questions using menus, notices, timetables, adverts and short emails.	Locate an explicit word, number or time. Answer who, what and when questions. Use highlighting with support.	Locate several accurate details across a text. Quote or paraphrase evidence. Use efficient scanning strategies under time.	Marked retrieval task. Personal accuracy target. Timed practice snapshot.
13 READING	Vocabulary in context	Starter: activate useful topic vocabulary. Teach/model: context clues, word families, dictionary use and literal meaning. Apply: explore unfamiliar words in a short workplace, community or catering text.	Match word to picture or meaning. Identify familiar words and key vocabulary. Use a supported glossary.	Infer meaning from context. Choose an appropriate synonym. Explain how word choice shapes meaning or tone.	Vocabulary record. Context-clue activity. Exit check.
14 READING	Reading instructions and sequencing information	Starter: order mixed-up steps. Teach/model: sequencing language, imperative verbs, conditions and safety information. Apply: interpret a recipe, classroom procedure or health-and-safety instruction.	Follow short instructions. Order simple steps. Use first, next and last.	Interpret multi-step instructions and conditions. Identify missing or unclear detail. Explain why a step must be completed in order.	Sequencing task. Practical application observation. Reading review.

DETAILED YEAR CURRICULUM MAP - WEEKS 15-21

✓ 39 WEEKS

✓ 1 x 3-HOUR AFTERNOON LESSON

✓ ENTRY LEVEL 1-3 / LEVEL 1-2

✓ PERSONALISED TARGETS REVIEWED WEEKLY

1 Suggested lesson rhythm: retrieval and check-in; explicit modelling; differentiated guided practice; functional application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
15 READING	Inference, feeling and viewpoint	Starter: retrieve explicit information before inferring. Teach/model: clues in words and details; fact and opinion. Apply: read short reviews, messages or adverts and explain writer attitude.	Identify a basic feeling or choice. Use picture/word clues with support. Recognise simple opinion words.	Infer viewpoint or mood using evidence. Distinguish fact and opinion. Explain how a reader knows what the writer thinks.	Inference task. Evidence sentence frame. Assessment readiness check.
16 READING	Comparing information across texts	Starter: identify similarities and differences. Teach/model: comparison language, text purpose and usefulness. Apply: compare two adverts, menus, reviews or local-information texts.	Identify one similarity or difference. Find matching information. Use simple comparison language.	Compare ideas, language and usefulness. Select evidence from both texts. Explain which text is more suitable for a purpose.	Comparison grid. Short written or spoken justification. Teacher feedback.
17 READING	Reliability, bias and online reading	Starter: explore why sources differ. Teach/model: source cues, advertising, fact-checking and online safety. Apply: choose between digital texts and justify which source is most trustworthy.	Identify an advert or information source with support. Recognise familiar safe/official signs. Say why a text might be useful.	Evaluate source purpose, bias and reliability. Justify a choice with evidence. Spot persuasive or misleading features.	Source evaluation task. Online-reading checklist. Final reading targets.
18 READING	Reading assessment readiness and individual practice	Starter: recall reading strategies. Teach/model: interpreting question wording, timing and checking answers. Apply: NOCN-style practice questions at the learner's level; assessment for ready learners.	Use a personal reading routine. Answer selected simple questions. Use support tools appropriately.	Manage retrieval, inference and comparison questions. Use evidence precisely. Complete timed practice independently.	Planned reading assessment window. Readiness checklist. Individual feedback.
19 WRITING	Writing as purposeful communication	Starter: review successful reading features. Teach/model: audience, purpose, form and register. Apply: select and plan an appropriate written response to a real-life scenario, such as an email, note or form.	Choose a simple form for a purpose. State the message clearly. Use a template or visual organiser.	Identify audience and register. Plan content suitable for a purpose. Make independent choices about form and tone.	Writing baseline / planning task. Individual writing target. Assessment status review.
20 WRITING	Building clear and accurate sentences	Starter: sentence or fragment sort. Teach/model: complete sentences, capital letters, full stops, conjunctions and sentence expansion. Apply: improve a short message, notice or workplace instruction.	Write or arrange a simple sentence. Use capital letters for names and I. Use a full stop with support.	Control sentence types and grammar. Vary openings and connectives. Edit run-on sentences and unclear phrasing.	Before-and-after writing sample. Accuracy checklist. Feedback response.
21 WRITING	Punctuation, spelling and proofreading	Starter: notice errors in a model text. Teach/model: proofread codes, high-frequency spelling, punctuation for clarity and self-check routines. Apply: edit a practical text such as a message, email or poster.	Use spacing, capitals and full stops. Check high-frequency words. Correct one identified error.	Use punctuation to clarify meaning. Apply spelling strategies independently. Edit grammar and vocabulary for accuracy.	Edited draft. Proofreading checklist. Personal accuracy target.

NOCN FUNCTIONAL SKILLS ENGLISH

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 22-28

● 39 WEEKS

● 1 x 3-HOUR AFTERNOON LESSON

● ENTRY LEVEL 1-3 / LEVEL 1-2

● PERSONALISED TARGETS REVIEWED WEEKLY

- Suggested lesson rhythm: retrieval and check-in; explicit modelling; differentiated guided practice; functional application; feedback and exit check.
Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
22 WRITING	Organising ideas into a coherent response	Starter: order mixed-up information. Teach/model: planning grids, paragraphs, topic sentences and cohesive links. Apply: organise an email, form response or short article for a defined audience.	Group ideas in a simple order. Use line breaks or a writing frame. Complete a short structured response.	Use paragraphs and cohesive devices. Develop information logically. Maintain clear focus throughout a response.	Planning grid and completed response. Organisation feedback. Writing readiness review.
23 WRITING	Writing to inform	Starter: identify key information for an event or service. Teach/model: selecting detail, layout and clear language. Apply: plan and write an information leaflet, notice, menu item or event message.	Write key details in short sentences. Complete a simple form or notice. Use a visual word bank.	Select and sequence relevant information. Match layout and register to purpose. Use clear, accurate language for audience.	Informational writing task. Feedback and redraft. Assessment window begins.
24 WRITING	Writing to request or persuade	Starter: identify formal and informal choices. Teach/model: request language, reasons, greeting/sign-off and persuasive vocabulary. Apply: write an email, letter or promotional text for a real-life scenario.	Make a clear request. Give one simple reason. Use an appropriate greeting and sign-off.	Sustain an appropriate register. Develop reasons and persuasive choices. Use accurate format, grammar and punctuation.	Request/persuasion writing. Peer response. Personal target check.
25 WRITING	Writing to explain, review or report	Starter: explore purpose and structure of instructions and reviews. Teach/model: planning, drafting, examples and edit cycles. Apply: write instructions, a review, a problem report or a short recommendation.	Write 3-5 sequenced points. Use a simple planning organiser. Include a personal view where appropriate.	Produce a sustained coherent response. Use varied sentence structure and vocabulary. Shape content for a clear intended reader.	Extended writing task. Draft-redraft comparison. Teacher assessment notes.
26 WRITING	Writing assessment readiness and practice	Starter: decode task wording. Teach/model: planning under time, selecting evidence, proofreading and final checks. Apply: complete level-appropriate timed writing practice or assessment if ready.	Use a frame to plan and write. Make own corrections from a checklist. Complete a short purposeful response.	Independently plan, draft and proofread. Manage timing. Select suitable language and structure for the task.	Planned writing assessment window. Readiness checklist. Individual feedback.
27 CATCH-UP	Writing assessment completion and personalised target teaching	Starter: revisit individual gap analysis. Teach/model: short focused reteach based on assessment evidence. Apply: assessment for ready learners; others complete targeted sentence, planning or accuracy workshops.	Practise one priority skill with scaffold. Use a familiar writing routine. Show improvement in a short task.	Address organisation, register or accuracy targets. Respond to feedback independently. Build confidence for resit or extension.	Assessment completion / resit plan. Individual intervention record. Target review.
28 CATCH-UP	Reading catch-up: retrieval, vocabulary and inference	Starter: revisit personal reading strategy. Teach/model: model-answer method and locating evidence. Apply: use graded texts to practise the specific reading skills shown as gaps.	Retrieve a basic factual detail. Use picture, heading and keyword support. Read a short familiar text.	Refine inference, comparison or reliability work. Use evidence in answers. Develop efficient timed approaches.	Targeted reading checkpoint. Practice results compared. Next-step plan.

NOCN FUNCTIONAL SKILLS ENGLISH

ENTRY LEVEL 1-3 / LEVEL 1-2

DETAILED YEAR CURRICULUM MAP - WEEKS 29-35

- 39 WEEKS
- 1 x 3-HOUR AFTERNOON LESSON
- ENTRY LEVEL 1-3 / LEVEL 1-2
- PERSONALISED TARGETS REVIEWED WEEKLY

- Suggested lesson rhythm: retrieval and check-in; explicit modelling; differentiated guided practice; functional application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
29 CATCH-UP	Writing catch-up: accuracy, register and organisation	Starter: compare an unedited and improved text. Teach/model: short targeted mini-lessons from error patterns. Apply: rewrite a purposeful text and explain improvements made.	Write short accurate sentences. Use a simple writing frame. Check basic punctuation.	Maintain appropriate register. Organise a fuller response. Edit for accuracy and clarity without prompting.	Improved writing sample. Learner explanation of changes. Resit readiness decision.
30 CATCH-UP	SLC catch-up through collaborative problem-solving	Starter: retrieve agreed discussion behaviours. Teach/model: listening for ideas, negotiating and clarifying. Apply: plan a pop-up cafe, community event or group challenge with defined roles.	Share a simple contribution. Ask or answer a basic question. Use turn-taking support.	Negotiate a decision and develop discussion. Clarify others' points. Use relevant information to justify choices.	SLC evidence opportunity. Observation grid. Individual coaching notes.
31 INTEGRATED	Integrated functional English project	Starter: read a project brief. Teach/model: transfer reading, writing and communication strategies across one task. Apply: plan and communicate about a small catering, community or fundraising project.	Use key vocabulary and templates. Read simple project information. Share a prepared contribution.	Make independent language choices. Take responsibility for a meaningful role. Use reading, writing and SLC purposefully.	Integrated project evidence. Skills transfer review. Employer-style feedback.
31 VOCATIONAL	Vocational English: catering safety and recipes	Starter: identify common food and safety vocabulary. Teach/model: reading labels, allergens, recipes and safety instructions. Apply: complete a practical communication task linked to safe food preparation.	Find a key symbol or word. Sequence simple recipe steps. Use familiar safety vocabulary.	Interpret detailed instructions and conditions. Explain an action and its reason. Use appropriate technical and workplace vocabulary.	Recipe / safety reading task. Practical application observation. Vocabulary record.
33 VOCATIONAL	Employability reading: adverts, roles and requirements	Starter: scan a job advert. Teach/model: job title, hours, duties, person specification and essential/desirable criteria. Apply: identify a suitable role and match personal skills to requirements.	Locate title, time and contact details. Identify one own skill. Recognise a simple requirement.	Match skills to criteria. Distinguish essential and desirable requirements. Infer employer expectations from language used.	Job advert annotation. Skills match grid. Progression discussion.
34 VOCATIONAL	Employability writing: profile, form and application email	Starter: identify professional features in model texts. Teach/model: concise personal profile, appropriate register, spelling checks and form completion. Apply: write or improve a CV section, application email or short form.	Complete supported personal model details. Write short strengths statements. Use a model or sentence stem.	Write a tailored profile or email. Adapt register for employer audience. Proofread for professional accuracy.	Application writing sample. Employer-style checklist. Feedback and edit.
35 FINAL RESITS	Final assessment planning and targeted revision	Starter: RAG self-review of each component. Teach/model: interpreting diagnostic evidence and choosing the right practice. Apply: personalised revision workshop or assessment opportunity for ready learners.	Choose one clear next target. Use a visual checklist. Practise familiar strategies.	Use assessment evidence to plan revision. Work independently on a priority gap. Explain readiness for assessment.	Final assessment plan. Component readiness record. Individual timetable.

DETAILED YEAR CURRICULUM MAP - WEEKS 36-39

39 WEEKS

1 x 3-HOUR AFTERNOON LESSON

ENTRY LEVEL 1-3 / LEVEL 1-2

PERSONALISED TARGETS REVIEWED WEEKLY

Suggested lesson rhythm: retrieval and check-in; explicit modelling; differentiated guided practice; functional application; feedback and exit check. Move assessment timing where learner readiness requires.

WEEK	TEACHING FOCUS & OUTCOME	CORE 3-HOUR LESSON SEQUENCE	ENTRY LEVEL 1-3 FOCUS	LEVEL 1-2 FOCUS	ASSESSMENT / EVIDENCE
36 FINAL RESITS	Final reading resit or independent reading project	Starter: revisit reading routines. Teach/model: light-touch strategy reminders only. Apply: final reading resit for ready learners; others complete a meaningful independent reading task at their level.	Work towards a personalised reading target. Use support tools confidently. Show understanding of a short text.	Complete appropriate reading resit. Evaluate or compare an extended text where ready. Use evidence precisely.	Reading resit / extension evidence. Outcome recorded. Next action agreed.
37 FINAL RESITS	Final writing resit or transition writing	Starter: use a final planning and proofreading routine. Teach/model: apply feedback without over-scaffolding. Apply: final writing resit for ready learners; others write a purposeful transition text, email or application.	Produce a supported message or form. Use personal checklist. Communicate key information.	Complete appropriate writing resit. Produce an independent formal response. Edit effectively for reader and purpose.	Writing resit / transition writing. Final feedback. Outcome recorded.
38 FINAL RESITS	Final SLC evidence, presentation and reflection	Starter: rehearse confidence and communication routines. Teach/model: final refinements from observation notes. Apply: SLC resit, group presentation or project reflection with questions from peers/adults.	Make a rehearsed contribution. Use visual or sentence prompts appropriately. Respond to a simple question.	Articulate learning and progression. Respond to questions clearly. Use confident, purposeful communication.	SLC resit / final observation. Presentation evidence. Reflective feedback.
39 PROGRESSION	Celebration, progression and next steps	Starter: review progress from baseline to current work. Teach/model: self-advocacy and setting meaningful next steps. Apply: individual review meeting, destination planning and learner celebration.	Say what they can now do with prompts. Choose one next target. Share a success with support.	Articulate strengths and remaining gaps. Set actionable next steps. Practise self-advocacy for education, training or work.	End-point review. Destination plan. Learner voice and certificate tracking.

FINAL ASSESSMENT & EVIDENCE

Use this final phase responsively. Only book a resit when a learner is ready; otherwise continue structured practice, confidence-building and meaningful applied English.

PROGRESSION CONVERSATION

Review the learner's achieved component level, evidence still needed, destination pathway and the English skills that will be used in education, training, work and independent living.