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[Functional Literacy] COMPOSITE KNOWLEDGE COVERAGE

Valley College

Intent:

To develop basic principles of communication, functional reading, and writing to enhance independence within adult life.

		Cycle A (2023-24)	Cycle B (2024-25)	Cycle C (2025-26)
Autumn	1	<ul style="list-style-type: none"> Speaking and Listening within an activity <i>To take part in activities that require speaking and listening skills, to book appointments, convey information and make introductions safely and appropriately.</i> 	<ul style="list-style-type: none"> Speaking and Listening within the Workplace <i>To listen for details and follow instructions safely.</i> 	<ul style="list-style-type: none"> Speaking and Listening whilst socialising. <i>To understand key information and act appropriately whilst in a social environment</i>
	2	<ul style="list-style-type: none"> Reading and Writing - Information within the Community <i>To recognise signs within the environment, instructions and write for a purpose.</i> 	<ul style="list-style-type: none"> Reading and Writing for pleasure <i>To read cinema listings, journals, social media posts, and write for a purpose, birthday cards, gift tags, lists, emails, social media posts.</i> 	Reading and Writing for a purpose. <i>To read shopping lists, recipes, holiday bookings, TV listings and write shopping lists, lists, and personal information.</i>
Spring	1	<ul style="list-style-type: none"> Reading and Writing - within the Home Environment <i>To read information within the home; laundry, use of equipment, letters, job advertisements. To write applications, cards and letters.</i> 	Reading and Writing - within a social activity <i>To read information to attend the cinema, sports centre, bowling, swimming. To write to book activities online.</i>	Reading and Writing in relation to Employment. <i>To read information from across a range of job roles. To use written methods within those job roles.</i>
	2	<ul style="list-style-type: none"> Reading and Writing - within the Workplace. <i>To understand the meaning of words in relation to the workplace, understanding health & safety, days of the week, time, alphabetical and numerical order.</i> 	Reading and Writing - within Adult Life. <i>To understand the meaning of words in relation to prescriptions, medicines, personal information and understanding health & safety.</i>	Reading and Writing - within the Community. <i>To understand the meaning of words in relation to appointments, timetables, routes and understanding health & safety in the community.</i>
Summer	1	<ul style="list-style-type: none"> Speaking and Listening within the Community. <i>To apply speaking and listening skills within different areas of the community, supermarkets, library, transport.</i> 	Speaking and Listening with friends. <i>To apply speaking and listening skills with friends in different social settings, about a range of topics.</i>	Speaking and Listening within Adult Life. <i>To apply speaking and listening skills to follow directions, follow instructions, have a telephone conversation, order food, making appointments appropriately.</i>

	2	<ul style="list-style-type: none"> Reading and Writing -within the Home Environment. <i>To apply knowledge of sentence structure to understand new information within the home in relation to bills, washing instructions, cooking instructions, food packages information and understanding health & safety.</i> 	Reading and Writing - within the Workplace. <i>To apply knowledge of sentence structure to understand new information presented within the workplace within a range of different job roles and understanding health & safety.</i>	Reading and Writing in relation to Employment. <i>To apply knowledge of sentence structure to understand information related to final destination and use appropriately to support aspiration.</i>
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Running throughout each cycle	<p><u>Spiritual, Moral, Social and Cultural Development</u></p> <p>The spiritual development of learners is shown by their:</p> <ul style="list-style-type: none"> Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values. Sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences. <p>The moral development of learners is shown by their:</p> <ul style="list-style-type: none"> Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviour and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>The social development of learners is shown by their:</p> <ul style="list-style-type: none"> Use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. 	<p><u>Fundamental British Values</u></p> <p>Individual Liberty:</p> <ul style="list-style-type: none"> Freedom of speech to make own decisions. <p>Mutual Respect:</p> <ul style="list-style-type: none"> Treating others as you would want to be treated. <p>Tolerance:</p> <ul style="list-style-type: none"> Learning about other cultures and faiths and listening to viewpoints. <p>Rule of Law:</p> <ul style="list-style-type: none"> Understanding rules and why they are important.
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	<ul style="list-style-type: none"> • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>The cultural development of learners is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. 	
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