**KS5 English Skills: Work related language, information and customer services – Autumn Term 2021**

In this unit students will develop their understanding of how English is used in the workplace, especially in customer services. Students will develop their understanding of Standard English and how individuals and organisations use language to run a workplace and deal appropriately with customers. Students will develop their understanding of the language specific to customer services. Students will use this knowledge to develop skills to use the appropriate language in communications with customers. Students will also become familiar with and use the language related to community services and will learn how to find services, extract information and how to use these services. Students will identify formal language in their reading, watching and listening and use appropriate language in customer service role play. Students will practise their skills in using their existing knowledge of grammar and punctuation.

**Unit Learning Objectives:**

Students should use **speaking and listening skills** to participate in group discussions, deliver individual presentations and learn how to formally make requests and complaints.

Students should use **reading skills** to identify how writers communicate key information and promote their products and services in the community; to identify features that writers use to handle customer enquiries and complaints professionally (language and structure, e.g. descriptive and persuasive language).

Students should use **writing skills** to create and shape their own texts, to write texts linked to a theme, to organise information to write a script and to develop understanding of spelling, punctuation and grammar.

**Key Features of Text Type**

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| Audience | Customers of organisation |
| Purpose | To represent the organisation, communicate effectively and handle requests and complaints professionally. |
| Structure | Logical order, series of points supporting particular viewpoint, paragraphs with headings |
| Language Features | Personal and direct, formal. First person singular and plural. Courteous and professional. Positive language.  Positive language and solution focussed |

**Keywords**

Non fiction, customer information, help desk, question, answer, directions, destination, where, when, depart, arrive, single, return, how much, black, white, latte, cappuccino, Americano, espresso, explain, resolve, concern, manager, understand, forward.

**Suggested Texts:**

Help scripts of organisations, call centres, hotels etc

Drama – Role play and hot seating activities

ICT – Researching information about local community services, recording role play

**RRS Articles:** This unit of work is linked to **Articles 29** of the UN Convention on the Rights of the Child. Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Subject: Work related language, information and customer services. Suggested Flow of Learning Term: Autumn 1 & 2 2021

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| Wks | Stage of Talk for Writing Approach | Aim | Main activity |
| Wks 1-4 | Immersion & imitation | Students learn and internalise model text.  Students identify transferable ideas and structures | Cold Task / Have a Go Task - Use an interesting stimulus/ starting point with minimal teaching and students to write a script for asking for directions, ordering a coffee etc  Immersion – Explore where people seek help and how people ask for help, handle complaints, Tune into the text: role play, watch clips of Fawlty Towers and improve  Focus on audience, purpose, structure, language features of working with customers  Students identify and arrange key features of a customer service script  Students warm up to the text/ embed words/phrases and grammar,  Introduce model text of a a customer service script- text map and learn text.  Students internalise model text using text map  Students read as a reader –vocabulary & comprehension work  Students read as a writer - Box up model text, analyse features etc |
| Wks 5-8 | Innovation | Students use ideas and structures  Students co-construct new versions of original text with support | Students explore and rewrite a customer service script for a different scenario  Shared writing to innovate the model  Students box up a new version of the model text – creative hook/ greeting of customer, key headings and information. Students amend / innovate key elements  Students begin to formulate new questions  Use word bank and structure of original text  Use mind map to generate and record different ideas.  Use Narrative Therapy & Colourful Semantics to revise model text |
| Wks 9-12 | Invention / Independent application | Students create original texts as independently as possible | Students use structure of a customer service script  Students create own a customer service script  Use word bank and structure of original and innovated text  Use mind map to generate and record different ideas.  Students plan, review, edit and revise their writing.  Use Narrative Therapy & Colourful Semantics to create new text  Hot Task / Show us what you have learnt –  An independent task on a similar type of writing |

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|  | OU WTE1 | OU Entry Level 1 | OU Entry Level 2 | OU Entry Level 3 | OU Level 1 | |
| **Key learning:** | **Communication skills-Work realted language, information and customer services** | | | | | |
| **Subject specific knowledge**  **Communication Skills.**  How to communicate ideas effectively.  How to respond to others appropriately | Students understand some key concepts and ideas.  Students know simple nouns used to describe needs.  Students understand simple questions: What? Where? When?  Students are familiar with the names of key services and sources of information.  Students are familiar with words used to describe information eg timetable, frequency.  Students are familiar with the language used to describe services | Students recognise key instructions from staff in role play activities.  Students know that they need to take turns in role play situations.  Students are familiar with the names of a range service providers e.g. bus, train companies etc  Students are aware that people use formal terms of address to get people’s attention.  Students know that good listening involves looking at the person speaking during role play activities.  Students know that turning your back on a person who is speaking is not positive communication behaviour | Students are able to identify and name three or more good communication qualities.  Students are able to identify whether a question is closed and only needs a yes / no answer.  Students are able to identify whether a question is open and needs a full answer.  Students know that they should stand or sit with their body towards the person they are talking to and turn their face towards the other person.  Students are able to identify why they should practise good listening during role play activities.  Students are able to identify how people feel when they do not practise good listening skills during role play activities.  Students are aware that eye contact is important in communicating with others.  Students can identify difficulties in communication caused by not maintaining eye contact when it is appropriate.  Students are familiar with the reasons why good listening is important  Students are familiar with the impact of not listening. | Students are able to identify if a situation is in a professional context or a less formal context.  Students are able to identify examples of formal or professional language, terms of address and sentence structures.  Students know how to frame open and closed questions in discussions about information and services provided by organisations.  Students know how to frame questions to gain different information about information and services provided by organisations.  Students know how to use mind maps to inform their planning.  Students know that they need to adapt their communication style to match the context.  Students know how to describe what constitutes good body language in a range of work related settings.  Students know how to adapt their communication method to suit different situations. | Students understand a number of key differences between spoken and written language used in customer services  Students know a range of suitable questions to find out information or about services provided by an organisation.  Students are able to recognise when to adjust their tone/volume of voice in different customer service settings / situations.  Students know how to sequences their ideas logically. | |
| **Subject specific skills**  **Communication Skills.**  How to communicate ideas effectively.  How to respond to others appropriately | Students are able to combine two or three key ideas and concepts.  Students are able to use signs, switches, symbols or words to ask simple questions from a choice of 3.  Students are able to use signs, switches, symbols or words from a choice of 3 to respond to a customer request.  Students are able to use signs, switches, symbols or words to ask what a customer wants.  Students are able to use signs, switches, symbols or words to describe what a sign represents.  Students are able to use signs, switches, symbols or words to describe a problem from a choice of three.  Students are able to use their chosen method of communication to ask simple questions in a variety of discussions which are led by a member of staff and/or peer.  Students are able to use their chosen method of communication to answer simple questions in a variety of discussions which are led by a member of staff and/or peer.  Students are able to use their chosen method of communication to make comments in a variety of discussions which are led by a member of staff and/or peer.  Students are able to ask for appropriate items linked to a situation.  Students are able to ask for a pen to write, or glue to attach a symbol.  Students are able to ask for information, details about services provided. | Students are able to follow verbal or visual prompts to carry out actions in role play activities.  Students are able to follow verbal or visual prompts to speak, sign, use a switch or symbols in role play activities.  Students are able to use signs, switches, symbols or words to describe what they want.  Students are able to use signs, switches, symbols or words to identify and describe people information they require.  Students are able to use single words to answer a range of simple questions about information or services they need.  Students are able to use single words to answer a range of simple questions about services provided by hospitality or travel companies.  Students are able to briefly look at the speaker when they hear their name.  Students are able to briefly look at the speaker when being addressed.  Students are able to look at the speaker for the whole duration of a question or statement.  Students are able to look at the person speaking during role play activities  Students are able to smile and nod whilst someone else speaks in a role play activity.  Students are able to identify when people are not demonstrating good listening skills in role play activities. | Students are able to communicate using one or two good communication qualities when joining in with different types of group activities.  Students are able to communicate using three or more good communication qualities when joining in with different types of group activities.  Students are able to stand or sit with their body towards the person they are talking to.  Students are able to turn their face towards the person they are talking to.  Students begin to answer a closed question with a yes / no answer or single word answer.  Students begin to answer open questions with full answers using short phrases.  Students are able to recognise when eye contact is needed and describe some communication difficulties caused by not using eye contact in a variety of situations.  Students are able to identify reasons why good listening is important.  Students are able to describe the impact of not listening.  Students are able to demonstrate effective listening in a role play activity.  Students are able to take an independent role in role play activities.  Students are able to participate independently in a role play activity. | Students are able to identify if certain communication skills are appropriate to the context.  Students are able to use professional or formal language, terms of address and sentence structure in customer service situations.  Students are able to apply their understanding of different skillsets to allocate roles to others in a group role play about job roles.  Students are able to use basic planning strategies like mind maps to develop a role play about job roles and skills.  Students are able to ask open and closed questions to adults and peers in a range of situations.  Students are able to use a range of questions to elicit different information about a service provided.  Students are able to use a range of questions to elicit different information or requirements from a customer.  Students are able to use a formal communication style in customer service situation.  Students are able to demonstrate good body language in a range of work related settings  Students are able to recognise not all communication methods fit each role in the work place  Students are able to recognise where and when communication methods need to be adapted depending on role. | Students are able to identify at least 5 characteristics of spoken language used to communicate about information and services provided by organisations.  Students are able to identify at least 5 characteristics of written language used to communicate information and services.  Students are able to use a range of suitable questions to develop understanding of services provided by different organisations.  Students are able to identify at least 5 differences between spoken and written language about information and services provided by organisations.  Students are able to increase the volume of their voice to speak loudly and clearly in formal settings /situations associated with customer services.  Students are able to adopt an appropriate tone of voice to speak clearly and respectfully in formal settings /situations associated with customer services.  Students are able to communicate their ideas/thoughts in a clear and logical manner. | |
|  | OU WTE1 | OU Entry Level 1 | OU Entry Level 2 | OU Entry Level 3 | OU Level 1 | |
| **Key Learning-** | **Reading - Work related language, information and customer services** | | | | | |
| **Subject specific knowledge**  Reading | Students know which way to hold a book, brochure, flyer or leaflet and to turn the pages one at a time, starting from the front cover.  Students are aware that text flows on a page from left to right and from top to bottom of a column or page.  Students know that they should begin reading at the top of a page and at the start of each sentence.  Students are familiar with least 20 familiar symbols and/or words used to describe information and services provided by organisations.  Students associate certain objects of reference with services or locations.  Students understand the meaning of key words or symbols associated with customer services and key service providers. | Students are familiar with at least 5 key signs in the workplace e.g. Toilets, Reception, Emergency Exit, Library, School, Police, Hospital  Students are familiar with words or symbols used in a range of texts associated with key community services.  Students are familiar with the requirements and layout of maps, timetables, brochures etc  Students are able to identify the initial sound of a word.  Students are familiar with key words or symbols e.g. name, address and date of birth or destination, day and time  Students know how to order visual steps to support them to complete a task. | Students are familiar with and understand chronological language e.g. first, then, next, finally  Students are familiar with and understand at least 7 key workplace words or phrases associated with key community services.  Students are familiar with and understand at least 7 key workplace words or phrases associated with customer services.  Students know how to segment and blend words.  Students recognise root words in words containing common suffixes and prefixes.  Students know to use the context of the writing to help them make sense of a text.  Students recognise common tricky words. | Students are familiar with the language used in key community services.  Students are familiar with the language used in timetables.  Students are familiar with the language used in customer services.  Students are familiar with and know how to respond to at least 10 key workplace words or phrases associated with customer services.  Students are familiar with and know how to respond to at least 10 words or phrases associated with key community services. | Students are aware of the need to read clearly and loudly when reading out customer service scripts and policies.  Students are aware of the need to read clearly and loudly when reading out timetables and opening hours in leaflets.  Students understand variation of pace and tone when reading.  Students are familiar with the typical structure and phrasing of a customer service script.  Students are familiar with the key language used in a customer service script.  Students are familiar with key features of presentation in timetables and brochures.  Students are aware that their opinion should be supported by the text or other facts and reasons. | |
| **Subject specific skills** | Students are able to choose a book, brochure, flyer or leaflet from a given selection.  Students are able to handle a book, brochure flyer or leaflet with care.  Students are able to turn the pages of book, brochure flyer or leaflet one page at a time starting from the front cover.  Students are able to follow a text from left to right and from top to bottom of a column or page and read the symbols or words.  Students are able to read at least 20 familiar symbols and/or words used to describe information and services provided by organisations.  Students are able to identify objects of reference associated with information and services provided by organisations and match the object to the correct word or symbol.  Students are able to read and extract one piece of information from a range of information texts associated with customer services and key service providers. | Students are able to use simple terms to describe the meaning of at least 5 words associated with key services and information provided for the community.    Students are able to use simple terms to describe the meaning of at least 5 key signs in the workplace or community e.g. Toilets, Reception, Emergency Exit, Library, School, Police, Hospital  Students are able to answer simple comprehension questions based on a range of texts consisting of or supported by symbols e.g. customer service scripts.  Students are able to communicate to a member of staff what words or symbols that they have read.  Students are able to use what they have read to support them in completing the next steps in a task e.g. finding the correct platform or stand in stations.  Students are able use the initial sound of a word to help them to identify the word and or symbol when reading in a variety of contexts.  Students are able to sequence a simple set of visual and written instructions e.g. plan a route.  Students are able to sequence visual steps to support them to complete a task. | Students are able to sequence 5 instructions to explain the steps in answering a telephone call.  Students are able to correctly use chronological language e.g. first, then, next, finally.  Students are able to read at least 7 key workplace words or phrases associated with key community services.  Students are able to read at least 7 key workplace words or phrases associated with the customer services.  Students are able to apply phonic knowledge and skills to decode words.  Students are able to read common exception words.  Students are able to use the context to help them to read unfamiliar words.  Students are able to locate key information in a brochure, timetable, map or leaflet. | Students read and extract information from maps and timetables  Students read and extract information from customer service scripts.  Students are able to identify how to respond to a customer.  Students are able to identify what is required to support a customer.  Students are able to extract the details from a customer request, a map, brochure or timetable.  Students are able to read at least 10 key workplace words or phrases associated with the key community services.  Students are able to use familiar words and root words to read longer words, in addition to using phonic knowledge and context.  Students are able to locate the key points in at least two  Students are able to identify the differences between two timetables, leaflets etc | Students are able to read clearly and at good pace when reading leaflets, timetables and other texts.  Students are able to vary the tone at appropriate points when reading out customer service scripts.  Students are able to identify key structures in a leaflet, timetable or other text that helps make the meaning clear.  Students are able to identify key language in in a leaflet, timetable or other text that helps make the meaning clear.  Students refer to the relevant part of a text to justify their opinion about it.  Students make reference to general facts and reasons to justify their opinion about a leaflet, timetable or other text  Students are able to identify facts contained within a leaflet, timetable or other related text.    Students are able to identify opinions contained within a leaflet, timetable or other text. | |
|  | OU WTE1 | OU Entry Level 1 | OU Entry Level 2 | OU Entry Level 3 | OU Level 1 | |
| **Key Learning** | **Writing - Work related language, information and customer services** | | | | | |
| **Subject specific knowledge** | Students are able to make straight marks in sensory material.  Students are able to make circular marks in sensory material.  Students are able to make straight marks with a pen or pencil.  Students are familiar with the form of common shapes or letters.  Students recognise simple colours.  Students recognise certain signs and labels. | Students can identify the initial letter or grapheme of a word related to key community services or customer services.  Students know how to form the initial letter or grapheme of a word related to key community services or customer services.  Students know what an adjective is.  Students know some key adjectives used to describe people and jobs.  Students are familiar with the words and symbols used to describe some key tasks and job roles.  Students know the key elements required in applying for a job or attending an interview. | Students are familiar with key words used to describe people, skills, abilities and tasks.  Students know how to correctly punctuate sentences with full stops and capital letters.  Students know how to segment and blend words.  Students recognise root words in words containing common suffixes and prefixes.  Students know how to spell some common tricky words.  Students are familiar with chronological language used to describe the past and the future. | Students are familiar with the layout of a brochure or flyer.  Students are familiar with the layout of a timetable.  Students know what detail and features to include in a customer service script.  Students recognise familiar words and root words when used in compound words or with prefixes and suffixes. | | Students are familiar with the vocabulary relevant to customer services.  Students are familiar with the vocabulary relevant to key community services.  Students know they need to read, check and revise their writing.  Students know how to form the use the present, past and future tense of regular and irregular verbs.  Students know how to spell most common tricky words.  Students know how to use Microsoft Word and Microsoft Publisher without support. |
| **Subject specific skills** | Students are able to make straight marks in sensory material.  Students are able to make circular marks in sensory material.  Students are able to make straight marks with a pen or pencil.  Students are able to trace or overwrite 3 recognisable shapes or letters when writing about key community services or customer services.  Students are able to copy 3 recognisable shapes or letters when writing about key community services or customer services.  Students are able to match the background colours of up to 4 words or symbols to create simple sentences about key community services or customer services.  Students are able to select pictures or symbols to describe an image related to key community services or customer services.  Students are able to select pictures or symbols to write a simple text about key community services or customer services.  Students are able to select words to describe an image related to key community services or customer services.  Students are able to select words to write a simple text about key community services or customer services. | Students are able to write the initial letter or grapheme of a word related to key community services or customer services.  Students are able to select pictures or symbols to add detail to their writing related to key community services or customer services.  Students are able to select descriptive words to add detail to their writing related to key community services or customer services.  Students are able to use pictures and symbols to describe key community services.  Students are able to use words to describe what jobs people are doing in images of people providing key services.  Students are able to select symbols to sequence information into a full sentence.  Students are able to select symbols to sequence information into a full sentence.  Students are able to select words to sequence information into a full sentence.  Students are able to order a set of images to describe how to respond to a customer or make a request form a customer services representative.  Students are able to use words or symbols to describe each image in instructions on how to locate key community services or to complete a journey by public transport. | Students are able to use simple words and phrases to describe key community services.  Students are able to use simple words and phrases to respond to or make a request at customer services.  Students are able to use simple words and phrases to communicate their plans and wishes at key community services.  Students are able to use full sentences to write a short script to support dealing with customers.  Students are able to use full sentences to write a short text describing what they need from key community services or customer services.  Students are able to correctly punctuate sentences with full stops and capital letters.  Students are able to apply phonic knowledge and skills in their writing.  Students use familiar root words in words containing common suffixes and prefixes.  Students correctly spell some common tricky words  Students correctly use chronological language when describing experiences or communicating plans. | Students are able to identify where to place different sections of a customer service script  Students are able to identify where to place different pieces of information for a brochure or flyer.  Students are able to identify where to place different pieces of information for a timetable.  Students are able to include the appropriate detail and features to write description of key services in a brochure.  Students are able to include the appropriate details and features in a customer service script.  Students are able to use familiar words and root words to write longer words, in addition to using phonic knowledge and context. | | Students are able to select vocabulary relevant to customer services.  Students are able to select vocabulary relevant to key community services.  Students are able to revise and edit the spelling, grammar and sentence structure in their writing.  Students correctly use the present tense in customer service scripts.  Students correctly use the past tense to describe customers’ experiences.  Students correctly use the future tense to describe future actions of the customer or the organisation.  Students correctly spell most common tricky words.  Students consistently apply phonic knowledge and skills when writing unfamiliar words.  Students are able to create and write a document on Microsoft Word without support.  Students are able to create and write a document on Microsoft Publisher without support. |
| **Personal development** | **Reasoning** - Students will predict and extract information from a range of sources.  **Evaluation** – Students will express their own views and preferences against agreed criteria to evaluate their own work and the work of others.  **Empathy** - Writing, reading and listening to others will help students to understand what others might be thinking or feeling in a particular situation.  **Social skills -** When working collaboratively, students will listen to and respect other people's ideas. They will undertake a variety of roles in group contexts.  **Communication** – Students will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT when appropriate. | | | | | |
| **Suggested activities**  Students visit different local community services e.g. library, parks, tram station etc  Students find signs for community services in local areas, on maps etc  Students match need to community service e.g. feeling ill – the medical centre, travel – train, bus, tram station  Students identify customer needs and role play expressing them to customer services, and role play customer service scripts e.g. How can I get to Manchester? I would like a ticket to Manchester? I would like a coffee? etc | | | | | | |
| **Online resources**  <https://www.manchester.gov.uk/>  <https://www.manchester.gov.uk/libraries>  <https://www.manchester.gov.uk/directory/47/leisure_centres/category/307>  <http://www.nationalcyclingcentre.com/>  <https://www.visitmanchester.com/visitor-information/manchester-visitor-information-centre-p23991>  <https://www.visitmanchester.com/visitor-information/travel-information/getting-around> | | | | | | |
| **Evidencing Work**  All task, planning and evidence sheets need to be levelled in accordance with the rubric, students need to self-assess and work needs to be put in student books/ folders with next steps identified  Audio and video performances need to be recorded and formatted within Book Creator.  Reading examination at end of Key Stage  Speaking and writing assessment at the end of the unit | | | | | | |