

Session plan Module 1: Programme overview and punctuation

Group: _____

Tutor: _____

Location: _____

Aims

- To provide an overview of the training programme, and its relevance to customer care
- Identify participants' starting levels
- To revise rules of punctuation

Outcomes

Participants will have:

- an understanding of the course content
- identified their starting levels to inform an individual ILP
- an understanding of what a sentence is
- revised use of capital letters, full stops, question marks and exclamation marks
- a knowledge of when to use commas and apostrophes
- an understanding of how to use punctuation appropriately when writing at work and when completing customer care documentation

Activity and time	Tutor activity	Learner activity	References
Introduction 10 minutes	<ul style="list-style-type: none"> • Housekeeping. • Show module 1 presentation slides 1-3 and introduce module aims and objectives. • Discuss course content. 	<ul style="list-style-type: none"> • Listen and respond 	SLlr/L2.1 KSF L1 Core 1,2
Enrolment, registration and assessment 30 minutes	<ul style="list-style-type: none"> • Give out enrolment forms. • Assessment activity – ask participants to complete a piece of free writing giving a description of their job and their duties and describing a typical day “on the job” and also to describe what part they play in ensuring good customer care in the NHS. • Learner profiling and ILP. 	<ul style="list-style-type: none"> • Complete forms • Carry out assessment • Compile profile and ILP 	KSF L1 Core 2

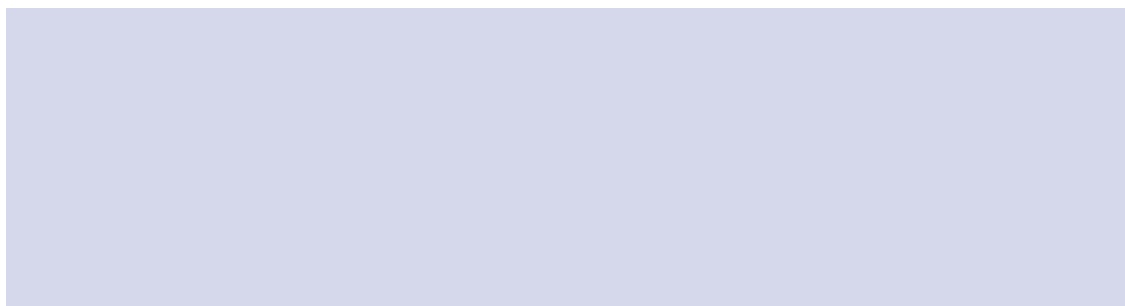
Activity and time	Tutor activity	Learner activity	References
Punctuation 5 minutes	<ul style="list-style-type: none"> • Ask “What is punctuation and why do we need it?” • Write responses on flipchart. • Show presentation slide 4. Talk through and discuss. • Note that every punctuation mark has a particular ‘job’ to do. It is important that participants are clear on each mark’s function so that they can use them correctly. 	<ul style="list-style-type: none"> • Listen and respond • Speak to communicate 	SLlr/L2.1 SLc/L2.1 KSF LI Core 1,2
Punctuation activity 15 minutes	<ul style="list-style-type: none"> • Give out Punctuation and accurate writing activity and quiz. • Ask participants, in pairs, to complete activity. • Take feedback. 	<ul style="list-style-type: none"> • Paired activity • Carry out task 	SLd/L2.1 Ws/L2.4 SLc/L2.1 KSF LI Core 1,2
Sentences 15 minutes	<ul style="list-style-type: none"> • Ask everyone to write down a sentence. • Take feedback. Note what they have in common i.e. they make complete sense. • Show presentation slide 5 and discuss sentence endings – full stop, question mark and exclamation marks. • In pairs, participants to compose some sentences that could be punctuated with a full stop, question mark or exclamation mark, depending on the meaning required, e.g. She didn’t take her medication.. She didn’t take her medication? She didn’t take her medication! Discuss the differences in meaning and use this to compose appropriate follow-on sentences for each alternative. • Take feedback. 	<ul style="list-style-type: none"> • Listen and respond • Individual/paired activities • Give feedback 	Ws/L1.3 KSF LI Core 1,2
Break 20 minutes			

Activity and time	Tutor activity	Learner activity	References
Commas 25 minutes	<ul style="list-style-type: none"> • Distribute Using commas activity sheet. • Explain the different ‘jobs’ of commas by talking through presentation slides 6-8. • Set activities from Using commas. To be completed by learners in pairs. • Use time to address individual needs. 	<ul style="list-style-type: none"> • Carry out task • Paired activity • Listen, read and respond. • Individual exercises – practising different uses of commas. 	Ws/L2.4 KSF LI Core 1,2
Punctuation quiz 20 minutes	<ul style="list-style-type: none"> • Distribute Punctuation quiz and introduce as test practice. • Use with Jigsaw resource*. • Divide groups into 2/3 teams, nominate a team leader. Group to collectively agree answers. • Team leader to form jigsaw when given correct responses. 	<ul style="list-style-type: none"> • Carry out activity. • Team leader to make jigsaw following team responses. 	SLd/L2.1,2,3 SLc/L2.1 Ws/LI.3 KSF LI Core 1,2
Apostrophes 30 minutes	<ul style="list-style-type: none"> • Introduce use of apostrophes by showing presentation slide 9. • Distribute Apostrophes handout. • Talk through each explanation. • Ask participants, in pairs, to complete activities. • Take feedback and discuss. 	<ul style="list-style-type: none"> • Carry out activities in pairs. • Listen, read and respond. 	Ws/L2.4 KSF LI Core 1,2
Punctuation overview activity (Additional 20 minutes)	<ul style="list-style-type: none"> • Give out Check the punctuation activity (This activity to be introduced if there is time or offer as homework). • Ask participants, in pairs, to complete the activity. • Take feedback and discuss. 	<ul style="list-style-type: none"> • Carry out activity in pairs. • Listen, read and respond. 	Ws/L2.4 KSF LI Core 1,2
Summary 10 minutes	<ul style="list-style-type: none"> • Revisit session aims and objectives. • Take feedback and questions. • Give out evaluation sheet for the module. 	<ul style="list-style-type: none"> • Listen and respond. • Complete evaluation sheet. 	KSF LI Core 1,2

Resources/aids


- Module 1 PowerPoint presentation/OHP slides
- Handouts: Evaluation sheet
- Activity sheets: Punctuation and accurate writing; Using commas; Apostrophes; Check the punctuation
- Test questions: Punctuation and spelling quiz
- Move On Jigsaw
- Punctuation exercises selected by teacher
- Highlighter pens
- Flipchart and markers

Assessment evaluation




Individual learning planning

get on at work



MOVE ON in the NHS
Module 1: Programme overview and punctuation




QIA Quality Improvement Agency

get on at work **Aims**

➔ To provide an overview of the training programme.

➔ Identify participants' starting levels.


➔ To revise rules of punctuation.



get on at work **Outcomes**

Participants will have:

- an understanding of the course content.
- identified their starting levels to inform an individual ILP
- an understanding of what a sentence is
- revised use of capital letters, full stops, question marks and exclamation marks
- a knowledge of when to use commas and apostrophes
- an understanding of how to use punctuation appropriately when writing at work and when completing customer care documentation



get on at work **What is punctuation?**

- Punctuation is the use of marks and spaces to show meaning in writing.
- When we speak, we pause when we have finished a thought, or when we change the subject.
- We use our voices to clarify meaning: louder or softer, up and down for questions or commands.
- When we write, we use punctuation marks to make our writing clearer and easier to read.



get on at work **What is a sentence?**

- A sentence is a group of words that makes complete sense (expresses a complete idea).
- A sentence may be a:
 - statement
 - question
 - command



get on at work **Commas**

- Commas separate parts of a sentence.
- Commas help us to understand the sentence better.



get on at work **Commas**

- **Separating parts of a long sentence:**
 - When we returned to meet our friends, we found they had left.
- **Separating parts of a list or series of actions:**
 - The resource box contained six dictionaries, three calculators and some pens.

Note: no comma is needed before the **and** before the last item.



get on at work **Commas**

- **Separating explanations (for extra information)**

Note: two commas are needed:

 - The tutor, I am sure, will help you if she can.
- **Separating words such as yes, no, thank you, does he?, can't I?:**
 - Your brother likes football, doesn't he?
 - Yes, that's my car.
- **Separating names of people spoken to**

Note: sometimes two commas are needed:

 - Excuse me, Janet, is this your pen?
 - Excuse me, John, pickup your jacket.



get on at work **Apostrophes**

We use apostrophes for two main purposes:

- **For shortened forms**

Examples:
They've – They have
It's – It is or it has
- **To show ownership**

Examples:
Julie's car – the car belongs to Julie
The learner's file – the file belongs to the learner
The tutors' files – the files belong to the tutors



Activity summary and guidance sheet

Module 1

Introduction

Cover housekeeping issues e.g. fire safety procedures and give an overview of the course content. Introduce module aims and objectives by showing **slides 1-3**.

Assessment activity

Make the free writing exercise relevant to participants' own work environment. Ask them to write about their job role and their duties and to describe a typical day at work. They should also describe what part they play in ensuring good customer care in the NHS. This piece of writing will give tutors the opportunity to assess grammar, punctuation and general writing skills and this will inform the learner's profiling and individual learning plans.

Punctuation

Assess prior knowledge of punctuation through Q&A. Introduce **slide 4** and note that every punctuation mark has a 'job' to do. Prior learning is also assessed through the **Punctuation and accurate writing** activity and quiz.

Sentences

Participants to write down a sentence of their own. During feedback note what each sentence has in common i.e they make complete sense. Introduce the concept of sentences containing subject and verb so that participants become familiar with the vocabulary. Show **slide 5** and discuss sentence endings. Show, by modulating your voice, how the sentence endings would sound when spoken e.g. raising your voice at the end of a sentence; an exclamation mark after stop! could be a shout in warning.

In pairs participants should then compose sentences of their own that could be punctuated in different ways. Lead discussion on the differences in interpretation and meaning and ask participants to compose appropriate follow-on sentences for each alternative.

Using commas

Assess prior knowledge of commas through Q&A and introduce **slides 6-8**.

Punctuation quiz

Consolidate knowledge through the quiz. This is also intended as test practice and is laid out in the multiple choice format. Use with the **Move On Jigsaw** resource. Divide groups into 2/3 teams and nominate a team leader. (Identify stronger participants to take this role.) Group to collectively agree answers. Team leader to form jigsaw when given correct responses. Give out a small 'prize' e.g. promotional pen from your organisation.

Apostrophes

Check prior knowledge through Q&A and then show **slide 9**. Hand out **apostrophes activity** and talk through each explanation of where to use apostrophes before asking participants to complete the activity sheet.

Check the punctuation (additional activity if there is time or homework)

The activity is based on a witness statement. Ask participants to check the punctuation but also to be aware that there are commas where there should be full stops and places where 'and' has been used instead of a full stop. This activity will also encourage participants to identify complete sentences. I would also suggest they read some of the text aloud to themselves and their partner to see where the sentence breaks 'naturally' occur.

Summary

Revisit session aims and objectives using **slides 2 and 3**.

Activity: Punctuation and accurate writing

Reports, care plans and memos should be checked for punctuation as well as spelling.

Activity 1

These sentences are from care reports and plans. Choose the correctly punctuated version of each sentence.

1. A Mrs patel has hurt her foot.
B Mrs Patel has hurt her foot.
2. A I wo'nt be able to make the handover meeting on Monday morning.
B I won't be able to make the handover meeting on Monday morning.
3. A The stock cupboard contains plasters, cotton wool and antiseptic.
B The stock cupboard contains plasters cotton wool and antiseptic.
4. A Mr Hinton had a visit from the physiotherapist on Monday morning.
B Mr Hinton had a visit from the physiotherapist on monday morning.
5. A Please remember to complete Mr Brown's care plan.
B Please remember to complete Mr Browns' care plan.

Activity 2

Mini quiz : fill in the table with the name of each punctuation mark.

1.	:	
2.	,	
3.	()	
4.	hadn't	
5.	co-op	
6.	!	
7.	“ ”	
8.	?	
9.	.	

Answers: Punctuation and accurate writing

Activity 1

1. A
2. B
3. A
4. A
5. A

Activity 2

- colon – 1
- comma – 2
- brackets – 3
- apostrophe – 4
- hyphen – 5
- exclamation mark – 6
- speech marks – 7
- question mark – 8
- full stop – 9

Activities:

Using commas

Commas separate parts of a sentence: They help us to understand the sentence better.

Commas separate **parts of a long sentence**, e.g.:

- When we returned to work to meet our friends, we found they had left.

Activity 1

Put in the missing commas:

- If a resident asks a member of staff about making a bequest to the home the resident should be referred to the manager.
- After walking for two hours around the city centre we found the office we were looking for.

Commas separate **parts of a list or series of actions**, e.g.:

- The pharmacist dispensed three courses of antibiotics, some eye drops and six bottles of cough mixture.

Note: no comma needed before the and before the last item.

Activity 2

Put in the missing commas:

- John Jasmin Katie and Ahmed are all on the NVQ course.
- He walked to the window opened it then returned to his bed.
- You are expected to clean the rooms prepare food for the residents and help with the ironing.

Commas separate **explanations**, e.g.:

- The manager, I am sure, will help you if she can.
- Juan, who is a vegetarian, will not eat any meat.

Note: two commas are needed.

Activity 3

Put in the missing commas:

- Nadia you will be glad to know is doing very well in her new role.
- Writing case notes which is a lengthy process takes up a lot of my time at work.

Commas separate **words such as yes, no, thank you, does he? can't I?**

We sometimes make questions like this:

- Your brother likes football, *doesn't he?*

The words in italics are called a question tag. A question tag makes a statement into a question.

Other examples are:

- isn't it?
- aren't they?
- don't you?

Question tags are separated from the rest of the sentence by a comma. Words and phrases like yes, no and thank you are separated in the same way e.g.:

- Yes, that's my car.
- Thank you, I'd like to have lunch with you.

Activity 4

Put in the missing commas:

- No this is not 258369.
- The appointment with the doctor is at 6 o'clock isn't it?
- Yes she came back to work today.

Commas separate the **names of people spoken to**, e.g.:

- Excuse me, Amina, is this your pen?
- John, pick up your jacket.

Note: sometimes two commas are needed.

Activity 5

Put in the missing commas:

- How are you today Mrs Gethen?
- Terry have you finished your meal?

Answers:

Using commas

Activity 1

- If a resident asks a member of staff about making a bequest to the home, the resident should be referred to the manager.
- After walking for two hours around the city centre, we found the office we were looking for.

Activity 2

Put in the missing commas:

- John, Jasmin, Katie and Ahmed are all on the NVQ course.
- He walked to the window, opened it, then returned to his bed.
- You are expected to clean the rooms, prepare food for the residents and help with the ironing.

Activity 3

Put in the missing commas:

- Nadia, you will be glad to know, is doing very well in her new role.
- Writing case notes, which is a lengthy process, takes up a lot of my time at work.

Activity 4

Put in the missing commas:

- No, this is not 258369.
- The appointment with the doctor is at 6 o'clock, isn't it?
- Yes, she came back to work today.

Activity 5

Put in the missing commas:

- How are you today, Mrs Gethen?
- Terry, have you finished your meal?

Activity: Punctuation and spelling quiz

Jane has been in a rush and not proofread the following paragraph. It contains a number of spelling and punctuation errors:

There is no reson why I cannot atend for interview at any time.

line 1

My training programme, which lasted one year, has now come to an end and Ill

line 2

have a lot of spare time My hobbies include keep fit music and sport.

line 3

Questions

1. The missing punctuation mark after the word time on line 3 is:

- A comma
- B full stop
- C question mark
- D exclamation mark

2. There is a second missing punctuation mark on line 3:

- A hyphen
- B comma
- C semi colon
- D apostrophe

3. Reson on line 1 should be written as:

- A reasen
- B reason
- C raison
- D raeson

4. The word atend should be written as:

- A attended
- B atend
- C atenned
- D attend

5. Ill should be written as:

- A I've
- B I'm
- C I'll
- D I w'll

6. Commas have been used on line 2:
- A to allow a pause in the middle of a sentence
 - B to separate items in a list
 - C to separate extra information within a sentence
 - D to separate a series of actions
7. The following sentences test your knowledge of there, their and they're. Only one sentence is correct. Which one is it?
- A Their are four days to wait until their birthday.
 - B There holiday will be taken where there is lots of sunshine.
 - C They're going away on their holiday tomorrow.
 - D Their will be no more holidays if they're made redundant.
8. Which of the following sentences is punctuated correctly?
- A Jane, it's a bank holiday next Monday, isn't it?
 - B Jane its a bank holiday next Monday, isn't it?
 - C Jane, it's a bank holiday next Monday, isnt it?
 - D Jane, it's a bank holiday next Monday isn't it?
9. One of the following sentences contains a spelling mistake. Which is it?
- A Passports are necessary for overseas travel.
 - B Tomorrow will be my birthday.
 - C The shops are closed untill Thursday.
 - D My best friend weighs more than I do.

Answers: Punctuation and spelling quiz

1. B

2. B

3. B

4. D

5. C

6. C

7. C

8. A

9. C

Activities:

Apostrophes

We use apostrophes for two main purposes:

- To show ownership
 - Amina's car
 - the nurse's notes
 - the doctor's files
- For shortened forms:
 - they've – they have
 - it's – it is or it has
 - wasn't – was not

Activity 1

Write the shortened form for each of these pairs of words:

1. he is
2. we will
3. who have
4. you are
5. here is
6. do not
7. that is
8. I have
9. is not
10. where is

We also use an apostrophe in these types of contraction:

- my car's got a flat tyre – My car has got a flat tyre. (*ha* was left out)
- the ward's full – The ward is full. (*i* was left out)

Shortened forms should only be used in informal writing and dialogue.

Words should be written in full in formal writing tasks.

Apostrophes – one owner

- Amina owns a car.
- It is Amina's car.

We use an apostrophe after the name or word of who or what is doing the owning e.g.:

- The porter's briefcase – the briefcase belongs to the porter.
- The manager's office – the office belongs to the manager.

Activity 2

Put in the missing apostrophe in each of the following. Highlight who or what is doing the owning. The first one is done for you:

1. the hospitals reception the hospital's reception
2. Sharons son
3. the doctors pen
4. the boys holdall
5. the physiotherapists notes
6. the wards windows
7. Nadeems book
8. the centres computer
9. the residents pension
10. the girls biscuits

Apostrophes – several owners

If there are several owners and the word ends in s we usually add the apostrophe after the s. For example:

- *the hospitals' policies* – the policies belonging to the hospitals.

Activity 3

Put in the missing apostrophes:

1. All the patients prescriptions are ready for collection.
2. There are four residents bags in that room.
3. The doctors cars are in the car park.
4. The employees records are in the filing cabinet.
5. The groups views were noted.

A few plural words don't end in s, such as:

- children
- men
- sheep
- women.

For plural words that don't end in s (e.g. men), you need to:

- write who the owners are – **men**
- add an apostrophe – **men'**
- add an s – **men's**
- add what is owned – **men's bikes**.

Remember: When deciding where to put the apostrophe, ask yourself: is there one owner or more?

Activity 4

One owner or more? Put in the missing apostrophes:

1. The childrens unit is bright and cheerful.
2. Our companys office is in the centre of town.
3. The NVQ candidates results are excellent.
4. The mens ward is overcrowded.
5. The cars windows are open.

Activity: Check the punctuation

Check the punctuation of this witness statement.

Tip: look for commas where there should be full stops and places where 'and' has been used instead of a full stop.

On February 4th I asked mr P what he would like for his meals the next day, I read the whole menu to him, he decided to have everything for breakfast, he wanted cottage pie for lunch, I read his plan of care to be sure that the choices he made were allowed, I asked him if it was ramadan and he told me that it had finished in december so that was all right and he could have lunch. I asked the kitchen if the meat in the cottage pie was Hal all meat. They said it was what they always had so I said to mr P that hed better have the macaroni cheese to be on the safe side and he said he didnt like it so I had to phone his daughter and ask her to bring him some lunch in and luckily they were having a special lunch so she was going to be able to bring him some food and I was really pleased because otherwise he would only have been able to eat the vegetables and he needs to keep his strength up. The kitchen said that the sandwiches for tea usually have ham in them. I asked mr P and he said jam would do so I asked them to make some jam sandwiches especially for him.

Answers: Check your punctuation

On February 4th I asked Mr P what he would like for his meals the next day. I read the whole menu to him. He decided to have everything for breakfast and he wanted cottage pie for lunch. I read his plan of care to be sure that the choices he made were allowed. I asked him if it was Ramadan and he told me that it had finished in December so that was all right and he could have lunch. I asked the kitchen if the meat in the Cottage Pie was Hal all meat. They said it was what they always had so I said to Mr P that he'd better have the Macaroni Cheese to be on the safe side. He said he didn't like it so I had to phone his daughter and ask her to bring him some lunch in. Luckily they were having a special lunch so she was going to be able to bring him some food. I was really pleased because otherwise he would only have been able to eat the vegetables and he needs to keep his strength up. The kitchen said that the sandwiches for tea usually have ham in them. I asked Mr P and he said jam would do, so I asked them to make some jam sandwiches especially for him.