

## Highfield Functional Skills Qualification in English at Level 2

### DfE Subject Content: Reformed Functional Skills in English at Level 2 (Feb 2018)

<b>Speaking, Listening and Communication (Level 2)</b>	
<b>Scope of study</b>	
Text: this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.	
1.	Identify relevant information from extended explanations or presentations
2.	Follow narratives and lines of argument
3.	Respond effectively to detailed or extended questions and feedback
4.	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
5.	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
6.	Express opinions and arguments and support them with relevant and persuasive evidence
7.	Use language that is effective, accurate and appropriate to context and situation
8.	Make relevant and constructive contributions to move discussion forward
9.	Adapt contributions to discussions to suit audience, purpose and medium
10.	Interject and redirect discussion using appropriate language and register
<b>Reading (Level 2)</b>	
<b>Scope of study</b>	
Text: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	
11.	Identify the different situations when the main points are sufficient and when it is important to have specific details
12.	Compare information, ideas and opinions in different texts, including how they are conveyed
13.	Identify implicit and inferred meaning in texts
14.	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
15.	Use a range of reference materials and appropriate resources (e.g. hyperlinks, glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
16.	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
17.	Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
18.	Follow an argument, identifying different points of view and distinguishing fact from opinion
19.	Identify different styles of writing and writer's voice

**Writing (Level 2)**
**Scope of study**

Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.

**Spelling, punctuation and grammar**

20.	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
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)
22.	Spell words used in work, study and daily life, including a range of specialist words

**Writing composition**

23.	Communicate information, ideas and opinions clearly, coherently and effectively
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
25.	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
26.	Convey clear meaning and establish cohesion using organisational markers effectively
27.	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
28.	Construct complex sentences consistently and accurately, using paragraphs where appropriate

**Subject Content: Legacy Functional Skills in English at Level 2**

Skill Standard	Coverage and Range	
<i>The learner will</i>	<i>The learner can</i>	
<b>Speaking, Listening and Communication</b>		
1. Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	a) Consider complex information and give a relevant, cogent response in appropriate language; b) Present information and ideas clearly and persuasively to others; c) Adapt contributions to suit audience, purpose and situation; d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward;	
<b>Reading</b>		
2. Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	a) Select and use different types of texts to obtain and utilise relevant information; b) Read and summarise, succinctly, information/ideas from different sources; c) Identify the purposes of texts and comment on how meaning is conveyed; d) Detect point of view, implicit meaning and/or bias; e) Analyse texts in relation to audience needs and consider suitable responses; f) In three or more texts.	
<b>Writing</b>		
3. Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	a) Present information/ideas concisely, logically and persuasively; b) Present information on complex subjects clearly and concisely; c) Use a range of writing styles for different purposes; d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	55 –60% of assessment
	e) Punctuate written text using commas, apostrophes and inverted commas accurately; f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.	40 –45% of assessment

## Subject Content Mapping: Speaking, Listening and Communication

DfE Subject content (Feb 2018)	Current Legacy coverage
<p><b>Scope of study:</b> this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.</p>	<p><b>Skill Standard:</b> Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations</p>
1. Identify relevant information from extended explanations or presentations	a) Consider complex information and give a relevant, cogent response in appropriate language
2. Follow narratives and lines of argument	
3. Respond effectively to detailed or extended questions and feedback	
4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts	
5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required	b) Present information and ideas clearly and persuasively to others
6. Express opinions and arguments and support them with relevant and persuasive evidence	
7. Use language that is effective, accurate and appropriate to context and situation	c) Adapt contributions to suit audience, purpose and situation
8. Make relevant and constructive contributions to move discussion forward	d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward
9. Adapt contributions to discussions to suit audience, purpose and medium	c) Adapt contributions to suit audience, purpose and situation
10. Interject and redirect discussion using appropriate language and register	d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

## Subject Content Mapping: Reading

DfE Subject content (Feb 2018)	Current Legacy coverage
<b>Scope of study:</b> this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade	<b>Skill Standard:</b> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
11. Identify the different situations when the main points are sufficient and when it is important to have specific details	a) Select and use different types of texts to obtain and utilise relevant information
12. Compare information, ideas and opinions in different texts, including how they are conveyed	b) Read and summarise, succinctly, information/ideas from different sources
13. Identify implicit and inferred meaning in texts	d) Detect point of view, implicit meaning and/or bias
14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes	c) Identify the purposes of texts and comment on how meaning is conveyed
15. Use a range of reference materials and appropriate resources (e.g. hyperlinks, glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources	
16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources	
17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	e) Analyse texts in relation to audience needs and consider suitable responses
	d) Detect point of view, implicit meaning and/or bias
18. Follow an argument, identifying different points of view and distinguishing fact from opinion	d) Detect point of view, implicit meaning and/or bias
19. Identify different styles of writing and writer's voice	c) Identify the purposes of texts and comment on how meaning is conveyed

## Subject Content Mapping: Writing

- Dictionaries and spell-checking software can no longer be used when taking the writing assessment.

DfE Subject content (Feb 2018)	Current Legacy coverage
<b>Scope of study:</b> this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths	<b>Skill Standard:</b> Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively
<b>Spelling, punctuation and grammar</b>	
20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	e) Punctuate written text using commas, apostrophes and inverted commas accurately
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)	f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types
22. Spell words used in work, study and daily life, including a range of specialist words	
<b>Writing composition</b>	
23. Communicate information, ideas and opinions clearly, coherently and effectively	a) Present information/ideas concisely, logically and persuasively
	b) Present information on complex subjects clearly and concisely
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	
25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)	
26. Convey clear meaning and establish cohesion using organisational markers effectively	
27. Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	c) Use a range of writing styles for different purposes
28. Construct complex sentences consistently and accurately, using paragraphs where appropriate	d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively