

## Highfield Functional Skills Qualification in English at Level 1

### DfE Subject Content: Reformed Functional Skills in English at Level 1 (Feb 2018)

<b>Speaking, Listening and Communication (Level 1)</b>	
<b>Scope of study</b>	
Text: this should include narratives, explanations, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.	
1.	Identify relevant information and lines of argument in explanations or presentations
2.	Make requests and ask relevant questions to obtain specific information in different contexts
3.	Respond effectively to detailed questions
4.	Communicate information, ideas and opinions clearly and accurately on a range of topics
5.	Express opinions and arguments and support them with evidence
6.	Follow and understand discussions and make contributions relevant to the situation and the subject
7.	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
8.	Respect the turn-taking rights of others during discussions, using appropriate language for interjection

<b>Reading (Level 1)</b>	
<b>Scope of study</b>	
Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	
1.	Identify and understand the main points, ideas and details in texts
2.	Compare information, ideas and opinions in different texts
3.	Identify meanings in texts and distinguish between fact and opinion
4.	Recognise that language and other textual features can be varied to suit different audiences and purposes
5.	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
6.	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
7.	Infer from images meanings not explicit in the accompanying text
8.	Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
9.	Read and understand a range of specialist words in context
10.	Use knowledge of punctuation to aid understanding of straightforward texts

**Writing (Level 1)**
**Scope of study**

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

**Spelling, punctuation and grammar**

1.	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
2.	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
3.	Spell words used most often in work, study and daily life, including specialist words

**Writing composition**

4.	Communicate information, ideas and opinions clearly, coherently and accurately
5.	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
6.	Use format, structure and language appropriate for audience and purpose
7.	Write consistently and accurately in complex sentences, using paragraphs where appropriate

**Subject Content: Legacy Functional Skills in English at Level 1**

Skill Standard	Coverage and Range	
<i>The learner will</i>	<i>The learner can</i>	
<b>Speaking, Listening and Communication</b>		
1. Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.	a) Make relevant and extended contributions to discussions, allowing for and responding to others' input; b) Prepare for and contribute to the formal discussion of ideas and opinions; c) Make different kinds of contributions to discussions; d) Present information/points of view clearly and in appropriate language.	
<b>Reading</b>		
2. Read and understand a range of straightforward texts.	a) Identify the main points and ideas and how they are presented in a variety of texts; b) Read and understand texts in detail; c) Utilise information contained in texts; d) Identify suitable responses to texts; e) In more than one type of text.	
<b>Writing</b>		
3. Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	a) Write clearly and coherently, including an appropriate level of detail; b) Present information in a logical sequence; c) Use language, format and structure suitable for purpose and audience;	55 –60% of assessment
	d) Use correct grammar, including correct and consistent use of tense; e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear; f) In more than one type of text.	40 –45% of assessment

## Subject Content Mapping: Speaking, Listening and Communication

DfE Subject content (Feb 2018)	Current Legacy coverage
<b>Scope of study:</b> this should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.	<b>Skill Standard:</b> Take full part in formal and informal discussions and exchanges that include unfamiliar subjects
1. Identify relevant information and lines of argument in explanations or presentations	<i>Presentations were previously a Level 2 requirement only</i>
2. Make requests and ask relevant questions to obtain specific information in different contexts	
3. Respond effectively to detailed questions	
4. Communicate information, ideas and opinions clearly and accurately on a range of topics	d) Present information/points of view clearly and in appropriate language
5. Express opinions and arguments and support them with evidence	b) Prepare for and contribute to the formal discussion of ideas and opinions
6. Follow and understand discussions and make contributions relevant to the situation and the subject	a) Make relevant and extended contributions to discussions, allowing for and responding to others' input
	c) Make different kinds of contributions to discussions
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection	a) Make relevant and extended contributions to discussions, allowing for and responding to others' input

## Subject Content Mapping: Reading

DfE Subject content (Feb 2018)	Current Legacy coverage
<b>Scope of study:</b> this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	<b>Skill Standard:</b> Read and understand a range of straightforward texts
9. Identify and understand the main points, ideas and details in texts	a) Identify the main points and ideas and how they are presented in a variety of texts
	b) Read and understand texts in detail
10. Compare information, ideas and opinions in different texts	<i>Comparison was previously a Level 2 requirement</i>
11. Identify meanings in texts and distinguish between fact and opinion	
12. Recognise that language and other textual features can be varied to suit different audiences and purposes	
13. Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	
14. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	
15. Infer from images meanings not explicit in the accompanying text	<i>Implicit meaning was previously a Level 2 requirement (words, not images)</i>
16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	
17. Read and understand a range of specialist words in context	b) Read and understand texts in detail
18. Use knowledge of punctuation to aid understanding of straightforward texts	

## 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 texts such as narratives, instructions, explanations and reports of varying lengths.	<b>Skill Standard:</b> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose
<b>Spelling, punctuation and grammar</b>	
19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear;
20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	d) Use correct grammar, including correct and consistent use of tense;
21. Spell words used most often in work, study and daily life, including specialist words	e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear;
<b>Writing composition</b>	
22. Communicate information, ideas and opinions clearly, coherently and accurately	a) Write clearly and coherently, including an appropriate level of detail
	b) Present information in a logical sequence
23. 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	a) Write clearly and coherently, including an appropriate level of detail;
24. Use format, structure and language appropriate for audience and purpose	c) Use language, format and structure suitable for purpose and audience
25. Write consistently and accurately in complex sentences, using paragraphs where appropriate	<i>Writing in complex sentences was previously a Level 2 requirement</i>