Functional Skills English Level 1:
Mapping Functional Skills to Key Skills

Functional Skills English standards mapped to Literacy Core Curriculum and Key Skills Communication **Level 1**					
Functional Skills standards	Coverage and range	Amplification of FS	Literacy Core Curriculum	Key Skills Standards	KS assessment criteria and *QCA Notes for guidance*
Speaking and Listening					
Take full part in formal and informal discussions /exchanges that include unfamiliar subjects	Make relevant and extended contributions to discussions, allowing for, and responding to others' inputs Prepare for and contribute to the formal discussion of ideas and opinions Make different types of contributions to discussions Present information/points of view clearly and in appropriate language	Contributions are coherent, illustrating viewpoints with supporting detail or a degree of reasoning and justification for points expressed. The ability to identify and respond to most relevant information is expected along with being able to demonstrate thoughtful engagement. This might be through pertinent questions, points of expressions, and so on. A learner should understand that certain behaviour (for example lack of any response) may be interpreted as disagreement or disinterest, and may not be appropriate. Preparation should involve	SLlr/L1.1 listen for and identify relevant information from explanations and presentations on a range of straightforward topics SLlr/L1.2 listen for and understand explanations, instructions and narratives on different topics in a range of contexts SLlr/L1.3 use strategies to clarify and confirm understanding, e.g. *facial expressions, body language and verbal prompts*	Take part in either a one-to-one discussion or a group discussion	1.1.1 provide information that is relevant to the subject and purpose of the discussion 1.1.2 communicate clearly in a way that suits the situation and respond appropriately to other *Evidence could include edited audio/video clips and/or records from observing the candidate. Witness statements can be useful as supporting evidence….. but assessors are responsible for judging the validity of witness statements Part A* • *Candidates need to feel confident that they have something to say about the topic being discussed, this*

		being aware of the material to be covered and obtaining suitable information to support the purpose of the discussion. This should preferably be done in advance to allow information to be digested and then used in a coherent way. Preparation might include an awareness of an agenda, the proposed topic and/or support materials. Contributions should be fluent, meaningful and distinct, including statements of fact, reasoned opinions, explanations and instructions where appropriate. Different kinds of contributions should see learners recognising how changing their approach or style of engagement can influence proceedings. This can be through types of questions and answers, repetitions or rephrasing, body language, and using	SLlr/L1.4 provide feedback and confirmation when listening to others SLlr/L1.5 make contributions relevant to the situation and the subject SLlr/L1.6 respond to questions on a range of topics SLc/L1.1 speak clearly in a way which suits the situation SLc/L1.2 make requests and ask questions to obtain information in familiar and unfamiliar contexts SLc/L1.3 express clearly statements of fact, explanations instructions, accounts and descriptions	*may involve finding out about the subject by asking questions or listening to explanations from others* • *Candidates should know how to open and close a discussion, respect the turn taking rights of others, and how to use appropriate phrases to create an opportunity to make a contribution at an appropriate time,* • *Candidates should have practice in speaking for a range of purposes, eg to express statements of fact, give short explanations, instructions, accounts of events or incidents in a logical sequence, provide descriptions of people or places, express their own opinions and ideas.* • *Candidates should be aware of how use of language is affected by*

		an appropriate pace and volume to achieve the desired effect, for example to emphasise a point of view. The right of everyone to contribute should be respected, with appropriate phrases used for interruption or intervention. The presentation of information should be clear, at an appropriate volume and accurate. An account or description of events should be in a logical sequence. Main points, ideas and opinions should be given in sufficient detail, developed or elaborated upon to ensure audience understanding. Suitable language should be used to suit the purpose and audience. Candidates should be encouraged to clarify names, technical terms, specific references or use of idiom and vernacular, for example. Learners should be	SLd/L1.2 respect the turn-taking rights of others during discussions SLd/L1.3 use appropriate phrases for interruption		*the formality of the situation, ,ie the status and familiarity of those taking part in the discussion and by the physical context.* • *Candidates may develop listening skills by taking messages and following straightforward explanations and instructions. They should know how to use body language to show they are listening and be able to confirm this eg by asking questions to clarify points.*

		encouraged to recognise a balance between sufficient detail, reasoning, description or justification, for example, and the effectiveness and benefits of concision/concise delivery. The effect on audience or participants' attention can be easily demonstrated.			

Reading					
Read and understand a range of straightforward texts	Identify the main points and ideas and how they are presented in a variety of texts Read and understand texts in detail Utilise information contained in texts Identify suitable responses to texts …..in more than one type of text	This requires learners to recognise main points, ideas and primary themes as well as demonstrate some discernment, judgement and selection when reviewing materials or texts. This will include an understanding of the main purposes of texts and the way in which information has been presented. A learner should be able to deal with a range of texts which inform, persuade, describe or instruct. The use of language, organisational features and presentation should be recognised as deliberate and meaningful, such as types of vocabulary, style, format, headings, paragraphs and references. 'Skimming' of a newspaper article, for example, to gain an overall impression and understanding the main	Rt/L1.1 trace and understand the main events of continuous descriptive, explanatory and persuasive texts Rt/L1.3 identify the main points and specific detail, and infer meaning from images which is not explicit in the text Rt/L1.4 use organisational and structural features to locate information, e.g. *contents, index, menus, subheadings, paragraphs*	Read and obtain information from at least **one** document	1.2.1 read relevant material 1.2.2 identify accurately the main points and ideas 1.2.3 use the information to suit your purpose *Candidates are expected to read different types and formats of documents and to find information on straightforward subjects.* *Part A* • *Candidates should know how to pick out main points and ideas from written materials that are routinely used in the context of their work. They should be able to relate an image to printed text and use it to obtain meanings which may not be explicit in the text* • *Candidates should know how to find the meaning of unfamiliar*

| | | purpose and central theme, and scanning for the location of more detailed information (for example identifying information about costs in a report) is necessary. As learners develop an understanding of their own audience and purpose in a given activity, they should be able to appreciate that most information is presented with consideration of these factors. Learners should understand how information is 'packaged' to cater to, or influence, different audiences. Texts and source materials might suggest formality or financial prudence, or perhaps a youth-based or trend conscious audience. Learners should explore how this is suggested. Use real examples, which are prolific in everyday commercial and advertising materials. Detailed reading is | Rt/L1.2 recognise how language and other textual features are used to achieve different purposes, e.g. *to instruct, explain, describe, persuade*

Rt/L1.5 use different reading strategies to find and obtain information

Rs/L1.1 use implicit and explicit | | *words eg dictionary, asking for advice, electronic tools* |

expected, to understand the specific information presented and to capture necessary but less apparent facts, particulars, dates and so on, as well as an awareness of the manner in which it is presented to suit audience, purpose and the nature of the topic. This might relate to important dates (such as final submission dates), to specific conditions (such as small print relating to a discounted holiday offer), or to more general but important details (such as exact opening times, locations and/or specific directions and access details for schools, offices or venues). It is necessary to know when detailed reading is required in order to fully understand meaning, to avoid missing vital components and to capture essential information for use elsewhere.

grammatical knowledge e.g. *of different sentence forms, types of word, verb tense, word order* along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense

Rs/L1.2 use punctuation to help their understanding

Rw/L1.1 use reference material to find the meaning of unfamiliar words

Rw/L1.2 recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

Rw/L1.3 recognise and understand an increasing range of vocabulary, applying knowledge of word

		Reading and responding in a variety of ways that are relevant to the source material, for example answering questions (orally or in writing), following instructions to complete a task, replying to a letter, completing an application form, or composing a summary.			

Writing

Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	Write clearly and coherently, including an appropriate level of detail Present information in a logical sequence Use language, format and structure suitable for purpose and audience Use correct grammar, including correct and consistent use of tense Ensure written work includes generally	Write information clearly, making judgements about the appropriate level of detail. Use suitable language, structure and format to assist reader comprehension and engagement (for example detailed instructions to a party, description of general location), including reasoning, rationale, evidence and supporting detail as appropriate to the context. Ensure that the sequence is clear, for example it includes an introduction, a main section and a conclusion. The points made should follow each other in a logical sequence, for example the structure of a CV, or a brief description of an accident for a health and safety incident book. This could be chronological or in order of importance, for example. The degree of formality, complexity and detail is determined by the audience, the purpose and the setting (for example how to format a formal	Wt/L1.1 Plan and draft writing Wt/L1.2 judge how much to write and the level of detail to include Wt/L1.3 present information in a logical sequence, using paragraphs where appropriate Wt/L1.5 use format and structure for different purposes Wt/L1.4 use language suitable for purpose and audience Wt/L1.6 proof-read and revise writing for accuracy and meaning	Write **two** different types of documents	1.3.1 present relevant information in a format that suits your purpose 1.3.2 spell, punctuate and use grammar accurately 1.3.3 Make your meaning clear *Where text is electronically produced, spacing typeface and type size must be appropriate for the intended reader. In final work sentences must be marked correctly by capital letters and full stops or question marks.* *In final work, sentences must be marked correctly by capital letters and full stops or question marks.* *Part A* • *Candidates should be familiar with the conventions used for a range of documents eg business letters,*

	accurate punctuation and spelling and that meaning is clear In more than one type of text	letter when applying for a job, using headings and sub-headings when writing a short report). Learners should know when it is appropriate to use colloquialisms (for example in an e-mail to a friend or in a text message) and when more formal language is needed (for example when writing to a customer or e-mailing a tutor). The writing needs to be accurate with few errors expected at this level. Sentences should be complete and where necessary use appropriate conjunctions. Singular and plural subject–verb agreement should be used consistently. Consistent and accurate use of tense is required. Errors should not undermine the meaning or purpose of written documents, as the focus remains on the effectiveness of the outcome and the written material's usefulness, appropriateness and applicability to the situation or context.	Ws/L1.1 write in complete sentences Ws/L1.2 use correct grammar e.g. *subject-verb agreement, correct use of tense* Ws/L1.3 punctuate sentences correctly and use punctuation so that meaning is clear Ww/L1.1 spell correctly words used most often in work, studies and daily life Ww/L1.2 produce legible text		*memos, forms or short reports* • *Candidates should know how to use images to help the reader understand their main points. They should understand the need to label pictures, charts, diagrams and sketches, and where necessary relate images to text* • *Candidates should know how much to write and the level of detail to include, and be aware that the relevance of information is affected by the type and purpose of the document being produced.* • *Candidates should know how to plan, draft and revise their work so that it is correctly spelt, consists of complete sentences with correct use of tense and subject-verb*

		Spelling of regular, common words should be accurate, including those from work, study and daily life. A high level of accuracy is expected in certain applications and contexts. In a formal letter of application, there should ideally be no errors. In a long document such as a formal report, errors may be acceptable, but generally a high level of accuracy is required. Errors must not alter the intended meaning of the writing, and should not substantially diminish the impact, validity or seriousness of the document.			*agreement and, where appropriate, properly organised into a sequence of short paragraphs, so as to make meaning clear.*