Functional Skills English Level 2:
Mapping Functional Skills to Key Skills

Functional Skills English standards mapped to Literacy Core Curriculum and Key Skills Communication Level 2

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					
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	Consider complex information and give a relevant, cogent response in appropriate language Present information and ideas clearly and persuasively to others Adapt contributions to suit audience, purpose and situation	Learners' contributions should be incisive, insightful and well reasoned. At this level, learners are expected to be able to take a lead role in some discussions, including the ability to deliver presentations. This could require varying degrees of formality, according to context (for example a formal presentation as part of a job selection procedure, an informal discussion with a group of colleagues about a client, explaining work carried out to date on a project, or a presentation of the results of a chemistry experiment). Persuasiveness can be the	SLc/L2.3 express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary SLc/L2.4 present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding SLc/L2.1 speak	2.1a Take part in a group discussion 2.1b give a talk of at least four minutes	2.1a.1 Make clear and relevant contributions in a way that suits your purpose and situation 2.1a.2 respond appropriately to others 2.1a.3 help to move the discussion forward 2.1b.1 speak clearly in a way that suits your subject, purpose and situation 2.1b.2 keep to the subject and structure your talk to help listeners follow what you are saying

	Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	result of numerous factors but should be supported by the increased use of supporting statements and evidence, as well as the utilisation of different presentation techniques, styles and vocabulary, in order to gauge and increase impact and effect on audience/participants. Learners should demonstrate active, sustained and flexible engagement and show by their responses, verbal and nonverbal, that they have been listening to and considering specific points. Learners should be encouraged to explicitly acknowledge responses, views and arguments, and to develop or adapt their contributions accordingly, or to specifically address points raised. Learners should make sustained contributions that	clearly and confidently in a way which suits the situation SLd/L2.2 adapt contributions to discussions to suit audience, context, purpose and situation SLlr/L2.1 listen for and identify relevant information from extended explanations or presentations on a range of topics SLlr/L2.2 listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts SLlr/L2.3 respond to	2.1b.3 use appropriate ways to support your main points *Brief notes may be used as a prompt, but the candidate should not read these out. There should be confirmation that the talk has been followed by listeners with little difficulty.* *Part A* • *Candidates should recognise signs that indicate purpose such as vocabulary, tone and body language* • *Candidates should know how to maintain momentum and move the discussion forward* • *Candidates should know how to use a style of language to suit the subject of a short talk, be able*

		stimulate or support engaging discussions, influencing exchanges with relevant ideas and information. Learners need to develop an awareness of the needs and expectations of their audience (for example their age or background, prior knowledge of the subject being discussed, level of interest) and the formality/context of the situation (for example discussing a topic with peers would require a different type of contribution with a different level of formality from discussing progress on a project with tutors or supervisors). At this level, learners should be able to identify the fluency of discussions, evaluate mood or levels of participation, and change their register, tone and type of language, for example, to meet the differing needs of different audiences and contexts. This	detailed or extended questions on a range of topics **SLlr/L2.4** respond to criticism and criticise constructively **SLc/L2.2** make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts **SLd/L2.1** make relevant contributions and help to move discussions forward **SLd/L2.3** use appropriate phrases for interruption and change of topic		*to adapt pitch and pace, and vary tone of voice to keep attention* • *Candidates should know how to present information and ideas in a clear sequence* • *Candidates should use a variety of ways, including images to support their main points*

| | | may include the ability to summarise key points for greater understanding or agreement, and to propose future steps or activities, if actual formal decisions are not required. Learners should be able to take on different roles within a discussion, for example listening, responding, encouraging, supporting and reinforcing particular points. By this level, learners not only have to take responsibility for their own contributions but also have to take on some responsibility for the overall direction and effectiveness of the discussion. They may take discussion forward in many ways, for example questioning, summarising, challenging, introducing new aspects, or re-focusing energy and attention. Learners should be encouraged to understand how their input can affect | SLd/L2.4 support opinions and arguments with evidence

SLd/L2.5 use strategies intended to reassure, e.g. *body language and appropriate phraseology* | | |
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| | | the nature and effectiveness of discussions, taking active responsibility for the progress or 'buoyancy' of discussions.

Not every discussion will require an obvious, clear or formal decision, for example which supplier to use or which venue to visit. Decisions should be used in the wider sense to include establishing outcomes: general agreement, consensus or agreeing to differ and finding acceptable compromises. Whatever the discussion, the purpose of it should be achieved or advanced by the conclusion, for example to acquire a greater understanding of a particular submission, or to appreciate different concerns about an office move. | | | |

Reading					
Select, read understand and compare texts and use them to gather information, ideas, arguments and opinions	Select and use different types of texts to obtain and utilise relevant information Read and summarise, succinctly, information/ideas from different sources Identify the purposes of texts and comment on how meaning is conveyed Detect point of view, implicit meaning and/or bias Analyse texts in relation to audience needs and consider	Learners should be able to independently choose appropriate texts to meet their needs (for example from articles, reports, web pages, books). This might be from a given reading list, but will be sufficiently extensive to give real opportunity for judgement and selection. To do this learners must be aware of the purpose of their research or reading and must develop an understanding of effective decision-making processes, such as establishing quality, accuracy or relevant selection criteria. They should be able to identify what information is useful and why, making links between the relevance and quality of source materials and effective outcomes (for	Rt/L2.1 trace and understand the main events of continuous descriptive, explanatory and persuasive texts Rt/L2.2 identify the purpose of a text and infer meaning which is not explicit Rt/L2.3 identify the main points and specific detail Rt/L2.4 read an argument and identify the points of view Rs/L2.1 use	Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long	2.2.1 select read and relevant documents 2.2.2 identify accurately the main point, ideas and lines of reasoning 2.2.3 summarise the information to suit your purpose *Candidates are expected to read different types and formats of documents and to find information on straightforward subjects. At this level candidates must work independently to select material from the documents in order to meet their purpose* *Part A* • *Candidates should know how to locate and select texts, so they can use different types of*

	suitable responses In three or more texts	example based on knowledge of the subject, prior experience, and consideration of the purpose, audience and potential impact, rather than availability in the library or the first listing on an internet search). 'Types of texts' refers to the type of document (for example report, article, letter, textbook, manual, advertisement) and not to where it has been located (for example the library or the internet). Learners should be able to locate texts which are both paperbased and on screen (for example internet, CD-ROM). Selection of texts should be determined by fitness for purpose. Learners should be able to summarise information to capture key details from more than one text on the	implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text Rt/L2.6 use organisational features and systems to locate texts and information Rt/L2.7 use different reading strategies to find and obtain information,		*documents to obtain information* • *Candidates should know how to use different reading strategies(skimming, scanning, detailed reading) for finding their way around, and extracting information from documentation of at least 500 words* • *Candidate should know how to identify the purpose of a text, by its use of vocabulary and structure* • *Candidates should know how to read critically in following a sequence of information (of more than 500 words) and how to identify points of view when reading an argument* • *Candidates should be*

| | | same subject, or relevant contributing subjects, for a purpose (for example summarise information from two different newspaper accounts of the same event, summarise information about accidents at work from reports or safety journals, examine surveys/questionnaires, consultation responses or submitted results for primary themes, main concerns and so on).

Learners should be able to identify whether a text is providing information, offering opinion(s) or instruction(s), and/or whether it is focused on influencing and persuading. Learners should know how to identify the difference between fact, opinion and contention, and to use this in order to inform their choices (for example | e.g. *skimming, scanning, detailed reading*

Rt/L2.8 summarise information from longer documents

Rt/L2.5 read critically to evaluate information and compare information, ideas and opinions from different sources | | *able to present the essence of what they read concisely in a summary* |

		knowing when something is written to persuade them to support or to buy something through marketing materials, for example). Learners should be encouraged to consider what makes writing effective, for example what the techniques employed to persuade, including why this is the likely reaction and how it is done. Learners should be encouraged initially to consider their own perspectives, behaviours and reactions when presented with different types of texts. What is it about the instructions that makes them easy/difficult to follow? How does the text attract or maintain attention? Learners should be able to read 'between the lines' of texts (for example use of	Rw/L2.3 recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose		

		humour/irony, use or manipulation of statistics and facts for persuasion, use of style and language to influence and sway feelings). The detection of bias or opinion may be possible through clues in the language used (for example emotive terms or through the use of decontextualised information). Learners are likely to have an awareness of these aspects through exposure to commercial agendas, publicity and advertising but should be encouraged to identify similar techniques in a range of contexts. Learners should develop a clear understanding of the link between the purpose and the content of texts, understanding that texts are not always as they might appear at first. They are not necessarily objective,	See sample activities in Core Curriculum

Rs/L2.2 use punctuation to help interpret the meaning and purpose of texts | | |

		impartial, sincere or straightforward. It is important that learners appreciate that the legitimacy or accuracy of information is not directly connected to the appearance, cost or material quality of sources or texts. Learners need to consider the source of a text to help them consider its susceptibility to bias and to understand its perspective (for example football reports in local papers, political pamphlets, newspapers' readership/demographic, target audiences). Having read texts, learners may actively respond in a variety of ways (for example by following instructions to build a wardrobe; giving an oral presentation on the opposing views on a contemporary issue;	Rw/L2.1 read and understand technical vocabulary Rw/L2.2 use reference materials to find the meanings of unfamiliar **words**		

		starting a fundraising campaign in their school, college or workplace having read an article about poverty or famine in a particular location; or, as stated in the standards, by replying to each point in a letter of complaint). It is important to note that in order to 'actively respond' the learner must do something more than read; they must respond appropriately to read materials. This might involve taking notes to inform a future task or altering a proposal or strategy for an activity based on information contained in read materials, sources/texts.			

Writing				
Write a range of texts including extended written documents, communicating information, ideas and opinions, effectively and persuasively	Present information/ideas concisely, logically, and persuasively

Present information on complex subjects clearly and concisely

Use a range of writing styles for different purposes

Punctuate written text using commas, apostrophes and inverted commas accurately

Ensure written work is fit for purpose and audience, with | Learners should logically structure their writing so that there is a clear introduction and conclusion, or so that ideas are introduced and progress logically through written materials. Depending on the purpose, learners may need to give information (for example how they carried out an experiment), to explain their ideas about a subject (for example about reorganisation of an office) or to inform or influence a course of action (for example buying or selling services). Learners should learn to identify the strands or elements that comprise complex subjects, giving some consideration to | Wt/L2.1 plan and draft writing
Wt/L2.2 judge how much to write and the level of detail to include
Wt/L2.3 present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate

Wt/L2.4 use format and structure to organise writing for different purposes
Wt/L2.5 use formal and | Write **two** different types of documents each one giving different information | 2.3.1 present relevant information in a format that suits your purpose

2.3.2 Use a structure and style of writing to suit your purpose

2.3.3 spell, punctuate and use grammar accurately

2.3.4 Make your meaning clear

The candidate is required to produce two different types of documents each one containing different information. One of the documents must be at least 500 words long.

Where text is electronically produced, spacing typeface and type size must be appropriate for the intended reader. In final work sentences (including complex ones, where these are used) |

accurate spelling and grammar that support clear meaning in a range of text types	their relative importance, in order to address the specific components and to articulate their interconnections. Learners should present information using an appropriate format (for example when writing a formal letter, report, article or essay), so that the written document is easily understood, follows accepted conventions, and is engaging to the reader	informal language appropriate to purpose and audience **Wt/L2.6** use different styles of writing for different purposes, e.g. *persuasive techniques, supporting evidence, technical vocabulary* **Wt/L2.7** proof-read and revise writing for accuracy and meaning **Ws/L2.1** construct complex sentences **Ws/L2.2 use correct**		*must be formed correctly, with accurate punctuation (eg commas, apostrophes, inverted commas, as well as capital letters and full stops or question marks.* *Part A* • *Candidates should know how to organize work in a logical or persuasive sequence, using paragraphs, headings and sub-headings where suitable* • *Candidates should know how to use formal and informal language eg persuasive techniques, technical vocabulary and evidence to support points made, to suit different purposes* • *Candidates should know that they should always check their*

| | | | grammar, e.g. *subject-verb agreement, correct and consistent use of tense*

Ws/L2.3 use pronouns so that their meaning is clear

Ws/L2.4 punctuate sentences correctly and use punctuation accurately, e.g. *commas, apostrophes, inverted commas*

Ww/L2.1 spell correctly words used most often in work, studies and daily life, including familiar | | *work in order to ensure that it is correctly spelt and punctuated, and organised into paragraphs where appropriate, and that meaning is clear. They should be able to spell correctly words used most often in their work or studies and be able to check the spelling of irregular words. They should know how to write complex sentences, consistent use of tense as well as subject-verb agreement, and use accurately punctuation such as commas, apostrophes and inverted commas (as well as capital letters, full stops or question marks, included at level 1)* |

			technical words Ww/L2.2 produce legible text		