

mapping document.

Functional Skills – English: Entry Level 2

Speaking, Listening and Communication

DfE Functional Skills reform subject content for English (February 2018)	Current NCFE Functional Skills English amplification	Mapping comment
Scope of study: This should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.	Skills Standard: Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations.	Update: There is more amplification in the Scope of study but it does not differ too greatly.
1. Identify and extract the main information and detail from short explanations.	a) Identify the main points of short explanations and instructions.	As a) but now must also 'extract main info and detail'.
2. Make requests and ask clear questions appropriately in different contexts.	e) Ask and respond to straightforward questions;	Part of e), now ask and respond have separate criteria. Learners now required to respond 'appropriately'.
3. Respond appropriately to straightforward questions.		
4. Follow the gist of discussions.	f) Follow the gist of discussions.	No change.
5. Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics.	c) Express simple feelings or opinions and understand those expressed by others. d) Communicate information so that the meaning is clear.	A mix of c) and d) joined as one but on straightforward topics.
6. Make appropriate contributions to simple group discussions with others about a straightforward topic.	b) Make appropriate contributions that are clearly understood.	Implicit previously in 1b, now a separate criteria.



ncfe.

mapping document.

Functional Skills – English: Entry Level 2









= new statement

Reading		
DfE Functional Skills reform subject content for English (February 2018)	Current NCFE Functional Skills English amplification	Mapping comment
Scope of study: This should include short, simple texts that inform, describe and narrate.	Skills Standard: Read and understand short, simple texts that explain or recount information.	
7. Read correctly words designated for Entry Level 2 (see Appendix).	c) Read and understand high frequency words and words with common spelling patterns.	More specific words selected for learners.
8. Understand the main points in texts.	a) Understand the main events in chronological texts.	Very similar to Entry Level 1a, but emphasis on main point raises the demand.
9. Understand organisational markers in short, straightforward texts.	b) Read and understand simple instructions and directions.	Implicit in b).
10. Use effective strategies to find the meaning of words and check their spelling (eg a simple dictionary, spell-checker).	c) Read and understand high frequency words and words with common spelling patterns.	More specific and offers examples of how to do this.
11. Read and understand sentences with more than one clause.	a) Understand the main events in chronological texts.	New to Entry Level 2. 
12. Use illustrations, images and captions to locate information.	b) Read and understand simple instructions and directions.	New to Entry Level 2. 

mapping document.

Functional Skills – English: Entry Level 2

Writing		
DfE Functional Skills reform subject content for English (February 2018)	Current NCFE Functional Skills English amplification	Mapping comment
Scope of study: This should include short, straightforward texts such as letters, e-mails and simple narratives.	Skills Standard: Write short texts with some awareness of the intended audience.	Update: Still requirement for short texts but examples given of type of texts to be used.
13. Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks).	c) Punctuate correctly, using upper and lower case, full stops and question marks.	Exclamation marks new at E2.
14. Form regular plurals.		New (plurals ending 's' were Entry Level 2 in Adult Core Curriculum). 
15. Use the first and second letters to sequence words in alphabetical order.		This was Entry Level 3 Reading in Adult Core Curriculum, now moved over to Entry Level 2 Writing. 
16. Spell correctly words designated for Entry Level 2 (see Appendix).	d) Spell correctly all high frequency words and words with common spelling patterns.	Now specified list of words to spell.
17. Communicate information using words and phrases appropriate to audience and purpose.	a) Use written words and phrases to record and present information.	Specifying that they are appropriate to audience and purpose.
18. Complete a form asking for personal information (eg first name, surname, address, postcode, age, date of birth).		New content at Entry Level 2.
19. Write in compound sentences, using common conjunctions (eg or, and, but) to connect clauses.	b) Construct compound sentences using common conjunctions.	
20. Use adjectives and simple linking words in the appropriate way.		Adjectives newly explicit in Functional Skills. 

ncfe.

mapping document.

Functional Skills – English: Entry Level 2

Learning aims and outcomes at Entry Level

Functional Skills English qualifications at these levels indicate that learners should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness at each level.

They should be able to:

- listen, understand and respond to verbal communication in a range of familiar contexts.
- acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.
- read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.
- write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

Learners should (with some direction and guidance) be able to apply these functional skills to informal and some formal contexts, in familiar situations.

