


# mapping document.

## Functional Skills – English: Entry Level 3



= new statement

### Speaking, Listening and Communication



DfE Functional Skills reform subject content for English (February 2018)	Current <b>NCFE</b> Functional Skills English amplification	Mapping comment
<b>Scope of study:</b> This should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.	<b>Skills Standard:</b> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges.	<b>Update:</b> Extended contributions no longer mentioned at Entry Level 3. Descriptions, instructions and explanations are new.
1. Identify and extract relevant information and detail in straightforward explanations.		New content. 
2. Make requests and ask concise questions using appropriate language in different contexts.	b) Use techniques to clarify and confirm understanding.	Was implicit in b), now more specific.
3. Respond appropriately to straightforward questions.	c) Give own point of view and respond appropriately to others' point of view;	Communicating and responding now split into two separate criteria. Added clarity on using a range of topics.
4. Respond appropriately to questions on a range of straightforward topics.		
5. Follow and understand the main points of discussions.	a) Follow the main points of discussions.	a) but now it specifies to follow and understand.
6. Make relevant contributions to group discussions about straightforward topics.	e) Make relevant contributions, allowing for and responding to others' input.	Implicit previously in 1b, now a separate criteria.
7. Listen to and respond appropriately to other points of view, respecting conventions of turn-taking.		e) is now split over two statements and now includes respecting turn taking.



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 = new statement  
 = moved level

Reading		
DfE Functional Skills reform subject content for English (February 2018)	Current NCFE Functional Skills English amplification	Mapping comment
<b>Scope of study:</b> This should include straightforward texts that instruct, describe, narrate and explain.	<b>Skills Standard:</b> Read and understand the purpose and content of straightforward texts that explain, inform and recount information.	
8. Read correctly words designated for Entry Level 3 (see Appendix).		Implicit in previous statements but now clear stated and new to Entry Level 3. 
9. Identify, understand and extract the main points and ideas in and from texts.	a) Understand the main points of texts.	Now with 'identify and extract' and ideas along with main points.
10. Identify different purposes of straightforward texts.		New at Entry Level 3, was previously a current Level 1 demand. 
11. Use effective strategies to find the meaning of words (eg a dictionary, working out meaning from context; using knowledge of different word types).		Implicit in c), but now specifically for finding meanings of words.
12. Understand organisational features and use them to locate relevant information (eg contents, index, menus, tabs and links).	c) Use organisational features to locate information.	As before but with added examples.

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Writing		
DfE Functional Skills reform subject content for English (February 2018)	Current <b>NCFE</b> Functional Skills English amplification	Mapping comment
<b>Scope of study:</b> This should include straightforward texts such as narratives, instructions, explanations and reports.	<b>Skills Standard:</b> Write texts with some adaptation to the intended audience.	<b>Update:</b> More amplified example of texts provided such as instructions and reports.
13. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas).		New statement, commas are new at Entry Level 3. 
14. Form irregular plurals.		New content. 
15. Use mostly correct grammar (eg subject-verb agreement, consistent use of tense, definite and indefinite articles).	c) Use basic grammar including appropriate verb tense and subject-verb agreement.	New stipulation about definite and indefinite articles.
16. Use the first, second and third place letters to sequence words in alphabetical order.		New content. 
17. Spell correctly words designated for Entry Level 3 (see Appendix).		New content specified word lists to be assessed on. 
18. Communicate information, ideas and opinions clearly and in a logical sequence (eg chronologically, by task).	b) Sequence writing logically and clearly.	More specific and examples given.
19. Write text of an appropriate level of detail and of appropriate length (including where this is specified).		Level of detail and length previously implicit. 
20. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points.		Use of heading and bullet points now explicitly stated. 
21. Write in compound sentences and paragraphs where appropriate.	a) Plan, draft and organise writing.	Implicit in previous statement.
22. Use language appropriate for purpose and audience.		

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## Functional Skills – English: Entry Level 3

### 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.

