



Mapping document

Functional Skills – English: Level 2 (603/5054/4)

 = new statement



Speaking, Listening and Communication		
DfE Functional Skills reform subject content for English (February 2018)	Legacy NCFE Functional Skills English amplification	Mapping comment
Scope of study: This should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.	Skills Standard: Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.	Update: Difficulty raised in Scope of study with 'extended' narratives and technical, concrete or abstract topics and requirement for detailed and 'varying lengths'.
1. Identify relevant information from extended explanations or presentations.	a) Consider complex information and give a relevant, cogent response in appropriate language.	Similar to a) - which combined both speaking and listening. However, this is now just listening and having to identify from extended explanations/presentations.
2. Follow narratives and lines of argument.		This is new to this level. 
3. Respond effectively to detailed or extended questions and feedback.	a) Consider complex information and give a relevant, cogent response in appropriate language.	Similar to a) which combined both speaking and listening. However, this is speaking and now have to answer detailed/ extended questions.
4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.	d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	This was implicit in d) but now making requests/asking detailed/ pertinent questions and giving extra detail is its own criteria.



5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.	b) Present information and ideas clearly and persuasively to others.	Similar to b) with added need to be effective and give extra detail if needed.
6. Express opinions and arguments and support them with relevant and persuasive evidence.		This was implicit in b), but now expressing supported opinions/ arguments is its own criteria.
7. Use language that is effective, accurate and appropriate to context and situation.		New to Level 2. 
8. Make relevant and constructive contributions to move discussion forward.	d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	
9. Adapt contributions to discussions to suit audience, purpose and medium.	c) Adapt contributions to suit audience, purpose and situation.	
10. Interject and redirect discussion using appropriate language and register.	d) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.	Implicit in d) now with added amplification of having to use appropriate language and register.

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Reading		
DfE Functional Skills reform subject content for English (February 2018)	Legacy NCFE Functional Skills English amplification	Mapping comment
Scope of study: This should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	Skills Standard: Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	Update: Texts to be of varying lengths and now requirement to instruct and describe.
11. Identify the different situations when the main points are sufficient and when it is important to have specific details.	a) Identify the main points and ideas and how they are presented in a variety of texts.	New to Level 2. 
12. Compare information, ideas and opinions in different texts, including how they are conveyed.	b) Read and summarise, succinctly, information/ideas from different sources;	
13. Identify implicit and inferred meaning in texts.	d) Detect point of view, implicit meaning and/or bias.	
14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.	c) Identify the purposes of texts and comment on how meaning is conveyed.	Implicit in c).
15. Use a range of reference materials and appropriate resources (eg glossaries, legends/keys) for different purposes, including to		New content to Level 2. 



find the meanings of words in straightforward and complex sources.		
16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.		New content to Level 2. 
17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.	e) Analyse texts in relation to audience needs and consider suitable responses.	There's now a need to explicitly comment on vocabulary and formality.
18. Follow an argument, identifying different points of view and distinguishing fact from opinion.	d) Detect point of view, implicit meaning and/or bias.	New specifically stipulated, but previously implicit in d).
19. Identify different styles of writing and writer's voice	c) Identify the purposes of texts and comment on how meaning is conveyed.	Style is a new specific stipulation, but previously implicit in c). The Idea of 'writer's voice' is brand new. 

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Writing		
DfE Functional Skills reform subject content for English (February 2018)	Legacy NCFE Functional Skills English amplification	Mapping comment
Scope of study: This should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.	Skills Standard: Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	Update: Text type changes include: articles, narratives, explanations and reports of varying lengths.
20. Punctuate writing correctly using a wide range of punctuation markers (eg colons, commas, inverted commas, apostrophes and quotation marks).	e) Punctuate written text using commas, apostrophes and inverted commas accurately.	Colons are a new addition to criteria.
21. Use correct grammar (eg subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (eg to express probability or desirability).	f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.	The addition of modality devices are new.
22. Spell words used in work, study and daily life, including a range of specialist words.		
23. Communicate information, ideas and opinions clearly, coherently and effectively.	a) Present information/ideas concisely, logically and persuasively.	Now clearly, coherently and effectively.
24. 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.		New at Level 2. 

<p>25. Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, tables).</p>		<p>Implicit in current Functional Skills a) and c), but new references to 'standard template, bullet points, tables'.</p> 
<p>26. Convey clear meaning and establish cohesion using organisational markers effectively.</p>		<p>Implicit in current Functional Skills but now 'cohesion' using organisational markers.</p> 
<p>27. Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</p>	<p>c) Use a range of writing styles for different purposes.</p>	<p>Level 2 was 'style' but now explicitly language and register suited to audience.</p>
<p>28. Construct complex sentences consistently and accurately, using paragraphs where appropriate.</p>	<p>d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively.</p>	

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Learning aims and outcomes at Level 2

Functional Skills English at this level indicates that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.

They should be able to:

- listen, understand and make relevant contributions to discussions with others in a range of contexts.
- apply their understanding of language to adapt delivery and content to suit audience and purpose.
- read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.
- write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar.
- understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.



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