



Mapping document

Functional Skills – English: Level 1 (603/5058/1)

	= new statement
	= moved level





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 narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.	Skills Standard: Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.	Update: Presentations is new at Level 1 as is 'of varying lengths'.
1. Identify relevant information and lines of argument in explanations or presentations.		New content, especially presentations. ...
2. Make requests and ask relevant questions to obtain specific information in different contexts.	a) Make relevant and extended contributions to discussions, allowing for and responding to others' input.	More detailed requirements and now split over two statements.
3. Respond effectively to detailed questions.		
4. Communicate information, ideas and opinions clearly and accurately on a range of topics.	d) Present information/points of view clearly and in appropriate language.	Slight change and split over two statements, now arguments as well as opinions included and they must be justified with evidence
5. Express opinions and arguments and support them with evidence.		
	b) Prepare for and contribute to the formal discussion of ideas and opinions.	Merged into one statement removing the requirement for preparing.






6. Follow and understand discussions and make contributions relevant to the situation and the subject.	c) Make different kinds of contributions to discussions.	
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.		New statement that was previously implicit across all current statements. 
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection.		Implicit in c), however has been made specific with the 'appropriate language for interjection' a new requirement at this level. 

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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: Read and understand a range of straightforward texts.	Update: Now to include texts of varying lengths that instruct, describe, explain and persuade.
9. Identify and understand the main points, ideas and details in texts.	a) Identify the main points and ideas and how they are presented in a variety of texts.	Now 'understand' and details as well as main points. No longer 'how' they are presented.
10. Compare information, ideas and opinions in different texts.		New at Level 1, was Level 2 demand previously 
11. Identify meanings in texts and distinguish between fact and opinion.		Facts and opinions were implicit in previous statements, they've now been clearly identified. 
12. Recognise that language and other textual features can be varied to suit different audiences and purposes.		Implied previously, now stated. 
13. Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words.		New content for Level 1. 

14. Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts.		Implicit in a) and now asking to locate relevant information with specific examples given. 
15. Infer from images meanings not explicit in the accompanying text.		New to Level 1, was previously a Level 2 requirement. 
16. Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive).		New content for Level 1. 
17. Read and understand a range of specialist words in context.		Not previously stated but implicit. 
18. Use knowledge of punctuation to aid understanding of straightforward texts.		New content. 

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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 texts such as narratives, instructions, 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: A number of text type changes including: instructions and reports of varying lengths.
19. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes).		Possessive apostrophe and comma were previously Level 2.
20. Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles).	d) Use correct grammar, including correct and consistent use of tense.	New stipulation about definite and indefinite articles.
21. Spell words used most often in work, study and daily life, including specialist words.	e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear.	
22. Communicate information, ideas and opinions clearly, coherently and accurately.		This has transferred over from the current Functional Skills, however 'accurately' is new.
23. 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.	a) Write clearly and coherently, including an appropriate level of detail.	
24. Use format, structure and language appropriate for audience and purpose	c) Use language, format and structure suitable for purpose and audience.	

25. Write consistently and accurately in complex sentences, using paragraphs where appropriate

Complex sentences were a Level 2 demand previously.



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Learning aims and outcomes at Level 1

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.
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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.

A key aspect of developing knowledge and skills in English, at Level 1 and Level 2, is to be able to communicate with confidence, effectiveness and with an increasing level of independence.



Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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Version 1.0 October 2021

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