Layout and Text Features

L1-2 Functional English card match

skills workshop

DESCRIPTION OF FEATURE	LAYOUT FEATURE	EFFECT IT HAS
I come right at the top of an article.	Headline	I am used to draw the reader's eye to what an article is about.
I am a round bold dot on the page indented from the margin.	Bullet points	I summarise the main points being made – often in instructions.
I separate different blocks of text that cover different topics. I usually contain a topic sentence and evidence sentences.	Paragraphs	I break text up into readable blocks that tend to cover different points/topics.
I am a photo or a drawing /cartoon.	Imagery	I am used to help the reader 'picture' and quickly identify what a text is about.

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DESCRIPTION OF FEATURE	LAYOUT FEATURE	EFFECT IT HAS
I am used to instruct or give an order that either must or must not be followed.	Imperative Verb	I am a command verb (doing word) and am often used at the beginning of a sentence to instruct or order.
I am text made darker and thicker than the rest of the surrounding text.	Bold Text	I attract the eye to important points or phrases by making parts of the text stand out from the rest.
I am often in bold and used to indicate what each section of a text is about. I am sometimes found under a headline.	Sub Headings	I help the reader understand what the next section of text is about.
I am a block of text that is less than the width of the page. I am often used next to another block of text.	Columns	I help the reader read quickly by making the body of text narrower.

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Curriculum mapping

Functional Skills English mapping
Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✔ *indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher.* **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* http://www.ofqual.gov.uk/

READING Level 1 Standard Read and understand a range of straightforward texts

Coverage and Range statements

a) Identify the main points and ideas and how they are presented in a variety of texts ✔
b) Read and understand texts in detail
c) Utilise information contained in texts
d) Identify suitable responses to texts ✔

READING Level 2 Standard Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions

Coverage and Range statements

a) Select and use different types of texts to obtain and utilise relevant information
b) Read and summarise, succinctly, information/ideas from different sources
c) Identify the purposes of texts and comment on how meaning is conveyed ✔
d) Detect point of view, implicit meaning and/or bias
e) Analyse texts in relation to audience needs and consider suitable responses ✔

WRITING Level 1 Standard Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

Coverage and Range statements

a) Write clearly and coherently, including an appropriate level of detail
b) Present information in a logical sequence ✔
c) Use language, format and structure suitable for purpose and audience ✔
d) Use correct grammar, including correct and consistent use of tense
e) Ensure written work includes generally accurate punctuation / spelling & that meaning is clear

WRITING Level 2 Standard Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Coverage and Range statements

a) Present information on complex subjects clearly and concisely
b) Present information/ideas concisely, logically, and persuasively ✔
c) Use a range of writing styles for different purposes ✔
d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
e) Punctuate written text using commas, apostrophes and inverted commas accurately
f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning

** This resource also covers many adult literacy curriculum http://www.excellencegateway.org.uk/sflcurriculum elements.