Layout templates

Name _____ Date _____

A

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Apprenticeships

How to apply

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B

/   /20___

Dear

Yours

Layout templates

Name _____ Date _____

C

To

CC

Subject

Dear

D

Today, I'm going to…

Thank you for listening.

Diabetes on the Rise

E

By

How the Problem Began

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH 2018 (effective from Sept 2019)

✓= main **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher. **Only writing content descriptors** are included here – consult the DfE Subject Content document for more information and a full list of reading, and speaking & listening descriptors. ➔ or ⬅ = not covered but included to show progression across levels – *content (and *text types) at each level subsumes and builds upon the content at lower levels.*
Source: DfE (2018), Subject content functional skills: https://www.gov.uk/government/publications/functional-skills-subject-content-english

Writing content descriptors		
Entry Level 2	**Entry Level 3**	**Level 1**
Spelling, punctuation and grammar E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) E2.14 Form regular plurals E2.15 Use the first and second letters to sequence words in alphabetical order E2.16 Spell correctly words designated for Entry Level 2 (see Appendix) **Writing composition** E2.17 Communicate information using words and phrases appropriate to audience and purpose ➔ E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) ➔ E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses E2.20 Use adjectives and simple linking words in the appropriate way	**Spelling, punctuation and grammar** E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) E3.14 Form irregular plurals E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) E3.16 Use the first, second and third place letters to sequence words in alphabetical order E3.17 Spell correctly words designated for Entry Level 3 (see Appendix) **Writing composition** E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points ✓ E3.21 Write in compound sentences and **paragraphs** where appropriate E3.22 Use language appropriate for purpose and audience	**Spelling, punctuation and grammar** L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) L1.21 Spell words used most often in work, study and daily life, including specialist words L1.22 Communicate information, ideas and opinions clearly, coherently and accurately **Writing composition** L1.22 Communicate information, ideas and opinions clearly, coherently and accurately L1.23 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 L1.24 Use format, structure and language appropriate for audience and purpose ✓ L1.25 Write consistently and accurately in complex sentences, using **paragraphs** where appropriate
Scope: learners should write *texts that include: short, straightforward texts such as **letters, e-mails** and simple narratives.	straightforward narratives, instructions, explanations & **reports**	straightforward narratives, instructions, explanations and reports of varying lengths

These templates can be used in a variety of ways depending upon learner levels and lesson objectives. E.g. E1-E2 students can discuss and decide upon the text type and/or where they might see such documents (i.e. A – web page, B – (formal) letter, C – Email, D – speech or talk, E – article or newspaper report.). E2-E3 learners can use them to plan or draft work. At L1 they can displayed onscreen as a brief reminder to use different layouts for different purposes.

Templates can also be linked to these related reading content descriptors: **E2.9 Understand organisational markers in short, straightforward texts. E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links). L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts.**