

# Types of sentences - recap

Curriculum mapping

## Subject content – Reformed ENTRY FUNCTIONAL SKILLS ENGLISH Writing

✓ = **content** covered although this may vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective).

→ or ← = not the main objective but annotated to show progression across levels. *Content (and \*scope of study) at each level subsumes and builds upon that at lower levels.* Consult the DfE Subject Content document for more information and a full list of descriptors at all levels.

**Source:** *Subject content functional skills: English. DfE (Feb 2018),*

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Entry Level 1	Entry Level 2	Entry Level 3
<p><b>Spelling, punctuation and grammar</b></p> <p>E1.11 Punctuate simple sentences with a capital letter and a full stop ✓</p> <p>E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns ✓</p> <p>E1.13 Use lower-case letters when there is no reason to use capital letters ✓</p> <p>E1.14 Write the letters of the alphabet in sequence and in both upper and lower case</p> <p>E1.15 Spell correctly words designated for Entry Level 1</p> <p><b>Writing composition</b></p> <p>E1.16 Communicate information in words, phrases and <b>simple sentences</b> ✓</p>	<p><b>Spelling, punctuation and grammar</b></p> <p>E2.13 Use basic punctuation correctly (e.g., full stops, capital letters, question and exclamation marks) ✓✓</p> <p>E2.14 Form regular plurals</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order</p> <p>E2.16 Spell correctly words designated for Entry Level 2.</p> <p><b>Writing composition</b></p> <p>E2.17 Communicate information using words and phrases appropriate to audience and purpose. ✓</p> <p>E2.18 Complete a form asking for personal information (e.g., first name, surname, address, postcode, age, date of birth)</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g., or, and, but) to connect clause.</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way.</p>	<p><b>Spelling, punctuation and grammar</b></p> <p>E3.13 Use a range of punctuation correctly (e.g., full stops, question marks, exclamation marks, commas) ←</p> <p>E3.14 Form irregular plurals</p> <p>E3.15 Use mostly correct grammar (e.g., subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order</p> <p>E3.17 Spell correctly words designated for Entry Level 3.</p> <p><b>Writing composition</b></p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g., chronologically, by task)</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (inc. where this is specified)</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate</p> <p>E3.22 Use language appropriate for purpose/audience</p>
<p><b>*Scope of study – learners should write:</b></p>		
<p>short <b>simple texts</b> such as messages and notes.</p>	<p>short, straightforward texts such as letters, e-mails and simple narratives.</p>	<p>straightforward narratives, instructions, explanations and reports</p>