





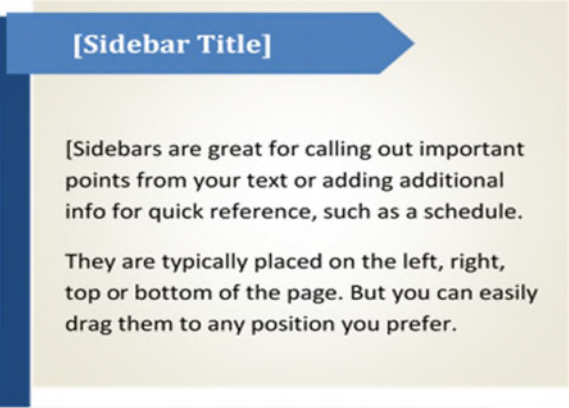

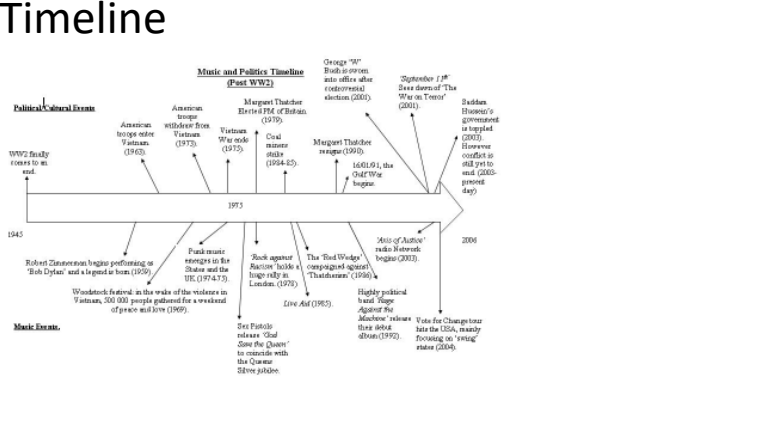
# Organisational features – matching exercise

Feature	Purpose / effect
<u>Underlined</u> , <b>bold</b> , <i>italicised</i> , or highlighted words	Used to draw attention to specific information in the text. Sends the reader a signal to take notice or remember.
<b>Headings and subheadings</b>	Usually found at the top of pages or paragraphs and appear in a larger, bolder or coloured font. Used to sum up the topic or paragraph in a one- or two-word phrase.
Font (style, size and colour)	Words can be a different font or size or colour to highlight important or key information. This also adds variety and interest to the page.
Diagrams, charts, graphs, tables, maps	Visuals help explain or demonstrate the author's ideas.
Sidebar (or textbox)	Boxed information on the side of a page. Often includes a border or coloured background. Can include text and/or illustrations that add to the information in the main text.
Pictures or illustrations	Provide support for the written text and add visual appeal to the page.
Bulleted or numbered lists	Draw attention to main points, details, or examples the author wants you to notice / remember.
Timeline	A sequence of related events arranged in chronological (time) order and displayed along a line.

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# Organisational features – matching exercise

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<p><b>Pictures or illustrations</b></p> 	<p>Provide support for the written text and add visual appeal to the page.</p>
<p><b>Bulleted or numbered lists</b></p> <p>Organisational features of text include:</p> <ul style="list-style-type: none"> <li>● Paragraphs</li> <li>● Headings</li> <li>● Images</li> <li>● Numbered lists</li> </ul>	<p>Draw attention to main points, key information or examples that the author wants you to notice / remember.</p>
<p><b>Timeline</b></p> 	<p>A sequence of related events arranged in chronological (time) order and displayed along a line.</p>

## Teaching notes

You can use these matching exercises in two ways: either to test learners' initial knowledge of the organisational features or as a revision tool. Best laminated and cut into cards.

The page 2-3 version is aimed at Entry Level and the page 1 version at higher levels.

### REFORMED FUNCTIONAL SKILLS ENGLISH Content (takes effect from September 2019)

#### Purpose and learning aims of Functional Skills English

**Functional Skills English** specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

**Entry Levels:** a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

**Levels 1 and 2:** a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

#### Functional English – Speaking, Listening and Communicating (SL&C)

'Speaking, listening and communicating' within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

##### Learning aims for speaking, listening and communicating

**E1, 2 & 3** Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

**L1-2** 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.

#### Functional English - Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

##### Learning aims for reading

**E1, 2 & 3.** Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

**L1-2** Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

#### Functional English - Writing

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

##### Learning aims for writing

**E1,2 & 3.** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

**L1-2** (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

## Subject content - FUNCTIONAL SKILLS ENGLISH 2018

→ or ← = not covered in detail in this resource but included to show progression across levels. ✓ = content covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). Consult the DfE Subject Content document for more information and a full list of descriptors. *Content (and \*text types) at each level subsumes and builds upon that at lower levels.*

‘Reading’ within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper.

### Learning aims for reading

**E1, 2 & 3** Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

**L1-2** 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.

Entry Level 2 (E2)	Entry Level 3 (E3)	Level 1
E2.7 Read correctly words designated for E2 E2.8 Understand the main points in texts E2.9 Understand organisational markers in short, straightforward texts E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) E2.11 Read and understand sentences with more than one clause E2.12 Use illustrations, images and captions to locate information ✓✓	E3.8 Read correctly words designated for E3 E3.9 Identify, understand and extract the main points and ideas in and from texts E3.10 Identify different purposes of straightforward texts E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) ✓✓	L1.9 Identify and understand the main points, ideas and details in texts L1.10 Compare information, ideas and opinions in different texts L1.11 Identify meanings in texts and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words 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 ✓✓ L1.15 Infer from images meanings not explicit in the accompanying text ✓ L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward texts

### Scope of study – learners should read texts that include:

short, straightforward texts that instruct, inform, describe and narrate.	straightforward texts that instruct, describe, narrate and explain.	straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.
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## Writing content descriptors

‘Writing’ within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

### Learning aims for Entry Level writing

**E1, 2 & 3** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

**L1-2** (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Entry Level 2 (E2)	Entry Level 3 (E3)	Level 1
<p><b>Spelling, punctuation &amp; grammar</b></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 E2</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 clauses</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way</p>	<p><b>Spelling, punctuation &amp; grammar</b></p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, com-mas)</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 E3</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 (including 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 and audience</p>	<p><b>Spelling, punctuation and grammar</b></p> <p>L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p><b>Writing composition</b></p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>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</p> <p>L1.24 Use format, structure and language appropriate for audience and purpose ✓✓</p> <p>L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p>

### Scope of study – learners should write texts that include:

short, straightforward texts such as letters, emails and simple narratives	straightforward narratives, instructions, explanations and reports	straightforward and complex articles, explanations, narratives, and reports of varying lengths
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**Source:** DfE (Feb 2018), *Subject content functional skills:* <https://www.gov.uk/government/publications/functional-skills-subject-content-english> Also covers many Adult Literacy Curriculum elements <http://www.excellencegateway.org.uk/content/etf1286>