

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Reading

✓ = **content** covered although this may vary with the student group and how the resource is used by the teacher. → 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 (E1)	Entry Level 2
E1.8 Read correctly words designated for E1 → E1.9 Read simple sentences containing one clause ✓ E1.10 Understand a short piece of text on a simple subject →	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 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 ✓
*Scope of study – learners should read: short, simple texts that inform, describe and narrate . →	
short, straightforward texts that instruct, inform, describe and narrate . ✓	

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Writing

Entry Level 1	Entry Level 2
Spelling, punctuation and grammar E1.11 Punctuate simple sentences with a capital letter and a full stop E1.12 Use a capital letter for the personal pronoun ‘I’ and the first letter of proper nouns E1.13 Use lower-case letters when there is no reason to use capital letters E1.14 Write the letters of the alphabet in sequence and in both upper and lower case → E1.15 Spell correctly words designated for Entry Level 1 Writing composition E1.16 Communicate information in words, phrases and simple sentences	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 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
*Scope of study – learners should write: short simple texts such as messages and notes.	
short, straightforward texts such as letters, e-mails and simple narratives.	

Teaching notes and marking guidance

Aimed at Entry Level 2 but could be useful for E1 and E3. For example, some words in the text such as *centre* and *famous* are from the E3 ‘Expectations for both reading and spelling’ list. For Entry Level 1 the text could be split and just the first three paragraphs tackled alongside Q1-3.

Maximum marks = 12. Marking is self-explanatory (for Q8 I suggest awarding 2 marks if all correct and 1 mark if *fancy* and *famous* are reversed but everything else is correct).

Maggie Harnew, Sept 26 2022.