

ENGLISH Functional Skills Content Tracker – Entry 1 to Level 2

	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Writing	<p>Punctuate simple sentences with a capital letter and a full stop</p> <p>Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <p>Use lower-case letters when there is no reason to use capital letters</p> <p>Write the letters of the alphabet in sequence in both upper and lower case</p> <p>Spell correctly words designated for Entry Level 1</p> <p>Communicate information in words, phrases and simple sentences</p>	<p>Use basic punctuation correctly (e.g. full stops, capital letters, question mark, exclamation mark)</p> <p>Form regular plurals</p> <p>Use the first and second letters to sequence words in alphabetical order</p> <p>Spell correctly words designated for Entry Level 2</p> <p>Communicate information using words and phrases appropriate to audience and purpose</p> <p>Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>Write in compound sentences using</p>	<p>Use a range of punctuation correctly (e.g. commas)</p> <p>Form irregular plurals</p> <p>Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>Use the first, second and third place letters to sequence words in alphabetical order</p> <p>Spell words correctly designated for Entry Level 3</p> <p>Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>Write text of an appropriate level of</p>	<p>Use a range of punctuation correctly (e.g. possessive apostrophes)</p> <p>Use correct grammar</p> <p>Spell words used most often in word, study and daily life including specialist words</p> <p>Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience</p> <p>Use format, structure and language appropriate for audience and purpose</p> <p>Write consistently and accurately in complex</p>	<p>Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</p> <p>Use correct grammar (e.g. subject-verb agreement, consistent use of range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)</p> <p>Spell words used in work, study and daily life, including a range of specialist words</p> <p>Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>Write text of an appropriate level of detail and of</p>

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		<p>common conjunctions (e.g. or, and, but) to connect clauses</p> <p>Use adjectives and simple linking words in the appropriate way</p>	<p>detail and of appropriate length</p> <p>Use appropriate format and structure when writing straightforward texts including the appropriate use of headings and bullet points</p> <p>Write in compound sentences and paragraphs where appropriate</p> <p>Use language appropriate for purpose and audience</p>	<p>sentences using paragraphs where appropriate 0</p>	<p>appropriate length to meet the needs of purpose and audience</p> <p>Organise writing for different purposes using appropriate format and structure</p> <p>Convey clear meaning and establish cohesion using organisational markers effectively</p> <p>Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words) suited to audience and purpose</p> <p>Construct complex sentences consistently and accurately using paragraphs where appropriate</p>
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<p>Reading</p>	<p>Read correctly words designated for Entry Level 1</p> <p>Read simple sentences containing one clause</p> <p>Understand a short piece of text on a simple subject</p>	<p>Read correctly words designated for Entry Level 2</p> <p>Understand the main points in texts</p> <p>Understand organisational markers in short, straightforward texts</p> <p>Use effective strategies to find the meaning of words and check their spelling</p> <p>Read and understand sentences with more than one clause</p> <p>Use illustrations, images and captions to locate information</p>	<p>Read correctly words designated for Entry Level 3</p> <p>Identify, understand and extract the main points and ideas in and from texts</p> <p>Identify different purposes of straightforward texts</p> <p>Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context, using knowledge of different word types)</p> <p>Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs, links)</p>	<p>Identify and understand the main points, ideas and details in texts</p> <p>Compare information, ideas and opinions in different texts</p> <p>Identify meanings in texts and distinguish between fact and opinion</p> <p>Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including the find the meaning of words</p> <p>Understand organisational and</p>	<p>Identify the different situations where the main points are sufficient and when it is important to have specific details</p> <p>Compare information, ideas and opinions in different texts including how they are conveyed</p> <p>Identify implicit and inferred meaning in texts</p> <p>Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</p> <p>Use a range of reference materials and appropriate resources (e.g. glossaries, keys) for different purposes including to find the</p>
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				<p>structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>Infer from images meanings not explicit in the accompanying text</p> <p>Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory, persuasive)</p> <p>Read and understand a range of specialist words in context</p> <p>Use knowledge of punctuation to aid understanding of straightforward texts</p>	<p>meanings of words in straightforward and complex sources</p> <p>Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources</p> <p>Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>Identify different styles of writing and writer's voice</p>
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<p>Speaking, Listening and Communicating</p>	<p>Say names of the letters of the alphabet</p> <p>Identify and extract the main information from short statements and explanations</p> <p>Follow single step instructions, asking for them to be repeated if necessary</p> <p>Make requests and ask straightforward questions using appropriate terms and registers</p> <p>Respond to questions about specific information</p> <p>Make clear statements about basic information and communicate feelings and opinions on straightforward topics</p> <p>Understand and participate in simple discussions or</p>	<p>Identify and extract main information and detail from short explanations</p> <p>Make requests and ask clear questions appropriately in different contexts</p> <p>Respond appropriately to straightforward questions</p> <p>Follow the gist of discussions</p> <p>Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics</p> <p>Make appropriate contributions to simple group discussions with others about a straightforward topic</p>	<p>Identify and extract relevant information and detail in straightforward explanations</p> <p>Make requests and ask concise questions using appropriate language in different contexts</p> <p>Communicate information and opinions clearly on a range of topics</p> <p>Respond appropriately to questions on a range of straightforward topics</p> <p>Follow and understand the main points of discussions</p> <p>Make relevant contributions to group discussions about straightforward topics</p> <p>Listen to and respond appropriately to other points of view</p>	<p>Identify relevant information and lines of argument in explanations or presentations</p> <p>Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>Respond effectively to detailed questions</p> <p>Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>Express opinions and arguments and support them with evidence</p> <p>Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>Use appropriate phrases, registers and</p>	<p>Identify relevant information from extended explanations or presentations</p> <p>Follow narratives and lines of argument</p> <p>Respond effectively to detailed or extended questions and feedback</p> <p>Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p>Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p>Express opinions and arguments and support them with relevant and persuasive evidence</p>
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	<p>exchanges with another person about a straightforward topic</p>		<p>respecting conventions of turn taking.</p>	<p>adapt contributions to take account of audience, purpose and medium</p> <p>Respect the turn-taking rights of others during discussions using appropriate language for interjection</p>	<p>Use language that is effective, accurate and appropriate to context and situation</p> <p>Make relevant and constructive contributions to move discussion forward</p> <p>Adapt contributions to discussions to suit audience, purpose and medium</p> <p>Interject and redirect discussion using appropriate language and register</p>
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