

Moor House School & College Curriculum Map

YEAR GROUP/PATHWAY: FSEL1 and 2		SUBJECT AREA: English	
	Reading	Writing	Speaking and Listening
	Once all Entry Level qualifications are achieved, students will move on to Functional Skills. Students will begin with FS1		
Knowledge FS1	<ul style="list-style-type: none"> Identify and understand the main points, ideas and details in texts Compare information, ideas and opinions in different texts Identify meanings in texts and distinguish between fact and opinion Recognise that language and other textual features can be varied to suit different audiences and purposes 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 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts 	<ul style="list-style-type: none"> Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) Spell words used most often in work, study and daily life, including specialist words Write composition What learners need to learn Communicate information, ideas and opinions clearly, coherently and accurately 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 	<ul style="list-style-type: none"> Identify relevant information and lines of argument in explanations or presentations Make requests and ask relevant questions to obtain specific information in different contexts Respond effectively to detailed questions Communicate information, ideas and opinions clearly and accurately on a range of topics Express opinions and arguments and support them with evidence Follow and understand discussions and make contributions relevant to the situation and the subject Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium Respect the turn-taking rights of others during discussions, using appropriate language for interjection

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	<ul style="list-style-type: none"> Infer from images meanings not explicit in the accompanying text Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) Read and understand a range of specialist words in context Use knowledge of punctuation to aid understanding of straightforward texts 	<ul style="list-style-type: none"> Use format, structure and language appropriate for audience and purpose Write consistently and accurately in complex sentences, using paragraphs where appropriate 	
Selected by class teacher	<ul style="list-style-type: none"> Texts covered should include a range of straightforward extracts on a range of topics and of varying lengths that instruct, describe, explain and persuade. 	<ul style="list-style-type: none"> Texts should include a range of straightforward extracts such as narratives, instructions, explanations and reports of varying lengths. 	<ul style="list-style-type: none"> Texts covered should include, but not limited to: narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.
Skills	<ul style="list-style-type: none"> Reading Accuracy Functional Reading Inference Use reference material successfully 	<ul style="list-style-type: none"> Written accuracy Functional spelling Use a range of sentence constructions Accurate use of basic grammar 	<ul style="list-style-type: none"> Follow basic conventions of conversation/ group discussion Ask questions to obtain needed information
Functional Skills Level 2	Reading	Writing	Speaking and Listening
Knowledge FS2	<ul style="list-style-type: none"> Identify the different situations when the main points are sufficient and when it is important to have specific details 	<ul style="list-style-type: none"> Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) 	<ul style="list-style-type: none"> Identify relevant information from extended explanations or presentations Follow narratives and lines of argument Respond effectively to detailed or extended questions and feedback

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	<ul style="list-style-type: none"> • Compare information, ideas and opinions in different texts, including how they are conveyed • Identify implicit and inferred meaning in texts • Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes • Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources • Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources • Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias 	<ul style="list-style-type: none"> • Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) • Spell words used in work, study and daily life, including a range of specialist words • Write composition What learners need to learn • Communicate information, ideas and opinions clearly, coherently and effectively • 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 • Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) • Convey clear meaning and establish cohesion using organisational markers effectively • Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. • Construct complex sentences consistently and accurately, using paragraphs where appropriate 	<ul style="list-style-type: none"> • Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts • Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required • Express opinions and arguments and support them with relevant and persuasive evidence • Use language that is effective, accurate and appropriate to context and situation • Make relevant and constructive contributions to move discussion forward • Adapt contributions to discussions to suit audience, purpose and medium • Interject and redirect discussion using appropriate language and register
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Selected by class teacher	<ul style="list-style-type: none"> • A full range of stimulus texts which range from straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. 	<ul style="list-style-type: none"> • A range of writing tasks from stimulus texts which Texts should range from straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. 	<ul style="list-style-type: none"> • A range of texts covered to include but not limited to: extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.
Skills	<ul style="list-style-type: none"> • Reading accuracy • Functional Reading • Identify different styles of writing and writer's voice • Follow an argument, identifying different points of view and distinguishing fact from opinion • Analytical skills 	<ul style="list-style-type: none"> • Written accuracy • Functional writing • Construct complex sentences • Use a full range of register • Convery clear meaning through writing 	<ul style="list-style-type: none"> • Discussion • Follow more complex narratives and arguments • Convey meaning through conversation • Share an opinion and quantify it