English: Functional Skills English Entry Level 1-3: Pearson

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life.

Prior Learning	This qualification will build on knowledge from Key Stage 4. Some examples of this are: - Reading Comprehension: Entry Level Functional Skills requires learners to read with accuracy straightforward texts encountered in everyday life and work and develop confidence to read more widely. - Writing: Entry Level Functional Skills focuses on developing writing skills for different purposes and audiences, such as writing emails, letters, and reports. Learners are required to write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar. - Speaking and Listening: through Entry Level Functional Skills learners will have the opportunity to 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.

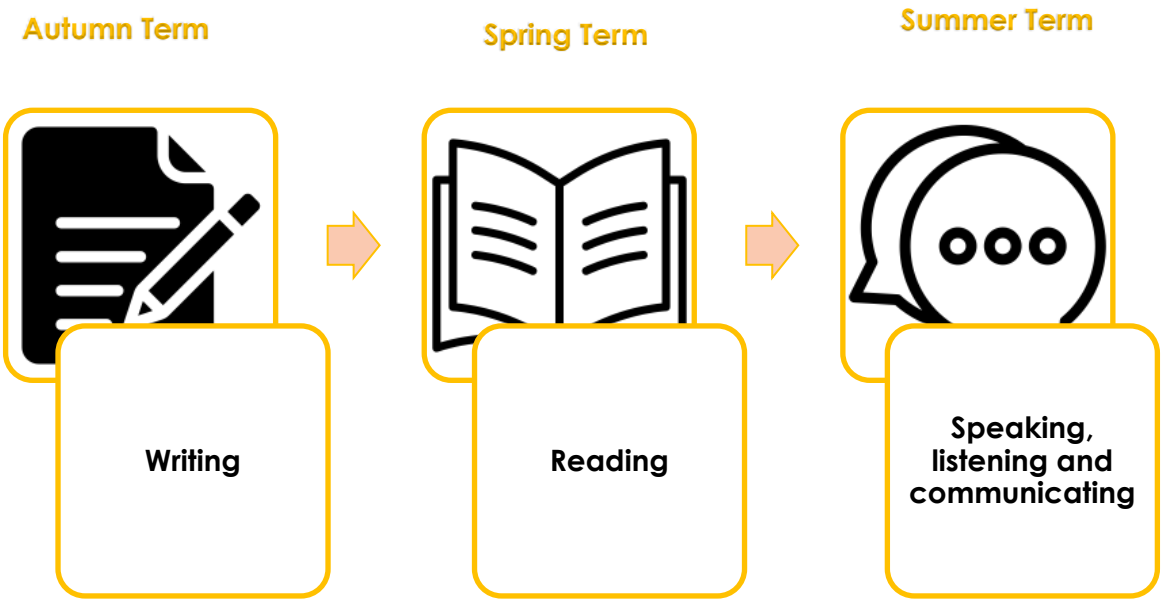
Careers	By studying this accreditation learners could pursue careers in: - Customer service - Administrative roles - Retail and Sales - Hospitality and Tourism - Healthcare support roles

Qualification Next Steps	Achieving this qualification could provide the platform for learners to move on to: - Level 1 Functional Skills in English: a progression from Entry Level Functional Skills in English is to pursue Level 1 Functional Skills. This qualification further develops reading, writing, speaking, and listening skills. Functional Skills in English can improve your employability and provide access to higher-level educational programs. - Access to Further Education: Functional Skills in English can serve as a stepping stone for accessing further education programs. With a Functional Skills qualification, you can explore various educational opportunities to enhance your knowledge and skills in specific fields. - Apprenticeships: Functional Skills qualifications are recognized by many apprenticeship programs. Completing Functional Skills can improve your chances of securing an apprenticeship position, where you can gain practical experience in a specific industry while further developing your English language skills.

https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/entry-level-english-specification.pdf

Pearson Edexcel Functional Skills Qualification in English at Entry Level 1-3

Course Learning Journey



Specification	https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/entry-level-english-specification.pdf
Component 3: Writing	**Unit Summary:** The Functional Skills English Writing unit aims to develop learners' writing skills, enabling them to effectively communicate their ideas, opinions, and information in writing. The unit covers a range of topics and tasks to allow learners to practise creating clear and straightforward texts of different types, such as notes or emails. It focuses on developing skills such as using the appropriate style and format as well as correct punctuation.

Entry Level 1

Component 3: Writing

Texts

Learners should practise writing different types of text. This should include short, simple texts such as messages and notes.

By the end of the course, learners should be able to do the following.

Content (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 (*see Annexe B*)
Content (composition)	
E1.16	Communicate information in words, phrases and simple sentences

Entry Level 2

Component 3: Writing

Texts

Learners should practise writing different types of text. This should include short straightforward texts such as letters, e-mails and simple narratives.

By the end of the course, learners should be able to do the following.

Content (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 (*see Annexe C*)
Content (composition)	
E2.17	Communicate information in words, phrases and simple sentences
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

Entry Level 3

Component 3: Writing

Texts

Learners should practise writing different types of text. This should include straightforward texts such as narratives, instructions, explanations and reports.

By the end of the course, learners should be able to do the following.

Content (spelling, punctuation and grammar)	
E3.13	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
E3.14	Form irregular plurals
E3.15	Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)
E3.16	Use the first, second and third place letters to sequence words in alphabetical order
E3.17	Spell correctly words designated for Entry Level 3 (*see Annexe D*)

Component 2: Reading	**Unit Summary:** The Pearson Functional Skills English Reading Unit is designed to develop and assess learners' reading skills in practical contexts. This unit focuses on developing learners' ability to understand different types of texts, including instructions, descriptions and straightforward narratives. **Entry Level 1** **Component 2: Reading** **Texts** Learners should practise reading different types of text. This should include short, simple texts that inform, describe and narrate. By the end of the course, learners should be able to do the following. **Content** E1.8 Read correctly words designated for Entry Level 1 (*see Annexe B*) E1.9 Read simple sentences containing one clause E1.10 Understand a short piece of text on a simple subject **Entry Level 2** **Component 2: Reading** **Texts** Learners should practise reading different types of text. This should include short, straightforward texts that instruct, inform, describe and narrate. By the end of the course, learners should be able to do the following. **Content** E2.7 Read correctly words designated for Entry Level 2 (*see Annexe C*) 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 **Entry Level 3** **Component 2: Reading** **Texts** Learners should practise reading different types of text. This should include straightforward texts that instruct, describe, narrate and explain. By the end of the course, learners should be able to do the following. **Learners must be able to:** E3.8 Read correctly words designated for Entry Level 3 (*see Annexe D*) 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)

Component 1: Speaking, listening and communicating	**Unit Summary:** The Pearson Functional Skills English Speaking and Listening Unit focuses on developing learners' oral communication skills. This unit aims to develop their ability to communicate for a range of different purposes, such as giving instructions, describing and explaining. **Entry Level 1** **Component 1: Speaking, Listening and Communicating** **Texts** Learners should practise different types of speaking, listening and communicating activities. This should include simple narratives, information and instructions; and short statements, explanations, discussions, questions and exchanges. By the end of the course, learners should be able to do the following. **Content** E1.1 Say the names of the letters of the alphabet E1.2 Identify and extract the main information from short statements and explanations E1.3 Follow single-step instructions, asking for them to be repeated if necessary E1.4 Make requests and ask straightforward questions using appropriate terms and registers E1.5 Respond to questions about specific information E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic **Entry Level 2** **Component 1: Speaking, listening and communicating** **Texts** Learners should practise different types of speaking, listening and communicating activities. This should include short narratives and explanations and instructions, discussions and straightforward information and instructions. By the end of the course, learners should be able to do the following. **Content** E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic **Entry Level 3** **Component 1: Speaking, Listening and Communicating** **Texts** Learners should practise different types of speaking, listening and communicating activities. This should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions. By the end of the course, learners should be able to do the following. **Learners must be able to:** E3.1 Identify and extract relevant information and detail in straightforward explanations E3.2 Make requests and ask concise questions using appropriate language in different contexts E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking