English: Functional Skills English Levels 1 and 2: 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: Functional Skills requires learners to read and understand a variety of texts, including articles, instructions, and reports. This builds upon the reading comprehension skills developed through Key Stage 4 English qualifications. - Writing: Functional Skills focuses on developing writing skills for different purposes and audiences, such as writing emails, letters, and reports. Key Stage 4 English qualifications provide a foundation in various types of creative and transactional writing. Functional Skills expands on that knowledge by emphasizing practical writing skills. - Language Analysis: While Key Stage 4 English qualifications delve into the analysis of literary texts, Functional Skills focuses on analysing language in everyday contexts. Students are required to identify language features and understand their effects, such as tone, style, and persuasive techniques. - Speaking and Listening: as part of their Functional Skills qualification, learners will have opportunities to listen, understand and make relevant contributions to discussions with others in a range of contexts, as well as applying their understanding of language to adapt delivery and content to suit audience and purpose. This will further develop the Speaking and Listening skills acquired throughout their Key Stage 4 studies.

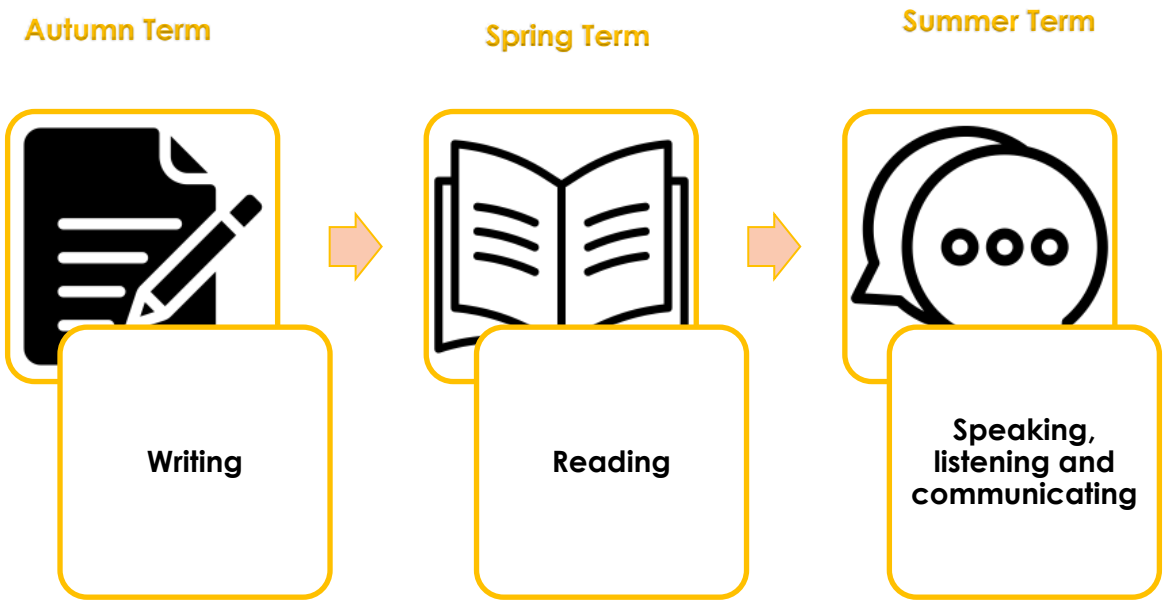
 Careers	By studying this accreditation learners could pursue careers in: - Customer service - Administrative roles - Retail and Sales - Hospitality and Tourism - Healthcare support roles

 Qualification Next Steps	Achieving this qualification could provide a platform for learners to move on to: - Level 2 Functional Skills in English: a progression from Level 1 Functional Skills in English is to pursue Level 2 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/pearson-edexcel-functional-skills-in-english-spec-l1-l2.pdf

Pearson Edexcel Functional Skills Qualification in English at Level 1 and 2

Course Learning Journey



Specification	https://qualifications.pearson.com/content/dam/pdf/Functional-skills/English/2019/specification-and-sample-assessments/pearson-edexcel-functional-skills-in-english-spec-l1-l2.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 enhance learners' ability to compose clear, structured, and engaging pieces of writing. It focuses on developing skills such as planning, drafting, editing, and proofreading to produce well-structured and coherent written work.

Level 1

Component 3: Writing

Texts should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

Spelling, punctuation and grammar

What learners need to learn	
L1.19	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
L1.20	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
L1.21	Spell words used most often in work, study and daily life, including specialist words

Writing composition

What learners need to learn	
L1.22	Communicate information, ideas and opinions clearly, coherently and accurately
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
L1.24	Use format, structure and language appropriate for audience and purpose
L1.25	Write consistently and accurately in complex sentences, using paragraphs where appropriate

Candidates will be given a suggested word quantity range in each Writing assessment.

Level 2

Component 3: Writing

Texts should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.

Spelling, punctuation and grammar

What learners need to learn	
L2.20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
L2.21	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)
L2.22	Spell words used in work, study and daily life, including a range of specialist words

Writing composition

What learners need to learn	
L2.23	Communicate information, ideas and opinions clearly, coherently and effectively
L2.24	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
L2.25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
L2.26	Convey clear meaning and establish cohesion using organisational markers effectively
L2.27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
L2.28	Construct complex sentences consistently and accurately, using paragraphs where appropriate

Candidates will be given a suggested word quantity range in each Writing assessment.

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 enhancing learners' ability to understand and interpret different types of texts, including factual, descriptive, and persuasive texts. **Level 1** **Component 2: Reading** Texts should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. **Content** 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 **Level 2** **Component 2: Reading** Texts should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. **Content** L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed L2.13 Identify implicit and inferred meaning in texts L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes L2.15 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 L2.16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion L2.19 Identify different styles of writing and writer's voice

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 enhance their ability to communicate effectively in a range of contexts, both formal and informal.

Level 1

Component 1: Speaking, listening and communicating

Texts should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.

Content	
L1.1	Identify relevant information and lines of argument in explanations or presentations
L1.2	Make requests and ask relevant questions to obtain specific information in different contexts
L1.3	Respond effectively to detailed questions
L1.4	Communicate information, ideas and opinions clearly and accurately on a range of topics
L1.5	Express opinions and arguments and support them with evidence
L1.6	Follow and understand discussions and make contributions relevant to the situation and the subject
L1.7	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
L1.8	Respect the turn-taking rights of others during discussions, using appropriate language for interjection

Level 2

Component 1: Speaking, listening and communicating

Texts should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

Content	
L2.1	Identify relevant information from extended explanations or presentations
L2.2	Follow narratives and lines of argument
L2.3	Respond effectively to detailed or extended questions and feedback
L2.4	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
L2.5	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
L2.6	Express opinions and arguments and support them with relevant and persuasive evidence
L2.7	Use language that is effective, accurate and appropriate to context and situation
L2.8	Make relevant and constructive contributions to move discussion forward
L2.9	Adapt contributions to discussions to suit audience, purpose and medium
L2.10	Interject and redirect discussion using appropriate language and register