





Curriculum Connection
Subject Strands
Functional Skills Curriculum

Strand	Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
Speaking, Listening and Communication 	Pupils can say the names of letters in the alphabet and identify the main information in short sentences and explanations. They can make requests, ask, and respond to straightforward questions about specific information. They can take part in simple discussion with one other person	Pupils can identify and extract main information and detail from short explanations. They make requests, ask and respond to clear questions appropriately in different contexts. They can clearly express straightforward information and communicate own feelings on a range of straightforward topics.	Pupils identify and extract relevant information and detail in explanations. They make requests, ask and respond to concise questions and communicate opinions using appropriate language in different contexts. They follow main points of discussions, make relevant contributions and take turns.	Pupils identify relevant information and lines of argument in explanations/presentation. They make request, ask relevant questions and respond effectively to detailed questions. They provide clear, accurate ideas and opinions. The use appropriate phrases, registers and adapt to take account of audience, purpose and medium using appropriate language for interjection.	Pupils identify information from extended explanation/ presentations and follow narratives and lines of argument. They ask and respond effectively to detailed questions in a range of contexts. They communicate information, ideas and opinions effectively, providing further development. They express opinions and arguments supported with relevant evidence and make relevant and constructive contributions to move discussion forward, interject, and redirect.
Reading 	Pupils can read correctly a set of words designated for EL1 such as act, miss, write, will, change, come. They can read simple sentences containing one clause and understand a short piece of text on a simple subject.	Pupils understand the main points of texts and understand organisational markers in short, straightforward texts. They use effective strategies to find the meaning of words or check spelling. They read and understand sentences with more than one more clause. They use illustrations and captions to locate information.	Pupils read correctly words designated for Entry Level 3 such as appear, doubt, cough, position. They identify, understand and extract the main points in and from texts. They identify different purposes of texts and use effective strategies to find the meaning of words. They understand and use organisational features to locate relevant information.	Pupils identify, understand and compare information, ideas and opinions in different texts. They distinguish between fact and opinion and recognise that textual features vary to suit different audiences/ purposes. They use reference materials and understand organisational and structural features using them consistently. They make inference and recognise vocabulary typically associated with specific types and purposes of texts.	Pupils identify situations when main points are sufficient and when to have specific details. They compare information, ideas and opinions, how they are conveyed identifying implicit meaning in texts. They understand relationships between textual features and devices, how they shape meaning for different audiences and purposes. They use a range of reference materials and resources for different purposes. They analyse texts identifying levels of formality and bias. They identify style of writing and writer's voice.
Writing Composition 	Pupils can communicate information in words, phrases and simple sentences, normally 3-5 words.	Pupils communicate information using words and phrases appropriate to audience and purpose. They can complete a form asking for personal information. They write in compound sentences, using common conjunctions. They use adjectives and simple linking words in the appropriate way.	Pupils can communicate information, ideas and opinions clearly in a logical sequence. They write text mostly at an appropriate level of detail and length. They use appropriate format and structure when writing straightforward texts, including headings and bullet points. They write in compound sentences and paragraphs using language appropriate to audience and purpose.	Pupils communicate information, ideas and opinions clearly, coherently and accurately. They write text of an appropriate level of detail and length to meet the needs of purpose and audience. They use format, structure and language appropriate for audience and purpose and write consistently and accurately in complex sentences, using paragraphs where appropriate.	Pupils communicate information, ideas and opinions coherently and effectively. They consistently write text of an appropriate level of detail and of appropriate length to meet the needs of purpose/ audience They organise writing for different purposes using appropriate format and structure and convey clear meaning establishing cohesion using organisational markers effectively 27. Use different language and register suited to audience and purpose. They construct complex sentences consistently and accurately, using paragraphs.
Spelling, Punctuation and Grammar 	Pupils can punctuate in simple sentences with a capital letter and full stop. They can use a capital letter for 'I' and proper nouns. They can write the letters of the alphabet in sequence and in both lower and upper case. They can spell correctly words designated for Entry Level 1.	Pupils use basic punctuation correctly and form regular plurals. They use first and second letters to sequence words in alphabetical order. They spell correctly words designated for Entry Level 2.	Pupils use a range of punctuation correctly, form irregular plurals and use mostly correct grammar with use of tense and subject-verb agreement. They use the first, second and third place letter to sequence words alphabetically. They spell correctly words designated for Entry Level 3.	Pupils use a range of punctuation correctly such as full stops, commas, exclamation marks and possessive apostrophes. They use correct grammar consistently such as tenses and spell words used most often in work, study and daily life, including some specialist words.	Pupils punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) They use consistently correct grammar and modality devices. They spell words used in work, study and daily life, including a range of specialist words.