



# Functional Skills Criteria

## ENGLISH LEVEL 1

Name \_\_\_\_\_

Term \_\_\_\_\_

SPEAKING & LISTENING CRITERIA	E	D	S	M
Partake in discussions that include narratives, explanations, instructions, information, descriptions and presentations all of varying lengths.				
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				

READING CRITERIA	E	D	S	M
Read and identify a range of straightforward texts on a range of topics with varying length that instruct				
Read and identify a range of straightforward texts on a range of topics with varying length that explain				
Read and identify a range of straightforward texts on a range of topics with varying length that describe				
Read and identify a range of straightforward texts on a range of topics with varying length that persuade				
Identify, 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				
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				

WRITING CRITERIA	E	D	S	M
Write straightforward texts such as narratives, instructions, explanations, and reports of varying length				
Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, possessive apostrophes)				
Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)				
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				
Use format and structure and language appropriate for audience and purpose				
Write consistently and accurately in complex sentences, using paragraphs where appropriate				
Spell words used most often in work, study and daily life, including specialist words				

The above information was taken from: <https://www.gov.uk/government/publications/functional-skills-subject-content-english>