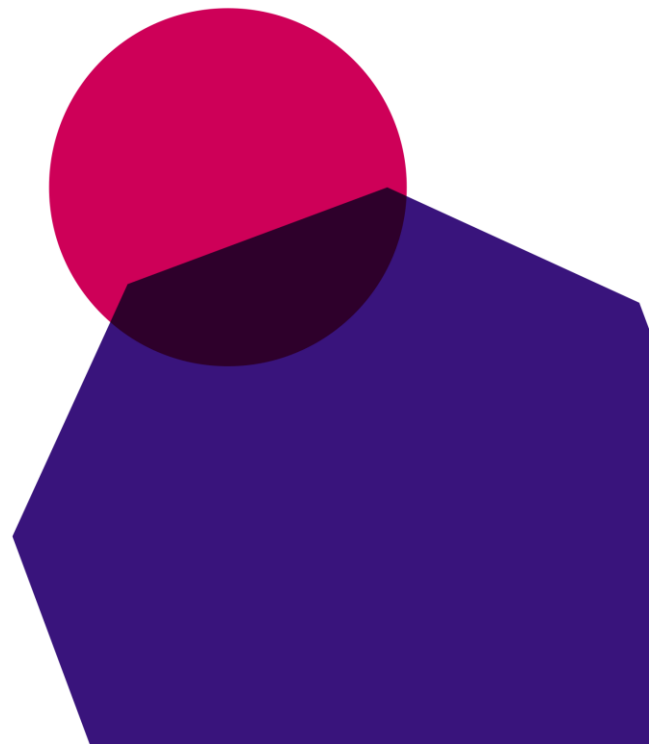


Guidance for Delivery

Functional Skills English Reading Level 1 and Level 2 (4748)

4748-110 and -113 (e-volve)

4748-210 and -213 (Paper-based)



This guide has been produced in order to help centres understand and prepare learners for the new Functional Skills English Reading examinations provided by City & Guilds.

The examinations have been designed to reflect the changes made to the subject content of Functional Skills English produced by the Department for Education in 2018, found [here](#).

Whilst there are some differences in the Functional Skills English subject content, the examinations will look familiar to centres as many of the previous approaches to assessment design have remained the same.

It is important to stress that the revised Department for Education Functional Skills English subject content is different from the previous Ofqual Functional Skills subject criteria. For more information on the differences, City & Guilds has produced a useful mapping guide to help centres understand some of the changes and is available on the [4748 page of the City & Guilds website](#).

As Functional Skills English is a summative examination, it should only be attempted by learners once they have completed a period of learning and have successfully completed practice papers or centre-devised exercises that replicate the demands and rigours of the live examination materials. Practice papers are available on the [4748 page of the City & Guilds website](#)

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Functional Skills English Reading Level 1

A Level 1 Reading paper will always:

- address all subject content statements
- consist of 20 questions
- have a variety of questions, including multiple choice questions, fixed short answer questions and short open response questions (see later for examples of typical questions)
- present learners with realistic scenarios
- have two source documents with a combined word count between 600 and 800 words
- have varied types of source document
- have a balanced spread of questions across both source documents
- have at least two questions that require learners to compare information in both documents.

Source documents

Types of source document will include articles, web pages, letters, report extracts, instructions, emails, adverts, manuals, book extracts, information leaflets, marketing material, display posters, forum discussion pages and other types of common texts.

Please note: spelling, punctuation and grammar are not assessed in Functional Skills English Reading exams, and responses do not have to be in complete sentences. Learners are encouraged to be succinct in their responses.

The number of marks against each subject content statement (SCS) is as follows:

Duration 1 hour		
Total marks 30		
Scope of Study	Subject Content Statement (SCS) - 100% coverage of numbered statements	Marks per SCS
Text types: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade	9. Identify and understand the main points, ideas and details in texts	6
	10. Compare information, ideas and opinions in different texts	6
	11. Identify meanings in texts and distinguish between fact and opinion	2-4
	12. Recognise that language and other textual features can be varied to suit different audiences and purposes	2-4
	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	1-4
	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	2-4
	15. Infer from images meanings not explicit in the accompanying text	2-4
	16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	1-2
	17. Read and understand a range of specialist words in context	2-4
	18. Use knowledge of punctuation to aid understanding of straightforward texts	2-4
		30 marks total

Subject Content Statements

- 9 ***Identify and understand the main points, ideas and details in texts***
6 marks

Questions will require learners to be able to read and understand the main points within a single text, or the ideas that underpin what is being presented, or the specific details.

- 10 ***Compare information, ideas and opinions in different texts***
6 marks

Questions will require learners to explicitly compare and/or contrast information from both source documents.

- 11 ***Identify meanings in texts and distinguish between fact and opinion***
2-4 marks

Learners will be asked to identify what a certain phrase or idea means in a text or to identify facts or opinions within a passage or paragraph.

- 12 ***Recognise that language and other textual features can be varied to suit different audiences and purposes***
2-4 marks

Learners will be required to identify specific phrases or language techniques from the source document that have been used by the author to best reflect the document's purpose and intended audience.

- 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***
1-4 marks

Learners will be required to understand certain clues in the text that will direct them to other areas of the text in order to obtain further information, eg, through the use of asterisks, footnotes, tables and diagrams.

- 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***
2-4 marks

Learners will be required to identify information in the source document based on their abilities to understand organisational and structural features, eg, paragraphs, subheadings, tables, charts, lists etc.

- 15 ***Infer from images meanings not explicit in the accompanying text***
2-4 marks

Learners will be asked to identify additional information that is not explicitly mentioned in the text, through careful examination of an image in the source document.

- 16 ***Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)***
1-2 marks

Learners will be tested on their abilities to identify specific phrases typically representative of the document type and its purpose.

- 17 ***Read and understand a range of specialist words in context***
2-4 marks

Learners will be asked to identify the meaning of specialist words in the source document relevant to the topic; if read in context, the meaning will be apparent.

- 18 ***Use knowledge of punctuation to aid understanding of straightforward texts***
2-4 marks

Learners will be either asked to identify reasons why specific punctuation marks have been used or to understand what is being intended by the author in using specific punctuation marks.

The table below provides example questions that reflect questions that may be used to test each subject content statement.

Subject Content Statement	Explanation	Examples of functional questions
9 - Identify and understand the main points, ideas and details in texts	Skills learners need to use in order to do this include skimming, scanning and reading the source document in detail.	<p>What is the main point the author is trying to get across?</p> <p>What is the main argument against the building of the road?</p> <p>Where and when is the meeting being held?</p> <p>Why is the meeting being held?</p> <p>What are the aims of the protesters?</p> <p>Who in the organisation is responsible for ordering new stock?</p> <p>What are two activities that allow people to test their leadership skills?</p>
10 - Compare information, ideas and opinions in different texts	Typically, learners will be asked to identify information that is common to the two source documents, or whether a specific piece of information is covered in one or both source documents, or to identify the differences in the information presented about the same topic.	<p>Tick the appropriate boxes to show whether the following views are found in document 1, document 2, or both documents.</p> <p>What are two things documents 1 and 2 agree on about the causes of climate change?</p> <p>Write down a phrase from each document that shows the authors' views differ regarding the need for a new sports centre.</p>
11 - Identify meanings in texts and distinguish between fact and opinion	Questions will either ask learners to identify meanings OR to distinguish between fact and opinion. Learners will typically be asked to	<p>Identify meanings:</p> <p>What are two things the author says that show he enjoyed the experience?</p>

Subject Content Statement	Explanation	Examples of functional questions
	<p>identify a number of phrases from a selected passage that are either facts or opinions.</p>	<p>Give two quotes that show they thought the product was good value for money.</p> <p>Distinguish between fact and opinion:</p> <p>Identify two facts from paragraph 2.</p> <p>Tick the boxes to show whether the following statements are facts or opinions.</p>
<p>12 - Recognise that language and other textual features can be varied to suit different audiences and purposes</p>	<p>Learners will be asked about their understanding of why specific language and other textual features have been chosen, and how they link to the purpose of the document and the intended audience.</p>	<p>From the last section of Document 1, identify one word or phrase used to make sending a parcel to the charity sound easy.</p> <p>Look at the section headed <i>Why take part?</i> What are two words or phrases used in this section to persuade the reader that taking part would be rewarding?</p> <p>Why does the author use the word 'we' throughout the document?</p> <p>a to persuade the reader b to make the reader feel involved c because there is more than one author d because there is more than one reader</p> <p>From paragraph one, identify two words that show this article is intended for a young audience.</p>
<p>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</p>	<p>Questions will require learners to understand the use of various referencing techniques in documents, such as footnote markers (1,2 etc), asterisks, keys, symbols or other means through</p>	<p>C Riley's first book was called 'How to cook simply'. * In what year was it published?</p> <p>'...will result in the loss of jobs.'¹ Where is this quote taken from?</p> <p>'... a supply teacher, a full-time teacher, a peripatetic teacher or a classroom assistant – see table for definitions.'</p>

Subject Content Statement	Explanation	Examples of functional questions
	which readers are directed to other areas of the documents.	What is a peripatetic teacher?
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	Learners are required to understand the use of sub-headings, paragraphs, captions, columns and other layout features in helping to organise information on a page. Questions will test learners' abilities to locate information using these organisational structures.	<p>Under which tab are you likely to find further information regarding the rules?</p> <p>How could you find out more about the rules regarding entry?</p> <p>What could be clicked on to find out more about the rules?</p> <p>What layout feature has the author used to summarise his points?</p> <p>Apart from paragraphs, give one layout feature that helps the reader to follow the instructions.</p>
15 - Infer from images meanings not explicit in the accompanying text	Learners will be asked to identify additional information not explicitly mentioned in the accompanying text that can be inferred from images. Images will take a variety of forms, such as photographs, drawings, logos, pictures, cartoon characters etc.	<p>Look at the image. The image suggests players must:</p> <ul style="list-style-type: none"> a – wear shoulder pads b – work as a team c – walk, not run d – wave their arms <p>What does the image suggest about the service offered by Quick Response?</p> <p>What does the photograph reveal about the conditions of the workers?</p>
16 - Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	Learners need to identify the purpose of the text and then be able to recognise that vocabulary is specifically chosen by the author to more effectively achieve the purpose.	<p>The document has been written to:</p> <ul style="list-style-type: none"> a - persuade b - entertain c - criticize d - explain <p>The main type of language used in Document 1 is:</p> <ul style="list-style-type: none"> a - funny b - instructional c - formal d - chatty

Subject Content Statement	Explanation	Examples of functional questions
		Identify two words or phrases from the introduction that show this is a formal letter.
17 - Read and understand a range of specialist words in context	Learners will be required to explain the meaning of specialist words that are appropriate to the topic being covered in the source document. The source documents will use the words in context, and the meaning will be able to be deduced from reading the sentences around the word itself. All topics will be generic and accessible, but by necessity will include some specialist words.	<p>What does 'belay' mean?</p> <p>What is an 'Ollie north'?</p> <p>Which one of the following words could best replace the word 'portal'?</p> <p>a – carry b – home c – gateway d - wine</p>
18 - Use knowledge of punctuation to aid understanding of straightforward texts	Questions will test learners' abilities to recognise why certain punctuation has been used or what effect it has on a sentence or phrase.	<p>What are the exact words used by Jenny to describe her experience?</p> <p>The exclamation mark has been used to make the sentence seem:</p> <p>a - an order b - urgent c - a joke d - angry</p> <p>Look at the final sentence in paragraph 2. Why has the author used commas here?</p>

These examples are by no means exhaustive, and it is important that centres understand questions will vary across papers.

What's different?

The following Subject Content Statements from Level 1 Functional Skills English Reading represent the areas that were either previously present at Level 2 only, or are entirely new to Functional Skills English Reading:

10. Compare information, ideas and opinions in different texts
11. Identify meanings in texts and distinguish between fact and opinion
12. Recognise that language and other textual features can be varied to suit different audiences and purposes
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
15. Infer from images meanings not explicit in the accompanying text
16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
17. Read and understand a range of specialist words in context
18. Use knowledge of punctuation to aid understanding of straightforward texts

Common reasons for losing marks:

- Lack of adequate preparation before sitting exam.
- Lack of familiarity with the types of questions being asked before summative assessment.
- Unfamiliarity with common exam techniques. Learners often lose marks through failing to provide sufficient responses or sufficiently detailed responses to particular questions.
- Only referring to the content of one source document when question asks for comparison or contrast between two source documents or only listing the content from each document but not explicitly comparing or contrasting the information.

Functional Skills English Reading Level 2

A Level 2 Reading paper will always:

- address all subject content statements
- consist of 15 questions
- have a variety of questions, including multiple choice questions, fixed short answer questions and short open response questions (see later for examples of typical questions)
- present learners with realistic scenarios
- have two source documents with a combined word count between 800 and 1000 words
- have varied types of source document
- have a balanced spread of questions across both source documents
- have at least two questions that require learners to compare information in both documents.

Source documents

Types of source document will include articles, web pages, letters, report extracts, instructions, emails, adverts, manuals, book extracts, information leaflets, marketing material, discussion forum pages and other types of common texts.

Please note: spelling, punctuation and grammar are not assessed in Functional Skills English Reading exams, and responses do not have to be in complete sentences. Learners are encouraged to be succinct in their responses.

The number of marks against each subject content statement (SCS) is as follows:

Duration 1 hour Total marks 30		
Scope of Study	Subject Content Statement (SCS) – 100% coverage of numbered statements	
Text types: this should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	11. Identify the different situations when the main points are sufficient and when it is important to have specific details	1-2
	12. Compare information, ideas and opinions in different texts, including how they are conveyed	4-6
	13. Identify implicit and inferred meaning in texts	4-6
	14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes	2-4
	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	1-2
	16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources	1-2
	17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	2-4
	18. Follow an argument, identifying different points of view and distinguishing fact from opinion	4-6
	19. Identify different styles of writing and writer's voice	4-6
		30 marks total

Subject Content Statements

- 11. Identify the different situations when the main points are sufficient and when it is important to have specific details**

1-2 marks

Learners will have to judge, based on careful reading of the question, whether the response requires detailed information or the main points or ideas.

- 12. Compare information, ideas and opinions in different texts, including how they are conveyed**

4-6 marks

Questions will require learners to explicitly compare and/or contrast information from both source documents or to explicitly compare and/or contrast how the author has chosen to convey the information.

- 13. Identify implicit and inferred meaning in texts**

4-6 marks

Learners will have to identify implicit and inferred meanings in the source documents.

- 14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes**

2-4 marks

Learners will be asked to demonstrate their understanding of how textual devices, such as different language techniques, are relevant to the document type, and how they can be used to shape meaning for different audiences and purposes.

- 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**

1-2 marks

Certain clues in the text will direct learners to other areas of the text in order to obtain further information, eg, through the use of asterisks, footnotes, tables and diagrams.

- 16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources**
1-2 marks

Learners will be required to identify information in the source document based on their abilities to understand organisational and structural features, eg, paragraphs, subheadings, tables, charts, lists etc.

- 17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias**
2-4 marks

Learners will be asked to identify biased phrases or formal/informal phrases; other questions will ask learners to identify why a viewpoint or comment can be seen as biased.

- 18. 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**
4-6 marks

Learners will be asked to differentiate between fact and opinion, and to identify different points of view. They will also be asked to follow an argument within a passage and to prove their understanding of that argument.

- 19. Identify different styles of writing and writer's voice**
4-6 marks

Learners will be asked to identify the voice or tone that underpins a document or passage, or to identify specific phrases or words that epitomise or reflect the writer's voice.

The table below provides example questions that reflect questions that may be used to test each subject content statement.

Subject Content Statement	Explanation	Examples of functional questions
<p>11. Identify the different situations when the main points are sufficient and when it is important to have specific details</p>	<p>Learners will need to be able to determine whether the response to the question requires specific details or if the main points are sufficient.</p>	<p>What information do you need if you want to lodge a complaint?</p> <p>What were the three causes of the damage to the engine?</p> <p>Which of the following statements is the best summary of the arguments against lowering the age to vote:</p> <p>a – we don't need more people to vote b – young people are not to be trusted c – young people are not engaged in politics d – young people do not know how to vote</p>
<p>12. Compare information, ideas and opinions in different texts, including how they are conveyed</p>	<p>Learners must explicitly compare and/or contrast information from two source documents or compare and/or contrast how the information is conveyed in two source documents.</p>	<p>Compare views in Document 1 with Jenny Cooper's views in Document 2 on how the new building will affect people's lives.</p> <p>What are two pieces of evidence from Document 2 that show Phil's complaint in Document 2 is not valid?</p> <p>Compare views in Documents 1 and 2 on the effects of swimming on a person's stamina.</p> <p>Describe and compare the language used in the sub-headings of Documents 1 and 2.</p>
<p>13. Identify implicit and inferred meaning in texts</p>	<p>Learners will be asked to identify implied or inferred meanings not explicitly mentioned in the texts.</p>	<p>What is implied by the use of the phrase 'fairy tale' in paragraph 1?</p> <p>a – it is wishful thinking b – it is a children's story c – it has a happy ending d – it's not meant for adults</p> <p>Look at section 3 of Document 2. What is meant by the phrase 'dog's breakfast'?</p>

Subject Content Statement	Explanation	Examples of functional questions
		Give three pieces of evidence from the text that suggest the company does not have an effective complaints procedure.
14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes	Different texts will have unique features and will use devices to achieve their purpose and reach their intended audience. Learners will need to be able to identify these devices and provide examples from the texts.	<p>What are two language techniques used to convince the reader that the club is worth joining? Give an example from the text to support each answer.</p> <p>Identify two language techniques used in this paragraph to help convince the reader of the writer's points. Give an example from the text for each technique.</p>
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	Questions will require learners to understand the use of various referencing techniques in documents, such as footnote markers (^{1,2} etc), asterisks, keys, symbols or other means through which learners are directed to other areas of the documents.	<p>What legislation is being referred to in the following passage? - 'We have a duty to ensure the safety of all people on our premises¹, and all employees must wear safety goggles when using the machinery.'</p> <p>'2015 – 2018 showed a great variance in sales figures (see table below).' In what year were peak sales achieved?</p>
16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources	Learners are required to understand the use of sub-headings, tabs, paragraphs, captions, columns and other layout features in helping to organise information on a page. Questions will test learners'	<p>Where in Document 2 could a reader look to find contact information for the publishers?</p> <p>What would a reader click on to donate money to the charity?</p> <p>What layout features has the author used that allow a reader to quickly find specific information?</p>

Subject Content Statement	Explanation	Examples of functional questions
	abilities to locate information using these organisational structures.	
17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	Learners will need to be able to recognise bias and levels of formality within a source document.	<p>Fred Gee says, "Let's just get it done!" Why might he be biased in this view?</p> <p>Look at the paragraph beginning "We don't need that." Identify three biased statements from this paragraph.</p> <p>Identify three phrases that show the writing is informal.</p>
18. Follow an argument, identifying different points of view and distinguishing fact from opinion	Learners will need to be able to follow and understand an argument or point of view and distinguish between fact and opinion in doing so.	<p>The writer of Document 2 thinks the main advantage of membership is that:</p> <ul style="list-style-type: none"> a - you meet other people b - you have your work read by others c - you save a lot of money d - you receive a monthly bonus book <p>Look at the paragraph beginning 'Time is well spent...'. Write out three phrases from this paragraph that are opinions.</p> <p>Tick the appropriate boxes to indicate whether each statement is a fact or an opinion.</p>

Subject Content Statement	Explanation	Examples of functional questions
19. Identify different styles of writing and writer's voice	Learners will need to be able to identify different styles of writing and the associated writer's voice.	<p>Which of the following best describes the writer's tone in Document 2?</p> <p>a – neutral b – critical c – supportive d – enthusiastic</p> <p>The style of writing in Document 1 is:</p> <p>a – neutral b – critical c – supportive d – enthusiastic</p> <p>Give two quotes from forum members that have a sarcastic tone.</p>

These examples are by no means exhaustive and it is important that centres realise questions will vary across papers.

What's different?

The following Subject Content Statements from Level 2 Functional Skills English Reading represent the areas that were not explicitly tested in the previous version of Functional Skills English Reading:

11. Identify the different situations when the main points are sufficient and when it is important to have specific details
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
18. Follow an argument, identifying different points of view and distinguishing fact from opinion
19. Identify different styles of writing and writer's voice

Common reasons for losing marks:

- Lack of adequate preparation before sitting exam.
- Lack of familiarity with the types of questions being asked before summative assessment.
- Unfamiliarity with common exam techniques. Learners often lose marks through failing to provide sufficient responses or sufficiently detailed responses to particular questions.
- Not being able to recognise biased statements.
- Only referring to the content of one source document when question asks for comparison or contrast between two source documents or only listing the content from each document but not explicitly comparing or contrasting the information.

Sample teaching and learning activities

In addition to the ideas provided below, our SmartScreen English resources are mapped to each of the subject content statements at levels 1 and 2 for Reading and provide a wide range of activities to support teaching and learning.

Functional Skills English Reading Level 1

9 *Identify and understand the main points, ideas and details in texts*

1. As a group, read several types of text and make notes and/or discuss various techniques employed by the writers that help establish what the main points are and how they are presented within each text.
2. Devise and ask questions based on source material that should be answered with the main points, as opposed to detail, and other questions that need to be answered with fine detail from the text.
3. Integrate reading and writing activities by asking learners to compose various types of text with one or more main messages, suitable to particular audiences.
4. Present a group with unformatted text and discuss ways in which layout could be altered to make the text suitable for different audiences or purposes.
5. Lead group discussions about the methods used by writers to quickly inform readers of the main points and ideas.
6. Discuss what layout features can be used in order to convey main messages to an intended audience.
7. Discuss how a combination of language and layout features can be used to enhance communication of main messages.

10 *Compare information, ideas and opinions in different texts*

1. Obtain two different texts about a particular product and ask learners to summarise the positive and negative points, either in writing or in a discussion or presentation.
2. Compare and contrast different texts' viewpoints about a particular subject.
3. Use two source documents that take different views on a certain subject and ask learners to highlight any similarities and differences using differently coloured highlighters, or other methods of recording, such as Venn diagrams.
4. Focus on ensuring explicit comparison between different viewpoints through using discourse markers such as 'on the one hand', 'in direct contrast', 'similarly', 'whereas', 'in summary', 'despite', 'however', etc.

11 ***Identify meanings in texts and distinguish between fact and opinion***

1. Explore how sentence structure and word order can be used to work out meanings.
2. Use advertising material to learn how to distinguish between fact and opinion.
3. Explore product reviews and distinguish between fact and opinion.
4. Explore how opinions are often presented as fact in documents.
5. Explore the relationship between explicit and implied meaning in texts.
6. Discuss the use of tone in texts, and how tone can alter meaning, eg sarcasm.

12 ***Recognise that language and other textual features can be varied to suit different audiences and purposes***

1. Provide learners with a range of texts and discuss how language has been selected and used to match the document's purpose and audience, eg, recipes, other instructions, newspaper articles, promotional material, advertising, formal reports.
2. Ask learners to write about the same topic from different viewpoints.
3. Ask learners to write about the same topic from a neutral standpoint and a persuasive standpoint.
4. Allow learners to discuss how to effectively write different types of documents, such as explanations, instructions, advertising, formal texts.
5. Discuss how choice of language can affect the reader.
6. Discuss how choice of language can reveal the author's beliefs about a subject.

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***

1. Discuss the various ways in which different document types direct readers to further information regarding the topic, eg, superscript reference numbers, footnotes, asterisks, tables, charts, diagrams.
2. Use source documents whose content includes superscript reference numbers, footnotes, asterisks, tables, charts, diagrams and other means of referencing additional information to facilitate learning.

- 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***
1. Discuss common structural features between different text types and how they allow readers to locate information.
 2. Discuss how different texts use organisational features to better achieve their purpose and aid the intended audience.
 3. Present a group with unformatted text and discuss ways in which layout could be altered to make the text suitable for different audiences or purposes.
 4. Discuss how different layout features can be used to convey main messages to an intended audience.
 5. Discuss how a combination of language and layout features can be used to enhance communication of main messages.
- 15 ***Infer from images meanings not explicit in the accompanying text***
1. Discuss how images in newspapers and magazines add to the story being told.
 2. Look at various images associated with a text and then locate relevant parts of the text that relate to the image, discussing the differences between the text and the images, and how they both work in contributing to understanding.
 3. Look at company logos and discuss what messages they convey.
 4. Ask the learners to come up with images that portray aspirational qualities for a company, eg, speed, efficiency, trust, honesty, reliability etc.
- 16 ***Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)***
1. Discuss the language used in specific text types, recognising that authors choose language based on the intended audience and purpose.
 2. Examine texts and identify how language is used to create different effects.
 3. Contrast documents on the same topic but written in different styles, eg, a holiday brochure and a client review.
 4. Ask learners to write a piece about their hometown for different purposes, eg, to inform the council about issues or to persuade people to visit.

5. Highlight the differences in language and sentence construction in a set of instructions and an explanatory text.

17 *Read and understand a range of specialist words in context*

1. Ask learners to underline specialist vocabulary associated with various topics, eg, computers, sports, health and well-being, health and safety, specific work roles etc.
2. Ask learners to work out the meanings of unfamiliar words using a range of strategies, eg, context or word structure.

18 *Use knowledge of punctuation to aid understanding of straightforward texts*

1. Discuss the various ways punctuation is used to aid understanding.
2. Present learners with unpunctuated text, asking them to punctuate the text so it is understood.
3. Use audio recordings of sentences with different intonation, asking learners to correctly punctuate the end of the sentence.
4. Present learners with unpunctuated complex sentences, asking them to insert the correct punctuation.
5. Present learners with sentences whose meaning can vary depending on the placement of commas or other punctuation, asking them to explore the effect of placing punctuation in different places or omitting it all together.
6. Discuss the effect of an exclamation mark, and the purposes for which it can be used, eg, to express surprise, a command, humour, emphasis).

Sample teaching and learning activities

Functional Skills English Reading Level 2

11 ***Identify the different situations when the main points are sufficient and when it is important to have specific details***

1. Use various texts to allow learners to distinguish between the main points and the details.
2. Explore how various texts highlight the main points through use of structural and organisational devices.
3. Formulate questions regarding different text types that require learners to answer with the main points or the details.
4. Provide detail about topics and ask learners to summarise the detail by devising headlines or subheadings.

12 ***Compare information, ideas and opinions in different texts, including how they are conveyed***

5. Obtain two different texts about a particular product and ask learners to summarise the positive and negative points, either in writing or in a discussion or presentation.
6. Compare and contrast different texts' viewpoints about a particular subject. Discuss how the presentation of the information differs.
7. Use two source documents that take different views on a certain subject and ask learners to highlight any similarities and differences using differently coloured highlighters, or other methods of recording, such as Venn diagrams.
8. Focus on ensuring explicit comparison between different viewpoints through using discourse markers such as 'on the one hand', 'in direct contrast', 'similarly', 'whereas', 'in summary', 'despite', 'however', etc.
9. Contrast a formal report and a campaign leaflet on the same topic, focusing on both the language and the layout.
10. As a group, select and read some persuasive texts (e.g. an advertising leaflet, a promotional brochure for a theme park, a blurb on a book cover). Discuss the authors' intentions and whether or not the authors have been successful in their persuasive intentions.
11. Use unformatted texts and ask different groups to re-write the texts for different audiences. Discuss the resulting differences in language and layout.
12. Compare articles on the same subject in tabloid and broadsheet newspapers.

13 ***Identify implicit and inferred meaning in texts***

1. Examine phrases within a text and discuss the possible meanings and intentions of the authors in using the phrases.
2. Examine the use of tone or register in changing meaning, eg, the use of sarcasm, irony or humour.
3. Discuss learners' reactions to texts, focusing on what they rightly or wrongly infer from their reading.
4. Read a persuasive text and discuss the inferences made by the reader.
5. Examine promotional material and contrast the explicit messages with the probable truth.
6. Explore how idioms, clichés, metaphors and similes can be used to convey implied information.
7. Discuss how images in newspapers and magazines add to the story being told.
8. Look at various images associated with a text and then locate relevant parts of the text that relate to the image, discussing the differences between the text and the images, and how they both work in contributing to understanding.
9. Look at company logos and discuss what messages they convey.
10. Ask the learners to come up with images that portray aspirational qualities for a company, eg, speed, efficiency, trust, honesty, reliability etc.

14 ***Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes***

1. Read varied documents to identify textual devices such as alliteration, bias, imperative language, persuasive language, hyperbole, metaphors, similes, idioms, questions – see glossary at end for further common examples.
2. Discuss how different language techniques can be employed by writers for many different purposes.
3. Select and read some persuasive texts (e.g. an advertising leaflet, a promotional brochure for a theme park, a blurb on a book cover). Discuss the authors' intentions and whether or not the authors have been successful in their persuasive intentions.
4. As a group or individuals, select various texts (e.g. newspaper articles, business reports, children's literature) and discuss the particular techniques each piece of writing contains that are an aid (or hindrance) to conveying the authors' intentions.

5. Use unformatted texts and ask different groups to re-write the texts for different audiences. Discuss the resulting differences in language and layout.
 6. Obtain different types of texts and analyse how each has been written and formatted in order to address its particular audience(s).
 7. Ask a group to write a newspaper article or a promotional leaflet for different age groups and discuss the differences.
 8. Provide learners with a range of texts and discuss how language has been selected and used to match the document's purpose and audience, eg, recipes, other instructions, newspaper articles, promotional material, advertising, formal reports.
 9. Ask learners to write about the same topic from different viewpoints.
 10. Ask learners to write about the same topic from a neutral standpoint and a persuasive standpoint.
 11. Allow learners to discuss how to effectively write different types of documents, such as explanations, instructions, advertising, formal texts.
 12. Discuss how choice of language can affect the reader.
 13. Discuss how choice of language can reveal the author's beliefs about a subject.
- 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***
1. Discuss the various ways in which different document types direct readers to further information regarding the topic, eg, superscript reference numbers, footnotes, asterisks, tables, charts, diagrams.
 2. Use source documents whose content includes superscript reference numbers, footnotes, asterisks, tables, charts, diagrams and other means of referencing additional information to facilitate learning.
- 16 ***Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources***
1. Discuss common structural features between different text types and how they allow readers to locate information.
 2. Discuss how different texts use organisational features to better achieve their purpose and aid the intended audience.
 3. Present a group with unformatted text and discuss ways in which layout could be altered to make the text suitable for different audiences or purposes.

4. Discuss layout features that can be used in order to convey main messages to an intended audience.
5. Discuss how a combination of language and layout features can be used to enhance communication of main messages.

17 *Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias*

1. Obtain several texts written from a biased standpoint and ask learners to identify and discuss specific examples of bias within the writing.
2. Obtain at least two different articles about the same subject and discuss the ways in which each article presents the subject matter (e.g. two articles about a particular sporting event written by the local papers of the teams involved; a complimentary and a non-complimentary review of a film or other event).
3. Discuss the differences between objective fact and points of view and opinion.
4. Discuss the characteristics of written argument. Ask learners to read texts and identify the facts on one hand, and the opinions on the other.
5. Obtain a neutral text and discuss ways to alter it to produce a biased text.
6. Discuss how different texts use different vocabulary to achieve different aims, eg, to persuade, to inform, to describe, to review, to criticize.

18 *Follow an argument, identifying different points of view and distinguishing fact from opinion*

1. Compare and contrast two authors' ideas, looking for similarities and differences in opinion.
2. Use advertising material to learn how to distinguish between fact and opinion.
3. Explore product reviews and distinguish between fact and opinion.
4. Explore how opinions are often presented as fact in documents.
5. Explore the relationship between explicit and implied meaning in texts.
6. Use discussion forums and identify which contributors hold similar opinions.
7. Summarise an argument for or against a particular issue.
8. Explore the characteristics of written arguments.
9. Explore the use of discourse markers in linking or contrasting opinions and facts.

10. Read various articles from different publications about the same event and discuss the various viewpoints of the authors, exploring how they report the events and communicate their opinions.

19 ***Identify different styles of writing and writer's voice***

1. Discuss how language in a text has been used in relation to its audience.
2. Discuss the language used in specific text types, recognising that authors choose language based on the intended audience and purpose.
3. Examine texts and identify how language is used to create different effects.
4. Contrast documents on the same topic but written in different styles, eg, a holiday brochure and a client review.
5. Ask learners to write a piece about their hometown for different purposes, eg, to inform the council about issues or to persuade people to visit.
6. Highlight the differences in language and sentence construction in a set of instructions and an explanatory text.
7. Use multiple choice questions to allow learners to identify the writer's voice in a text.
8. Ask learners to read various types of text and to identify the underlying register.

GLOSSARY OF LANGUAGE TECHNIQUES / TEXTUAL DEVICES

This glossary has been produced to enable centres to focus their teaching on some of the more common language techniques used in the source material for Functional Skills English Reading papers. However, it is useful to note that many of these techniques should be taught with a view to learners incorporating them in their Functional Skills English Writing and Functional Skills English Speaking and Listening exams.

Two lists have been devised: the first representing the techniques a competent learner should be able to identify, and the second representing a list of, arguably, more advanced techniques that could be taught, if time permits.

Additional or advanced language techniques from the second list on page 33 may be identified in any reading material, including the Functional Skills English Reading source materials; therefore, although it is not a requirement that these are taught, if learners identify more advanced techniques, marks would be awarded accordingly.

Common Language Techniques / Textual Devices

Alliteration - repeating the same letter or consonant sound at the beginning of adjacent or closely connected words for specific effect

Bias – writing that favours one point of view; unbalanced argument in favour of one thing over another

Cliché - an over-used, common expression

Colloquial / informal language / slang – writing in the style of informal or familiar speech; a conversational style

Contrast – contrasting opinions, for example, for specific effect, typically to highlight one point of view

Direct address to the reader – writing in the second person narrative

Emotive language - words that stir the readers' emotions for specific effect, often to persuade

Formal language - language following strict, established grammatical conventions, typically used for serious or official communication

Humour - used to lighten the overall tone through exaggeration, irony, puns etc

Hyperbole – exaggeration used to evoke strong feelings or create an impression which is not meant to be taken literally

Idiom – a phrase not to be taken literally; a phrase whose meaning cannot be deduced from the individual words

Imagery - similes, metaphors and personification; comparing something 'real' with something 'imagined'

Imperative – a command; demanding attention or action

Instruction – succinct use of the imperative to produce a step by step guide, for example

Jargon / technical language - the vocabulary peculiar to a particular trade, profession, or group

Metaphor - a word or phrase used to imply figurative, not literal or 'actual', resemblance

Rhetorical question – a question that doesn't demand an answer, often used to engage the reader

Repetition - the repetition of a word or phrase to achieve a particular effect

Persuasive language – language designed to change the reader's point of view or to prompt an action

Positive language – the choice of specific words to consciously or unconsciously influence the reader

Rule of three - a writing principle that suggests that things that come in threes are funnier, more satisfying, or more effective than other numbers of things, and readers are more likely to remember the information

Simile - a phrase which establishes similarity between two things to emphasise the point being made. This usually involves the words 'like' or 'as'

Strapline - short phrase conveying the essence of a brand or organisation

Tone /register - the writer's tone or voice or atmosphere or feeling that pervades the text, such as formality, informality, sadness, gloom, celebration, joy, anxiety, dissatisfaction, regret or anger

Less Common Language Techniques / Features

Active voice – to reduce formality or give emphasis to the subject

Ambiguity - a type of uncertainty of meaning in which several interpretations are plausible

Analogy - helps to establish a relationship based on similarities between two concepts or ideas

Argument – a reason or series of reasons put forward to prove a point or to persuade the reader

Chronological narrative – recounting of events in the order they occurred

Comparative – highlighting the similarity or dissimilarity between one thing and another

Contradiction - a combination of statements, ideas, or features which are opposed to one another

Creating suspense - a state or condition of mental uncertainty or excitement

Direct appeal – directly addressing the reader, often using pronouns such as *you* or *we*, for example

Explicit meaning - fully and clearly expressed or demonstrated; leaving nothing merely implied

Factual – using facts or statistics to lend credibility to an argument

Implied meaning - indicated, or suggested without being directly or explicitly stated

Irony – words used to convey the opposite of the literal meaning, often in a humorous way

Juxtaposition – placing together two contrasting objects, images, or ideas so that the differences between them are emphasized

Mnemonic – a word or code to help memorize something or to add effect

Onomatopoeia - words whose very sound is very close to the sound they are meant to depict

Passive voice – to add formality

Personification – giving inanimate objects human characteristics

Pun - the humorous use of a word or phrase so as to emphasize or suggest its different meanings, or the use of words that are alike or nearly alike in sound but different in meaning; a play on words

Sarcasm – the use of irony to convey the opposite of what has been said, or to mock or convey contempt

Satire - the use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.

Sentence length – short, snappy sentences for effect, eg, to excite, command or add urgency

Summary - condensing writing into a shorter form, often in conclusion

Superlative – an exaggerated expression of praise. An expression of the highest possible degree

Tautology – the use of unnecessary or redundant words

This list is not exhaustive, and correct identification of other features of language will be awarded marks.

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