

## READING

<p>Functional Skills-E3: Reading in familiar formal and informal exchanges and discussions.</p>	<p>Functional Skills-L1: <i>Read and understand a range of straightforward texts.</i></p>	<p>L2: Read for implied purpose and meaning and <i>interpret meaning in sentences in complex texts</i></p>
<p>1. Understand the main points of texts (including diagrams or graphical representations). Written texts are of more than one paragraph at this level. 1.1 Key points may be identified by the use of paragraphs, sub-headings or chapters, recognised in an introduction or confirmed by a conclusion. Learners identify key or substantial points with limited support or prompting.</p>	<p>1. Identify the main points and ideas and how they are presented in a variety of texts. 1.1 Understand what the main points of a text tell us 1.2 Understand why the main points have been included 1.3 Understand how the main points are presented</p>	<p>1. Understand the overall meaning of a variety of texts 1.1 Identify the main points and ideas of continuous descriptive, explanatory or persuasive texts. 1.2 Identify the specific detail that relates to main points and ideas of continuous texts 1.3 Identify implied meaning that is required to understand text</p>
<p>1.2 Demonstrate understanding that images are part of a text and provide meaning (for example a map of Yorkshire used to show the extent of flooding during severe weather), and add to the meaning of the text (for example a simple table or graph to illustrate a rise in sales).</p>	<p>2. Read and understand texts in detail. 2.1 Read and understand a range of texts which inform, persuade, describe or instruct 2.2 Demonstrate an ability to skim and scan 2.3 Understand what 'detail' means 2.4 Demonstrate an ability to read texts to find specific detailed information eg dates, times, directions etc..</p>	<p>3 Be able to recognise the structure of argument texts 3.1 Identify: Pros, cons and conclusions in written arguments.</p>
<p>2. Obtain specific information through detailed reading 2.1 Demonstrate understanding that it is sometimes necessary to read a relevant section of a text closely to locate specific information (for example to identify what happened immediately before an accident). This might require accurate details (such as the person's name, the exact location and so on).</p>	<p>3. Recognise how language and other textual features are used to achieve different purposes (eg to instruct, explain, describe, persuade.) 3.1 understand that choice of language and textual features reflect the purpose of a text 3.2 Know that different text types use different sorts of language, structure and presentational devices (ALCC)</p>	<p>2 Be able to interpret the purpose of a text 2.1 Identify the features that indicate purposes of texts Features include: Format, structure, vocabulary and style Persuasive features include: Repetition, text in capitals, rhetorical questions, one sided arguments. Informative texts include: Avoid repetition, contain facts, give information in a clear way 2.2 Identify the real purpose of a text where this is different from the explicit purpose  <i>1. Understand the effect that language features have in texts</i> <i>1.1 Identify the effect passive verbs have in texts</i> <i>1.2 Identify the effect abstract nouns have in texts</i> <i>1.3 Identify the effect-repetition, rhetorical questions and deliberate ambiguity-has in a text</i></p>
<p>3. Use strategies to read and understand texts in different formats (for example web page, application form) 3.1 Demonstrate understanding that different texts have different purposes, and select appropriate text(s) to suit own purpose.</p>	<p>4. Understand that the use of language, organisational features and presentation in any text is deliberate and meaningful 4.1 Understand how to identify key words and phrases 4.2 Understand how information is 'packaged' to cater to, or influence, different audiences.</p>	<p>4 Be able to recognise objective and subjective information in texts 4.1 Identify objective facts in texts 4.2 Identify opinion in texts 4.3 Identify techniques used for emphasis of: words, ideas</p>
<p>4. Scan texts and use organisational features to locate information (for example contents, index, menus) 4.1 Demonstrate understanding that it is not always necessary to read every word of a text to locate information (for example to find out when and where a particular event is on), and an understanding of the purpose of different organisational features (for example contents, headings, tables, text boxes and timelines).</p>	<p>5. Understand what the detail in a picture tells you</p>	

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<p>5. Use punctuation and capitalisation to aid understanding            5.1 Understand that different punctuation marks are used for different purposes and know their names including: speech marks to mark off what a speaker says from the surrounding text; commas to separate words in a list, or parts of a sentence            5.2 Understand that punctuation relates to sentence structure and text type to help the reader make sense of the written text, and apply this understanding in their own reading.            (ALCC)</p>	<p>6. Use reference material to find the meaning of unfamiliar words            6.1 understand the structure of standard dictionaries, abbreviations used and information provided for each word.            6.2 understand an increasing range of vocabulary, applying knowledge of word structure, related words and word roots            (ALCC)</p>	<p><i>3 Understand how vocabulary choices achieve different outcomes in texts</i>  <i>3.1 Identify that synonyms convey different levels of formality</i>  <i>3.2 Identify the tone in a text created by-synonyms, similes, metaphors and idioms</i>  <i>(Indicate choices of synonyms and impact eg slammed, placed.)</i>  <i>4.3 Use knowledge of word roots, families, associated connotations and context to work out the likely meaning of technical words when encountered for the first time.</i>            (4.3 ALCC)</p>
<p>6. Use a dictionary quickly and accurately            (ALCC)</p>		
<p>7. Read and understand relevant specialist key words            7.1 understand that some words are more important than others in different contexts            7.2 know that key specialist words are relevant            (ALCC)</p>	<p>7 Use punctuation to help their understanding            7.1 know, understand and use the term apostrophe            7.2 Understand end of sentence punctuation and commas in helping to make sense of a text            (ALCC)</p>	<p><i>2. Understand the purpose of more complex punctuation in texts</i>  <i>2.1 Identify how the use of-colons, semi-colons, hyphens, dashes and brackets- convey purpose in sentences</i>  <i>(Listing, length of sentence, subordinate clause in brackets, removing conjunctions to join sentences.)</i></p>
	<p>8 Recognise and understand the vocabulary associated with different types of texts            8.1 understand the types of words likely to be used in different kinds of texts            8.2 Understand the use and effect of specialist vocabulary in particular text types.            (ALCC)</p>	<p><i>4 Read and understand technical vocabulary</i>  <i>4.1 understand that specialist fields of knowledge, skill and interest have an associated vocabulary</i>  <i>4.2 understand that technical vocabulary is to express precision of meaning</i>            (ALCC)</p>
	<p>Utilise information contained in texts and identify suitable responses.</p> <ul style="list-style-type: none"> <li>○ Understand the term ‘utilise’</li> <li>○ Understand what a ‘suitable response’ means</li> <li>○ Demonstrate the ability to read and respond in a variety of ways to a range of texts eg answering questions, following instructions to complete a task, replying to a letter or completing an application form.</li> </ul>	