



Maple Haven School

NOCN Functional Skills English curriculum map

Literacy Entry Levels 1, 2 and 3

Pathway 5

This curriculum map covers reading, writing, and speaking, listening and communicating for NOCN Functional Skills English at Entry Levels 1, 2 and 3. Shared themes support separate classes or mixed level groups, with outcomes differentiated from simple words and sentences to straightforward texts, organised writing and group discussions.

Qualifications and scope

Qualification	Qualification number	Hours
English Entry Level 1	603/5270/X	55 GLH and TQT
English Entry Level 2	603/5268/1	55 GLH and TQT
English Entry Level 3	603/5272/3	55 GLH and TQT

This is a suggested centre curriculum based on the DfE subject content used by NOCN. It covers Functional Skills English rather than the separate English Skills awards or certificates. Each level is a separate qualification. The sequence allocates 55 guided hours at the selected level, including assessment; adapt pace and session lengths to diagnostic findings. Learners do not need to complete all three qualifications within one year. [1,2]

How to read the references

E2.10 means Entry Level 2 subject content statement 10. These planning references use DfE statement numbers, not NOCN unit codes. Entry Level 1 has 16 statements, Entry Level 2 has 20 and Entry Level 3 has 22. The final coverage audit shows where each statement is introduced.

SLC means speaking, listening and communicating; SPaG means spelling, punctuation and grammar. Teach all components throughout. Use structured phonics to support reading and spelling, and explicitly teach the designated words and spelling patterns for the selected level from the DfE appendix. Revisit lower level skills as needed. [2]

Programme intent

Learners will read everyday information, write useful messages and documents, and communicate more confidently in familiar work, study and daily life situations. Teaching will develop accuracy, understanding and increasing independence, with support gradually reduced as skills become secure.

Progression route

Entry Level 1 leads towards Entry Level 2, then Entry Level 3 and Functional Skills Level 1. Entry Level qualifications provide a foundation for further learning; they do not award a GCSE grade. Select the next qualification from evidence across all three components.

Term 1 Reading and writing foundations

Suggested allocation 20 guided hours at the selected level. Phonics, spelling, reading, writing accuracy and SLC continue across all themes.

Weeks and focus	Entry Level 1	Entry Level 2	Entry Level 3
1-2 4 hours Baseline and alphabet	Name letters; write the alphabet in sequence in upper and lower case. E1.1,14	Sequence words by first and second letters. E2.15	Sequence words by first, second and third letters. E3.16
3-4 4 hours Phonics and words	Read and spell designated Entry 1 words; blend and segment sounds. E1.8,15	Read and spell designated Entry 2 words and patterns. E2.7,16	Read and spell designated Entry 3 words and patterns. E3.8,17
5-6 4 hours Sentences	Read sentences with one clause; convey information in words, phrases and simple sentences. E1.9,16	Read sentences with more than one clause; write compound sentences using common conjunctions. E2.11,19	Write compound sentences and paragraphs where appropriate. E3.21
7-8 4 hours Punctuation	Use sentence capitals and full stops; capitalise I and proper nouns; otherwise use lower case. E1.11-13	Use capitals, full stops, question and exclamation marks correctly. E2.13	Use capitals and a range of punctuation including full stops, question and exclamation marks and commas. E3.13
9-10 4 hours Meaning in texts	Understand a short text on a simple subject. E1.10	Understand main points in short straightforward texts. E2.8	Extract main points and ideas; identify purposes of straightforward texts. E3.9-10

Practical learning and evidence

1-2: Diagnose reading, independent writing and SLC separately. Use letter cards, personal details and a short spoken exchange; set individual targets.

3-4: Teach a structured phonics sequence at the learner's starting point. Practise the designated word list through reading, dictation and useful messages.

5-6: Read and write messages about familiar routines. E1 uses single clauses; E2 joins clauses; E3 groups related sentences in a paragraph.

7-8: Edit messages and questions. Use learners' own writing to check capitals, punctuation and sentence boundaries.

9-10: Read an age appropriate notice, short account or information text. Check understanding and independent writing; plan targeted reteaching.

Term 2 Everyday texts and purposeful writing

Suggested allocation 18 guided hours at the selected level. Phonics, spelling, reading, writing accuracy and SLC continue across all themes.

Weeks and focus	Entry Level 1	Entry Level 2	Entry Level 3
11-12 4 hours Find information	Read simple everyday messages and extract meaning. E1.9-10	Use organisational markers and illustrations, images and captions to locate information. E2.9,12	Use organisational features such as contents, indexes, menus, tabs and links to locate information. E3.12
13-14 4 hours Vocabulary and spelling	Consolidate designated words in familiar contexts. E1.8,15	Find meanings and check spelling using suitable strategies; form regular plurals. E2.10,14	Find meanings using dictionaries, context and word types; form irregular plurals. E3.11,14
15-16 4 hours Personal information	Write basic information in words, phrases and simple sentences. E1.16	Complete personal information forms; choose words and phrases for purpose and audience. E2.17-18	Choose appropriate language and format, including headings and bullet points. E3.20,22
17-18 3 hours Descriptions and grammar	Consolidate clear simple sentences, capitals and spelling. E1.11-16	Use adjectives and simple linking words appropriately; connect clauses. E2.19-20	Use mostly correct agreement, consistent tense and articles. E3.15
19-20 3 hours Writing for purpose	Write a useful short message or note. E1.16	Write a short letter, email or narrative for a familiar audience. E2.17,19-20	Communicate clearly in logical sequence with suitable detail, length, format and language. E3.18-22

Practical learning and evidence

11-12: Find key information in a notice or leaflet. E2 uses pictures and captions; E3 navigates a handbook or website printout.

13-14: Build a personal word bank and practise plural patterns. Model reference strategies; distinguish learning tools from formal assessment permissions.

15-16: Write contact details and messages; E2 completes a form. E3 drafts a clearly structured information sheet for a familiar reader.

17-18: Describe a place, task or event. Edit clauses, adjectives, linking words and level appropriate grammar.

19-20: Plan, draft and proofread an independent text. Review reading and writing together, recording accuracy and support needed.

Term 3 Spoken communication and independent application

Suggested allocation 17 guided hours at the selected level. Phonics, spelling, reading, writing accuracy and SLC continue across all themes.

Weeks and focus	Entry Level 1	Entry Level 2	Entry Level 3
21-22 3 hours Listen and understand	Extract main information from short statements; follow single step instructions and request repetition. E1.2-3	Extract main information and detail from short explanations. E2.1	Extract relevant information and detail from straightforward explanations. E3.1
23-24 3 hours Questions and requests	Make requests and straightforward questions appropriately; respond about specific information. E1.4-5	Ask clear questions and make requests appropriately in different contexts; respond to straightforward questions. E2.2-3	Ask concise questions and make requests appropriately; respond on a range of straightforward topics. E3.2,4
25-26 3 hours Opinions and discussion	State basic information, feelings and opinions; participate in a simple exchange with another person. E1.6-7	Follow discussion gist; express information, feelings and opinions; contribute to simple group discussions. E2.4-6	Communicate information and opinions; follow main points, contribute relevantly and respond to others with turn taking. E3.3,5-7
27-28 4 hours Application and SLC	Apply all components to a familiar task; undertake formal SLC assessment when ready. E1.1-16	Apply reading, writing and group communication; undertake formal SLC assessment when ready. E2.1-20	Use texts and organised writing to inform a discussion; undertake formal SLC assessment when ready. E3.1-22
29-30 4 hours Review and assessment	Review reading, spelling and writing gaps; sample practice and formal components when ready. E1.8-16	Review reading, forms, compound sentences and spelling; formal components when ready. E2.7-20	Review reading strategies, writing organisation and accuracy; formal components when ready. E3.8-22

Practical learning and evidence

21-22: Listen to a familiar instruction or explanation and identify key information. Practise asking for clarification; record individual understanding.

23-24: Role play an appointment enquiry or request for help. Observe question clarity and whether responses address the information requested.

25-26: Discuss a familiar class, work or community topic. E1 practises paired exchanges; E2 and E3 practise group contributions and listening.

27-28: Plan a class activity using notices, messages and discussion. Use current NOCN task guidance for formal SLC assessment and required evidence.

29-30: Use suitable sample papers and independent practice. Give feedback, reteach gaps and undertake live reading and writing components when ready.

Teaching assessment and progression

Develop independent literacy

Choose age appropriate materials and familiar contexts. E1 texts are short and simple; E2 texts are short and straightforward; E3 texts are straightforward and include instructions, descriptions, narratives and explanations. Read aloud and model strategies during teaching, then check independent reading separately.

Use structured phonics and cumulative practice in the designated words and spelling patterns. Model planning, composing and proofreading. Teach handwriting or keyboard skills where needed and support spelling, sentence accuracy and reading fluency in every session. Rehearse spoken exchanges frequently before assessment.

Record statement reference, task, date, accuracy, independence, support, feedback and next action. Use visuals, accessible materials and gradual removal of prompts in teaching; follow approved arrangements in formal assessment.

Checkpoint	Suggested evidence
Weeks 1-2	Separate baseline tasks in reading, writing and SLC; selected level and individual targets.
Each block	Independent reading response or writing, word reading and spelling check, or observed spoken task.
Weeks 9-10	Reading comprehension and sentence accuracy review; identify phonics and spelling gaps.
Weeks 19-20	Purposeful reading and writing review; check form completion or organisation as appropriate.
Weeks 23-26	Observed requests, questions, responses and discussion; track each learner's SLC coverage.
Weeks 27-30	Formal components when ready; record evidence and address remaining gaps.

NOCN summative assessment

NOCN sets assessments; centres mark and internally quality assure them, with external quality assurance by NOCN. Reading and writing take place under controlled conditions. Normally, all three components must be passed at the same level; approved exemptions may apply. The qualification is pass or fail. [1]

Level	Reading	Writing	SLC
Entry 1	45 minutes 14 marks	45 minutes 30 marks	15 minutes Tutor assessed
Entry 2	45 minutes 16 marks	45 minutes 35 marks	15 minutes Tutor assessed
Entry 3	45 minutes 20 marks	60 minutes 38 marks	15 minutes Tutor assessed

Timings and marks above are from specification version 1.6 August 2025. Check current NOCN instructions for task administration, permitted resources, adaptations and access arrangements before assessment. Classroom work supports readiness decisions and does not replace formal assessment. [1]

Progression

Use evidence across reading, writing and SLC to plan E1 to E2, E2 to E3 or E3 to Level 1 progression. Look for secure word reading, spelling and sentence construction alongside practical communication; revisit lower level gaps before increasing text demands.

Coverage audit and sources

This index shows the first explicit teaching block for every DfE statement. Phonics, designated words and spelling patterns continue throughout; all components are revisited in weeks 27-28 and relevant assessment review in weeks 29-30.

Level and component	Statement references and teaching blocks
Entry 1 SLC 1-7	1: weeks 1-2; 2-3: weeks 21-22; 4-5: weeks 23-24; 6-7: weeks 25-26.
Entry 1 reading 8-10	8: weeks 3-4; 9: weeks 5-6; 10: weeks 9-10.
Entry 1 writing 11-16	11-13: weeks 7-8; 14: weeks 1-2; 15: weeks 3-4; 16: weeks 5-6.
Entry 2 SLC 1-6	1: weeks 21-22; 2-3: weeks 23-24; 4-6: weeks 25-26.
Entry 2 reading 7-12	7: weeks 3-4; 8: weeks 9-10; 9 and 12: weeks 11-12; 10: weeks 13-14; 11: weeks 5-6.
Entry 2 writing 13-20	13: weeks 7-8; 14: weeks 13-14; 15: weeks 1-2; 16: weeks 3-4; 17-18: weeks 15-16; 19: weeks 5-6; 20: weeks 17-18.
Entry 3 SLC 1-7	1: weeks 21-22; 2 and 4: weeks 23-24; 3 and 5-7: weeks 25-26.
Entry 3 reading 8-12	8: weeks 3-4; 9-10: weeks 9-10; 11: weeks 13-14; 12: weeks 11-12.
Entry 3 writing 13-22	13: weeks 7-8; 14: weeks 13-14; 15: weeks 17-18; 16: weeks 1-2; 17: weeks 3-4; 18-19: weeks 19-20; 20 and 22: weeks 15-16; 21: weeks 5-6.

Sources

[1] NOCN Suite of Entry Level Functional Skills Qualifications in English. Specification version 1.6 August 2025, qualifications at a glance and sections 2.1 and 2.4. Public source inspected 5 October 2026.

[https://www.nocn.org.uk/Data/Asset_Downloads/QualificationSpecificationFSQEnglishEL1toEL3v1.6\(1\).pdf](https://www.nocn.org.uk/Data/Asset_Downloads/QualificationSpecificationFSQEnglishEL1toEL3v1.6(1).pdf)

[2] Department for Education English Functional Skills subject content. Updated 9 April 2025. Entry Levels 1-3 statements; use the appendix in the publication PDF for designated words and spelling patterns. Adapted under the Open Government Licence v3.0.

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Teaching order, hours, contexts and checkpoints are suggested centre planning choices. Check latest NOCN assessment guidance before delivery. This independent document is not an NOCN endorsed publication.