Training Qualifications UK

Qualification Specification

TQUK Functional Skills

Qualifications at Entry Level

TQUK Functional Skills Qualification in English at Entry Level 1 (RQF)
(XXX/XXXX/X)
TQUK Functional Skills Qualification in English at Entry Level 2 (RQF)
(XXX/XXXX/X)
TQUK Functional Skills Qualification in English at Entry Level 3 (RQF)
(XXX/XXXX/X)

Version DV4

Contents

Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
n/a	

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an awarding organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and upcoming developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification that TQUK offers is supported by a specification document that includes all the information required by a centre to deliver a qualification. In this instance, the qualifications covered within this specification document are:

- TQUK Functional Skills Qualification in English at Entry Level 1 (RQF) (XXX/XXXX/X)
- TQUK Functional Skills Qualification in English at Entry Level 2 (RQF) (XXX/XXXX/X)
- TQUK Functional Skills Qualification in English at Entry Level 3 (RQF) (XXX/XXXX/X)

Information contained in this document includes the qualification purpose, the assessment strategy and external quality assurance (EQA) arrangements relevant to the above qualifications. Further supporting documents are also identified in this specification. These include documents to support the administration and operation of externally-set and internally-set controlled assessments.

Please read it alongside the *TQUK Centre Handbook*. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date PDF version of the specification.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, no changes or amendments are allowed in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualifications

The TQUK Functional Skills Qualifications in English at Entry Level are regulated by Ofqual.

Functional Skills qualifications are designed to provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. They also provide a foundation for progression into employment or further technical education and develop skills for everyday life.

The TQUK Functional Skills qualifications in English at Entry Level enable learners to develop confidence, fluency, and a positive attitude towards English. Learners should demonstrate competence in English by applying their skills in familiar real-world situations, alongside a solid understanding of basic English knowledge.

Apprentices with learning difficulties or disabilities and who do not have an Educational Health Care Plan (EHCP) in place have the option to study English at a more accessible level. For apprentices who find level 1 or level 2 qualifications in English too challenging the TQUK Functional Skills Qualification in English at Entry Level 3, offers an alternative that can be taken as part of their apprenticeship programme.

Qualification Purpose

The purpose of the TQUK Functional Skills qualifications in English at Entry Level is to prepare learners for work, study, and everyday life. Achievement of these qualifications demonstrates the ability to read, write, speak, listen, and communicate in English at an appropriate level, applying these skills effectively in familiar, practical contexts.

Entry Requirements

There are no formal entry requirements for these qualifications.

Learners may benefit from taking an initial diagnostic assessment to help determine their starting level. Centres are encouraged to consider the learner's maturity and readiness for assessment when choosing the appropriate entry level for them.

Learners do not have to start with the Entry Level 1 qualification; they can begin with the level that best matches their current skills and knowledge.

The Functional Skills Qualifications in English at Entry Level are available for learners aged pre-16 and can therefore be taught in schools.

Transfer of Achievement

Transfer of achievement can occur when a learner has completed an English component with another Awarding Organisation (AO) but is no longer able to achieve the overall Functional Skills English qualification with that AO and has since been registered to a TQUK Functional Skills qualification.

Transfer of achievement is permitted for the 2019 reformed Functional Skills qualifications, subject to receipt of the appropriate evidence. It is not permitted between legacy Functional Skills and the 2019 reformed Functional Skills.

Following successful transfer of achievement, learners will not be required to re-sit the assessment for a component they have already completed.

For further information regarding the qualification components please see the Assessment Structure section on page 12.

Learning Outcomes

TQUK's Functional Skills qualifications in English at Entry Level indicate that learners should be able to speak, listen, communicate, read, and write with increasing clarity, accuracy, and effectiveness at each level.

They should be able to:

- listen, understand, and respond to verbal communication in a range of familiar contexts
- acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts
- read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely; and
- write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation, and grammar.

Learners should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

Subject content

The Department for Education (DfE) has specified the subject content which underpins all Functional Skills qualifications, including the learning aims and outcomes that learners must achieve.

For a full understanding of the subject content for the TQUK Functional Skills Qualifications in English at Entry Level, please refer to page 19 in this document. Alternatively, the full document is available on the government website.

Progression

Learners who achieve a Functional Skills Qualification at Entry Level 1 or 2 can progress to the next level in the suite. This structured pathway provides a foundation for learners to further develop their English skills which they can apply in employment, education, or everyday life.

On successful completion of the Functional Skills Qualification at Entry Level 3, learners can advance to the TQUK Functional Skills Qualification in English at Level 1.

Structure

The TQUK Functional Skills qualifications at Entry Level differ from the TQUK standard regulated qualifications as they do not contain individual regulated units. To achieve a Functional Skills qualification at Entry Level, learners must fulfil all of the requirements specified in the assessment strategy before the qualification certificate can be awarded.

Guided Learning Hours (GLH)

The GLH is made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

The GLH for each of our Functional Skills qualifications at Entry Level is 55 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately five hours over the cycle of the programme.

Total Qualification Time (TQT)

The TQT is an estimate of the total length of time a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

The TQT comprises the GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning activity, including assessment, which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor.

The TQT for each Functional Skills Qualification in English at Entry Level is 60 hours.

Funding Information

The TQUK Functional Skills Qualification in English at Entry Level will be eligible for funding for 14-16, 16-18 and adult learner groups.

Qualification funding eligibility can be found on the [Education and Skills Funding Agency (ESFA) funding hub](#)[1].

Learners aged 16-19 on study programmes, all-age apprentices, and individuals aged 19 or above who have not previously attained a GCSE Grade A* to C or Grade 4 in English and Mathematics can be fully funded to take TQUK Functional Skills qualifications at Entry Level. Centres should ensure that they check the funding hub regularly for current and accurate information on funding eligibility.

Delivering the Qualifications

To offer any TQUK qualification, centres must be recognised by TQUK and meet the qualification approval criteria. Qualification approval must be confirmed before any assessment of learners takes place.

The TQUK Centre recognition process requires a centre to have in place policies and procedures to protect both the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a centre's quality systems.

Centres must seek approval for each qualification they wish to offer. The approval process requires centres to demonstrate that they have the appropriate resources, including suitably qualified staff, to deliver, assess, and internally quality assure the qualification.

Centres that already deliver TQUK's Functional Skills Qualifications in English at Level 1 and 2 will gain automatic approval to deliver the Functional Skills Qualifications in English at Entry Level suite.

Qualification Documentation and Resources

TQUK provides a range of materials to support the delivery and assessment of the Functional Skills qualifications in English at Entry Level. These are accessible via our website and Verve management suite for our approved centres.

The documentation includes:

- *Mock assessment papers and mark schemes*
- *TQUK Functional Skills Qualifications in English at Entry Level: SLC Handbook*
- *TQUK Functional Skills Qualifications in English at Entry Level: SLC Remote Delivery Guidance*
- *TQUK Functional Skills Qualifications at Entry Level: Regulations for the Conduct of the Controlled Assessment*
- *Sample Assessment Materials for the SLC Component*
- *Learner Observation and Assessment Records*
- *Frequently Asked Questions.*

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[1] From the end of March 2025, the ESFA will be integrated into the DfE which may affect funding eligibility for specific qualifications. This Qualification Specification will be updated in line with current information as it becomes available.

- Signposting to diagnostic tools to determine the appropriate entry level for each learner.

We have produced the *TQUK Functional Skills Qualifications at Entry Level: Quality Assurance and Standardisation Guide* to support centre staff with marking and reviewing assessment decisions to ensure reliability and consistency across learners and centres.

TQUK has also devised training activities in the form of webinars to support assessors with their marking approach and the standardisation of learner responses across qualification levels and the level of learner performance.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

Sign Language (BSL or SSE) is allowed in the Speaking, Listening and Communicating (SLC) component, provided it is accessible to all participants in the discussion. Other languages cannot be used as substitutes for English. The use of augmentative speech equipment is permitted as long as it aligns with the learner's usual communication method.

All subject content statements must be met for a learner to be awarded a pass mark and to fully achieve the qualification and be certificated. TQUK Functional Skills Qualifications at Entry Level are not graded.

Assessment structure

Each qualification includes **three** assessment components. To achieve the qualification and receive certification, learners must pass all three components. The components are:

- **Speaking, Listening and Communicating (SLC)**: This component is an internally-set controlled assessment featuring two performance-based communication tasks, which must be video and audio recorded. The tasks can be conducted in person at the centre or remotely. They are internally marked, internally quality assured and then externally quality assured by TQUK.
- **Reading**: This component is a single, paper-based assessment delivered through externally set and internally marked controlled assessment. It is quality assured externally by TQUK..
- **Writing**: This component consists of a single paper-based assessment divided into two sections, all of which are externally set and internally marked controlled assessments. The assessment is also externally quality assured by TQUK.

For the reading and writing components only: The assessments are paper-based and will be available to approved centres for download from our Verve management suite. We will release **four** assessment papers and associated mark schemes for each entry level qualification at the beginning of the academic session. Information on how to access the controlled assessment materials is available on our website.

Centres are responsible for administering and marking all assessments. Each component's assessments may be conducted on different days but must take place in a controlled environment. Detailed guidance on the controlled environment is available in the *TQUK Functional Skills Qualifications at Entry Level: Regulations for the Conduct of the Controlled Assessment.*

Resits

Learners are permitted to resit the assessment, with up to four attempts allowed per academic session, as TQUK will produce a maximum of four different assessment papers each year. Centres must manage resits in accordance with TQUK's delivery guidance. Centres should oversee resits within the annual allocation of paper-based assessments provided.

It is recommended that learners are given adequate time to improve in any identified areas before attempting a resit.

Assessment Coverage, Weighting, and Components

In designing and setting the assessment components for the TQUK Functional Skills Qualifications in English at Entry Level, TQUK has committed to pre-standardised arrangements in terms of assessment coverage and weighting. Essentially, this involves identifying how many questions, items, or marks are allocated to a particular category. Each mark scheme we provide to centres will confirm the mark distribution, which is outlined below for reference purposes.

Assessment Components	Reading Assessment	Writing Assessment	Speaking, Listening & Communicating
Entry 1	Duration: 35 minutes Marks: 10	Duration: 45 minutes Marks: 30	Duration: 10 minutes Marks: n/a*
Entry 2	Duration: 40 minutes Marks: 12	Duration: 50 minutes Marks: 35	Duration: 15 minutes Marks: n/a*
Entry 3	Duration: 40 minutes Marks: 14	Duration: 55 minutes Marks: 40	Duration: 20 minutes Marks: n/a*

*The Speaking, Listening and Communication (SLC) component is pass/not achieved only and no marks are allocated.

Speaking, Listening and Communicating (SLC)

The SLC assessment can be conducted in-centre or remotely and is delivered through an internally set and marked controlled assessment, which is subject to external quality assurance. Centres have the option to create their own centre-devised assessments or use TQUK's Sample Assessment Materials (SAMs).

The SLC assessment includes two primary tasks for each Entry Level. For Entry Level 1, Task 1 is further divided into two subtasks. The table below details the number, type, and timing of the SLC assessment. For guidance on requirements of group size, tutor/learner interaction and delivery of the SLC assessment component, centres must refer to the following documents:

- *TQUK Functional Skills Qualifications in English at Entry Level: SLC Handbook*
- *TQUK Functional Skills Qualifications in English at Entry Level: SLC Remote Delivery Guide.*

Level	Assessment tasks	Type of assessment	Timing of assessment	Total assessment time
Entry Level 1	Task 1: part A	One-to-one activity	2 minutes	10 minutes
	Task 1: part B		3 minutes	
	Task 2	One-to-one discussion	5 minutes	
Entry Level 2	Task 1	One-to-one or group activity as appropriate	7 minutes	15 minutes
	Task 2	Group discussion	8 minutes	

Entry Level 3	Task 1	One-to-one or group activity as appropriate	10 minutes	20 minutes
	Task 2	Group discussion	10 minutes	

Reading

The reading component at each Entry Level will comprise two reading sources.

Level	Reading source 1	Reading source 2	Total marks	Total word count (both sources)
Entry Level 1	5 questions (1 mark each)	5 questions (1 mark each)	10 marks	150 – 200 words
Entry Level 2	6 questions (1 mark each)	6 questions (1 mark each)	12 marks	200 – 300 words
Entry Level 3	7 questions (1 mark each)	7 questions (1 mark each)	14 marks	300 – 450 words

During the assessment of the reading component learners are permitted to bring a dictionary into the assessment environment.

Writing

The writing component at each Entry Level is divided into two sections:

- Section 1 assesses the spelling of ten mandatory words.
- Section 2 evaluates two additional areas of subject content.
- Section 3 includes two distinct writing tasks.

Level	Section 1 (10 questions)	Section 2 (2 questions + 2 writing tasks)	Total marks	Expected written response for both writing tasks
Entry Level 1	10 spelling words (10 marks)	Upper case letters (1 mark) Lower case letters (1 mark) Task 1 writing (9 marks) Task 2 writing (9 marks)	30	50-80 words
Entry Level 2	10 spelling words (10 marks)	Regular plurals (2 marks) Alphabetical order (2 marks) Task 1 writing (11 marks) Task 2 writing (10 marks)	35	80-150 words
Entry Level 3	10 spelling words (10 marks)	Irregular plurals (2 marks) Alphabetical order (2 marks) Task 1 writing (13 marks) Task 2 writing (13 marks)	40	150-250 words

During the assessment of the writing component learners **must not** have access to external aids in relation to spelling, punctuation and grammar, including dictionaries and spelling and grammar checking software.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner who wishes to register on a TQUK Functional Skills Qualification at Entry Level undertakes an initial diagnostic assessment.

The initial assessment should be used to inform a teacher/tutor of the learner's current knowledge and/or skills to determine the most appropriate qualification level for the learner to align with their knowledge and skills. The initial assessment may also be used to identify any additional support requirements.

Identification/Authentication

The process of verifying a learner's identity is an important aspect of maintaining the integrity of the assessment process.

It is the centre's responsibility to confirm the identity of a learner as part of its registration process.

The following are examples which would be considered appropriate proof of a learner's identity:
- A signed UK photo card driving licence.
- A valid passport (any nationality).
- Other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card.
- UK biometric residence permit.

This identification should also be used to authenticate the identity of the learner during assessment.

Further information is provided in the TQUK *Functional Skills Qualifications at Entry Level FAQs document.*

Centre Resources

The centre should have in place a delivery model which is aligned to the subject content, the Guided Learning Hours, and the Total Qualification Time for the qualification(s) being delivered, adapting where necessary to meet the needs of either a learner or cohort of learners.

All centres are required to have in place a safe and appropriate assessment environment for the delivery of externally set and internally marked controlled paper-based assessments.

Teaching Resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Reasonable Adjustments and Special Considerations Policy

Learners who require reasonable adjustments or special considerations should discuss their requirements with their tutors. Centres must seek approval from TQUK before any adjustments or considerations can be put in place.

For more information, please refer to *TQUK's Reasonable Adjustments and Special Considerations Policy*, please visit our [website](#).

Centre-Devised Assessment (CDA) Guidance

Centres are permitted to create their own centre-devised assessments for the SLC internally set and internally marked controlled assessment or use TQUKs' *sample assessment materials (SAMs)*. TQUK has provided information on devising centre-devised assessments and the mandatory requirements that can be found in the *TQUK Functional Skills Qualifications in English at Entry Level: SLC Handbook*.

Centre-devised assessments must be submitted to TQUK at least four weeks prior to any assessment taking place. The assessment will be reviewed against the scope of study for the relevant SLC level and TQUK will inform the centre of the outcome. To submit your centre-devised assessments for approval, please use [this form](#).

Once the CDAs have been approved, centres are free to use them over the lifetime of the qualification, providing the:

- SOS remains the same
- materials continue to be fit for purpose and meet learner and delivery needs.

It is the centre's responsibility to stay updated with any changes to Functional Skills and review their assessment materials accordingly. Any amendments to materials must be submitted to TQUK for approval prior to use.

Mandatory amendments may be required if the external quality assurance process identifies concerns.

If a centre chooses to use the TQUK sample assessment materials (1-4) these do not need to be submitted as they have already been internally quality assured.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (teaching or internal quality assurance) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- Level 2 or higher qualification in English, such as:
  - Functional Skills Qualification in English at Level 2
  - GCSE qualification in English to at least grade 4/grade C
  - Any other qualification deemed suitable and equivalent to Level 2 English
- experience in the delivery/assessment/internal quality assurance of the qualification requested
- work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess, or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/BEd/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Internal Quality Assurer/Lead Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA)/Lead Internal Quality Assurer for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in 'Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment'.

Where centres have more than one IQA and/or deliver Functional Skills qualifications at Entry Level over more than one site, they should appoint a Lead Quality Assurer and consider the appointment of additional IQAs. Further information can be found in the *TQUK Functional Skills Qualifications at Entry Level: Quality Assurance and Standardisation Guide.*

Internal Quality Assurance

Quality assurance refers to the processes used to review and maintain the quality of delivery and assessment within a centre. Centres are required to implement robust quality assurance policies to ensure that Functional Skills Qualifications at Entry Level are delivered and assessed fairly, accurately, consistently, and reliably. All quality assurance activities, including meetings, must be documented and made accessible to staff, as well as shared with the External Quality Assurer (EQA).

Standardisation

Standardisation is a process carried out by centre staff to ensure consistent, fair, and accurate marking practices across all tutors. It ensures that all learners are assessed uniformly and fairly against a standardised set of criteria. Standardisation must be conducted for each component and level to maintain fairness and consistency in the marking of Functional Skills Qualifications at Entry Level.

Assessment Sampling

A centre must develop an internal quality assurance sampling plan based on tutor risk. This structured approach should be used to monitor and verify assessment decisions, ensuring consistency across all tutors within the centre.

Further information can be found in the *TQUK Functional Skills Qualifications at Entry Level: Quality Assurance and Standardisation Guide.*

External Quality Assurance

External quality assurance will be undertaken by TQUK to ensure that centres are complying with TQUK quality assurance requirements associated with their TQUK recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

If you have any further questions, please contact the Quality team at quality@tquk.org

Useful Websites

Office of Qualifications and Examinations Regulation
Register of Regulated Qualifications

For further details regarding approval and funding eligibility please refer to the following websites:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

Subject Content

Functional Skills in English at Entry Level 1

Speaking, Listening, and Communicating

Scope of study

Text: this should include simple narratives, information and instructions, and short statements, explanations, discussions, questions and exchanges.

Ref	Subject content statement
1	Say the names of the letters of the alphabet
2	Identify and extract the main information from short statements and explanations
3	Follow single-step instructions, asking for them to be repeated if necessary
4	Make requests and ask straightforward questions using appropriate terms and registers
5	Respond to questions about specific information
6	Make clear statements about basic information, and communicate their feelings and opinions on straightforward topics
7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic

Reading

Scope of study

Text: this should include short, simple texts that inform, describe and narrate.

Ref	Subject content statement
8	Read correctly words designated for Entry Level 1 (see appendix)
9	Read simple sentences containing one clause
10	Understand a short piece of text on a simple subject

Writing

Scope of study

Text: this should include short simple texts such as messages and notes.

Spelling, punctuation and grammar

Ref	Subject content statement
11	Punctuate simple sentences with a capital letter and a full stop
12	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
13	Use lower-case letters when there is no reason to use capital letters
14	Write the letters of the alphabet in sequence and in both upper and lower case
15	Spell correctly words designated for Entry Level 1 (see appendix)

Writing composition

Ref	Subject content statement
16	Communicate information in words, phrases and simple sentences

Functional Skills in English at Entry Level 2

Speaking, Listening and Communicating

Scope of study

Text: this should include short narratives and explanations and instructions, discussions and straightforward information and instructions.

Ref	Subject content statement
1	Identify and extract the main information and detail from short explanations
2	Make requests and ask clear questions appropriately in different contexts
3	Respond appropriately to straightforward questions
4	Follow the gist of discussions
5	Clearly express straightforward information
6	Communicate feelings and opinions on a range of straightforward topics
7	Make appropriate contributions to simple group discussions with others about straightforward topics

Reading

Scope of study

Text: this should include short, straightforward texts that instruct, inform, describe and narrate.

Ref	Subject content statement
8	Read correctly words designated for Entry Level 2 (see appendix)
9	Understand the main points in texts
10	Understand organisational markers in short, straightforward texts
11	Use effective strategies to find the meaning of words and check their spelling (for example, a simple dictionary, a spell-checker)
12	Read and understand sentences with more than one clause
13	Use illustrations, images and captions to locate information

Writing

Scope of study

Text: this should include short, straightforward texts such as letters, e-mails and simple narratives.

Spelling, punctuation and grammar

Ref	Subject content statement
14	Use basic punctuation correctly (for example, full stops, capital letters, question and exclamation marks)
15	Form regular plurals
16	Use the first and second letters to sequence words in alphabetical order
17	Spell correctly words designated for Entry Level 2 (see appendix)

Writing composition

Ref	Subject content statement
18	Communicate information using words and phrases appropriate to the purpose and audience
19	Complete a form asking for personal information (for example, first name, surname, address, postcode, age, date of birth)
20	Write in compound sentences, using common conjunctions (for example, 'or', 'and', 'but') to connect clauses
21	Use adjectives and simple linking words in the appropriate way

Functional Skills in English at Entry Level 3

Speaking, Listening and Communicating

Scope of study

Text: this should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.

Ref	Subject content statement
1	Identify and extract relevant information and detail in straightforward explanations
2	Make requests and ask concise questions using appropriate language in different contexts
3	Communicate information and opinions clearly on a range of topics
4	Respond appropriately to questions on a range of straightforward topics
5	Follow and understand the main points of discussions
6	Make relevant contributions to group discussions about straightforward topics
7	Listen to and respond appropriately to other points of view, respecting the conventions of turn-taking

Reading

Scope of study

Text: this should include straightforward texts that instruct, describe, narrate and explain.

Ref	Subject content statement
8	Read correctly words designated for Entry Level 3 (see appendix)
9	Identify, understand and extract the main points and ideas in and from texts
10	Identify the different purposes of straightforward texts
11	Use effective strategies to find the meaning of words (for example, a dictionary, working out the meaning from the context, using their knowledge of different word types)
12	Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs, links)

Writing

Scope of study

Text: this should include straightforward texts such as narratives, instructions, explanations and reports.

Spelling, punctuation and grammar

Ref	Subject content statement
13	Use a range of punctuation correctly (for example, full stops, question marks, exclamation marks, commas)
14	Form irregular plurals
15	Use mostly correct grammar (for example, subject-verb agreement, consistent use of tense, definite and indefinite articles)
16	Use the first, second and third letters in a word to sequence words in alphabetical order
17	Spell correctly words designated for Entry Level 3 (see appendix)

Writing composition

Ref	Subject content statement
18	Communicate information, ideas and opinions clearly and in a logical sequence (for example, chronologically, by task)
19	Write text of an appropriate level of detail and of appropriate length (including where this is specified)
20	Use an appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
21	Write in compound sentences and paragraphs where appropriate
22	Use language appropriate to the purpose and audience

Appendix 1: Glossary for use with the Subject Content

Appropriate	Describes a text, word, or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression.
Basic information	Includes factual information such as personal details, and everyday situations such as directions, weather etc.
Context	The purpose and audience for which spoken or written language is used.
Formal	Formal language tends to be characterised by more elaborate grammatical structures and sophisticated language and is typically used to convey a more serious tone (e.g. *receive* rather than *get, gratuity* rather than *tip*).
Format	The way in which a text is arranged or presented, e.g. as a book, leaflet, essay, film/animation, audiotape, or the way in which it is structured, e.g. the use made of headings, subheadings, diagrams/photographs with captions.
Gist	The main point or idea of a text. Reading for gist is thus reading for identification of the main points only.
Common words	Words that occur frequently; someone who is unable to read or spell these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that students most need to acquire in order to advance in their learning.
Linking words	Words used to link sentences and to show the relationship between information or ideas. Linking words can be used to show a sequence (e.g. first, next, finally), results (e.g. therefore, so) and addition (e.g. and, also).
Medium	The way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for the hearing impaired). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press).
Narrative	Describes text that re-tells events, often in chronological sequence.
Organisational features	Refers to those visual aspects of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc.
Reading	This is decoding and establishing the meaning of written text.
Registers	A variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language.

Regular	A term used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a regular noun, or the simple past and past participle forms of a regular verb; it is not possible to do so with irregular nouns and verbs.
Sentence	In writing, sentences are marked by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end. A simple sentence consists of a single clause with a single subject. A compound sentence consists of more than one subject or more than one independent clause. A complex sentence consists of a main clause and one or more subordinate clauses (e.g. Although it was late, I wasn't tired).
Short	Denotes words, sentences and texts of such a length as to be accessible to students and to enable them to experience a sense of achievement at having successfully decoded them. Short and long are terms which are also applied to vowel sounds. A short text is typically used to communicate everyday or functional information such as in notices, announcements, instructions, messages and invitations.
Simple	When applied to narratives, words or sentences, this means a basic, uncomplicated structure. A simple sentence structure, for example, follows the standard pattern of subject, verb and, optionally, object; a simple narrative will follow a chronological sequence and be told from one viewpoint only.
Specialist words	Specialist words are those that have a specific meaning within a certain context, such as words related to a specific job or work environment, a pastime or hobby, or a certain area of study.
Straightforward	Describes subjects and materials that students often meet in their work, studies or other activities. Straightforward content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts consist of more than one subject or more than one independent clause (i.e. compound sentence), and students will be familiar with the vocabulary. Straightforward texts are more demanding than simple texts containing simple sentence structure. The vocabulary of straightforward texts will typically consist of a range of familiar and common words, and some specialist words.
Style	Style can be defined as the selection of certain linguistic features in relation to context (audience and purpose), e.g. formal or informal, non-specialist or technical. All language users have the opportunity to make linguistic choices that will determine the style of a piece of writing or an utterance.

Appendix 2: Expectations for Word Reading Entry Levels 1-3

Students are expected to read words which consist of the letter-sound correspondences[2] in the following table. The words in brackets are examples of words to illustrate these correspondences. They are not specific words to be learned.

At each level, students are expected to read these words in texts of increasing complexity. They are not expected to spell all these words correctly. The words they are expected to read and spell correctly are in separate lists for each of Entry Levels 1, 2 and 3.

Table 1: Letter/s-sound correspondences

Letters[3]	Sounds[4]
p (pan), pp (supper)	/p/
t (tap), tt (letter)	/t/
c (cat), k (key), ck (duck)	/k/
ch (chip), tch (fetch)	/tʃ/
f (fish), ff (coffee), ph (photo)	/f/
th (thin)	/θ/
s (sun), ss (dress), c (city) [5]	/s/
sh (ship)	/ʃ/
h (hat)	/h/
r (run), rr (cherry), wr (write)	/r/
l (lip), ll (bell)	/l/
b (boy), bb (rabbit)	/b/
d (dog), dd (ladder)	/d/
g (go), gg (bigger)	/g/

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[2] In this document the word 'sound' is usually used to mean 'phoneme', the smaller unit of sound that distinguishes one word from another. The words 'letter' or 'letters' are usually used to mean 'grapheme', a letter or letters that represent a phoneme.

[3] The letters in bold type in the first column correspond to the sounds in the second column. They include all the most common sound-letter/s correspondences in English.

[4] The sounds listed in this table are the sounds of spoken English. They are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.
Letter-sound correspondences should be taught in the order used in a reputable, structured phonics programme and not in the order presented in this table.

[5] 'c' is pronounced /s/ when followed by 'e', 'i' or 'y' (face, city, fancy).

Letters[3]	Sounds[4]
j (je**t**), g (g**e**m)[6], ge (lar**ge**), dge (bri**dge**)	/dʒ/
v (**v**et), ve (ha**ve**)	/v/
th (**th**en)	/ð/
z (**z**ip), zz (fi**zz**), s (hi**s**), se (chee**se**), ze (snee**ze**)	/z/
m (**m**an), mm (ha**mm**er)	/m/
n (**n**ut), nn (di**nn**er), kn (**kn**ee)	/n/
ng (ri**ng**), n (si**n**k)	/ŋ/
w (**w**et), wh (**wh**eel)	/w/
y (**y**es)	/j/
ee (f**ee**t), ea (b**ea**ch), e (m**e**), y (pon**y**), e-e (th**e**s**e**), ey (k**ey**), ie (ch**ie**f)	/iː/
i (b**i**g), y (g**y**m)	/ɪ/
e (**e**gg), ea (h**ea**d)	/e/
a (m**a**t)	/æ/
u (b**u**t) [7]	/ʌ/
o (**o**n), a (w**a**nt)	/ɒ/
oo (b**oo**k), u (p**u**t)	/ʊ/
oo (m**oo**n), **ue** (cl**ue**), **u-e** (fl**u**t**e**), **ew** (fl**ew**), **ou** (s**ou**p)	/uː/
ai (r**ai**n), **ay** (pl**ay**), **a** (b**a**by), **a-e** (**a**p**e**), **ey** (th**ey**)	/eɪ/
igh (l**igh**t), **i** (m**i**nd), **y** (fl**y**), **ie** (p**ie**), **i-e** (k**i**t**e**)	/aɪ/
ou (**ou**t), **ow** (d**ow**n)	/aʊ/
oa (b**oa**t), **ow** (sn**ow**), **o** (g**o**), **oe** (t**oe**), **o-e** (b**o**n**e**)	/əʊ/
oi (c**oi**n), **oy** (b**oy**)	/ɔɪ/
aw (l**aw**), **au** (s**au**ce), **al** (t**al**k)	/ɔː/
or (f**or**k)[8], **oor** (d**oor**), **ore** (st**ore**)	/ɔː/ or /ɔːr/
er (p**er**son), **ur** (b**ur**n), **ir** (b**ir**d), *or after* **'w'** (w**or**k)	/ɜː/ or /ɜːr/
ar (f**ar**), **a** (f**a**st) [9]	/aːr/ or /aː/
air (h**air**), **are** (squ**are**), **ear** (b**ear**)	/ɛə/ or /ɛər/

[6] 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', e.g., gem, gist, stingy, but there are several exceptions, e.g., get, give.
[7] In some accents, both 'u' and 'oo' are pronounced /ʊ/, e.g. 'but' is pronounced to rhyme with 'foot'.
[8] 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent.
[9] In some words 'a' may be pronounced as either /ɑː/ or /æ/, depending on accent, e.g. 'a' in 'fast' may be pronounced as 'ar' in 'far' without the /r/ sound or as 'a' in 'fat'.

Letters[3]	Sounds[4]
ear (n<u>ear</u>)	/ɪə/or /ɪər/
a (zebr<u>a</u>)	/ə/
qu (<u>qu</u>een)	/kw/
x (bo<u>x</u>)	/ks/
u (<u>u</u>nit), **ue** (d<u>ue</u>), **u-e** (t<u>une</u>), **ew** (f<u>ew</u>)	/juː/
-**le** (litt<u>le</u>), **-il** (penc<u>il</u>), **-al** (met<u>al</u>), **-el** (tunn<u>el</u>)	/əl/

Appendix 3: Functional Skills Entry Level 1 – Expectations for Reading and Spelling

Students are expected to both read and spell correctly all the words listed in the following table. They are not examples. They have been chosen because they are common words.

Some of these words include only the letter/s-sound correspondences in Table 1, while others include unusual or unique correspondences, e.g., 'ai' in 'said'.

The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling[10].

Table 2: Letter/s-sound correspondences

Letters[11]	Sounds[12]
can, act, look, back, school	/k/
off	/f/
miss, cross, house	/s/
who	/h/
write, wrote, wrong	/r/
will, well, tell, still, hello	/l/
get, give	/g/
change, large	/dʒ/
have, give, live, of	/v/
is, his, as, has, Wednesday	/z/
come, some	/m/
know, done, one, gone	/n/
think	/ŋ/
when, which, what, while, white	/w/
see, seem, feel, meet, week, eat, real, be, he, me, we, she, even, every,	/iː/

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[10] The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are differences due to regional accent.

[11] The letters underlined in the first column correspond to the sounds in the second column.

[12] As in the table for Word Reading Expectations, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Letters[11]	Sounds[12]
e̲njoy	/ɪ/
he̲a̲d, a̲ny, ma̲ny, a̲nyone, tha̲nk, sa̲i̲d, aga̲i̲n, sa̲ys	/e/
co̲me, do̲ne, so̲me, o̲ther, bro̲ther, mo̲ney, Mo̲nday, do̲e̲s	/ʌ/
wa̲s, wa̲nt, wha̲t, beca̲u̲se	/ɒ/
pu̲t, pu̲sh, pu̲ll wou̲ld, cou̲ld, shou̲ld, fu̲ll, lo̲o̲k, go̲o̲d	/ʊ/
do̲, to̲, into̲, who̲, to̲o̲, yo̲u̲, gro̲u̲p, two̲, ro̲o̲m	/uː/
da̲y, sa̲y, wa̲y, ma̲de̲, ma̲ke̲, ta̲ke̲, ca̲me̲, sa̲me̲, la̲te̲, the̲y	/eɪ/
hi̲gh, ri̲ght, mi̲ght, fi̲nd, mi̲nd, chi̲ld, Fri̲day, by̲, my̲, my̲self, reply̲, li̲ke̲, ti̲me̲, li̲fe̲, whi̲le̲, I, wri̲te̲	/aɪ/
ou̲t, abou̲t, withou̲t, arou̲nd, no̲w, ho̲w, do̲wn	/aʊ/
o̲wn, follo̲w, so̲, no̲, go̲, o̲ld, o̲ver, o̲pen, mo̲st, o̲nly, bo̲th, to̲ld, ho̲ld, do̲n't, clo̲se̲, sho̲w	/əʊ/
bo̲y	/ɔɪ/
sa̲w, dra̲w, wa̲lk, a̲ll, ca̲ll, sma̲ll, a̲lso, wa̲ter	/ɔː/
or, for, mo̲rning, do̲o̲r, flo̲o̲r, po̲o̲r, mo̲re̲, befo̲re̲, wa̲rm, fo̲u̲r, yo̲u̲r	/ɔː/ or /ɔːr/
he̲r, pe̲rson, Thu̲rsday, Satu̲rday, gi̲rl, fi̲rst, wo̲rk, wo̲rd, wo̲rld, we̲re̲	/ɜː/ or /ɜːr/
fa̲st, la̲st, pa̲st, pla̲nt, pa̲th, a̲sk, a̲fter	/æ/ or /aː/
are̲, ou̲r	/aː/ or /aːr/
ai̲r, whe̲re̲, the̲re̲, the̲i̲r	/ɛə/ or /ɛər/
nea̲r, he̲re̲, dea̲r, yea̲r	/ɪə/ or /ɪər/
the̲, be̲tween, u̲ntil, to̲day, to̲gethe̲r, numbe̲r, othe̲r, afte̲r, neve̲r, unde̲r	/ə/
Tu̲esday, u̲se̲, ne̲w, fe̲w	/juː/
littl̲e̲	/əl/
o̲ne, someo̲ne, anyo̲ne	/wʌ/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell correctly.

- All common words[13] with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., it, nut, and, stop, rush, thing, himself).
- Common two syllable words where /iː/ at the end is spelled with 'y' (e.g., twenty).
- Common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., day, runway, boy).
- **-ed** for the past tense, when the root word remains unchanged (e.g., wanted, opened, jumped).
- The following contractions:
  - **Mr**, **Mrs**

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[13] For a definition of 'common words', see glossary.

- ○ **n't** (e.g., did<u>n't</u>)
- ○ **'ll** (e.g., <u>I'll</u>)
- ○ **'re** (e.g., we<u>'re</u>)
- ○ **'s** (e.g., <u>it's</u>[14])

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[14] 'it's' is correct only for contraction, e.g. 'It's cold today.', 'its' is correct for possessive, e.g. 'The plant is in its pot.'

- ○ **'ll** (e.g., <u>I'll</u>)
- ○ **'re** (e.g., we<u>'re</u>)
- ○ **'s** (e.g., <u>it's</u>[14])

Appendix 4: Functional Skills Entry Level 2 – Expectations for Reading and Spelling

Students are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Level 1 and the words listed in the following table. They are not examples. They have been chosen because they are common words that are not straightforward to spell. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling[15].

Table 3: Letter/s-sound correspondences

Letters[16]	Sounds[17]
le<u>tt</u>er, be<u>tt</u>er	/t/
di<u>ff</u>er, di<u>ff</u>erent, di<u>ff</u>icult,	/f/
addre<u>ss</u>, promi<u>s</u>e, <u>c</u>ity, <u>c</u>ircle, de<u>c</u>ide, noti<u>c</u>e, sin<u>c</u>e, senten<u>c</u>e, on<u>c</u>e, an<u>s</u>wer,	/s/
<u>s</u>ure, <u>s</u>ugar, pre<u>ss</u>ure, ma<u>ch</u>ine, spe<u>ci</u>al	/ʃ/
<u>wh</u>ole	/h/
a<u>rr</u>ive, ca<u>rry</u>	/r/
a<u>dd</u>, a<u>dd</u>ress	/d/
<u>gu</u>ard, <u>gu</u>ide	/g/
a<u>g</u>e, pa<u>g</u>e, stran<u>g</u>e,	/dʒ/
brea<u>the</u>	/ð/
po<u>s</u>ition, po<u>ss</u>ess, potato<u>es</u>, cau<u>se</u>	/z/
imagi<u>ne</u>,	/n/
m<u>ea</u>n, p<u>eo</u>ple, bel<u>ie</u>ve, compl<u>e</u>te, extr<u>e</u>me, ever<u>y</u>thing, ever<u>y</u>bod<u>y</u>	/iː/
b<u>u</u>sy, b<u>u</u>siness, min<u>u</u>te, b<u>ui</u>ld, w<u>o</u>m<u>e</u>n, pr<u>e</u>tty	/ɪ/
fr<u>ie</u>nd, <u>a</u>nything	/e/

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[15] The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference dues to regional accent.

[16] The letters underlined in the first column correspond to the sounds in the second column.

[17] As in Entry Level 1, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Letters[16]	Sounds[17]
w<u>o</u>n, s<u>o</u>n, am<u>o</u>ng, y<u>ou</u>ng, t<u>ou</u>ch, d<u>ou</u>ble, tr<u>ou</u>ble, c<u>ou</u>ntry, s<u>o</u>mething, m<u>o</u>nth	/ʌ/
w<u>a</u>tch, kn<u>ow</u>ledge	/ɒ/
w<u>o</u>man	/ʊ/
m<u>o</u>ve, bl<u>ue</u>, bl<u>ew</u>, tr<u>u</u>ly, fr<u>ui</u>t, gr<u>ou</u>p, thr<u>ough</u>	/uː/
<u>eigh</u>t, <u>eigh</u>teen, <u>eigh</u>ty, w<u>eigh</u>, w<u>eigh</u>t, d<u>ai</u>ly, gr<u>ea</u>t, br<u>ea</u>k, ob<u>ey</u>, str<u>aigh</u>t	/eɪ/
fi<u>n</u>d, behind, q<u>ui</u>et, qui<u>t</u>e, <u>eye</u>, h<u>eigh</u>t,	/aɪ/
th<u>ough</u>t, c<u>augh</u>t, n<u>augh</u>ty, c<u>au</u>se, <u>a</u>lways	/ɔː/
f<u>or</u>ward(s), f<u>or</u>ty, f<u>our</u>teen, qu<u>ar</u>ter, theref<u>ore</u>	/ɔː/ or /ɔːr/
p<u>er</u>haps, thi<u>r</u>teen, thi<u>r</u>ty, s<u>ur</u>prise, y<u>ear</u>, <u>ear</u>ly, h<u>ear</u>d, l<u>ear</u>n, <u>ear</u>th	/ɜː/ or /ɜːr/
rememb<u>er</u>, gramm<u>ar</u>, calend<u>ar</u>, s<u>ur</u>name, press<u>ure</u>, forw<u>ar</u>d	/ə/ or /ɜːr/
h<u>al</u>f	/aː/ or /æ/
c<u>are</u>, b<u>ear</u>, b<u>are</u>,	/ɛə/ or /ɛər/
<u>our</u>, h<u>our</u>	/aʊə/ or /aʊr/
sev<u>e</u>n, d<u>e</u>cide, <u>a</u>ddress, <u>a</u>rriv<u>e</u>, import<u>a</u>nt, prob<u>a</u>bly, wom<u>a</u>n, sec<u>o</u>nd, diffic<u>u</u>lt,	/ə/
id<u>ea</u>, mat<u>e</u>rial	/ɪə/
si<u>x</u>, ne<u>x</u>t	/ks/
m<u>u</u>sic, b<u>eau</u>tiful, comp<u>u</u>ter	/juː/
possib<u>le</u>, examp<u>le</u>, anim<u>al</u>	/əl/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that students are expected to both read and spell correctly.

- Words with prefixes where the root word remains unchanged (e.g., <u>un</u>sure, <u>dis</u>appoint, <u>mis</u>take, <u>re</u>turn, <u>sub</u>ject, <u>inter</u>act, <u>super</u>market, <u>auto</u>graph).
- Words with prefixes where <u>in</u>-, changes to <u>il</u>-, <u>im</u>-, <u>ir</u>-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., <u>il</u>legal, <u>im</u>moral, <u>im</u>possible, <u>ir</u>regular).
- Words with suffixes where the root word remains unchanged (e.g., pay<u>ment</u>, wit<u>ness</u>, care<u>ful</u>, care<u>less</u>, part<u>ly</u>).
- Words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hop<u>ing</u>, lik<u>ed</u>, saf<u>er</u>).
- Words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., cho<u>pp</u>ed, wi<u>nner</u>, ge<u>tting</u>, su<u>nny</u>).
- Words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., lad<u>ies</u>, repl<u>ied</u>, happ<u>ier</u>, happ<u>iest</u>), but not before '–ing' to avoid 'ii' (e.g., repl<u>ying</u>).
- Words with suffixes ending in '-tion' (e.g., men<u>tion</u>, ques<u>tion</u>, posi<u>tion</u>, ac<u>tion</u>).

- Common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary).
- The following homophones:
    - there, their, they're
    - here, hear
    - one, won
    - to, too, two

Appendix 5: Functional Skills Entry Level 3 – Expectations for Reading and Spelling

Students are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Levels 1 and 2 and the words listed in the following table. They are not examples. They have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling[18].

Table 4: Letter/s-sound correspondences

Letters[19]	Sounds[20]
appear, opposite, apply	/p/
doubt, debt, attach, minute	/t/
scheme, occasion, according,	/k/
picture, actual	/tʃ/
rough, tough, cough, enough	/f/
listen, fasten, whistle, criticise, receive, purpose, increase, recent, centre, exercise, medicine, experience	/s/
especially, appreciate	/ʃ/
guarantee	/g/
knowledge, college	/dʒ/
ease, criticise, position, cause	/z/
measure, treasure, pleasure	/ʒ/
committee, bomb, thumb, crumb, climb, condemn, column, autumn	/m/
knot, knee, knife, knowledge	/n/
committee, achieve	/iː/
average, equip, bargain	/ɪ/

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[18] The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference dues to regional accent.
[19] The letters underlined in the first column correspond to the sounds in the second column.
[20] As in Entry Levels 1 and 2, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Letters[19]	Sounds[20]
cur<u>io</u>sity, qu<u>a</u>lify, qu<u>a</u>lification	/ɒ/
<u>is</u>land	/aɪ/
th<u>ough</u>, alth<u>ough</u>	/əʊ/
b<u>ough</u>t, br<u>ough</u>t, <u>ough</u>t, theref<u>ore</u>	/ɔː/
sug<u>ar</u>, popul<u>ar</u>, particul<u>ar</u>, regul<u>ar</u>, cent<u>re</u>	/ə/ or /ɜːr/
comp<u>e</u>tition, corr<u>e</u>spond, d<u>e</u>termined, d<u>e</u>velop, frequ<u>e</u>ntly, expl<u>a</u>nation, diction<u>a</u>ry, definite, thor<u>ough</u>, bor<u>ough</u>, d<u>e</u>scribe, exper<u>i</u>ment, purp<u>o</u>se, opp<u>o</u>site, s<u>u</u>ppose, fam<u>ous</u>, vario<u>us</u>, cert<u>ai</u>n	/ə/
exp<u>e</u>rience	/ɪə/
e<u>xc</u>ellent	/ks/
comm<u>u</u>nicate, comm<u>u</u>nity, ed<u>u</u>cation	/juː/
availab<u>le</u>	/əl/

In addition, students are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that students are expected to both read and spell correctly.

- Common words with the following suffixes or endings:
    - -<u>ion</u> (e.g., competit<u>ion</u>, discuss<u>ion</u>)
    - -<u>ian</u> (e.g., electric<u>ian</u>, politic<u>ian</u>)
    - -<u>cious</u>, -<u>tious</u> (e.g., suspi<u>cious</u>, cau<u>tious</u>)
    - -<u>cial</u>, -<u>tial</u> (e.g., artifi<u>cial</u>, essen<u>tial</u>)
    - -<u>ation</u>, -<u>ant</u>, -<u>ance</u> (e.g., observ<u>ation</u>, observ<u>ant</u>, observ<u>ance</u>)
    - -<u>ent</u>, -<u>ency</u> (e.g., frequ<u>ent</u>, frequ<u>ency</u>)
    - -<u>able</u>, -<u>ably</u> (e.g., comfort<u>able</u>, comfort<u>ably</u>)
    - -<u>able</u>, -<u>ably</u>, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., change<u>able</u>, notice<u>ably</u>)
    - -<u>ible</u>', '-<u>ibly</u> (e.g., poss<u>ible</u>, poss<u>ibly</u>)
- Common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., r<u>e-e</u>nter, c<u>o-o</u>perate).
- Common words with letters representing sounds that are often not pronounced (e.g., desp<u>e</u>rate, sep<u>a</u>rate, hist<u>o</u>ry, categ<u>o</u>ry, nat<u>u</u>ral, bus<u>i</u>ness, fav<u>ou</u>rite, gover<u>n</u>ment, enviro<u>n</u>ment).
- The following words that are homophones or near-homophones:
    - who's, whose
    - accept, except
    - berry, bury
    - brake, break
    - fair, fare
    - groan, grown
    - heel, he'll
    - knot, not
    - mail, male
    - meat, meet

- missed, mist
- peace, piece
- plain, plane
- scene, seen
- weather, whether
- farther, father
- guessed, guest
- led, lead
- past, passed
- aloud, allowed
- desert, dessert
- steal, steel.