

# Functional Skills English – Level 2

## Learning aims and outcomes at Level 2

Functional Skills English qualifications at these levels indicate that students should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. They should be able to:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts;
- Apply their understanding of language to adapt delivery and content to suit audience and purpose;
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar; and
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Students should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

A key aspect of developing knowledge and skills in English, at Level 1 and Level 2, is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

## Subject Content: Level 2

### Speaking, Listening and Communicating

#### Scope of study

Text: this should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

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| 1. Identify relevant information from extended explanations or presentations |
| 2. Follow narratives and lines of argument                                   |
| 3. Respond effectively to detailed or extended questions and feedback        |

4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
6. Express opinions and arguments and support them with relevant and persuasive evidence
7. Use language that is effective, accurate and appropriate to context and situation
8. Make relevant and constructive contributions to move discussion forward
9. Adapt contributions to discussions to suit audience, purpose and medium
10. Interject and redirect discussion using appropriate language and register

## Reading

### Scope of study

Text: 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
12. Compare information, ideas and opinions in different texts, including how they are conveyed
13. Identify implicit and inferred meaning in texts
14. Understand the relationship between textual features and devices, 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
16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
18. Follow an argument, identifying different points of view and distinguishing fact from opinion
19. Identify different styles of writing and writer's voice

## Writing

### Scope of study

Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.

## Spelling, punctuation and grammar

20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
21. Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
22. Spell words used in work, study and daily life, including a range of specialist words

## Writing composition

23. Communicate information, ideas and opinions clearly, coherently and effectively
24. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
26. Convey clear meaning and establish cohesion using organisational markers effectively
27. Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
28. Construct complex sentences consistently and accurately, using paragraphs where appropriate

## Glossary for use with this Subject Content

<b>Appropriate</b>	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.
<b>Basic information</b>	Includes factual information such as personal details, and everyday situations such as directions, weather etc.
<b>Context</b>	The purpose and audience for which spoken or written language is used.

<b>Formal</b>	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. <i>receive</i> rather than <i>get</i> , <i>gratuity</i> rather than <i>tip</i> ).
<b>Format</b>	The way in which a text is arranged or presented, e.g. as a <i>book, leaflet, essay, film/animation, audiotape</i> , or the way in which it is structured, e.g. <i>the use made of headings, subheadings, diagrams/photographs with captions</i> .
<b>Gist</b>	The main point or idea of a text. Reading for gist is thus reading for identification of the main points only.
<b>Common words</b>	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.
<b>Linking words</b>	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. <i>first, next, finally</i> ), results (e.g. <i>therefore, so</i> ) and addition (e.g. <i>and, also</i> ).
<b>Medium</b>	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. <i>television, telephone, film, radio, computer, press</i> ).
<b>Narrative</b>	Describes text that re-tells events, often in chronological sequence.

<b>Organisational features</b>	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.
<b>Reading</b>	This is decoding and establishing the meaning of written text.
<b>Registers</b>	A variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language.
<b>Regular</b>	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 <i>regular</i> noun, or the simple past and past participle forms of a <i>regular</i> verb; it is not possible to do so with irregular nouns and verbs.
<b>Sentence</b>	<p>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.</p> <p>A simple sentence consists of a single clause with a single subject.</p> <p>A compound sentence consists of more than one subject or more than one independent clause.</p> <p>A complex sentence consists of a main clause and one or more subordinate clauses (e.g. <i>Although it was late, I wasn't tired</i>).</p>
<b>Short</b>	Denotes words, sentences and texts of such a length as to be accessible to students and to enable them to experience

	<p>a sense of achievement at having successfully decoded them.</p> <p>Short and long are terms which are also applied to vowel sounds.</p> <p>A short text is typically used to communicate everyday or functional information such as in notices, announcements, instructions, messages and invitations.</p>
<b>Simple</b>	<p>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.</p>
<b>Specialist words</b>	<p>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.</p>
<b>Straightforward</b>	<p>Describes subjects and materials that students often meet in their work, studies or other activities.</p> <p>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.</p> <p>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.</p>

<b>Style</b>	Style can be defined as the selection of certain linguistic features in relation to context (audience and purpose), e.g. <i>formal</i> or <i>informal</i> , <i>non-specialist</i> or <i>technical</i> . All language users have the opportunity to make linguistic choices that will determine the style of a piece of writing or an utterance.
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## Appendix

### Expectations for Word Reading Entry Levels 1-3

Students are expected to read words which consist of the letter-sound correspondences<sup>1</sup> 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.

<b>Table 1: Letter/s-sound correspondences</b>	
<b>Letters<sup>2</sup></b>	<b>Sounds<sup>3</sup></b>
<b>p</b> ( <u>p</u> an), <b>pp</b> (sup <u>pp</u> er)	/p/
<b>t</b> ( <u>t</u> ap), <b>tt</b> (lett <u>er</u> )	/t/
<b>c</b> ( <u>c</u> at), <b>k</b> ( <u>k</u> ey), <b>ck</b> (du <u>ck</u> )	/k/
<b>ch</b> ( <u>ch</u> ip), <b>tch</b> (fet <u>ch</u> )	/tʃ/
<b>f</b> ( <u>f</u> ish), <b>ff</b> (coff <u>ee</u> ), <b>ph</b> ( <u>ph</u> oto)	/f/
<b>th</b> ( <u>th</u> in)	/θ/
<b>s</b> ( <u>s</u> un), <b>ss</b> (dress <u>ss</u> ), <b>c</b> ( <u>c</u> ity) <sup>4</sup>	/s/
<b>sh</b> ( <u>sh</u> ip)	/ʃ/

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 'c' is pronounced /s/ when followed by 'e', 'i' or 'y' (face, city, fancy).

<b>Table 1: Letter/s-sound correspondences</b>	
<b>h</b> ( <u>h</u> at)	/h/
<b>r</b> ( <u>r</u> un), <b>rr</b> ( <u>cherry</u> ), <b>wr</b> ( <u>w</u> rite)	/r/
<b>l</b> ( <u>l</u> ip), <b>ll</b> ( <u>bell</u> )	/l/
<b>b</b> ( <u>b</u> oy), <b>bb</b> ( <u>rabb</u> it)	/b/
<b>d</b> ( <u>d</u> og), <b>dd</b> ( <u>ladder</u> )	/d/
<b>g</b> ( <u>g</u> o), <b>gg</b> ( <u>bigger</u> )	/g/
<b>j</b> ( <u>j</u> et), <b>g</b> ( <u>g</u> em) <sup>1</sup> , <b>ge</b> ( <u>large</u> ), <b>dge</b> ( <u>bridge</u> )	/dʒ/
<b>v</b> ( <u>v</u> et), <b>ve</b> ( <u>have</u> )	/v/
<b>th</b> ( <u>th</u> en)	/ð/
<b>z</b> ( <u>z</u> ip), <b>zz</b> ( <u>fizz</u> ), <b>s</b> ( <u>his</u> ), <b>se</b> ( <u>cheese</u> ), <b>ze</b> ( <u>sneeze</u> )	/z/
<b>m</b> ( <u>m</u> an), <b>mm</b> ( <u>hammer</u> )	/m/
<b>n</b> ( <u>n</u> ut), <b>nn</b> ( <u>dinner</u> ), <b>kn</b> ( <u>knee</u> )	/n/
<b>ng</b> ( <u>ring</u> ), <b>n</b> ( <u>sink</u> )	/ŋ/
<b>w</b> ( <u>w</u> et), <b>wh</b> ( <u>wheel</u> )	/w/
<b>y</b> ( <u>y</u> es)	/j/
<b>ee</b> ( <u>feet</u> ), <b>ea</b> ( <u>beach</u> ), <b>e</b> ( <u>me</u> ), <b>y</b> ( <u>pony</u> ), <b>e-e</b> ( <u>these</u> ), <b>ey</b> ( <u>key</u> ), <b>ie</b> ( <u>chief</u> )	/i:/

<sup>1</sup> '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.



<b>i</b> (big) <b>y</b> (gym)	/ɪ/
<b>e</b> (egg), <b>ea</b> (head)	/e/
<b>a</b> (mat)	/æ/
<b>u</b> (but) <sup>2</sup>	/ʌ/
<b>o</b> (on), <b>a</b> (want)	/ɒ/
<b>oo</b> (book), <b>u</b> (put)	/ʊ/

<b>Table 1: Letter/s-sound correspondences</b>	
<b>oo</b> (moon), <b>ue</b> (clue), <b>u-e</b> (flute), <b>ew</b> (flew), <b>ou</b> (soup)	/u:/
<b>ai</b> (rain), <b>ay</b> (play), <b>a</b> (baby), <b>a-e</b> (ape), <b>ey</b> (they)	/eɪ/
<b>igh</b> (light), <b>i</b> (mind), <b>y</b> (fly), <b>ie</b> (pie), <b>i-e</b> (kite)	/aɪ/
<b>ou</b> (out), <b>ow</b> (down)	/aʊ/
<b>oa</b> (boat), <b>ow</b> (snow), <b>o</b> (go), <b>oe</b> (toe), <b>o-e</b> (bone)	/əʊ/
<b>oi</b> (coin), <b>oy</b> (boy)	/ɔɪ/
<b>aw</b> (law), <b>au</b> (sauce), <b>al</b> (talk)	/ɔ:/
<b>or</b> (fork) <sup>3</sup> , <b>oor</b> (door), <b>ore</b> (store)	/ɔ:/ or /ɔ:r/
<b>er</b> (person), <b>ur</b> (burn), <b>ir</b> (bird), or after <b>'w'</b> (work)	/ɜ:/ or /ɜ:r/
<b>ar</b> (far), <b>a</b> (fast) <sup>4</sup>	/ɑ:r/ or /ɑ:/
<b>air</b> (hair), <b>are</b> (square), <b>ear</b> (bear)	/ɛə/ or /ɛər/
<b>ear</b> (near)	/ɪə/or /ɪər/

<sup>2</sup> In some accents, both 'u' and 'oo' are pronounced /ʊ/, e.g. 'but' is pronounced to rhyme with 'foot'.

<sup>3</sup> 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent.

<sup>4</sup> In some words 'a' may be pronounced as either /ɑ:/ 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'.

<b>a</b> (ze <u>br</u> a)	/ə/
<b>qu</b> ( <u>q</u> ueen)	/kw/
<b>x</b> (bo <u>x</u> )	/ks/
<b>u</b> ( <u>u</u> nit), <b>ue</b> ( <u>u</u> e), <b>u-e</b> ( <u>u</u> e), <b>ew</b> ( <u>e</u> w)	/ju:/
<b>-le</b> ( <u>l</u> e), <b>-il</b> ( <u>i</u> l), <b>-al</b> ( <u>a</u> l), <b>-el</b> ( <u>e</u> l)	/əl/

## Functional Skills Entry Level 1 – Expectations for both 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.<sup>9</sup>

<b>Table 2: Letter/s-sound correspondences</b>	
<b>Letters<sup>10</sup></b>	<b>Sounds<sup>11</sup></b>
<b><u>c</u>an, <u>a</u>ct, <u>l</u>ook, <u>b</u>ack, <u>s</u>chool</b>	/k/
<b>o<u>ff</u></b>	/f/
<b><u>m</u>iss, <u>c</u>ross, <u>h</u>ouse</b>	/s/
<b><u>wh</u>o</b>	/h/
<b><u>w</u>rite, <u>w</u>rote, <u>w</u>rong</b>	/r/

<b><u>will</u>, <u>well</u>, <u>tell</u>, <u>still</u>, <u>hello</u></b>	/l/
<b><u>get</u>, <u>give</u></b>	/g/
<b><u>change</u>, <u>large</u></b>	/dʒ/
<b><u>have</u>, <u>give</u>, <u>live</u>, <u>of</u></b>	/v/
<b><u>is</u>, <u>his</u>, <u>as</u>, <u>has</u>, <u>Wednes</u><u>day</u></b>	/z/
<b><u>come</u>, <u>some</u></b>	/m/

<sup>9</sup> 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.

<sup>10</sup> The letters underlined in the first column correspond to the sounds in the second column.

<sup>11</sup> 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.

<b>Table 2: Letter/s-sound correspondences</b>	
<b><u>know</u>, <u>done</u>, <u>one</u>, <u>gone</u></b>	/n/
<b><u>think</u></b>	/ŋ/
<b><u>when</u>, <u>which</u>, <u>what</u>, <u>while</u>, <u>white</u></b>	/w/
<b><u>see</u>, <u>seem</u>, <u>feel</u>, <u>meet</u>, <u>week</u>, <u>eat</u>, <u>real</u>, <u>be</u>, <u>he</u>, <u>me</u>, <u>we</u>, <u>she</u>, <u>even</u>, <u>every</u>,</b>	/i:/
<b><u>enjoy</u></b>	/ɪ/
<b><u>head</u>, <u>any</u>, <u>many</u>, <u>anyone</u>, <u>thank</u>, <u>said</u>, <u>again</u>, <u>says</u></b>	/e/
<b><u>come</u>, <u>done</u>, <u>some</u>, <u>other</u>, <u>brother</u>, <u>money</u>, <u>Monday</u>, <u>does</u></b>	/ʌ/
<b><u>was</u>, <u>want</u>, <u>what</u>, <u>because</u></b>	/ɒ/
<b><u>put</u>, <u>push</u>, <u>pull</u> <u>would</u>, <u>could</u>, <u>should</u>, <u>full</u>, <u>look</u>, <u>good</u></b>	/ʊ/
<b><u>do</u>, <u>to</u>, <u>into</u>, <u>who</u>, <u>too</u>, <u>you</u>, <u>group</u>, <u>two</u>, <u>room</u></b>	/u:/
<b><u>day</u>, <u>say</u>, <u>way</u>, <u>made</u>, <u>make</u>, <u>take</u>, <u>came</u>, <u>same</u>, <u>late</u>, <u>they</u></b>	/eɪ/

<b>high</b> , <b>right</b> , <b>might</b> , <b>find</b> , <b>mind</b> , <b>child</b> , <b>Friday</b> , <b>by</b> , <b>my</b> , <b>myself</b> , <b>reply</b> , <b>like</b> , <b>time</b> , <b>life</b> , <b>while</b> , <b>I</b> , <b>write</b>	/aɪ/
<b>out</b> , <b>about</b> , <b>without</b> , <b>around</b> , <b>now</b> , <b>how</b> , <b>down</b>	/aʊ/
<b>own</b> , <b>follow</b> , <b>so</b> , <b>no</b> , <b>go</b> , <b>old</b> , <b>over</b> , <b>open</b> , <b>most</b> , <b>only</b> , <b>both</b> , <b>told</b> , <b>hold</b> , <b>don't</b> , <b>close</b> , <b>show</b>	/əʊ/
<b>boy</b>	/ɔɪ/
<b>saw</b> , <b>draw</b> , <b>walk</b> , <b>all</b> , <b>call</b> , <b>small</b> , <b>also</b> , <b>water</b>	/ɔ:/
<b>or</b> , <b>for</b> , <b>morning</b> , <b>door</b> , <b>floor</b> , <b>poor</b> , <b>more</b> , <b>before</b> , <b>warm</b> , <b>four</b> , <b>your</b>	/ɔ:/ or /ɔ:r/
<b>her</b> , <b>person</b> , <b>Thursday</b> , <b>Saturday</b> , <b>girl</b> , <b>first</b> , <b>work</b> , <b>word</b> , <b>world</b> , <b>were</b>	/ɜ:/ or /ɜ:r/
<b>fast</b> , <b>last</b> , <b>past</b> , <b>plant</b> , <b>path</b> , <b>ask</b> , <b>after</b>	/æ/ or /a:/
<b>are</b> , <b>our</b>	/ɑ:/ or /ɑ:r/
<b>air</b> , <b>where</b> , <b>there</b> , <b>their</b>	/ɛə/ or /ɛər/
<b>near</b> , <b>here</b> , <b>dear</b> , <b>year</b>	/ɪə/ or /ɪər/
<b>the</b> , <b>between</b> , <b>until</b> , <b>today</b> , <b>together</b> , <b>number</b> , <b>other</b> , <b>after</b> , <b>never</b> , <b>under</b>	/ə/
<b>Tuesday</b> , <b>use</b> , <b>new</b> , <b>few</b>	/ju:/
<b>Table 2: Letter/s-sound correspondences</b>	
<b>little</b>	/əl/
<b>one</b> , <b>someone</b> , <b>anyone</b>	/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<sup>5</sup> 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**)

<sup>5</sup> For a definition of 'common words', see glossary.

- common two syllable words where /i:/ 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., wanteded, openeded, jumpeded)
- the following contractions: **Mr, Mrs**
  - n't** (e.g., didn't)
  - 'll** (e.g., I'll)
  - 're** (e.g., we're)
  - 's** (e.g., it's<sup>6</sup>)

## Functional Skills Entry Level 2 – Expectations for both 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.<sup>14</sup>

Table 3: Letter/s-sound correspondences	
Letters <sup>15</sup>	Sounds <sup>16</sup>
<u>l</u> etter, be <u>t</u> ter	/t/
<u>d</u> iffer, <u>d</u> ifferent, <u>d</u> ifficult,	/f/
<u>a</u> ddress, <u>p</u> romise, <u>c</u> ity, <u>c</u> ircle, <u>d</u> ecide, <u>n</u> otice, <u>s</u> ince, <u>s</u> entence, <u>o</u> nce, <u>a</u> nswer,	/s/
<u>s</u> ure, <u>s</u> ugar, <u>p</u> ressure, <u>m</u> achine, <u>s</u> pecial	/ʃ/
<u>w</u> hole	/h/
<u>a</u> rrive, <u>c</u> arry	/r/
<u>a</u> dd, <u>a</u> ddress	/d/

<sup>6</sup> '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.'

<b><u>g</u>uard, <u>g</u>uide</b>	/g/
<b>age, page, strange,</b>	/dʒ/
<b>breath<u>e</u></b>	/ð/
<b>pos<u>i</u>tion, poss<u>e</u>ss, potat<u>o</u>es, caus<u>e</u></b>	/z/
<b>im<u>a</u>gine,</b>	/n/
<b>me<u>a</u>n, peop<u>e</u>, belie<u>v</u>e, complet<u>e</u>, extrem<u>e</u>, everyth<u>i</u>ng, everyb<u>o</u>dy</b>	/i:/

<sup>14</sup> 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.

<sup>15</sup> The letters underlined in the first column correspond to the sounds in the second column.

<sup>16</sup> 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.

<b>Table 3: Letter/s-sound correspondences</b>	
<b><u>b</u>usy, <u>b</u>usiness, min<u>u</u>te, <u>b</u>uild, w<u>o</u>men, pret<u>u</u>y</b>	/ɪ/
<b>fr<u>i</u>end, <u>a</u>n<u>y</u>thing</b>	/e/
<b>w<u>o</u>n, s<u>o</u>n, am<u>o</u>ng, y<u>o</u>ung, tou<u>u</u>ch, dou<u>u</u>ble, trou<u>u</u>ble, cou<u>u</u>ntry, som<u>o</u>ething, mon<u>o</u>th</b>	/ʌ/
<b>w<u>a</u>tch, know<u>o</u>ledge</b>	/ɒ/
<b>w<u>o</u>man</b>	/ʊ/
<b>mov<u>u</u>e, bl<u>u</u>e, bl<u>u</u>ew, tru<u>u</u>ly, fru<u>u</u>it, grou<u>u</u>p, throu<u>u</u>gh</b>	/u:/
<b>ei<u>g</u>ht, ei<u>g</u>hteen, ei<u>g</u>hty, we<u>igh</u>, we<u>igh</u>t, dai<u>l</u>y, gre<u>a</u>t, br<u>ea</u>k, ob<u>ey</u>, str<u>ai</u>ght</b>	/eɪ/
<b>fi<u>nd</u>, beh<u>i</u>nd, qui<u>e</u>t, qui<u>e</u>t<u>e</u>, <u>e</u>ye, he<u>igh</u>t,</b>	/aɪ/
<b>th<u>o</u>ught, cau<u>gh</u>t, nau<u>gh</u>ty, caus<u>e</u>, <u>a</u>lways</b>	/ɔ:/
<b>forw<u>ar</u>d(s), for<u>t</u>y, four<u>te</u>n, quar<u>ter</u>, ther<u>ef</u>ore</b>	/ɔ:/ or /ɔ:r/
<b>per<u>h</u>aps, thir<u>te</u>n, thir<u>t</u>y, sur<u>pr</u>ise, y<u>ear</u>, <u>e</u>arly, he<u>ar</u>d, le<u>ar</u>n, <u>e</u>arth</b>	/ɜ:/ or /ɜ:r/

<b>remember</b> , <b>grammar</b> , <b>calendar</b> , <b>surname</b> , <b>pressure</b> , <b>forward</b>	/ə/ or /ɜ:r/
<b>half</b>	/ɑ:/ or /æ/
<b>care</b> , <b>bear</b> , <b>bare</b> ,	/ɛə/ or /ɛər/
<b>our</b> , <b>hour</b>	/aʊə/ or /aʊr/
<b>seven</b> , <b>decide</b> , <b>address</b> , <b>arrive</b> , <b>important</b> , <b>probably</b> , <b>woman</b> , <b>second</b> , <b>difficult</b> ,	/ə/
<b>idea</b> , <b>material</b>	/ɪə/
<b>six</b> , <b>next</b>	/ks/
<b>music</b> , <b>beautiful</b> , <b>computer</b>	/ju:/
<b>possible</b> , <b>example</b> , <b>animal</b>	/ə/

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., **unsure**, **disappoint**, **mistake**, **return**, **subject**, **interact**, **supermarket**, **autograph**)
- words with prefixes where **in-**, changes to **il-**, **im-**, **ir-**, before root words that begin with 'l', 'm', 'p', 'r' (e.g., **illegal**, **immoral**, **impossible**, **irregular**)
- words with suffixes where the root word remains unchanged (e.g., **payment**, **witness**, **careful**, **careless**, **partly**)
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., **hoping**, **liked**, **safer**)
- 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., **chopped**, **winner**, **getting**, **sunny**)
- 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., **ladies**, **replied**, **happier**, **happiest**), but not before '-ing' to avoid 'ii' (e.g., **replying**)
- Words with suffixes ending in '-tion' (e.g., **mention**, **question**, **position**, **action**)

- 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**

## Functional Skills Entry Level 3 – Expectations for both 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.<sup>17</sup>

<b>Table 4: Letter/s-sound correspondences</b>	
<b>Letters<sup>18</sup></b>	<b>Sounds<sup>19</sup></b>
<b>ap<u>a</u>pear, oppo<u>o</u>site, ap<u>p</u>ly</b>	/p/
<b>do<u>u</u>bt, de<u>b</u>t, att<u>a</u>ch, min<u>i</u>ute</b>	/t/
<b>sch<u>e</u>me, occa<u>o</u>sion, acco<u>o</u>rding,</b>	/k/
<b>pic<u>t</u>ure, act<u>a</u>l</b>	/tʃ/
<b>rou<u>g</u>h, tou<u>g</u>h, cou<u>g</u>h, enou<u>g</u>h</b>	/f/
<b>li<u>s</u>ten, fast<u>e</u>n, whist<u>l</u>e, critic<u>i</u>se, recei<u>v</u>e, _purpo<u>s</u>e, increa<u>s</u>e, rec<u>e</u>nt, ce<u>n</u>tre, exerc<u>i</u>se, medic<u>i</u>ne, experie<u>n</u>ce</b>	/s/
<b>espe<u>ci</u>ally, appreci<u>a</u>te,</b>	/ʃ/
<b>guar<u>g</u>antee</b>	/g/
<b>knowled<u>g</u>e, colle<u>g</u>e</b>	/dʒ/
<b>ea<u>s</u>e, critic<u>i</u>se, po<u>s</u>ition, cau<u>s</u>e</b>	/z/
<b>mea<u>s</u>ure, trea<u>s</u>ure, plea<u>s</u>ure</b>	/ʒ/
<b>commi<u>t</u>tee, bo<u>m</u>b, th<u>u</u>mb, cr<u>u</u>mb, clim<u>b</u>, condem<u>n</u>, colum<u>n</u>, autum<u>n</u></b>	/m/



<sup>17</sup> 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.

<sup>18</sup> The letters underlined in the first column correspond to the sounds in the second column.

<sup>19</sup> 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.

<b>Table 4: Letter/s-sound correspondences</b>	
<b><u>k</u>not, <u>k</u>nee, <u>k</u>nife, <u>k</u>nowledge</b>	/n/
<b>commi<u>t</u>tee, achie<u>v</u>e</b>	/i:/
<b>aver<u>a</u>ge, <u>e</u>quip, barg<u>a</u>in</b>	/ɪ/
<b>curi<u>o</u>sity, qual<u>i</u>fy, qual<u>i</u>fication</b>	/ɒ/
<b><u>i</u>sland</b>	/aɪ/
<b>th<u>o</u>ugh, alth<u>o</u>ugh,</b>	/əʊ/
<b>b<u>o</u>ught, br<u>o</u>ught, <u>o</u>ught, there<u>o</u>re</b>	/ɔ:/
<b>sug<u>a</u>r, popu<u>l</u>ar, particu<u>l</u>ar, regul<u>a</u>r, cent<u>r</u>e</b>	/ə/ or /ɜ:r/
<b>comp<u>e</u>tition, corres<u>p</u>ond, d<u>e</u>termin<u>e</u>d, d<u>e</u>velop, frequent<u>y</u>, explan<u>a</u>tion, diction<u>a</u>ry, defin<u>i</u>te, th<u>o</u>rough, bor<u>o</u>ugh, d<u>e</u>scribe, experim<u>e</u>nt, purpos<u>e</u>, opposit<u>e</u>, suppos<u>e</u>, fam<u>o</u>us, vari<u>o</u>us, cert<u>a</u>in</b>	/ə/
<b>exper<u>i</u>ence</b>	/ɪə/
<b>ex<u>c</u>ellent</b>	/ks/
<b>commu<u>n</u>icate, commu<u>n</u>ity, educ<u>a</u>tion</b>	/ju:/
<b>avail<u>a</u>ble</b>	/ə/

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
  - ion (e.g., competition, discussion)
  - ian (e.g., electrician, politician)

-cious, -tious (e.g., suspicious, cautious)

-cial, -tial (e.g., artificial, essential)

-ation, -ant, -ance (e.g., observation, observant, observance)

-ent, -ency (e.g., frequent, frequency)

-able, -ably (e.g., comfortable, comfortably)

-able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., changeable, noticeably)

-ible', '-ibly (e.g., possibible, possibibly)

- 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., re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)
- 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**



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