

Supporting your transition to the 2019 reformed Functional Skills qualifications

Subject content mapping – English

Version 1.1

February 2019



Every effort has been made to ensure that the information contained in this publication is true and correct at time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

©2019 The City & Guilds of London Institute. All rights reserved. City & Guilds is a trade mark of the City and Guilds of London Institute, a charity established to promote education and training registered in England & Wales (312832) and Scotland (SC039576).

1 Giltspur Street, London EC1A 9DD.

cityandguilds.com

Contents

Functional Skills English at Entry 1	4
Speaking, Listening and Communicating	4
Reading	5
Writing	6
Functional Skills English at Entry 2	7
Speaking, Listening and Communicating	7
Reading	8
Writing	10
Functional Skills English at Entry 3	11
Speaking, Listening and Communicating	11
Reading	13
Writing	15
Functional Skills English at Level 1	17
Speaking, Listening and Communicating	17
Writing	22
Functional Skills English at Level 2	24
Speaking, Listening and Communicating	24
Reading	26
Writing	28
Appendix: expectations for word reading and spelling at Entry level (1-3).	31
Entry 1: expectations for reading and spelling	34
Entry 2: expectations for reading and spelling	37
Entry 3: expectations for reading and spelling	40
Expectations for reading and spelling at levels 1 and 2	43

Functional Skills English at Entry 1

REFORMED Functional Skills Content Statements

Legacy Functional Skills Subject Criteria

Adult Literacy Standards

Speaking, Listening and Communicating

Scope of study

This should include simple narratives, information and instructions, and short statements, explanations, discussions, questions and exchanges.

Skill standard

Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation

Listen and respond to spoken language, including narratives, statements, questions and single-step instructions.

Speak to communicate basic information, feelings and opinions on familiar topics.

Engage in discussions with another person in a familiar situation about familiar topics.

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 feelings and opinions** on straightforward topics.

7. Understand and participate in simple discussions or exchanges with another person about a straightforward topic.

No equivalent statement.

a) Understand the main points of short explanations

b) Understand and follow instructions.

e) Ask simple questions to obtain specific information.

c) Respond appropriately to comments and requests.

d) Make contributions to be understood.

No equivalent statement - covered by Skill Standard.

No equivalent statement.

Listen for the gist of short explanations.

AND

Listen for detail using key words to extract some specific information.

Follow single step instructions in a familiar context, asking for instructions to be repeated if necessary.

Make requests using appropriate terms.

AND

Ask questions to obtain specific information.

Listen and respond to requests for personal information.

Make statements of fact clearly.

AND

Speak clearly to be heard and understood in simple exchanges.

Speak and listen in simple exchanges and everyday contexts.

Functional Skills English at Entry 1

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Reading		
<p>Scope of Study This should include short, simple texts that inform, describe and narrate.</p>	<p>Skill Standard Read and understand short, simple texts that explain or recount information.</p>	<p>Read and understand short texts with repeated language patterns on familiar topics. Read and obtain information from common signs and symbols.</p>
<p>No equivalent statement.</p> <p>8. Read correctly words designated for Entry 1 (see Appendix).</p> <p>9. Read simple sentences containing one clause.</p> <p>10. Understand a short piece of text on a simple subject.</p> <p>No equivalent statement.</p>	<p>No equivalent statement.</p> <p>Read and understand simple regular words (and sentences).</p> <p>Read and understand simple, regular (words and) sentences.</p> <p>Understand short texts on familiar topics and experiences.</p> <p>No equivalent statement.</p>	<p>Recognise the different purposes of texts at this level.</p> <p>Possess a limited, meaningful sight vocabulary of words, signs and symbols. AND Decode simple, regular words.</p> <p>No equivalent statement.</p> <p>Follow a short narrative on a familiar topic or experience.</p> <p>Recognise the letters of the alphabet in both upper and lower case.</p>

Functional Skills English at Entry 1

Functional Skills English at Entry 1		
REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Writing		
Scope of Study	Skill Standard	Write to communicate
<p>This should include short simple texts such as messages and notes.</p>	<p>Write short, simple sentences.</p>	<p>information to an intended audience.</p>
<p>SPAG</p> <p>11. Punctuate simple sentences with a capital letter and a full stop.</p> <p>12. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.</p> <p>13. Use lower case letters where there is no reason to use capital letters.</p> <p>14. Write the letters of the alphabet in sequence and in both upper and lower case.</p> <p>15. Spell correctly words designated for Entry Level 1 (see Appendix).</p>	<p>Construct sentences using full stops.</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p> <p>Spell correctly some personal or very familiar words.</p>	<p>Punctuate a simple sentence with a capital letter and a full stop.</p> <p>Use a capital letter for personal pronoun 'I'.</p> <p>Write the letters of the alphabet using upper and lower case.</p> <p>Write the letters of the alphabet using upper and lower case.</p> <p>Spell correctly some personal key words and familiar words.</p>
<p>Composition</p> <p>16. Communicate information in words, phrases and simple sentences.</p>	<p>Use written words and phrases to present information.</p>	<p>Use written words and phrases to record or present information</p> <p>AND</p> <p>Construct a simple sentence.</p>

Functional Skills English at Entry 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Speaking, Listening and Communicating		
<p>Scope of study This should include short narratives and explanations and instructions, discussions and straightforward information and instructions.</p>	<p>Skill standard Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations.</p>	<p>Listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions. Speak to communicate information, feelings and opinions on familiar topics. Engage in discussion with one or more people in a familiar situation to establish understanding about familiar topics.</p>
<p>1. Identify and extract the main information and detail from short explanations.</p> <p>No equivalent statement for “Listen to and follow short instructions”.</p> <p>No equivalent statement for “Ask questions to clarify understanding”.</p> <p>2. Make requests and ask clear questions appropriately in different contexts.</p> <p>3. Respond appropriately to straightforward questions.</p>	<p>a) Identify the main points of short explanations and instructions.</p> <p>No equivalent statement of listen to and follow short instructions.</p> <p>No equivalent statement to ask questions to clarify understanding.</p> <p>e) Ask (and respond to) straightforward questions.</p> <p>e) (Ask and) respond to straightforward questions.</p>	<p>Listen for and identify the main points in short explanations or presentations. AND Listen for detail in short explanations, instructions and narratives. AND Listen for and follow the gist of explanations, instructions and narratives.</p> <p>Listen to and follow short, straightforward explanations and instructions.</p> <p>Ask questions to clarify understanding.</p> <p>Make requests and ask questions to obtain information in everyday contexts.</p> <p>Respond to straightforward questions.</p>

Functional Skills English at Entry 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
<p>4. Follow the gist of discussions.</p> <p>5. Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics.</p> <p>6. Make appropriate contributions to simple group discussions with others about a straightforward topic.</p> <p>No equivalent statement.</p>	<p>f) Follow the gist of discussions.</p> <p>d) Communicate information so that meaning is clear AND c) Express simple feelings or opinions and understand those expressed by others.</p> <p>b) Make appropriate contributions that are clearly understood.</p> <p>c) (Express simple feelings and) understand those expressed by others.</p>	<p>Follow the gist of discussions. AND Listen for and follow the gist of explanations, instructions and narratives.</p> <p>Speak clearly to be heard and understood in straightforward exchanges. AND Express clearly statements of fact and short accounts and descriptions.</p> <p>Follow the main points and make appropriate contributions to the discussion.</p> <p>Listen to and identify simply expressed feelings and opinions.</p>

Reading

Scope of Study This should include short, straightforward texts that instruct, inform, describe and narrate.	Skill Standard Read and understand straightforward texts that explain, inform or recount information.	Read and understand straightforward texts on familiar topics. Read and obtain information from short documents, familiar sources and signs and symbols.
<p>7. Read correctly words designated for Entry 2 (see Appendix).</p> <p>8. Understand the main points in texts.</p>	<p>Read and understand high frequency words with common spelling patterns.</p> <p>Understand the main points in chronological texts. AND Read and understand simple instructions and directions.</p>	<p>Recognise high frequency words and words with common spelling patterns.</p> <p>Trace and understand the main events of chronological and instructional texts.</p>

Functional Skills English at Entry 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
9. Understand organisational markers in short, straightforward texts.	No equivalent statement.	Read and understand linking words and adverbials in instructions and directions, eg, next, then, right, straight on.
10. Use effective strategies to find the meaning of words and check their spelling (eg a simple dictionary, spell-checker).	Use knowledge of alphabetical order to locate information.	Use a simplified dictionary to find the meaning of unfamiliar words. AND Use initial letters to find and sequence words in alphabetical order.
11. Read and understand sentences with more than one clause .	No equivalent statement.	No equivalent statement.
12. Use illustrations, images and captions to locate information .	No equivalent statement.	Use illustrations and captions to locate information.
No equivalent statement.	No equivalent statement.	Recognise the different purposes of texts at this level.
No equivalent statement.	No equivalent statement.	Identify common sources of information.
No equivalent statement.	No equivalent statement.	Use phonic and graphic knowledge to decode words.
No equivalent statement.	No equivalent statement.	Read and understand words on forms related to personal information, eg first name, surname, address, postcode, age date of birth.

Functional Skills English at Entry 2

Functional Skills English at Entry 2		
REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Writing		
Scope of Study This should include short, straightforward texts such as letters, e-mails and simple narratives.	Skill Standard Write short texts with some awareness of the intended audience.	Write to communicate information with some awareness of the intended audience.
SPAG	13. Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks). 14. Form regular plurals. 15. Use the first and second letters to sequence words in alphabetical order. 16. Spell correctly words designated for Entry 2 (see Appendix). 16. Spell correctly words designated for Entry 2 (see Appendix).	Punctuate correctly, using upper and lower case, full stops and question marks No equivalent statement. No equivalent statement. No equivalent statement regarding wordlist. Spell correctly all high frequency words and words with common spelling patterns
Composition	17. Communicate information using words and phrases appropriate to the audience. 18. Complete a form asking for personal information (eg first name, surname, address, postcode, age, date of birth) 19. Write in compound sentences, using common conjunctions (eg or, and, but) to connect clauses 20. Use adjectives and simple linking words in the appropriate way. No equivalent statement.	Use punctuation correctly, eg capital letters, full stops and question marks. AND Use a capital letter for proper nouns . No equivalent statement. No equivalent statement. No equivalent statement regarding wordlist. Spell correctly the majority of personal information and common words.
	Use written words and phrases to record and present information. No equivalent statement. Construct compound sentences using common conjunctions. No equivalent statement. No equivalent statement.	Use written words and phrases to record or present information. Spell correctly the majority of personal information and common words. Construct simple and compound sentences, using common conjunctions to connect two clauses, eg as, and, but. Use adjectives. Produce legible text.

Functional Skills English at Entry 3

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Speaking, Listening and Communicating		
<p>Scope of study This should include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.</p>	<p>Skill standard Respond appropriately to others and make some extended contributions in familiar and informal discussions and exchanges.</p>	<p>Listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.</p> <p>Speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone.</p> <p>Engage in discussions with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.</p>
<p>1. Identify and extract relevant information and detail in straightforward explanations.</p> <p>2. Make requests and ask concise questions using appropriate language in different contexts.</p>	<p>a) Follow the main points of discussions.</p> <p>d) Use appropriate language in formal discussions/exchanges. AND b) Use techniques [questions] to clarify and confirm understanding.</p>	<p>Listen for detail in explanations, instructions and narratives in different contexts. AND Listen for and identify relevant information and new information from discussions, explanations and presentations.</p> <p>Make requests and ask questions to obtain information in unfamiliar and familiar contexts. AND Use strategies to clarify and confirm understanding, eg facial expressions and gestures [questions]. AND Use formal language and register when appropriate.</p>

Functional Skills English at Entry 3

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
3. Communicate information and opinions clearly on a range of topics.	c) Give own point of view (and respond appropriately to others' input).	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing . AND Express clearly statements of fact and give short explanations, accounts and descriptions .
4. Respond appropriately to questions on a range of straightforward topics.	d) Use appropriate language in formal discussions/exchanges.	Respond to a range of questions about familiar topics.
5. Follow and understand the main points of discussions.	a) Follow the main points of discussions.	Listen for and follow the gist of explanations, instructions and narratives in different contexts. AND Follow and understand the main points of discussions on different topics.
6. Make relevant contributions to group discussions about straightforward topics.	e) Make relevant contributions, (allowing for and responding to others' input).	Make contributions to discussions that are relevant to the subject.
7. Listen to and respond appropriately to other points of view, respecting conventions of turn-taking.	e) (Make relevant contributions,) allowing for and responding to others' input. AND c) Give own point of view and respond appropriately to others' input.	Listen to and respond appropriately to other points of view. AND Respect the turn-taking rights of others during discussions.

Functional Skills English at Entry 3

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Reading		
<p>Scope of Study This should include straightforward texts that instruct, describe, narrate and explain.</p>	<p>Skill Standard Read and understand the purpose and content of straightforward texts that explain, inform and recount information.</p>	<p>Read and understand straightforward texts on familiar topics accurately and independently. Read and obtain information from everyday sources.</p>
<p>8. Read correctly words designated for Entry 3 (see Appendix).</p> <p>9. Identify, understand and extract the main points and ideas in and from texts.</p> <p>10. Identify different purposes of straightforward texts.</p> <p>11. Use effective strategies to find the meaning of words (eg dictionary, working out meaning from context; using knowledge of different word types).</p>	<p>No equivalent statement regarding wordlist.</p> <p>Understand the main points of texts.</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p>	<p>No equivalent statement regarding wordlist.</p> <p>Identify the main points and ideas and predict words from context. AND Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph.</p> <p>Recognise the different purposes of texts at this level.</p> <p>Recognise and understand (organisational features and) typical language of instructional texts, eg use of imperatives and second person. AND Use a dictionary to find the meaning of unfamiliar words.</p>

Functional Skills English at Entry 3

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
12 Understand organisational features and use them to locate relevant information (eg contents, index, menus, tabs and links).	Use organisational features to locate information.	Recognise and understand organisational features and (typical language of instructional texts, eg use of imperatives and second person). AND Understand and use organisational features to locate information, eg contents, index, menus.
No equivalent statement.	Obtain specific information through detailed reading.	Obtain specific information through detailed reading.
No equivalent statement.	Read and understand texts in different formats using strategies/techniques appropriate to the task.	No equivalent statement - but implied.
No equivalent statement.	No equivalent statement.	Skim read title, headings and illustrations to decide if material is of interest.
No equivalent statement.	No equivalent statement.	Scan texts to locate information.
No equivalent statement.	No equivalent statement.	Read and understand relevant specialist keywords.
No equivalent statement.	No equivalent statement.	Read and understand words and phrases commonly used on forms.
No equivalent statement.	No equivalent statement.	Relate an image to print and use it to obtain meaning.
No equivalent statement.	No equivalent statement.	Use first and second place letters to find and sequence words in alphabetical order.

Functional Skills English at Entry 3

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Writing		
<p>Scope of Study This should include straightforward texts such as narratives, instructions, explanations and reports.</p>	<p>Skill Standard Write texts with some adaptation to the intended audience.</p>	<p>Write to communicate information and opinions with some adaptation to the intended audience.</p>
SPAG	<p>13. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas).</p> <p>14. Form irregular plurals</p> <p>15. Use mostly correct grammar (eg subject-verb agreement, consistent use of tense, definite and indefinite articles).</p> <p>16. Use the first, second and third place letters to sequence words in alphabetical order.</p> <p>17. Spell correctly words designated for Entry Level 3 (see Appendix).</p>	<p>No equivalent statement.</p> <p>No equivalent statement.</p> <p>Use basic grammar including appropriate verb tense and subject-verb agreement.</p> <p>No equivalent statement.</p> <p>Check work for accuracy, including spelling.</p>
	<p>No equivalent statement.</p> <p>No equivalent statement.</p> <p>Use correct basic grammar, eg appropriate verb tense, subject-verb agreement.</p> <p>No equivalent statement.</p> <p>Spell correctly common words and relevant key words for work and special interest. AND Proof-read and correct writing for grammar and spelling.</p>	<p>Use punctuation correctly, eg capital letters, full stops, question marks, exclamation marks.</p> <p>No equivalent statement.</p> <p>Use correct basic grammar, eg appropriate verb tense, subject-verb agreement.</p> <p>No equivalent statement.</p>

Functional Skills English at Entry 3

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Composition	18. Communicate information, ideas and opinions clearly and in a logical sequence (eg chronologically, by task).	Sequence writing logically and clearly.
19. Write text of an appropriate level of detail and of appropriate length (including where this is specified).	No equivalent statement.	Sequence chronological writing.
20. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points.	No equivalent statement.	No equivalent statement.
21. Write in compound sentences and paragraphs where appropriate.	No equivalent statement.	No equivalent statement.
22. Use language appropriate for purpose and audience	No equivalent statement.	Write in complete sentences AND Organise writing in short paragraphs. No equivalent statement.

Functional Skills English at Level 1

REFORMED Functional Skills Content Statements

Legacy Functional Skills Subject Criteria

Adult Literacy Standards

Speaking, Listening and Communicating

Scope of study

This should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.

Skill standard

Take full part in and formal and informal discussions and exchanges that include **unfamiliar subjects**.

Listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context.

Speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium.

Engage in discussions with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics.

1. Identify relevant information and lines of argument in explanations or presentations.

No equivalent statement.

Listen for and identify relevant information from explanations and presentations on a range of straightforward topics.

AND

Listen for and understand explanations, instructions and narrative on different topics in a range of contexts.

2. Make requests and ask relevant questions to obtain specific information in different contexts.

No equivalent statement.

Make requests and ask questions to obtain information in familiar and unfamiliar contexts.

Functional Skills English at Level 1

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
3. Respond effectively to detailed questions.	No equivalent statement.	Respond to questions on a range of topics.
4. Communicate information, ideas and opinions clearly and accurately on a range of topics.	Make relevant and extended contributions to discussions, allowing for and responding to others' input. AND Prepare for and contribute to the formal discussion of ideas and opinions. AND Make different kinds of contributions to discussions.	Speak clearly in a way that suits the situation. AND Express clearly statements of fact, explanations, instructions, accounts and descriptions.
5. Express opinions and arguments and support them with evidence.	Make relevant and extended contributions to discussions, allowing for and responding to others' input. AND Prepare for and contribute to the formal discussion of ideas and opinions. AND Make different kinds of contributions to discussions.	Express clearly statements of fact, explanations, instructions, accounts and descriptions.
6. Follow and understand discussions and make contributions relevant to the situation and subject.	Make relevant and extended contributions to discussions, allowing for and responding to others' input. AND Prepare for and contribute to the formal discussion of ideas and opinions. AND Make different kinds of contributions to discussions.	Listen for and understand explanations, instructions and narrative on different topics in a range of contexts. AND Make contributions relevant to the situation and subject. AND Follow and contribute to discussions on a range of straightforward topics.

Functional Skills English at Level 1

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium	Present information/points of view clearly and in appropriate language.	Speak clearly in a way that suits the situation.
8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection	(Make relevant and extended contributions to discussions,) allowing for and responding to others' input.	Respect the turn-taking rights of others during discussions. AND Use appropriate phrases for interruption.
No equivalent statement.	No equivalent statement.	Use strategies to clarify and confirm understanding, eg facial expressions, body language and verbal prompts.
No equivalent statement.	No equivalent statement.	Provide feedback and confirm understanding when listening to others.
No equivalent statement.	No equivalent statement.	Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.

Functional Skills English at Level 1

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
Reading		
<p>Scope of Study This should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.</p>	<p>Skill Standard Read and understand a range of straightforward texts.</p>	<p>Read and understand straightforward texts of varying lengths on a variety of topics accurately and independently. Read and obtain information from different sources.</p>
<p>9. Identify and understand the main points, ideas and details in texts.</p> <p>10. Compare information, ideas and opinions in different texts.</p> <p>11. Identify meanings in texts and distinguish between fact and opinion.</p> <p>12. Recognise that language and other textual features can be varied to suit different audiences and purposes.</p>	<p>Identify and understand the main points and ideas (and how they are presented in a variety of texts). AND Read and understand texts in detail.</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p>	<p>Trace and understand the main events of continuous descriptive, explanatory and persuasive texts. AND Identify the main points and specific detail, (and infer meaning from images which is not explicit in the text).</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p> <p>Recognise how language and other textual features are used to achieve different purposes, eg to instruct, explain, describe, persuade.</p>

Functional Skills English at Level 1

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
13. Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words.	No equivalent statement.	Use different reading strategies to find and obtain information. AND Use reference materials to find the meaning of unfamiliar words.
14. Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts.	(Identify and understand the main points and ideas and) how they are presented in a variety of texts.	Use organisational and structural features to locate information, eg contents, index, menus, subheadings, paragraphs.
15. Infer from images meanings not explicit in the accompanying text.	No equivalent statement.	(Identify the main points and specific detail,) and infer meaning from images which is not explicit in the text.
16. Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive).	No equivalent statement.	Recognise how language (and other textual features) are used to achieve different purposes, eg to instruct, explain, describe, persuade.
17. Read and understand a range of specialist words in context.	No equivalent statement.	No equivalent statement.
18. Use knowledge of punctuation to aid understanding of straightforward texts.	No equivalent statement.	No equivalent statement.
No equivalent statement.	Utilise information contained in texts.	No equivalent statement.
No equivalent statement.	Identify suitable responses to texts.	No equivalent statement.
No equivalent individual statement but stated/inferred throughout.	In more than one type of text.	No equivalent individual statement but stated/inferred throughout.

Functional Skills English at Level 1

REFORMED Functional Skills Content Statements

Legacy Functional Skills Subject Criteria

Adult Literacy Standards

Writing

Scope of Study

This should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

Skill Standard

Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.

Write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience.

SPAG

19. Use a range of punctuation correctly (eg full stops, question marks, **exclamation marks, commas, possessive apostrophes**).

Ensure written work includes generally accurate punctuation (and spelling and that meaning is clear).

Present sentences correctly and use punctuation so that meaning is clear.

20. Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles).

Use correct grammar, including correct and consistent use of tense.

Use correct grammar, eg subject-verb agreement, correct use of tense.

21. Spell words used most often in work, study and daily life, **including specialist words**.

(Ensure written work includes generally accurate punctuation) and spelling and that meaning is clear.

Spell correctly words used most often in work, studies and daily life.

Functional Skills English at Level 1

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards	
Composition	22. Communicate information, ideas and opinions clearly, coherently and accurately.	Write clearly and coherently, (including an appropriate level of detail).	No equivalent statement.
	23. 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.	(Write clearly and coherently,) including an appropriate level of detail.	Judge how much to write and the level of detail to include.
	24. Use format, structure and language appropriate for purpose and audience.	Use language, format and structure suitable for purpose and audience.	Use language suitable for purpose and audience. AND Use format and structure for different purposes.
	25. Write consistently and accurately in complex sentences, using paragraphs where appropriate.	No equivalent statement.	Write in complete sentences. AND (Present information in a logical sequence) using paragraphs where appropriate.
	No equivalent statement.	Present information in a logical sequence.	Present information in a logical sequence (using paragraphs where appropriate)
	No equivalent individual statement but stated/inferred throughout.	In more than one text type.	No equivalent individual statement but required.
	No equivalent statement.	No equivalent statement.	Plan and draft writing.
	No equivalent statement.	No equivalent statement.	Write in complete sentences.
No equivalent statement.	No equivalent statement.	Proof-read and revise writing for accuracy and meaning.	
No equivalent statement.	No equivalent statement.	Produce legible text.	

Functional Skills English at Level 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
<p>4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.</p> <p>5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required.</p> <p>6. Express opinions and arguments and support them with relevant and persuasive evidence.</p>	<p>No equivalent statement.</p> <p>Present information and ideas clearly and persuasively to others.</p> <p>Present information and ideas clearly and persuasively to others. AND (Consider complex information and) give a relevant, cogent response in appropriate language.</p>	<p>AND Respond to criticism and criticise constructively.</p> <p>Make requests and ask to questions to obtain detailed information in familiar and unfamiliar contexts.</p> <p>Speak clearly and confidently in a way that suits the situation. AND Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary. AND Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding.</p> <p>Support opinions and arguments with evidence.</p>
<p>7. Use language that is effective, accurate and appropriate to context and situation.</p>	<p>(Consider complex information and give a relevant, cogent response) in appropriate language. AND Adapt contributions to suit audience, purpose and situation.</p>	<p>Speak clearly and confidently in a way that suits the situation. AND Express clearly statements of fact, explanations, instructions, accounts,</p>

Functional Skills English at Level 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
8. Make relevant and constructive contributions to move discussion forward.	Make significant contributions to discussions, taking a range of roles and helping to move the discussion forward.	descriptions using appropriate structure, style and vocabulary. Make relevant contributions and help to move the discussion forward.
9. Adapt contributions to discussions to suit audience, purpose and medium.	Adapt contributions to suit audience, purpose and situation.	Adapt contributions to discussions to suit audience, context, purpose and situation. AND Speak clearly and confidently in a way that suits the situation.
10. Interject and redirect discussion using appropriate language and register.	No equivalent statement.	Use appropriate phrases for interruption and change of topic.
No equivalent statement.	No equivalent statement.	Use strategies intended to reassure, eg body language and appropriate phraseology.
Reading		
Scope of Study 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.	Skill Standard Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	Read and understand a range of texts of varying complexity accurately and independently.

Functional Skills English at Level 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
		Read and obtain information of varying length and detail from different sources.
<p>No equivalent statement - covered by Scope of Study above.</p> <p>11. Identify the different situations when the main points are sufficient and when it is important to have specific details.</p> <p>12. Compare information, ideas and opinions in different texts, including how they are conveyed.</p> <p>12. Compare information, ideas and opinions in different texts, including how they are conveyed.</p> <p>13. Identify implicit and inferred meaning in texts.</p> <p>14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.</p> <p>15. Use a range of reference materials and appropriate resources (eg glossaries, legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources.</p>	<p>Select and use different types of texts to obtain and utilise relevant information.</p> <p>No equivalent statement.</p> <p>No equivalent statement to compare information.</p> <p>Read and summarise, succinctly, information/ideas from different sources. AND (Identify the purpose of texts) and comment on how meaning is conveyed.</p> <p>Detect (point of view,) implicit meaning and/or bias.</p> <p>Analyse texts in relation to audience needs (and consider suitable responses). AND (Identify the purpose of texts and) comment on how meaning is conveyed.</p> <p>No equivalent statement.</p>	<p>Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.</p> <p>Identify the main points and specific detail.</p> <p>Read critically to evaluate information and compare information, ideas and opinions from different sources</p> <p>Read critically to evaluate information and compare information, ideas and opinions from different sources. AND Summarise information from longer documents. (Identify the purpose of a text and) infer meaning which is not explicit.</p> <p>No equivalent statement.</p> <p>Use reference materials to find the meanings of unfamiliar words. AND Use organisational features and systems to locate texts and information.</p>

Functional Skills English at Level 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
<p>16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.</p> <p>17. Analyse texts, of different levels of complexity, recognising their use of vocabulary.</p> <p>18. Follow an argument, identifying different points of view and distinguishing fact from opinion and identifying levels of formality and bias.</p> <p>19. Identify different styles of writing and writer's voice. No equivalent statement to consider suitable responses.</p> <p>No equivalent statement but explicit in Scope of Study above.</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p>	<p>(Identify the purpose of texts) and comment on how meaning is conveyed.</p> <p>Analyse texts in relation to audience needs (and consider suitable responses). AND Identify the purpose of texts and comment on how meaning is conveyed.</p> <p>Detect point of view, implicit meaning and/or bias.</p> <p>No equivalent statement. (Analyse texts in relation to audience needs) and consider suitable responses.</p> <p>In three or more texts.</p> <p>No equivalent statement.</p> <p>No equivalent statement.</p>	<p>Use organisational features and systems to locate texts and information.</p> <p>Read critically to evaluate information and compare information, ideas and opinions from different sources.</p> <p>Read an argument and identify points of view.</p> <p>No equivalent statement. No equivalent statement.</p> <p>In a wide range of texts.</p> <p>Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading.</p> <p>Read and understand technical vocabulary.</p>

Writing

Scope of Study	Skill Standard	Write to communicate information, ideas and opinions clearly and effectively, using length, format and
This should include straightforward and complex texts such as articles narratives, explanations and reports of varying lengths.	Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	effectively, using length, format and

Functional Skills English at Level 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
		style appropriate to purpose, content and audience.
<p data-bbox="120 754 159 858">SPAG</p> <p data-bbox="219 368 819 501">20. Punctuate correctly using a wide range of punctuation markers (eg colons, commas, inverted commas, apostrophes and quotation marks).</p> <p data-bbox="219 639 837 810">21. Use correct grammar (eg subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (eg to express probability or desirability).</p> <p data-bbox="219 1023 853 1091">22. Spell words used in work, study and daily life, including a range of specialist words.</p>	<p data-bbox="882 368 1543 437">Punctuate written text using commas, apostrophes and inverted commas accurately.</p> <p data-bbox="882 639 1547 740">Ensure written work is fit for purpose and audience, with accurate (spelling and) grammar that support clear meaning in a range of text types.</p> <p data-bbox="882 1023 1547 1123">Ensure written work is fit for purpose and audience, with accurate spelling (and grammar) that support clear meaning in a range of text types.</p>	<p data-bbox="1576 368 2069 469">Punctuate sentence correctly and use punctuation accurately, eg commas, apostrophes, inverted commas.</p> <p data-bbox="1576 639 2119 842">Use correct grammar, eg subject-verb agreement, correct and consistent use of tense. AND Use pronouns so that their meaning is clear.</p> <p data-bbox="1576 1023 2103 1123">Spell correctly words used most often in work, studies and daily life, including familiar technical words.</p>
<p data-bbox="98 1262 210 1321">Co m</p> <p data-bbox="219 1262 781 1327">23. Communicate information, ideas and opinions clearly, coherently and effectively.</p>	<p data-bbox="882 1262 1503 1327">Present information on complex subjects clearly and concisely.</p>	<p data-bbox="1576 1262 1912 1289">No equivalent statement.</p>

Functional Skills English at Level 2

REFORMED Functional Skills Content Statements	Legacy Functional Skills Subject Criteria	Adult Literacy Standards
24. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of the purpose and audience	No equivalent statement	Judge how much to write and the level of detail to include.
25. Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, tables).	No equivalent statement.	Use format and structure to organise writing for different purposes.
26. Convey clear meaning and establish cohesion using organisational markers effectively	No equivalent statement	No equivalent statement.
27. Use different language and register (eg persuasive techniques, supporting evidence , specialist words), suited to audience and purpose.	Use a range of writing styles for different purpose. AND Present information/ideas concisely, logically and persuasively.	Use formal and informal language appropriate to purpose and audience. AND Use different styles of writing for different purposes, eg persuasive techniques, supporting evidence, technical vocabulary. AND Present information and ideas in a logical or persuasive sequence, (using paragraphs where appropriate).
28. Construct complex sentences consistently and accurately, using paragraphs where appropriate	Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	Construct complex sentences. AND (Present information and ideas in a logical or persuasive sequence), using paragraphs where appropriate.
No equivalent statement.	No equivalent statement.	Plan and draft writing.
No equivalent statement.	No equivalent statement.	Proof-read and revise writing for accuracy and meaning.
No equivalent statement.	No equivalent statement.	Produce legible text.

Appendix: expectations for word reading and spelling at Entry level (1-3).

Learners are expected to read words which consist of the letter-sound correspondences¹ 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, learners 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 1, 2 and 3.

Letter(s)-sound correspondences

Letters ²	Sounds ³
p (<u>p</u> an), pp (sup <u>pp</u> er)	/p/
t (<u>t</u> ap), tt (l <u>tt</u> er)	/t/
c (<u>c</u> at), k (<u>k</u> ey), ck (du <u>ck</u>)	/k/
ch (<u>ch</u> ip), tch (f <u>tch</u>)	/tʃ/
f (<u>f</u> ish), ff (co <u>ff</u> ee), ph (<u>ph</u> oto)	/f/
th (<u>th</u> in)	/θ/
s (<u>s</u> un), ss (d <u>ss</u>), c (<u>c</u> ity) ⁴	/s/
sh (<u>sh</u> ip)	/ʃ/
h (<u>h</u> at)	/h/
r (<u>r</u> un), rr (ch <u>rr</u> y), wr (<u>wr</u> ite)	/r/
l (<u>l</u> ip), ll (be <u>ll</u>)	/l/
b (<u>b</u> oy), bb (rab <u>bb</u> it)	/b/

¹ 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.

² 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.

³ 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 to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Learners 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

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

Letters ²	Sounds ³
d (dog), dd (ladder)	/d/
g (go), gg (bigger)	/g/
j (jet), g (gem) ⁵ , ge (large), dge (bridge)	/dʒ/
v (vet), ve (have)	/v/
th (then)	/ð/
z (zip), zz (fizz), s (his), se (cheese), ze (sneeze)	/z/
m (man), mm (hammer)	/m/
n (nut), nn (dinner), kn (knee)	/n/
ng (ring), n (sink)	/ŋ/
w (wet), wh (wheel)	/w/
y (yes)	/j/
ee (feet), ea (beach), e (me), y (pony), e-e (these), ey (key), ie (chief)	/i:/
i (big) y (gym)	/ɪ/
e (egg), ea (head)	/e/
a (mat)	/æ/
u (but) ⁶	/ʌ/
o (on), a (want)	/ɒ/
oo (book), u (put)	/ʊ/
oo (moon), ue (clue), u-e (flute), ew (flew), ou (soup)	/u:/
ai (rain), ay (play), a (baby), a-e (ape), ey (they)	/eɪ/
igh (light), i (mind), y (fly), ie (pie), i-e (kite)	/aɪ/
ou (out), ow (down)	/aʊ/
oa (boat), ow (snow), o (go), oe (toe), o-e (bone)	/əʊ/
oi (coin), oy (boy)	/ɔɪ/
aw (law), au (sauce), al (talk)	/ɔ:/

⁵ 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', eg, gem, gist, stingy, but there are several exceptions, eg, get, give.

⁶ In some accents, both 'u' and 'oo' are pronounced /ʊ/, eg 'but' is pronounced to rhyme with 'foot'.

Letters ²	Sounds ³
or (f <u>o</u> rk) ⁷ , oor (d <u>oo</u> r), ore (st <u>o</u> re)	/ɔ:/ or /ɔ:r/
er (p <u>e</u> rson), ur (b <u>u</u> rn), ir (b <u>i</u> rd), or after 'w' (w <u>o</u> rk)	/ɜ:/ or /ɜ:r/
ar (f <u>a</u> r), a (f <u>a</u> st) ⁸	/a:r/ or /a:/
air (h <u>a</u> ir), are (squ <u>a</u> re), ear (b <u>e</u> ar)	/ɛə/ or /ɛər/
ear (n <u>e</u> ar)	/ɪə/ or /ɪər/
a (z <u>e</u> bra)	/ə/
qu (q <u>u</u> een)	/kw/
x (b <u>o</u> x)	/ks/
u (u <u>n</u> it), ue (d <u>u</u> e), u-e (t <u>u</u> ne), ew (f <u>e</u> w)	/ju:/
-le (litt <u>l</u> e), -il (pencil), -al (met <u>a</u> l), -el (tunn <u>e</u> l)	/əl/

⁷ 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent.

⁸ In some words 'a' may be pronounced as either /ɑ:/ or /æ/, depending on accent, eg 'a' in 'fast' may be pronounced as 'ar' in 'far' without the /r/ sound or as 'a' in 'fat'.

Entry 1: expectations for reading and spelling

Entry 1 learners 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, eg '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 spelling⁹.

Letter(s)-sound correspondences

Entry 1	
Letters ¹⁰	Sounds ¹¹
<u>c</u> an, a <u>c</u> t, loo <u>k</u> , ba <u>ck</u> , sch <u>oo</u> l	/k/
o <u>ff</u>	/f/
mi <u>ss</u> , cro <u>ss</u> , hou <u>s</u> e	/s/
<u>wh</u> o	/h/
<u>w</u> rite, <u>w</u> rote, <u>w</u> rong	/r/
<u>w</u> ill, <u>w</u> ell, te <u>ll</u> , sti <u>ll</u> , he <u>ll</u> o	/l/
<u>g</u> et, <u>g</u> ive	/g/
cha <u>ng</u> e, lar <u>g</u> e	/dʒ/
ha <u>v</u> e, <u>g</u> ive, <u>l</u> ive, o <u>f</u>	/v/
<u>i</u> s, hi <u>s</u> , a <u>s</u> , ha <u>s</u> , Wedne <u>s</u> day	/z/
<u>c</u> ome, so <u>m</u> e	/m/

⁹ 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.

¹⁰ The letters underlined in the first column correspond to the sounds in the second column.

¹¹ 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 to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Learners are not expected to understand or use IPA symbols.

Entry 1

Letters ¹⁰	Sounds ¹¹
<u>k</u> now, <u>d</u> one, <u>o</u> ne, <u>g</u> one	/n/
th <u>in</u> k	/ŋ/
<u>w</u> hen, <u>wh</u> ich, <u>wh</u> at, <u>wh</u> ile, <u>wh</u> ite	/w/
<u>s</u> ee, <u>s</u> ee <u>m</u> , <u>f</u> eel, <u>m</u> ee <u>t</u> , <u>w</u> ee <u>k</u> , <u>e</u> at, <u>r</u> eal, <u>b</u> e, <u>h</u> e, <u>m</u> e, <u>w</u> e, <u>s</u> he, <u>e</u> ven, <u>e</u> very	/i:/
<u>e</u> njoy	/ɪ/
<u>h</u> ead, <u>a</u> ny, <u>m</u> any, <u>a</u> n <u>y</u> one, <u>th</u> ank, <u>s</u> aid, <u>a</u> gain, <u>s</u> ays	/e/
<u>c</u> ome, <u>d</u> one, <u>s</u> ome, <u>o</u> ther, <u>b</u> rother, <u>m</u> oney, <u>M</u> onday, <u>d</u> oes	/ʌ/
<u>w</u> as, <u>w</u> ant, <u>wh</u> at, <u>b</u> ecause	/ɒ/
<u>put</u> , <u>pu</u> sh, <u>pu</u> ll <u>w</u> ould, <u>c</u> ould, <u>sh</u> ould, <u>fu</u> ll, <u>loo</u> k, <u>g</u> ood	/ʊ/
<u>do</u> , <u>to</u> , <u>into</u> , <u>wh</u> o, <u>too</u> , <u>you</u> , <u>g</u> roup, <u>two</u> , <u>room</u>	/u:/
<u>day</u> , <u>say</u> , <u>way</u> , <u>ma</u> de, <u>ma</u> ke, <u>ta</u> ke, <u>ca</u> me, <u>sa</u> me, <u>la</u> te, <u>the</u> y	/eɪ/
<u>h</u> igh, <u>r</u> ight, <u>m</u> ight, <u>f</u> ind, <u>m</u> ind, <u>ch</u> ild, <u>F</u> riday, <u>by</u> , <u>my</u> , <u>my</u> self, <u>r</u> e <u>p</u> ly, <u>li</u> ke, <u>t</u> ime, <u>li</u> fe, <u>wh</u> ile, <u>I</u> , <u>w</u> rite	/aɪ/
<u>out</u> , <u>a</u> bout, <u>w</u> ith <u>o</u> ut, <u>a</u> round, <u>n</u> ow, <u>h</u> ow, <u>d</u> own	/aʊ/
<u>own</u> , <u>f</u> ollow, <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>o</u> ver, <u>o</u> pen, <u>m</u> ost, <u>o</u> nly, <u>bo</u> th, <u>t</u> old, <u>h</u> old, <u>don't</u> , <u>cl</u> ose, <u>sh</u> ow	/əʊ/
<u>bo</u> y	/ɔɪ/
<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/
<u>or</u> , <u>for</u> , <u>mor</u> ning, <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u>	/ɔ:/ or /ɔ:r/
<u>her</u> , <u>per</u> son, <u>Thurs</u> day, <u>Satur</u> day, <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u>	/ɜ:/ or /ɜ:r/
<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/
<u>are</u> , <u>our</u>	/a:/ or /a:r/
<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /ɛər/
<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/
<u>the</u> , <u>bet</u> ween, <u>un</u> til, <u>to</u> day, <u>to</u> gether, <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>	/ə/
<u>Tues</u> day, <u>use</u> , <u>new</u> , <u>few</u>	/ju:/
<u>little</u>	/əl/
<u>one</u> , <u>some</u> one, <u>any</u> one	/wʌ/

In addition, **Entry 1** learners 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 learners are expected to both read and spell correctly.

- all common words¹² with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (eg, it, nut, and, stop, rush, thing, himself)
- common two syllable words where /i:/ at the end is spelled with 'y' (eg, 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 (eg, day, runway, boy)
- **-ed** for the past tense, when the root word remains unchanged (eg, wanted, opened, jumped)
- the following contractions:
 - **Mr, Mrs**
 - **n't** (eg, didn't)
 - **'ll** (eg, I'll)
 - **'re** (eg, we're)
 - **'s** (eg, it's¹³)

¹² Common words 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 learners most need to acquire in order to advance in their learning.

¹³ 'it's' is correct only for contraction, eg 'It's cold today.', 'its' is correct for possessive, eg 'The plant is in its pot.'

Entry 2: expectations for reading and spelling

Entry 2 learners are expected to both read and spell correctly all the words listed for Reading and Spelling at Entry 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 spelling¹⁴.

Letter(s)-sound correspondences

Entry 2	
Letters ¹⁵	Sounds ¹⁶
letter, better	/t/
differ, different, difficult	/f/
address, promise, city, circle, decide, notice, since, sentence, once, answer	/s/
sure, sugar, pressure, machine, special	/ʃ/
whole	/h/
arrive, carry	/r/
add, address	/d/
guard, guide	/g/
age, page, strange	/dʒ/
breathe	/ð/
position, possess, potatoes, cause	/z/
imagine	/n/
mean, people, believe, complete, extreme, everything, everybody	/i:/

¹⁴ 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.

¹⁵ The letters underlined in the first column correspond to the sounds in the second column.

¹⁶ As in the table for Entry 1, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Learners are not expected to understand or use IPA symbols.

Entry 2

Letters ¹⁵	Sounds ¹⁶
b <u>u</u> sy, b <u>u</u> siness, min <u>u</u> te, b <u>u</u> ild, w <u>o</u> men, p <u>r</u> etty	/ɪ/
f <u>r</u> ie <u>n</u> d, a <u>n</u> ything	/e/
w <u>o</u> n, s <u>o</u> n, a <u>m</u> ong, y <u>o</u> ung, t <u>o</u> uch, d <u>o</u> uble, t <u>r</u> ouble, c <u>o</u> untry, s <u>o</u> me <u>th</u> ing, m <u>o</u> n <u>th</u>	/ʌ/
w <u>a</u> tch, k <u>n</u> ow <u>e</u> dge	/ɒ/
w <u>o</u> man	/ʊ/
m <u>o</u> ve, bl <u>u</u> e, bl <u>e</u> w, t <u>r</u> uly, fr <u>u</u> it, gr <u>o</u> up, thr <u>o</u> ugh	/u:/
e <u>i</u> ght, e <u>i</u> ght <u>e</u> en, e <u>i</u> ghty, w <u>e</u> igh, w <u>e</u> ight, d <u>a</u> ily, gr <u>e</u> at, br <u>e</u> ak, ob <u>e</u> y, str <u>a</u> ight	/eɪ/
f <u>i</u> nd, b <u>e</u> hind, q <u>u</u> iet, q <u>u</u> ite, <u>e</u> ye, h <u>e</u> ight	/aɪ/
th <u>o</u> ught, ca <u>u</u> ght, na <u>u</u> ghty, c <u>a</u> use, a <u>l</u> ways	/ɔ:/
f <u>o</u> ward(s), f <u>o</u> rt <u>y</u> , f <u>o</u> urteen, q <u>u</u> arter, th <u>e</u> ref <u>o</u> re	/ɔ:/ or /ɔ:r/
p <u>e</u> rhaps, th <u>i</u> rteen, th <u>i</u> rty, s <u>u</u> rprise, y <u>e</u> ar, <u>e</u> arly, h <u>e</u> ard, l <u>e</u> arn, <u>e</u> arth	/ɜ:/ or /ɜ:r/
r <u>e</u> m <u>e</u> m <u>b</u> er, gr <u>a</u> mm <u>a</u> r, c <u>a</u> l <u>e</u> nd <u>a</u> r, s <u>u</u> rn <u>a</u> me, p <u>r</u> ess <u>u</u> re, f <u>o</u> rw <u>a</u> rd	/ə/ or /ɜ:r/
h <u>a</u> lf	/a:/ or /æ/
c <u>a</u> re, b <u>e</u> ar, b <u>a</u> re	/ɛə/ or /ɛər/
our, h <u>o</u> ur	/aʊə/ or /aʊr/
s <u>e</u> ven, d <u>e</u> cide, a <u>d</u> dress, a <u>r</u> rive, i <u>m</u> port <u>a</u> nt, p <u>r</u> ob <u>a</u> bly, w <u>o</u> man, s <u>e</u> cond, d <u>i</u> ff <u>i</u> c <u>u</u> lt	/ə/
id <u>e</u> a, m <u>a</u> ter <u>i</u> al	/ɪə/
s <u>i</u> x, n <u>e</u> xt	/ks/
m <u>u</u> sic, b <u>e</u> aut <u>i</u> ful, c <u>o</u> mput <u>e</u> r	/ju:/
p <u>o</u> ssib <u>l</u> e, ex <u>a</u> mpl <u>e</u> , anim <u>a</u> l	/əl/

In addition, **Entry 2** learners 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 learners are expected to both read and spell correctly.

- words with prefixes where the root word remains unchanged (eg, 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' (eg, illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (eg, 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 (eg, 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' (eg, 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 (eg, ladieses, replied, happier, happiest), but **not** before '-ing' to avoid 'ii' (eg, replying)
- Words with suffixes ending in '-tion' (eg, mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (eg, February, library, often, every, everthing, interest, ordinary)
- the following homophones:
 - **there, their, they're**
 - **here, hear**
 - **one, won**
 - **to, too, two.**

Entry 3: expectations for reading and spelling

Entry 3 learners are expected to both read and spell correctly all the words listed for Reading and Spelling at Entry 1 and Entry 2, and the words listed in the following table. They are not examples. They have been chosen because they build on Entry 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 spelling¹⁷.

Letter(s)-sound correspondences

Entry 3	
Letters ¹⁸	Sounds ¹⁹
appear, opposite, apply	/p/
doub <u>t</u> , deb <u>t</u> , att <u>ach</u> , minut <u>e</u>	/t/
s <u>ch</u> eme, occ <u>as</u> ion, acc <u>or</u> ding	/k/
pic <u>t</u> ure, act <u>u</u> al	/tʃ/
rou <u>gh</u> , tou <u>gh</u> , cou <u>gh</u> , enou <u>gh</u>	/f/
lis <u>t</u> en, fast <u>e</u> n, whis <u>t</u> le, critic <u>i</u> se, rece <u>i</u> ve, purpos <u>e</u> , increas <u>e</u> , rec <u>e</u> nt, c <u>e</u> ntre, exerc <u>i</u> se, medic <u>i</u> ne, experi <u>e</u> nce	/s/
especial <u>l</u> y, appreci <u>a</u> te	/ʃ/
guar <u>an</u> tee	/g/
knowled <u>g</u> e, colleg <u>e</u>	/dʒ/
ease <u>e</u> , critic <u>i</u> se, posit <u>i</u> on, caus <u>e</u>	/z/
meas <u>ur</u> e, treas <u>ur</u> e, pleas <u>ur</u> e	/ʒ/
commit <u>t</u> ee, bomb, thumb, crumb, climb, condemn, column, autumn	/m/
kn <u>o</u> t, kn <u>e</u> e, kn <u>i</u> fe, kn <u>o</u> wledge	/n/

¹⁷ 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.

¹⁸ The letters underlined in the first column correspond to the sounds in the second column.

¹⁹ As in the tables for Entry 1 and Entry 2, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Learners are not expected to understand or use IPA symbols.

Entry 3

Letters ¹⁸	Sounds ¹⁹
commit <u>tee</u> , achie <u>ve</u>	/i:/
aver <u>age</u> , <u>e</u> quip, barg <u>ain</u>	/ɪ/
curi <u>o</u> sity, qual <u>ify</u> , qual <u>ification</u>	/ɒ/
<u>i</u> sland	/aɪ/
th <u>ough</u> , alth <u>ough</u>	/əʊ/
b <u>ough</u> t, br <u>ough</u> t, <u>ough</u> t, there <u>fore</u>	/ɔ:/
sug <u>ar</u> , popul <u>ar</u> , particul <u>ar</u> , regul <u>ar</u> , centr <u>e</u>	/ə/ or /ɜ:r/
comp <u>e</u> tition, corres <u>pond</u> , det <u>e</u> rmin <u>e</u> d, dev <u>e</u> lop, frequ <u>e</u> ntly, explan <u>a</u> tion, diction <u>a</u> ry, defin <u>i</u> te, th <u>orough</u> , bor <u>ough</u> , descri <u>b</u> e, exper <u>i</u> ment, purpos <u>e</u> , oppos <u>i</u> te, sup <u>po</u> se, fam <u>o</u> us, vari <u>o</u> us, cert <u>a</u> in	/ə/
exper <u>i</u> ence	/ɪə/
ex <u>cell</u> ent	/ks/
comm <u>u</u> nicate, comm <u>u</u> nity, educ <u>u</u> ation	/ju:/
avail <u>abl</u> e	/əl/

In addition, Entry 3 learners 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 learners are expected to both read and spell correctly.

- common words with the following suffixes or endings
 - -ion (eg, competition, discussion)
 - -ian (eg, electrician, politician)
 - -cious, -tious (eg, suspicious, cautious)
 - -cial, -tial (eg, artificial, essential)
 - -ation, -ant, -ance (eg, observation, observant, observance)
 - -ent, -ency (eg, frequent, frequency)
 - -able, -ably (eg, comfortable, comfortably)
 - -able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (eg, changeable, noticeably)
 - -ible, '-ibly (eg, possible, possibly)
- 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 (eg, re-enter, co-operate)

- common words with letters representing sounds that are often not pronounced (eg, 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.

Expectations for reading and spelling at levels 1 and 2

Whilst the reformed Functional Skills subject content for levels 1 and 2 contains no prescribed list of words, it is important to appreciate that the requirements at each level builds on the level(s) below. Whilst the subject content has diverged in some respects from the expectations at each level set out in the **Adult Literacy Core Curriculum**, this remains an extremely valuable point of reference for teachers of Functional Skills English.

