

# You can hear into the distance – E1 and E2-E3 versions

Curriculum mapping, teaching notes and answers

## Teaching notes and answers

The E1 Version includes a Garden Birds poster and a related wordsearch that may also be of interest to E2-E3 learners. There are also E1 discussion ideas that could be adapted for higher levels.

### E1 Reading (6 marks)

1. What is the title of the text? **You can hear into the distance.** (E1.8, E1.10, 1 mark)
2. What is the man in the picture doing? **Recording sounds.** (E1.8, E1.10, 1 mark)
3. What is the man's name? **Chris Watson** (E1.8, E1.10, 1 mark)
4. Why can you hear more sounds in lockdown? **Less cars.** (E1.8, E1.9, 1 mark)
5. What can you hear now? **Birds sing.** (E1.8, E1.9, 1 mark)
6. Where can you get close to nature? **In the/a park.** (E1.8, E1.10, 1 mark)

**E1 Speaking and listening.** Teacher assessed. See page 3 for learning content descriptors.

### E2-3 Reading (10 marks)

Note E2 learners only need to read page 1 of the text and answer questions 1-5. E3 Learners must read both pages and should attempt all 10 questions.

### E2 (Q1-5 page 1 only) and E3 (Q1-10)

1. What job does Chris Watson do? **Wildlife sound recordist** (accept valid alternatives). (E2.7, E2.11, 1 mark)
2. How old is Chris Watson? **66** (E2.7, E2.11, 1 mark)
3. Where is his home? **Newcastle** (E2.7, E2.11, 1 mark)
4. Which statement is true? **He has visited some very remote places in the world.** (E2.7, E2.8, 1 mark)
5. You may use a dictionary for this question. Which word could replace 'remote' in this sentence?  
"to some of the world's most **remote** places..." **isolated** (E2.10, 1 mark)
6. Main purpose of text is: to explain how lockdown gives you a chance to listen carefully. (E3.10, 1 mark)
7. What can you experience if you walk in the park? **[the richness of] birdsong** (E3.8, E3.9, 1 mark)
8. Where would CW like to go after lockdown ends? **the forest in Northumberland** (E3.8, E3.9, 1 mark)
9. You may use a dictionary for this question. Suggest a word or phrase to replace 'environment' in this sentence. "We'll very quickly go back to our noise polluted **environment** ..." (E3.11, 1 mark)
10. Name one feature that is used to organise the text. **Heading/title/headline or subheading.** Do not accept paragraphs, images or formatting features such as 'bold'. (E3.12, 1 mark)

## Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Reading

✓ = **content** covered although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not the main objective but annotated to show progression across levels. *Content (and \*scope of study) at each level subsumes and builds upon that at lower levels.* Consult the DfE Subject Content document for more information and a full list of descriptors at all levels.

**Source:** *Subject content functional skills: English. DfE (Feb 2018),*

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

Entry Level 1 (E1)	Entry Level 2	Entry Level 3
E1.8 Read correctly words designated for Entry Level 1 - see pages 5-6 ✓ Q1-6 E1.9 Read simple sentences containing one clause ✓ Q4, Q5 E1.10 Understand a short piece of text on a simple subject ✓ Q1, Q2, Q3, Q6.	E2.7 Read correctly words designated for E2 - see pages 5 & 7 ✓ Q1-4 E2.8 Understand the main points in texts ✓ Q4 E2.9 Understand organisational markers in short, straightforward texts E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) ✓ Q5 E2.11 Read and understand sentences with more than one clause ✓ Q1-3 E2.12 Use illustrations, images and captions to locate information	E3.8 Read correctly words designated for Entry Level 3 - see pages 5 & 8 ✓ Q1-4, Q7-8 E3.9 Identify, understand and extract the main points and ideas in and from texts ✓ Q4, Q7-8 E3.10 Identify different purposes of straightforward texts ✓ Q6 E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) ✓ Q5 Q9 E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) ✓ Q10
<b>*Scope of study – learners should read:</b>		
short, simple texts that <b>inform</b> , describe and <b>narrate</b> . ✓	short, straightforward texts that instruct, <b>inform</b> , describe and <b>narrate</b> . ✓	straightforward texts that instruct, describe, <b>narrate</b> and explain. ✓

# You can hear into the distance – E1 and E2-E3 versions

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**Note that SL&C skills are only covered in the Entry Level 1 resource. However, the E1 SL&C tasks can easily be adapted for higher levels.**

## Reformed FUNCTIONAL SKILLS ENGLISH Speaking, Listening and Communicating (SL&C)

✓ = **content** covered although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective).

→ or ← = not the main objective but annotated to show progression across levels. *Content (and \*scope of study) at each level subsumes and builds upon that at lower levels.* Consult the DfE Subject Content document for more information and a full list of descriptors at all levels.

**Source:** *Subject content functional skills: English. DfE (Feb 2018),*

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

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
E1.1 Say the names of the letters of the alphabet ✓ E1.2 Identify and extract the main information from short statements and explanations E1.3 Follow single-step instructions, asking for them to be repeated if necessary E1.4 Make requests and ask straightforward questions using appropriate terms and registers ✓ E1.5 Respond to questions about specific information ✓ E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics ✓ E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic	E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic	E3.1 Identify and extract relevant information and detail in straightforward explanations E3.2 Make requests and ask concise questions using appropriate language in different contexts E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
<b>*Scope of study should include:</b>		
simple narratives, information and instructions, and short statements, explanations, <b>discussions, questions and exchanges</b> ✓	short narratives and explanations and instructions, discussions and straightforward information and instructions.	include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.

# You can hear into the distance – E1 and E2-E3 versions

Curriculum mapping, teaching notes and answers

**Note that writing skills are not specifically covered in this resource.**

**The subject content is included here for reference and for those that wish to create related spelling, punctuation or composition resources.**

## Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Writing

✓ = **content** covered although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective).

→ or ← = not the main objective but annotated to show progression across levels. *Content (and \*scope of study) at each level subsumes and builds upon that at lower levels.* Consult the DfE Subject Content document for more information and a full list of descriptors at all levels.

**Source:** *Subject content functional skills: English. DfE (Feb 2018),*

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

Entry Level 1	Entry Level 2	Entry Level 3
<p><b>Spelling, punctuation and grammar</b></p> <p>E1.11 Punctuate simple sentences with a capital letter and a full stop</p> <p>E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <p>E1.13 Use lower-case letters when there is no reason to use capital letters</p> <p>E1.14 Write the letters of the alphabet in sequence and in both upper and lower case</p> <p>E1.15 Spell correctly words designated for Entry Level 1 - <i>see page 6</i></p> <p><b>Writing composition</b></p> <p>E1.16 Communicate information in words, phrases and simple sentences</p>	<p><b>Spelling, punctuation and grammar</b></p> <p>E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)</p> <p>E2.14 Form regular plurals</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order</p> <p>E2.16 Spell correctly words designated for Entry Level 2 - <i>see page 7</i></p> <p><b>Writing composition</b></p> <p>E2.17 Communicate information using words and phrases appropriate to audience and purpose</p> <p>E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way</p>	<p><b>Spelling, punctuation and grammar</b></p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.14 Form irregular plurals</p> <p>E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order</p> <p>E3.17 Spell correctly words designated for Entry Level 3 - <i>see page 8</i></p> <p><b>Writing composition</b></p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (inc. where this is specified)</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate</p> <p>E3.22 Use language appropriate for purpose/audience</p>
<p><b>*Scope of study – learners should write:</b></p>		
<p>short simple texts such as messages and notes.</p>	<p>short, straightforward texts such as letters, e-mails and simple narratives.</p>	<p>straightforward narratives, instructions, explanations and reports</p>

# Entry Level 1-3 Functional English Expectations for word reading and spelling

## Expectations for word reading Entry Levels 1-3.

Students are expected to read words which consist of the letter-sound correspondences<sup>1</sup> shown below. The words in brackets are examples 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 Entry Level.

*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.*

Letters <sup>2</sup>	Sound <sup>3</sup>	Letters	Sound(s)
<b>p</b> ( <u>pan</u> ), <b>pp</b> ( <u>supper</u> )	/p/	<b>i</b> ( <u>big</u> ) <b>y</b> ( <u>gym</u> )	/ɪ/
<b>t</b> ( <u>tap</u> ), <b>tt</b> ( <u>letter</u> )	/t/	<b>e</b> ( <u>egg</u> ), <b>ea</b> ( <u>head</u> )	/e/
<b>c</b> ( <u>cat</u> ), <b>k</b> ( <u>key</u> ), <b>ck</b> ( <u>duck</u> )	/k/	<b>a</b> ( <u>mat</u> )	/æ/
<b>ch</b> ( <u>chip</u> ), <b>tch</b> ( <u>fetch</u> )	/tʃ/	<b>u</b> ( <u>but</u> ) <sup>6</sup>	/ʌ/
<b>f</b> ( <u>fish</u> ), <b>ff</b> ( <u>coffee</u> ), <b>ph</b> ( <u>photo</u> )	/f/	<b>o</b> ( <u>on</u> ), <b>a</b> ( <u>want</u> )	/ɒ/
<b>th</b> ( <u>thin</u> )	/θ/	<b>oo</b> ( <u>book</u> ), <b>u</b> ( <u>put</u> )	/ʊ/
<b>s</b> ( <u>sun</u> ), <b>ss</b> ( <u>dress</u> ), <b>c</b> ( <u>city</u> ) <sup>4</sup>	/s/	<b>oo</b> ( <u>moon</u> ), <b>ue</b> ( <u>clue</u> ), <b>u-e</b> ( <u>flute</u> ), <b>ew</b> ( <u>flew</u> ), <b>ou</b> ( <u>soup</u> )	/u:/
<b>sh</b> ( <u>ship</u> )	/ʃ/	<b>ai</b> ( <u>rain</u> ), <b>ay</b> ( <u>play</u> ), <b>a</b> ( <u>baby</u> ), <b>a-e</b> ( <u>ape</u> ), <b>ey</b> ( <u>they</u> )	/eɪ/
<b>h</b> ( <u>hat</u> )	/h/	<b>igh</b> ( <u>light</u> ), <b>i</b> ( <u>mind</u> ), <b>y</b> ( <u>fly</u> ), <b>ie</b> ( <u>pie</u> ), <b>i-e</b> ( <u>kite</u> )	/aɪ/
<b>r</b> ( <u>run</u> ), <b>rr</b> ( <u>cherry</u> ), <b>wr</b> ( <u>write</u> )	/r/	<b>ou</b> ( <u>out</u> ), <b>ow</b> ( <u>down</u> )	/aʊ/
<b>l</b> ( <u>lip</u> ), <b>ll</b> ( <u>bell</u> )	/l/	<b>oa</b> ( <u>boat</u> ), <b>ow</b> ( <u>snow</u> ), <b>o</b> ( <u>go</u> ), <b>oe</b> ( <u>toe</u> ), <b>o-e</b> ( <u>bone</u> )	/əʊ/
<b>b</b> ( <u>boy</u> ), <b>bb</b> ( <u>rabbit</u> )	/b/	<b>oi</b> ( <u>coin</u> ), <b>oy</b> ( <u>boy</u> )	/ɔɪ/
<b>d</b> ( <u>dog</u> ), <b>dd</b> ( <u>ladder</u> )	/d/	<b>aw</b> ( <u>law</u> ), <b>au</b> ( <u>sauce</u> ), <b>al</b> ( <u>talk</u> )	/ɔ:/
<b>g</b> ( <u>go</u> ), <b>gg</b> ( <u>bigger</u> )	/g/	<b>or</b> ( <u>fork</u> ) <sup>7</sup> , <b>oor</b> ( <u>door</u> ), <b>ore</b> ( <u>store</u> )	/ɔ:/ or /ɔ:r/
<b>j</b> ( <u>jet</u> ), <b>g</b> ( <u>gem</u> ) <sup>5</sup> , <b>ge</b> ( <u>large</u> ), <b>dge</b> ( <u>bridge</u> )	/dʒ/	<b>er</b> ( <u>person</u> ), <b>ur</b> ( <u>burn</u> ), <b>ir</b> ( <u>bird</u> ), <i>or</i> <i>after 'w'</i> ( <u>work</u> )	/ɜ:/ or /ɜ:r/
<b>v</b> ( <u>vet</u> ), <b>ve</b> ( <u>have</u> )	/v/	<b>ar</b> ( <u>far</u> ), <b>a</b> ( <u>fast</u> ) <sup>8</sup>	/ɑ:/ or /ɑ:r/
<b>th</b> ( <u>then</u> )	/ð/	<b>air</b> ( <u>hair</u> ), <b>are</b> ( <u>square</u> ), <b>ear</b> ( <u>bear</u> )	/ɛə/ or /ɛər/
<b>z</b> ( <u>zip</u> ), <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>ear</b> ( <u>near</u> )	/ɪə/ or /ɪər/
<b>m</b> ( <u>man</u> ), <b>mm</b> ( <u>hammer</u> )	/m/	<b>a</b> ( <u>zebra</u> ),	/ə/
<b>n</b> ( <u>nut</u> ), <b>nn</b> ( <u>dinner</u> ), <b>kn</b> ( <u>knee</u> )	/n/	<b>qu</b> ( <u>queen</u> )	/kw/
<b>ng</b> ( <u>ring</u> ), <b>n</b> ( <u>sink</u> )	/ŋ/	<b>x</b> ( <u>box</u> )	/ks/
<b>w</b> ( <u>wet</u> ), <b>wh</b> ( <u>wheel</u> )	/w/	<b>u</b> ( <u>unit</u> ), <b>ue</b> ( <u>due</u> ), <b>u-e</b> ( <u>tune</u> ), <b>ew</b> ( <u>few</u> )	/ju:/
<b>y</b> ( <u>yes</u> )	/j/	<b>-le</b> ( <u>little</u> ), <b>-il</b> ( <u>pencil</u> ), <b>-al</b> ( <u>metal</u> ), <b>-el</b> ( <u>tunnel</u> )	/əl/
<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> In this document the word 'sound' usually means 'phoneme', the smallest 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 adjacent 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 teachers to understand the symbols, as the letters underlined in the examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

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

<sup>5</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.

<sup>6</sup> In some accents, both 'u' and 'oo' are pronounced /ʊ/, e.g. 'but' is pronounced to rhyme with 'foot'.

<sup>7</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>8</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'.

# Entry Level 1-3 Functional English Expectations for word reading and spelling

Functional Skills Entry Level 1 – Expectations for reading & spelling Words have been chosen because they are common words.

Letters	Sound	Letters	Sound(s)
<u>can</u> , <u>act</u> , <u>look</u> , <u>back</u> , <u>school</u>	/k/	<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>	/ʊ/
<u>off</u>	/f/	<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>	/u:/
<u>miss</u> , <u>cross</u> , <u>house</u>	/s/	<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>	/eɪ/
<u>who</u>	/h/	<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u>	/aɪ/
<u>write</u> , <u>wrote</u> , <u>wrong</u>	/r/	<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/
<u>will</u> , <u>well</u> , <u>tell</u> , <u>still</u> , <u>hello</u>	/l/	<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>	/əʊ/
<u>get</u> , <u>give</u>	/g/	<u>boy</u>	/ɔɪ/
<u>change</u> , <u>large</u>	/dʒ/	<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>have</u> , <u>give</u> , <u>live</u> , <u>of</u>	/v/	<u>or</u> , <u>for</u> , <u>morning</u> , <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>is</u> , <u>his</u> , <u>as</u> , <u>has</u> , <u>Wednesday</u>	/z/	<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u>	/ɜ:/ or /ɜ:r/
<u>come</u> , <u>some</u>	/m/	<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>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/	<u>are</u> , <u>our</u>	/a:/ or /ɑ:r/
<u>think</u>	/ŋ/	<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /eə/
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/	<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /iə/
<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>	/i:/	<u>the</u> , <u>between</u> , <u>until</u> , <u>today</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>	/ə/
<u>enjoy</u>	/ɪ/	<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ju:/
<u>head</u> , <u>any</u> , <u>many</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u>	/e/	<u>little</u>	/əl/
<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/ʌ/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/b/		

In addition, Entry Level 1 students are expected to spell 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 with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., it, nut, and, stop, rush, thing, himself)
- common two syllable words where /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., wanted, opened, jumped)
- 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)

**Notes** the correspondences between sounds and letters shown in the tables are not exact and should be interpreted flexibly, especially where there are difference due to regional accent. The letters underlined in the 'Letters' columns correspond to the 'Sound(s)' in the adjacent column. These letters may need special attention for spelling. 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.

**Source:** Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

# Entry Level 1-3 Functional English **Expectations for word reading and spelling**

## Functional Skills Entry Level 2 – Expectations for both reading and spelling

The words have been chosen because they are common words that are not straightforward to spell.

Letters	Sound	Letters	Sound(s)
<b>letter</b> , <b>better</b>	/t/	<b>woman</b>	/ʊ/
<b>differ</b> , <b>different</b> , <b>difficult</b> ,	/f/	<b>move</b> , <b>blue</b> , <b>blew</b> , <b>truly</b> , <b>fruit</b> , <b>group</b> , <b>through</b>	/u:/
<b>address</b> , <b>promise</b> , <b>city</b> , <b>circle</b> , <b>decide</b> , <b>notice</b> , <b>since</b> , <b>sentence</b> , <b>once</b> , <b>answer</b> ,	/s/	<b>eight</b> , <b>eighteen</b> , <b>eighty</b> , <b>weigh</b> , <b>weight</b> , <b>daily</b> , <b>great</b> , <b>break</b> , <b>obey</b> , <b>straight</b>	/ei/
<b>sure</b> , <b>sugar</b> , <b>pressure</b> , <b>machine</b> , <b>special</b>	/f/	<b>find</b> , <b>behind</b> , <b>quiet</b> , <b>quite</b> , <b>eye</b> , <b>height</b> ,	/ai/
<b>whole</b>	/h/	<b>thought</b> , <b>caught</b> , <b>naughty</b> , <b>cause</b> , <b>always</b>	/ɔ:/
<b>arrive</b> , <b>carry</b>	/r/	<b>forward(s)</b> , <b>forty</b> , <b>fourteen</b> , <b>quarter</b> , <b>therefore</b>	/ɔ:/ or /ɔ:r/
<b>add</b> , <b>address</b>	/d/	<b>perhaps</b> , <b>thirteen</b> , <b>thirty</b> , <b>surprise</b> , <b>year</b> , <b>early</b> , <b>heard</b> , <b>learn</b> , <b>earth</b>	/ɜ:/ or /ɜ:r/
<b>guard</b> , <b>guide</b>	/g/	<b>remember</b> , <b>grammar</b> , <b>calendar</b> , <b>surname</b> , <b>pressure</b> , <b>forward</b>	/ə/ or /ɜ:r/
<b>age</b> , <b>page</b> , <b>strange</b> ,	/dʒ/	<b>half</b>	/ɑ:/ or /æ/
<b>breathe</b>	/ð/	<b>care</b> , <b>bear</b> , <b>bare</b> ,	/cə/ or /cər/
<b>position</b> , <b>possess</b> , <b>potatoes</b> , <b>cause</b>	/z/	<b>our</b> , <b>hour</b>	/aʊə/ or /aʊr/
<b>imagine</b>	/n/	<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>mean</b> , <b>people</b> , <b>believe</b> , <b>complete</b> , <b>extreme</b> , <b>everything</b> , <b>everybody</b>	/i:/	<b>idea</b> , <b>material</b>	/iə/
<b>busy</b> , <b>business</b> , <b>minute</b> , <b>build</b> , <b>women</b> , <b>pretty</b>	/ɪ/	<b>six</b> , <b>next</b>	/ks/
<b>friend</b> , <b>anything</b>	/e/	<b>music</b> , <b>beautiful</b> , <b>computer</b>	/ju:/
<b>won</b> , <b>son</b> , <b>among</b> , <b>young</b> , <b>touch</b> , <b>double</b> , <b>trouble</b> , <b>country</b> , <b>something</b> , <b>month</b>	/ʌ/	<b>possible</b> , <b>example</b> , <b>animal</b>	/əl/
<b>watch</b> , <b>knowledge</b>	/ɒ/		

In addition, Entry Level 2 students are expected to spell 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.

- 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**.

# Entry Level 1-3 Functional English **Expectations for word reading and spelling**

## Functional Skills Entry Level 3 – Expectations for both reading and spelling

The words have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt.

Letters	Sound	Letters	Sound(s)
<b>appear</b> , <b>opposite</b> , <b>apply</b>	/p/	<b>committee</b> , <b>achieve</b>	/i:/
<b>doubt</b> , <b>debt</b> , <b>attach</b> , <b>minute</b>	/t/	<b>average</b> , <b>equip</b> , <b>bargain</b>	/ɪ/
<b>scheme</b> , <b>occasion</b> , <b>according</b> ,	/k/	<b>curiosity</b> , <b>qualify</b> , <b>qualification</b>	/ɒ/
<b>picture</b> , <b>actual</b>	/tʃ/	<b>island</b>	/aɪ/
<b>rough</b> , <b>tough</b> , <b>cough</b> , <b>enough</b>	/f/	<b>though</b> , <b>although</b> ,	/eʊ/
<b>listen</b> , <b>fasten</b> , <b>whistle</b> , <b>criticise</b> , <b>receive</b> , <b>purpose</b> , <b>increase</b> , <b>recent</b> , <b>centre</b> , <b>exercise</b> , <b>medicine</b> , <b>experience</b>	/s/	<b>bought</b> , <b>brought</b> , <b>ought</b> , <b>therefore</b>	/ɔ:/
<b>especially</b> , <b>appreciate</b> ,	/f/	<b>sugar</b> , <b>popular</b> , <b>particular</b> , <b>regular</b> , <b>centre</b>	/ə/ or /ɜ:r/
<b>guarantee</b>	/g/	<b>competition</b> , <b>correspond</b> , <b>determined</b> , <b>develop</b> , <b>frequently</b> , <b>explanation</b> , <b>dictionary</b> , <b>definite</b> , <b>thorough</b> , <b>borough</b> , <b>describe</b> , <b>experiment</b> , <b>purpose</b> , <b>opposite</b> , <b>suppose</b> , <b>famous</b> , <b>various</b> , <b>certain</b>	/ə/
<b>knowledge</b> , <b>college</b>	/dʒ/	<b>experience</b>	/ɪe/
<b>ease</b> , <b>criticise</b> , <b>position</b> , <b>cause</b>	/z/	<b>excellent</b>	/ks/
<b>measure</b> , <b>treasure</b> , <b>pleasure</b>	/ʒ/	<b>communicate</b> , <b>community</b> , <b>education</b>	/ju:/
<b>committee</b> , <b>bomb</b> , <b>thumb</b> , <b>crumb</b> , <b>climb</b> , <b>condemn</b> , <b>column</b> , <b>autumn</b>	/m/	<b>available</b>	/el/
<b>knot</b> , <b>knee</b> , <b>knife</b> , <b>knowledge</b>	/n/		

In addition, Entry Level 3 students are expected to spell the words described below. Words in [round] 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.

- common words with the following suffixes or endings
  - ion (e.g., competition, discussion)
  - ian (e.g., electrician, politician)
  - ious, -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., 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 (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:

<ul style="list-style-type: none"> <li>• who's, whose</li> <li>• accept, except</li> <li>• berry, bury</li> <li>• brake, break</li> <li>• fair, fare</li> <li>• groan, grown</li> <li>• heel, he'll</li> <li>• knot, not</li> </ul>	<ul style="list-style-type: none"> <li>• mail, male</li> <li>• meat, meet</li> <li>• missed, mist</li> <li>• peace, piece</li> <li>• plain, plane</li> <li>• scene, seen</li> <li>• weather, whether</li> <li>• farther, father</li> </ul>	<ul style="list-style-type: none"> <li>• guessed, guest</li> <li>• led, lead</li> <li>• past, passed</li> <li>• aloud, allowed</li> <li>• desert, dessert</li> <li>• steal, steel</li> </ul>
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1. Source: Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>