Winter Storms
Entry Functional English tasks

skills workshop

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Oct 2018. Contributed by Maggie Harnew, Abingdon & Witney College. Search for Maggie on www.skillsworkshop.org
E1-E2 Functional English. For related links visit the download page for this resource.

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Name _____ Date _____

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✂ -

Text A

A Ali	**H** Hannah	**O** Oliver	**V** Violet
B Bronagh	**I** Idris	**P** Peggy	**W** Wyn
C Callum	**J** Jane	**Q**	**X**
D Deirdre	**K** Kevin	**R** Ross	**Y**
E Erik	**L** Lily	**S** Saoirse	**Z**
F Freya	**M** Max	**T** Tristan	
G Gareth	**N** Niamh	**U**	

Source: https://www.metoffice.gov.uk/news/releases/2018/storm-names-2018-19

✂ -

Text B

Met Office lists the names of 2018-2019 winter storms.

Max Smith. 21 September 2018.

Storm names are given out in alphabetical order. The first storm of the season has the male name Ali. This is followed by alternate female and male names. The letters Q, U, X, Y and Z are not used. The names are chosen from ideas sent in by the public.

Storm Ali came to the UK on Wednesday September 19 2018. The next day storm Bronagh arrived. Storm Ali brought very strong winds while storm Bronagh caused heavy rain and flooding.

The Met Office started giving storms names in 2014. The names make people more aware of a storm and its dangers. People can then act to keep themselves safe and protect their property.

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Winter Storms – Entry Functional English tasks

Name _____ Date _____

Entry Level 1

Task 1 – reading and talking

Text A is a list of the 2018-2019 storm names from the UK Met Office.

- Read Text A. Talk about Text A with a friend.

- Can you say the alphabet in order without looking at Text A?

- Can you read and say all the storm names? Ask your teacher if you are not sure.

Task 2 – alphabetical order

- Work in pairs. Turn over Text A and this page so you can't see them.

- Your teacher will give you 26 cards.[1]

- Put the cards in alphabetical order.

- Then look at text A to check your answers.

Task 3 – using the alphabet

- Make a list of storm names. Use the names of your friends and family.

- Use all 26 letters if you can.

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

[1] See pages 9-10

Name _____ Date _____

Entry Level 1

Task 4 – reading questions

Answer the questions about Text A.

1. **Write your answer on the line below.**   (1)

   Which storm name begins with the letter K?

   _____

2. **Write your answer on the line below.**   (1)

   Which letters are not used for storm names?

   _____

3. **Put a tick ☑ in the correct box.**   (1)

   There are four storm names with only three letters in them.

True		False	

Answer the questions about Text B.

4. **Put a tick ☑ in the correct box.**   (1)

   What day was Storm Ali in the UK?

A	21 September	
B	20 September	
C	19 September	

5. **Write your answer on the line below.**   (1)

   Who wrote Text B?

   _____

6. **Put a tick ☑ in the correct box.**   (1)

   It was very windy during storm Ali.

True		False	

Winter Storms – Entry Functional English tasks

Name _____ Date _____

Entry Level 1

Spelling

Task 5 - words ending with a long e sound

The most common way to spell a **long e sound at the end of a word** is with the letter y.

Examples: baby   every   penny   sixty

1. Look at **Text A**. Find two storm names that end in a long e sound **that is spelt with a y**. (2)

   _____   _____

2. Underline the two words that end in a **long e sound that is spelt with a y**. (2)

   > The next day storm Bronagh arrived. Storm Ali brought very strong
   >
   > winds while storm Bronagh caused heavy rain and flooding.

   Which other word ends in a long e sound but **is not** spelt with a y? _____ (1)

3. Fill in the gaps using words that end in a **long e sound spelt with a y**. (5)
   All the missing words have **two syllables**. All the words are about the weather.
   The first two letters of each word are written for you.

   In March the weather is often wi_____.

   In April it can be both ra_____ and su_____.

   In January it is often fo_____ or sn_____.

Task 6 - general spelling check (5)

Your teacher will read out four sentences. Write the correct spelling in each gap.
You can ask your teacher to repeat each sentence.[1]

   The _____ storm was called Ali.

   Storm Ali _____ on a _____.

   The Met Office _____ giving storms names in 2014.

   The names _____ sent in by the public.

[1] See page 13

Winter Storms – Entry Functional English tasks

Name _____ Date _____

Entry Level 2

Task 1 – reading and talking

Texts A and B are about the 2018-2019 storm names from the UK Met Office.

- Read Text A.

- Talk about Text A with two or more friends.

- Can you say all the names? Ask your teacher if you are not sure.

Task 2 – alphabetical order

- Work in pairs.

- Your teacher will give you some cards.[1]

- Put the cards in alphabetical order.

Task 3 – using the alphabet

- Make an alphabetical list of storm names. Use the names of your friends and family.

- Write **alternate** male and female names. Use all 26 letters if you can.

A	J	S
		W
	P	
H		Z

[1] See pages 9-10

Name _____ Date _____

Entry Level 2

Task 4 – reading questions

Answer the questions about Text A and Text B.

7. **Write your answer on the line below.** (1)

   Which storm name has the most vowels?

   _____

8. **Write your answer on the line below.** (1)

   Which day of the week did storm Bronagh arrive in the UK?

   _____

9. **Put a tick ☑ in the correct box.** (1)

   Use the information in Text B to decide if the name Wyn in Text A is:

female		**male**	

10. **Put a tick ☑ in the correct box.** (1)

    Text B is most likely to be from

A	an advert.	
B	a poster.	
C	a newspaper.	

11. **Write your answer on the line below.** (1)

    Why does the Met Office give names to storms?

    _____

12. **Write your answer on the line below.** (2)

    Name one organisational feature used in Text A and one used in Text B.

    _____   _____

Name _____ Date _____

Entry Level 2

Spelling

Task 5 – adding a vowel suffix (-ed, -ing, -er) to words ending in an e

Remove the e from root words when you add a suffix that starts with a vowel.

Examples: tap~~e~~ + ed = taped   com~~e~~ + ing = coming

safe~~e~~ + er = safer   writ~~e~~ + ing = writing

1. Look at Text B. Find two words in **paragraph 2** that follow the rule explained above.   (2)

   _____   _____

2. Underline the two words that end in a vowel suffix.   (2)

   The Met Office started giving storms names in 2014.

3. Complete the table below. The first row has been done for you.   (5)

Root word	-ed	-er	-ing
use	use	user	using
care			
write			
dive			
phone			
invite			

Task 6 - general spelling check   (5)

Your teacher will read out some sentences.[1] Write the correct spelling in each gap.

Storm Ali _____ in on September 19th.

The _____ day storm Bronagh arrived and _____ flooding.

The names make _____ more aware of storms.

The _____ Q is not used for storm names.

[1]See page 13

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Name _____ Date _____

Entry Levels 1 &2

2016-2017	2017-2018	2018-2019
Angus	Aileen	Ali
Barbara	Brian	Bronagh
Conor	Caroline	Callum
Doris	Dylan	Dierdre
Ewan	Eleanor	Erik
Fleur	Fionn	Freya
Gabriel	Georgina	Gareth
Holly	Hector	Hannah
Ivor	Iona	Idris
Jacqui	James	Jane
Kamil	Karen	Kevin
Louise	Larry	Lily
Malcolm	Maeve	Max

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Name _____ Date _____

Entry Levels 1 &2

2016-2017	2017-2018	2018-2019
Natalie	Niall	Niamh
Oisín	Octavia	Oliver
Penelope	Paul	Peggy
Q	Q	Q
Robert	Rebecca	Ross
Susan	Simon	Saoirse
Thomas	Tali	Tristan
U	U	U
Valerie	Victor	Violet
Wilbert	Winifred	Wyn
X	X	X
Y	Y	Y
Z	Z	Z

Winter Storms – Entry Functional English tasks
Curriculum mapping, answers and teaching notes

Teaching notes

This document was written in October 2018 and is based on the revised Functional Skills English content (2018) which will be used by awarding organisations from September 2019.[1] This resource does not aim to reproduce formal assessments (no one knows what those will look like yet!) but to assist Functional Skills tutors with teaching underpinning skills such as spelling, phonics, reading and alphabetical order.

Tasks are differentiated for Entry 1 and Entry 2, with a couple of E3 or higher-level challenges along the way.[2] Most are linked and designed so that one task builds upon another. For example, I suggest that E2 learners start with the E1 reading exercises (and possibly the spelling too) which is why E2 question numbers start at no.7. This provides reinforcement, builds confidence, and familiarises learners with the texts and the range of expected spellings.

Reading / talking / alphabet tasks 1-2

All levels
Laminate pages 9 and 10 and cut up into cards. You may need several sets.

Entry 1
Display Text A on whiteboard and discuss (or use the link beneath Text A to display the text directly from the Met Office). Check that learners can read and pronounce each name correctly. For correct pronunciations of Saoirse and Niamh (and Oisín at Entry 2) I recommend YouTube! You might also want to discuss the sounds (phonemes) and/or syllables in each name.

Learners then work in pairs, talking about storms in general and then checking that they can each recite the complete alphabet (adjust or chunk this this as needed for learners with dyslexia and other learning difficulties) and pronounce the storm names.

Hand out all the names from the **2018-19 season only** and include the five blank Q, U, X, Y and Z cards. Ask learners to put them in alphabetical order (without looking at text A). Learners can then check and self-correct by referring to Text A.

Entry 2
Display and discuss Text A as above but learners discuss in groups of 3 or 4, rather than 2. Then display pages 9 and 10 of this document or use the Met Office images at these links:
https://www.metoffice.gov.uk/news/releases/2017/storm-names-for-2017-18-announced
https://www.metoffice.gov.uk/news/releases/2016/nameourstorms2016

Point out that the names in grey (pages 9-10) were never used. I.e. in 2016-17 there were only five major storms (Angus through to Ewan); in 2017-18 there were eight. The 2018-19 column is all in black type: this resource was written in October 2018 when the storm season had just started and only Ali and Bronagh had been used at that point.

Hand out a selection of cards **picked from all three storm years**, ensuring that some letters of the alphabet are represented two or three times. I recommend a set of 14-18 cards for each pair of learners. Omit the Q, U, X, Y and Z cards. At Entry Level 2 learners are expected to sort alphabetically using first two letters of a word so you might want to ensure that Niall and Niamh do not occur in the same set.

As a further challenge, after learners have sorted their cards they could join another pair of students and combine their cards to make a longer alphabetical list.

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[1] Subject content functional skills: English. DfE (Feb 2018) https://www.gov.uk/government/publications/functional-skills-subject-content-english

[2] E.g. reading and pronouncing several storm names is challenging (even for tutors!) but is part of being functional and using real life texts.

Teaching notes (continued)
Alphabet / vocabulary tasks 3

Entry 1
This task could be introduced using a round-the-class speaking game. Teacher starts with a man or woman's name beginning with A, learners put up hands to suggest names for B, C, D, etc. Teacher scribes names on whiteboard but erases them before students write their own lists.

Entry 2
For an alternative round-the-class game, use the names of flowers, food, countries or towns. Learners must alternate male and female names (and provide most letters of the alphabet) when writing their own lists. Extension: provide a completely blank table with no letter prompts.

Reading tasks 4
The reading questions are intended to be worked through independently so the learner becomes really familiar with:
- all aspects of the texts
- reading instructions
- different questions styles (multiple choice, true/false, tick boxes, free writing)

The Entry Level 2 reading questions require prior knowledge of vowels (Q1) and organisational features (Q6). **Organisational features** are first introduced at Entry Level 3 so you may want to omit question 6. Organisational features are defined in the English Content document[1] as:

"Those visual aspects of text that give a clue to its status and its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc."

At Entry 2 learners are expected to *'understand organisational markers'* in their reading. These are not the same as organisational features and are, annoyingly, not defined in the glossary of the Functional Skills English content (2018) document.[1]

Organisational markers are words, phrases and clauses that are used to organise text and relate ideas and information. At the simplest level I interpret this as the learner understanding ideas expressed in sentences that include conjunctions and/or connectives (other word classes are also possible). For example, organisational markers (shown in italics) are used to:
- add ideas (*and, also*)
- contrast ideas (*but, however, while*),
- create a sequence or chronology (*next, then, finally*)

This is my own interpretation and I am happy to be corrected! The learner does not need to know all this. Put simply, at Entry 2 they are expected to comprehend short straightforward texts that include sentences with more than one clause.

I found the following links on discourse markers helpful although they are aimed at much higher, academic reading levels.
- https://warwick.ac.uk/fac/soc/al/globalpad/openhouse/academicenglishskills/grammar/discourse/
- https://educationnorthwest.org/traits/trait-definitions
- https://www.researchgate.net/publication/325123596_Organisational_Discourse_Markers_in_ESL_Students_a_Essays_A_Study_of_Metadiscourse

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[1] Subject content functional skills: English. DfE (Feb 2018) https://www.gov.uk/government/publications/functional-skills-subject-content-english

Teaching notes (continued)

Spelling

From Sept 2019 in the formal assessment of Entry Level writing, 50-70% of the total marks will be awarded for spelling, punctuation and grammar (SPaG). Of these marks, 50% must be awarded through the spelling test and 50% through written composition (which will assess all SPaG elements). There will be a spelling test of 10 words. These will be selected from those specified and described in the revised Functional Skills English content (2018)[1] document.

Tasks 5 – spelling rules
Entry 1 – words ending with a long e sound spelt with a y
Check learners know what is meant by the "long E" sound */i:/.* They are not expected to know or use the phonetic symbols. They also need to understand what a syllable is (Q3).

Entry 2 – adding a vowel suffix to words ending with an e
Check learners know what is meant by 'suffix' and 'vowel'. I haven't referred to **silent**- or **magic e** as it isn't mentioned in the revised Functional Skills English content (2018) document.[1] However, many learners will be familiar with this term from their school days so it could be helpful to discuss the spelling rule from this viewpoint.

Tasks 6 – Spelling checks (dictated cloze exercises)
All words are taken from the relevant Entry Level spelling expectations listed in the appendix of the revised (2018) Functional English content.[1] See yellow highlighting on pages 21-22.

Read the sentences, one at a time, out loud to the students. Repeat as necessary.

Entry 1	The <u>first</u> storm was called Ali.
	Storm Ali <u>came</u> on a <u>Wednesday</u>.
	The Met Office <u>started</u> giving storms names in 2014.
	The names <u>are</u> sent in by the public.
Entry 2	Storm Ali <u>blew</u> in on September 19th.
	The <u>next</u> day storm Bronagh arrived and <u>caused</u> flooding.
	The names make <u>people</u> more aware of storms.
	The <u>letter</u> Q is not used for storm names.

Answers

E1 Task 4 – reading questions
1. Which storm name begins with the letter K? Kevin
2. Which letters are not used for storm names? Q, U, X, Y and Z
3. There are four storm names with only three letters in them. **False** *(only three: Ali, Max, Wyn)*
4. What day was Storm Ali in the UK? **C** 19 September
5. Who wrote Text B? Max Smith
6. It was very windy during storm Ali. **True**

Spelling

E1 Task 5 - words ending with a long e sound
1. Find two storm names that end in a long e sound **that is spelt with a y**. Lily, Peggy
2. Underline the two words that end in a **long e sound that is spelt with a y**.

> The next day storm Bronagh arrived. Storm Ali brought <u>very</u> strong winds while storm Bronagh caused <u>heavy</u> rain and flooding.

Which other word ends in a long e sound but **is not** spelt with a y? Ali

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[1] Subject content functional skills: English. DfE (Feb 2018) https://www.gov.uk/government/publications/functional-skills-subject-content-english

Answers (continued)

3. Fill in the gaps using words that end in a **long e sound spelt with a y**.

In March the weather is often <u>windy</u>.

In April it can be both <u>rainy</u> and <u>sunny</u>.

In January it is often <u>foggy</u> or <u>snowy</u>.

E1 Task 6 – general spelling check. See page 12 for answers.

E2 Task 4 – reading questions

1. Which storm name has the most vowels? Saoirse (4 vowels)
2. Which day of the week did storm Bronagh arrive in the UK? Thursday
3. Use the information in Text B to decide if the name Wyn in Text A is: male
4. Text B is most likely to be from **C** a newspaper
5. Why does the Met Office give names to storms? To make people more aware of storms.

   Also accept: so people can keep themselves safe / so people can protect their property.
6. Name one organisational feature used in Text A and one from Text B.

   Note this is an E3 question – see page 12.

   A – text organised in a table *(accept display box or text box),* Met Office / Met Éireann logos.

   Do not accept coloured / bold text / capital letters as these are presentation devices.

   Text B – headline *(accept title or heading),* byline *(accept 'date/author details' or similar).*

Spelling

E2 Task 5 – adding a vowel suffix (-ed, -ing, -er) to words ending in an e

1. Look at Text B. Find two words in **paragraph 2** that follow the rule explained above.

   arrived caused
2. Underline the two words that end in a vowel suffix.

   The Met Office <u>started</u> <u>giving</u> storms names in 2014.
3. Complete the table below. the first row has been done for you.

   5 marks – one for each completely correct row

Root word	-ed	-er	-ing
use	used	user	using
care	cared	carer	caring
write		writer	writing
dive	dived	diver	diving
phone	phoned		phoning
invite	invited		inviting

E2 Task 6 – general spelling check. See page 12 for answers.

Suggested 'pass' marks for various tasks (if using for formal assessment):

E1 Reading 4/6.

E2 Reading 5/7 **and** at least 5/6 in the E1 questions (if used).

E1 Spelling 12/15.

E2 Spelling 11/14 **and** at least 14/15 in the E1 questions (if used).

Maggie Harnew, October 2018.

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 (comes into effect September 2019)

✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not covered in detail in this resource but annotated to show progression across levels. **Only relevant content descriptors** are included – consult the source below for a full list of descriptors. *Content at each level subsumes and builds upon that at lower levels.*
Source: Subject content functional skills: English. DfE (Feb 2018),
https://www.gov.uk/government/publications/functional-skills-subject-content-english

Mapping Key for p15-16: E1 = E1 task (pp. 3-5), E2 = E2 task (pp. 6-8). T = task no. Q = question no.
Questions may map to more than one descriptor and/or level. The mapping is intended to assist non-specialist Functional Skills English tutors, but is not intended to be all-consuming.

Reading content descriptors

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper.

Learning aims for reading

E1, 2 & 3 Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

L1-2 Apply their understanding of language to adapt delivery and content to suit audience and purpose. Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
E1.8 Read correctly words designated for Entry Level 1 ✓ (E1:T4 Q1-6) E1.9 Read simple sentences containing one clause ✓ (E1:T4 Q1-6) (E1:T4 Q1, Q2 etc.) (E2:T4 Q7 etc.) E1.10 Understand a short piece of text on a simple subject ✓✓ (E1:T4 Q1-6)	E2.7 Read correctly words designated for E2 ✓ (E2:T4 Q7-12) E2.8 Understand the main points in texts ✓✓ (E2:T4 Q9, Q11) E2.9 Understand organisational markers in short, straightforward texts ✓✓ (E2:T4 Q8, Q11) E2.11 Read and understand sentences with more than one clause ✓ (E1:T4) (E2:T4)	E3.8 Read correctly words designated for E3 ← E3.9 Identify, understand and extract the main points and ideas in and from texts ← E3.10 Identify different purposes of straightforward texts ← E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) ✓ (E2:T4 Q10, Q12)
Scope of study – learners should read texts that include:		
short simple texts that inform, describe, narrate.	short, straightforward texts that instruct, inform✓, describe✓ and narrate✓.	straightforward texts that instruct, describe, narrate and explain.

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Winter Storms – Entry Functional English tasks

Curriculum mapping, answers and teaching notes

Speaking, Listening and Communicating content descriptors

'Speaking, listening and communicating' within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

Learning aims for speaking, listening and communicating

E1, 2 & 3 Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

L1-2 Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
E1.1 Say the names of the letters of the alphabet ✓✓ (E1:T1) E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic ✓ (E1:T1,T2)	E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic ✓ (E2:T1)	E3.6 Make relevant contributions to group discussions about straightforward topics ←
Scope of study should include:		
simple narratives, information and instructions; and short statements, explanations, discussions, questions, exchanges✓.	short narratives and explanations and instructions, discussions ✓ and straightforward information and instructions.	include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.

Writing content descriptors

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

Learning aims for Entry Level writing

E1, 2 & 3 Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

L1-2 (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
Spelling, punctuation & grammar E1.14 Write the letters of the alphabet in sequence and in both upper and lower case ✓✓ (E1:T2, T3) (E2:T3) E1.15 Spell correctly words designated for Entry Level 1 ✓✓ (E1:T5, T6)	**Spelling, punctuation & grammar** E2.14 Form regular plurals → E2.15 Use the first and second letters to sequence words in alphabetical order ✓✓ (E2:T2, T3) 2.16 Spell correctly words designated for E2 ✓✓ (E2:T5, T6)	**Spelling, punctuation & grammar** E3.14 Form irregular plurals ← E3.16 Use the first, second and third place letters to sequence words in alphabetical order ← E3.17 Spell correctly words designated for E3 ←
Scope of study – learners should write texts that include:		
short simple texts such as messages and notes	short, straightforward texts such as letters, emails and simple narratives ✓	straightforward narratives, instructions, explanations and reports

This resource also covers many Adult Literacy and Adult ESOL Curriculum elements

- http://www.excellencegateway.org.uk/content/etf1286 (Adult Literacy)
- http://www.excellencegateway.org.uk/content/etf1194 (Adult ESOL)

Expectations for word reading Entry Levels 1-3.

Students are expected to read words which consist of the letter-sound correspondences[1] 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[2]	Sound[3]	Letters	Sound(s)
p (pan), **pp** (supper)	/p/	**i** (big) **y** (gym)	/ɪ/
t (tap), **tt** (letter)	/t/	**e** (egg), **ea** (head)	/e/
c (cat), **k** (key), **ck** (duck)	/k/	**a** (mat)	/æ/
ch (chip), **tch** (fetch)	/tʃ/	**u** (but)[6]	/ʌ/
f (fish), **ff** (coffee), **ph** (photo)	/f/	**o** (on), **a** (want)	/ɒ/
th (thin)	/θ/	**oo** (book), **u** (put)	/ʊ/
s (sun), **ss** (dress), **c** (city)[4]	/s/	**oo** (moon), **ue** (clue), **u-e** (flute), **ew** (flew), **ou** (soup)	/uː/
sh (ship)	/ʃ/	**ai** (rain), **ay** (play), **a** (baby), **a-e** (ape), **ey** (they)	/eɪ/
h (hat)	/h/	**igh** (light), **i** (mind), **y** (fly), **ie** (pie), **i-e** (kite)	/aɪ/
r (run), **rr** (cherry), **wr** (write)	/r/	**ou** (out), **ow** (down)	/aʊ/
l (lip), **ll** (bell)	/l/	**oa** (boat), **ow** (snow), **o** (go), **oe** (toe), **o-e** (bone)	/əʊ/
b (boy), **bb** (rabbit)	/b/	**oi** (coin), **oy** (boy)	/ɔɪ/
d (dog), **dd** (ladder)	/d/	**aw** (law), **au** (sauce), **al** (talk)	/ɔː/
g (go), **gg** (bigger)	/g/	**or** (fork)[7], **oor** (door), **ore** (store)	/ɔː/ or /ɔːr/
j (jet), **g** (gem)[5], **ge** (large), **dge** (bridge)	/dʒ/	**er** (person), **ur** (burn), **ir** (bird), *or after* **'w'** (work)	/ɜː/ or /ɜːr/
v (vet), **ve** (have)	/v/	**ar** (far), **a** (fast)[8]	/ɑː/ or /ɑːr/
th (then)	/ð/	**air** (hair), **are** (square), **ear** (bear)	/ɛə/ or /ɛər/
z (zip), **zz** (fizz), **s** (his), **se** (cheese), **ze** (sneeze)	/z/	**ear** (near)	/ɪə/ or /ɪər/
m (man), **mm** (hammer)	/m/	**a** (zebra)	/ə/
n (nut), **nn** (dinner), **kn** (knee)	/n/	**qu** (queen)	/kw/
ng (ring), **n** (sink)	/ŋ/	**x** (box)	/ks/
w (wet), **wh** (wheel)	/w/	**u** (unit), **ue** (due), **u-e** (tune), **ew** (few)	/juː/
y (yes)	/j/	**-le** (little), **-il** (pencil), **-al** (metal), **-el** (tunnel)	/əl/
ee (feet), **ea** (beach), **e** (me), **y** (pony), **e-e** (these), **ey** (key), **ie** (chief)	/iː/		

Table 1

[1] 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.

[2] 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.

[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 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.

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

[5] '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.

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

[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 /ɑː/ or /æ/, depending on accent, e.g. 'a' in 'fast' may be pronounced as 'ar' in 'far' without the /r/ sound or as 'a' in 'fat'.

Winter Storms – Entry Functional English tasks Curriculum mapping and teaching notes

Ticks ✓✓= sounds in Table 1 (p17) found in Texts <mark style="background:cyan">A</mark> or <mark style="background:magenta">B</mark>. Purple = additional letter sound correspondences that occur once or more in Texts A✓ or B✓ and are not covered in Table 1 but are covered in the E1, E2 or E3 spelling tables in the English Content[1]. Red = rare letter sound correspondences found in Texts A or B.

Letters	Sound
p ✓✓ (<u>p</u>an), **pp** (su<u>pp</u>er)	/p/ ✓✓
t ✓✓ (<u>t</u>ap), **tt** ✓ (le<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** (fe<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** (dre<u>ss</u>), **c** ✓✓ (<u>c</u>ity)	/s/ ✓✓
sh (<u>sh</u>ip) **se** ✓Saoir<u>se</u>	/ʃ/ ✓
h (<u>h</u>at)	/h/
r ✓ (<u>r</u>un), **rr** (che<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** (ra<u>bb</u>it)	/b/ ✓✓
d ✓ ✓ (<u>d</u>og), **dd** (la<u>dd</u>er)	/d/ ✓✓
g ✓ (<u>g</u>o), **gg** (bi<u>gg</u>er)	/g/✓
j (<u>j</u>et), **g** (<u>g</u>em), **ge** ✓ (lar<u>ge</u>), **dge** (bri<u>dge</u>)	/dʒ/✓
v ✓ (<u>v</u>et), **ve** (ha<u>ve</u>), **mh** ✓ (Nia<u>mh</u>), **f** ✓ (o<u>f</u>)	/v/ ✓✓
th ✓✓ (<u>th</u>en)	/ð/ ✓✓
z (<u>z</u>ip), **zz** (fi<u>zz</u>), **s** ✓ (hi<u>s</u>), **se** ✓ (chee<u>se</u>), **ze** (snee<u>ze</u>), **es** ✓ Wedne<u>s</u>day	/z/ ✓
m ✓✓ (<u>m</u>an), **mm** (ha<u>mm</u>er)	/m/ ✓ ✓
n ✓✓ (<u>n</u>ut),✓ **nn** (di<u>nn</u>er), **kn** (<u>kn</u>ee)	/n/ ✓✓
ng ✓ (ri<u>ng</u>), **n** (si<u>n</u>k)	/ŋ/ ✓
w ✓✓ (<u>w</u>et), **wh** ✓ (<u>wh</u>eel)	/w/✓ ✓
y (<u>y</u>es)	/j/
ee ✓ (f<u>ee</u>t), **ea** ✓ (b<u>ea</u>ch), **e** ✓ (m<u>e</u>), **y** ✓✓ (pon<u>y</u>), **e-e** (th<u>ese</u>), **ey** ✓ (k<u>ey</u>), **ie** (ch<u>ie</u>f), **i** ✓✓(Al<u>i</u>), **e** ✓ (D<u>e</u>irdre), eo ✓ (p<u>eo</u>ple)	/iː/ ✓✓
i✓✓ (b<u>i</u>g) **y**✓ (g<u>y</u>m) **e**✓ (start<u>e</u>d)	/ɪ/ ✓✓
e ✓✓ (<u>e</u>gg), **ea** ✓ (h<u>ea</u>d)	/e/ ✓✓
a ✓ ✓ (m<u>a</u>t)	/æ/ ✓✓
u ✓ ✓ (b<u>u</u>t)	/ʌ/ ✓
o ✓✓ (<u>o</u>n), **a** (w<u>a</u>nt)	/ɒ/ ✓✓
oo (b<u>oo</u>k), **u** (p<u>u</u>t)	/ʊ/
oo (m<u>oo</u>n), **ue** (cl<u>ue</u>), **u-e** (fl<u>ute</u>), **ew** (fl<u>ew</u>), **ou** (s<u>ou</u>p) **to** ✓ (t<u>o</u>)	/uː/ ✓
ai ✓ (r<u>ai</u>n), **ay** (pl<u>ay</u>), **a**✓ (b<u>a</u>by), **a-e** ✓✓ (<u>ape</u>), **ey** ✓ (th<u>ey</u>)	/eɪ/ ✓✓
igh (l<u>igh</u>t), **i** ✓✓ (m<u>i</u>nd), **y** ✓ (fl<u>y</u>), **ie** (p<u>ie</u>), **i-e** ✓ (k<u>ite</u>)	/aɪ/ ✓✓
ou ✓ (<u>ou</u>t), **ow** (d<u>ow</u>n)	/aʊ/ ✓
oa (b<u>oa</u>t), **ow**✓✓ (sn<u>ow</u>), **o** (g<u>o</u>), **oe** (t<u>oe</u>), **o-e** ✓ (b<u>one</u>)	/əʊ/ ✓✓
oi (c<u>oi</u>n), **oy** (b<u>oy</u>)	/ɔɪ/
aw (l<u>aw</u>), **au** ✓ (s<u>au</u>ce), **al** (t<u>al</u>k) **ough** ✓ (br<u>ough</u>t)	/ɔː/ ✓
or ✓ (f<u>or</u>k), **oor** (d<u>oor</u>), **ore** (st<u>ore</u>)	/ɔː/ or /ɔːr/✓
er ✓ (p<u>er</u>son), **ur** (b<u>ur</u>n), **ir** ✓ (b<u>ir</u>d), *or after* **'w'** (w<u>or</u>k)	/ɜː/ or /ɜːr/ ✓✓
ar ✓ (f<u>ar</u>), **a** (f<u>a</u>st)	/aːr/ or /aː/✓
air (h<u>air</u>), **are** ✓ (squ<u>are</u>), **ear** (b<u>ear</u>), **eir** ✓ (th<u>eir</u>)	/ɛə/ or /ɛər/✓
ear (n<u>ear</u>) **ei** ✓D<u>ei</u>rdre, **oir** ✓Sa<u>oir</u>se	/ɪə/or /ɪər/ ✓
a ✓ (zebr<u>a</u>) **agh** ✓Bron<u>agh</u>, **ah**✓✓Hann<u>ah</u> **e** ✓th<u>e</u>, **o** ✓seas<u>o</u>n, **er / a** ✓alt<u>er</u>n<u>a</u>te prop<u>er</u>ty,	/ə/ ✓✓
qu (<u>qu</u>een)	/kw/
x ✓✓ (bo<u>x</u>)	/ks/ ✓✓
u ✓ (<u>u</u>nit), **ue** (d<u>ue</u>), **u-e** (t<u>une</u>), **ew** (f<u>ew</u>)	/juː/
-le (litt<u>le</u>), **-il** (penc<u>il</u>), **-al** ✓ (met<u>al</u>), **-el** (tunn<u>el</u>)	/əl/ ✓

Table 2

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

The 44 English International Phonetic Alphabet (IPA) symbols arranged by type[1]

Consonants (24)		Vowels (20)	
IPA	**Examples** with sound underlined	**IPA**	**Examples** with sound underlined
b d f g h k l m n p r s t v w z (16) [2] are represented with their usual values		**Short vowels (7)**	
/b/	boy rabbit busy double brother verb	/æ/	mat ant exact
/d/	dog ladder add rained played heard	/e/	egg head friend anyone said
/g/[2]	go bigger get give guard ghost exhibit	/ɪ/	big gym enjoy busy build pretty
/f/	fish coffee photo off enough laugh	/ɒ/	on want because curiosity qualify
/h/	hat who whole house	/ʊ/	book put good could woman
/k/	cat key duck school bike queue	/ʌ/	but does Monday double
/l/	lip bell hello learn popular llama	/ə/ (the schwa)[3]	zebra the today never seven decide important probably woman second difficult borough various certain
/m/	man hammer come warm column crumb committee condemn autumn plumber	**Long vowels (5)** : [4]	
/n/	nut dinner knee one know imagine knot		
/p/	pan supper appear opposite apply	/ɑː/	far fast (or /ɑːr/) after half (or/æ/)
/r/	run cherry write wrong rhombus	/iː/	feet beach me pony these key chief even eat people believe complete committee
/s/	sun dress city house	/ɔː/	law sauce talk brought cause saw also fork door store four quarter (or /ɔːr/)
/t/	tap letter debt doubt minute dropped	/ɜː/	person burn bird work first were (or /ɜːr/)
/v/	vet have of over various	/uː/	moon clue flute flew soup to fruit through
/w/	wet wheel white water when	**Diphthongs (8)**[5]	
/z/	zip fizz his cheese sneeze Wednesday potatoes	/ɪə/	near here idea material experience beer pier (or /ɪər/)
Other consonants (8)		/eɪ/	rain play baby ape they came eight straight
/tʃ/	chip fetch picture actual beach question	/aɪ/	light mind fly pie kite by I quiet height island
/dʒ/	jet gem large bridge change huge	/ɔɪ/	coin boy oil oyster moisture royal
/ŋ/	ring sink increase length kangaroo	/aʊ/	out down about around now
/ʃ/	ship sure machine special	/əʊ/	boat snow go toe bone own close though
/θ/	thin three both mouth thumb	/ɛə/	hair square bear air their there (or /ɛər/)
/ð/	then breathe the brother	/ʊə/ [7]	*Not in English Content* [8]
/j/	yes young year onion euro		
/ʒ/[6]	treasure precision seizure		
Combinations of IPA symbols that are specifically listed in 'Expectations for Word Reading Entry Levels 1-3'.[8]			
/juː/	unit due tune few Tuesday	/ks/	box six next excellent checks politics
/kw/	queen equip frequently	/əl/	little pencil metal tunnel available

Table 3

[1] Please refer to the notes on the next page (20) before using this table.
[2] **/g/** IPA tables list only 15 consonants in this category, not 16. /g/ should be categorised with "other consonants" as the default sound of the *letter* g is considered to be a soft g sound (as in giraffe). I've chosen to list /g/ here because it seems more logical (I've always related the letter g to the hard g sound in words such as garage, get or glove).
[3] **/ə/** is called the schwa. It's the most common sound in English and is short, unstressed and neutral. E.g. about, opposite.
[4] The triangular colon symbol : (which in a small font looks identical to a colon) is used in IPA to indicate a long vowel.
[5] A diphthong is a sound combining two vowels. It begins as one vowel and as the tongue moves it changes to another.
[6] **/ʒ/** this symbol is not included in the E1-E3 Reading Words table (English Content[7]) but appears in the E3 spelling list.
[7] **/ʊə/** symbol is not included in the tables in the English Content document but is included here for the sake of completion. It was heard in words such as poor (now pronounced as in pour, paw or pore), cure and tour but is now uncommon.
[8] Subject content functional skills: English. DfE (Feb 2018) https://www.gov.uk/government/publications/functional-skills-subject-content-english which includes a table listing 'Expectations for Word Reading (E1-3)' and three tables listing 'Expectations for both Reading and Spelling' at each Entry Level. Reproduced in this document on pages 17, 21, 22, 23.

Notes on Table 3 (p19)

I found the arrangement of letter-sound correspondences in the English Content 'Expectations for Word Reading Entry Levels 1-3' (pp17-18 of this resource) difficult to navigate so I created Table 3 to reinforce my own learning and make it easier to select sounds and symbols when analysing words.

Examples in black are from the English Content 'Expectations for Word Reading Entry Levels 1-3'. Those in purple are other common examples taken from the E1, E2 or E3 spelling lists in the English Content.[1] Other examples that I found interesting or useful are shown in red (learners are not necessarily expected to know these).

I am not an IPA or phonics specialist and Table 3 may include inaccuracies. Please read the footnotes on the previous page. Table 3 was compiled for my own self-development. According to the 'Expectations for Word Reading Entry Levels 1-3' (p17 of this resource) *"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".*

References

I consulted and used information from the following sources when compiling the table.

Oxford Dictionaries

- Key to Pronunciations (British and World English dictionary)
  https://en.oxforddictionaries.com/key-to-pronunciation
- Pronunciation Guide for English and Academic English Dictionaries
  https://www.oxfordlearnersdictionaries.com/about/english/pronunciation_english

Macmillan Dictionary

- Interactive phonemic chart that is found alongside many of its dictionary entries. For example,
  https://www.macmillandictionary.com/pronunciation/british/precision_1

The Reading Well (dyslexia resources)

- The 44 Phonemes in English
  https://www.dyslexia-reading-well.com/44-phonemes-in-english.html

IPA transcription systems for English. *John Wells, University College London.*
  https://www.phon.ucl.ac.uk/home/wells/ipa-english-uni.htm

TedPower.co.uk
  http://www.tedpower.co.uk/

Notes on 'Expectations for both reading and spelling' tables (pp21-23)

These are copied directly from pages 23-31 of the English Content document[1] but have been rearranged so that each one fits on a single A4 page. The yellow highlighting indicates a spelling or spelling rule that is used in the E1 or the E2 spelling tasks (tasks 5 & 6 on pages 5 & 8). This resource is aimed at Entry Levels 1 and 2 but the Entry 3 table is included for the sake of completion and to assist with progression planning.

PLEASE NOTE: an **editable Word version** of this document is available, on a one to one exchange basis for your own resource contribution. If you wish to become a registered contributor, please contact Maggie using the site contact link. Thank you 😊

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[1] Subject content functional skills: English. DfE (Feb 2018) https://www.gov.uk/government/publications/functional-skills-subject-content-english which includes a table listing 'Expectations for Word Reading (E1-3)' and three tables listing 'Expectations for both Reading and Spelling' at each Entry Level. Reproduced in this document on pages 17, 21, 22, 23.

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

Letters	Sound	Letters	Sound(s)
can, act, look, back, school	/k/	put, push, pull would, could, should, full, look, good	/ʊ/
off	/f/	do, to, into, who, too, you, group, two, room	/u:/
miss, cross, house	/s/	day, say, way, made, make, take, came, same, late, they	/eɪ/
who	/h/	high, right, might, find, mind, child, Friday, by, my, myself, reply, like, time, life, while, I, write	/aɪ/
write, wrote, wrong	/r/	out, about, without, around, now, how, down	/aʊ/
will, well, tell, still, hello	/l/	own, follow, so, no, go, old, over, open, most, only, both, told, hold, don't, close, show	/əʊ/
get, give	/g/	boy	/ɔɪ/
change, large	/dʒ/	saw, draw, walk, all, call, small, also, water	/ɔ:/
have, give, live, of	/v/	or, for, morning, door, floor, poor, more, before, warm, four, your	/ɔ:/ or /ɔ:r/
is, his, as, has, Wednesday	/z/	her, person, Thursday, Saturday, girl, first, work, word, world, were	/ɜ:/ or /ɜ:r/
come, some	/m/	fast, last, past, plant, path, ask, after	/æ/ or /a:/
know, done, one, gone	/n/	are, our	/a:/ or /a:r/
think	/ŋ/	air, where, there, their	/ɛə/ or/ɛər/
when, which, what, while, white	/w/	near, here, dear, year	/ɪə/or /ɪər/
see, seem, feel, meet, week, eat, real, be, he, me, we, she, even, every	/i:/	the, between, until, today, together, number, other, after, never, under	/ə/
enjoy	/ɪ/	Tuesday, use, new, few	/ju:/
head, any, many, anyone, thank, said, again, says	/e/	little	/əl/
come, done, some, other, brother, money, Monday, does	/ʌ/	one, someone, anyone	/wʌ/
was, want, what, because	/ɒ/		

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 for tables on pages 21, 22 & 23: the correspondences between sounds and letters shown in the tables are not exact and should be interpreted flexibly, especially where there are difference dues 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

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)
le**tt**er, be**tt**er	/t/	**w**oman	/ʊ/
di**ff**er, **d**i**ff**erent, **d**i**ff**icult,	/f/	**m**o**v**e, b**l**ue, **bl**ew, tr**ul**y, fr**ui**t, gr**ou**p, thr**ough**	/u:/
addre**ss**, promi**s**e, **c**ity, **c**ir**c**le, de**c**ide, noti**c**e, sin**c**e, senten**c**e, on**c**e, an**s**wer,	/s/	**ei**ght, **ei**ghteen, **ei**ghty, w**ei**gh, w**ei**ght, d**ai**ly, gr**ea**t, br**ea**k, ob**ey**, str**aigh**t	/ei/
sure, **s**ugar, pre**ss**ure, ma**ch**ine, spe**c**ial	/ʃ/	f**i**nd, beh**i**nd, qu**i**et, qu**i**te, **eye**, h**eigh**t,	/ai/
whole	/h/	th**ough**t, c**augh**t, n**augh**ty, c**au**se, **al**ways	/ɔ:/
a**rr**ive, ca**rr**y	/r/	f**or**ward(s), f**or**ty, f**ou**rteen, qu**ar**ter, theref**ore**	/ɔ:/ or /ɔ:r/
a**dd**, a**dd**ress	/d/	p**er**haps, th**ir**teen, th**ir**ty, s**ur**prise, y**ear**, **ear**ly, h**ear**d, l**ear**n, **ear**th	/ɜ:/ or /ɜ:r/
guard, **g**uide	/g/	remember, grammar, calendar, surname, pressure, forward	/ə/ or /ɜ:r/
a**g**e, pa**g**e, stran**g**e,	/dʒ/	h**a**lf	/a:/ or /æ/
brea**the**	/ð/	c**are**, b**ear**, b**are**,	/cə/ or /cər/
po**s**ition, po**ss**ess, potato**es**, cau**se**	/z/	**our**, h**our**	/aʊə/ or /aʊr/
imagi**n**e	/n/	sev**e**n, d**e**cide, **a**ddress, **a**rrive, import**a**nt, prob**a**bly, wom**a**n, sec**o**nd, diff**i**cult	/ə/
m**ea**n, p**eo**ple, bel**ie**ve, complet**e**, extrem**e**, everyth**i**ng, everyb**o**dy	/i:/	id**ea**, mat**e**rial	/ɪə/
b**u**sy, b**u**siness, m**i**nute, b**ui**ld, w**o**men, pr**e**tty	/ɪ/	si**x**, ne**x**t	/ks/
fr**ie**nd, **a**nything	/e/	m**u**sic, b**eau**tiful, comp**u**ter	/ju:/
w**o**n, s**o**n, am**o**ng, y**o**ung, t**o**uch, d**o**uble, tr**o**uble, c**o**untry, s**o**mething, m**o**nth	/ʌ/	possi**ble**, examp**le**, anim**al**	/əl/
w**a**tch, kn**o**wledge	/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.**

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

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

In addition, Entry Level 3 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.

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

- **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**

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