

Walter Tull *Analysis of the reading level of a text*

An analysis of an Entry Level 3 (E3) Functional Skills reading text about Walter Tull, contributed by Laura Bell (2018) https://skillsworkshop.org/resources/walter_tull_the_uk_s_first_black_army_officer and based on articles from <https://www.bbc.co.uk/search?q=walter+tull>.

I analysed the text in order to gain a better understanding of the reading (and spelling) words expected in Entry Level Functional Skills English assessments from September 2019 onwards.

I have attempted to base the reading level of each word in the text on the information in the appendix of ¹*Subject content functional skills English (DfE March 2018)*. See also pages 6-9 of this document.

The ¹Functional Skills English content document **does not specify all the reading words** that are specific to each Entry Level – only that:

- at each level students are expected to **read** words with the sound-letter correspondences given in the table of example words (page 7), along with reading the given spelling words for each level (pages 8-10).
- students are expected to read these words **in texts of increasing complexity**.
- they are **not expected to spell** all the reading words correctly. The words they are expected to read **and** spell correctly are in separate lists (pages 8-10) for each Entry Level.
- the letter-sound correspondences **should be taught in the order used in a reputable, structured phonics programme** and not in the order presented [on page 9].

I therefore decided to classify words using my professional judgment and being guided by:

- the *given *spelling* words in the ¹content lists. Unlike the reading words, these are classified into E1, E2 or E3. A definitive list is supplied for each level (plus other generic spelling examples as described in the last column of each table on pages 8, 9 & 10).
- whether the word is part of common vocabulary and likely to be familiar to the learner.
- the number of syllables and/or phonemes in the word.
- whether the word follows common spelling patterns.

I have also considered the:

- length of the text and the number of paragraphs.
- proportion of simple, compound and complex /combined sentences.
- the context / topic of the text.

**Any spelling word listed at a particular level is also a reading word at the same level. However, it might also be a reading (but not spelling) word at a lower level. [This is my own interpretation!]*

Relevant reading content descriptors from ¹*Subject content functional skills English (DfE March 2018)*

E1.8 Read correctly words designated for Entry Level 1 (see pages 7 & 8)

E2.7 Read correctly words designated for Entry Level 2 (see pages 7 & 9)

E3.8 Read correctly words designated for Entry Level 3 (see pages 7 & 10)

L1.17 Read and understand a range of specialist words in context

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I used the following key.

Orange	an Entry Level 1 spelling & reading word	Pale peach	think it's an E1 reading word
Blue	an Entry Level 2 spelling & reading word	Pale blue	think it's an E2 reading word
Pink	an Entry Level 3 spelling & reading word	Pale pink	think it's an E3 reading word
Green	not found in the Entry Level lists and assumed to be Level 1 or 2.		

These words are often, but not always, proper nouns or specialist / technical vocabulary.

Walter Tull, one of England's first black professional footballers, should be awarded a Military Cross 100 years after his death, says Tottenham MP David Lammy.

Tull, who played for Tottenham Hotspur and Northampton Town, died aged 29 when he was shot on the battlefields of France during World War One.

He was Britain's first black Army officer.

Tull lost his parents at the age of nine and went to live in a children's home. He began his football career with Tottenham and played more than 100 times for Northampton. He was one of the first black players in the English game and suffered from a great deal of racial abuse.

He joined the army and he became an officer, despite laws at the time preventing it because of his "non-European" heritage. He turned out to be a very brave leader; in the winter of 1917-18, Tull led 26 men across a fast-flowing river on a night raid into an area controlled by the enemy – everyone returned unharmed. As a result, he was recommended for a Military Cross (a medal for bravery). His family are still waiting for that medal.

He died during fierce fighting in Northern France. He was just 29. One of his soldiers – who had been a goalkeeper for Leicester Fosse – tried to drag Tull's body back to the British lines so he could be buried. His efforts failed and Walter's body was never found, like so many that fought and died in the Great War.

Sunday 25th March 2018 was the 100th anniversary of Tull's death, and Lammy has written to the Prime Minister and Secretary of State for Defence asking for his Military Cross to be awarded to mark the centenary.

Dele Alli, Danny Rose and Kieran Trippier – the latest generation of black and mixed-race players to follow in Tull's footsteps for Tottenham and England – support Lammy's idea.

"I think now it is time to give Walter that Military Cross," Lammy told BBC Sport. "His service on behalf of this country was immense. He saved people's lives, he fought incredibly hard, died young."

"Walter's story can inspire a generation. I think giving him that Military Cross will reach young people all across this country and say a tremendous amount about the United Kingdom at this time."

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Sentence structure and paragraphs.

Simple sentences	7	Complex or combined sentences	11
Compound sentences	3	Paragraphs	10

1 Walter Tull, one of England's first black professional footballers, should be awarded a Military
2 Cross 100 years after his death, says Tottenham MP David Lammy.

3 Tull, who played for Tottenham Hotspur and Northampton Town, died aged 29 when he was
4 shot on the battlefields of France during World War One.

5 **He was Britain's first black Army officer.**

6 Tull lost his parents at the age of nine and went to live in a children's home. He began his
7 football career with Tottenham and played more than 100 times for Northampton. He was
8 one of the first black players in the English game and suffered from a great deal of racial
9 abuse.

10 He joined the army and he became an officer, despite laws at the time preventing it because
11 of his "non-European" heritage. He turned out to be a very brave leader; in the winter of
12 1917-18, Tull led 26 men across a fast-flowing river on a night raid into an area controlled by
13 the enemy – everyone returned unharmed. **As a result, he was recommended for a Military
14 Cross (a medal for bravery). His family are still waiting for that medal.**

15 **He died during fierce fighting in Northern France. He was just 29.** One of his soldiers – who
16 had been a goalkeeper for Leicester Fosse – tried to drag Tull's body back to the British lines
17 so he could be buried. His efforts failed and Walter's body was never found, like so many that
18 fought and died in the Great War.

19 Sunday 25th March 2018 was the 100th anniversary of Tull's death, and Lammy has written
20 to the Prime Minister and Secretary of State for Defence asking for his Military Cross to be
21 awarded to mark the centenary.

22 Dele Alli, Danny Rose and Kieran Trippier – the latest generation of black and mixed-race
23 players to follow in Tull's footsteps for Tottenham and England – support Lammy's idea.

24 "I think now it is time to give Walter that Military Cross," Lammy told BBC Sport. **"His service
25 on behalf of this country was immense.** He saved people's lives, he fought incredibly hard,
26 died young."

27 **"Walter's story can inspire a generation.** I think giving him that Military Cross will reach young
28 people all across this country and say a tremendous amount about the United Kingdom at
29 this time."

Relevant reading content descriptors from ¹*Subject content functional skills English (DfE March 2018)*

E1.9 Read simple sentences containing one clause

E2.11 Read and understand sentences with more than one clause

L1.18. Use knowledge of punctuation to aid understanding of straightforward texts

A total of 376 words including abbreviations (numbers written as digits are omitted).

a (12)	could	great (2)	mixed	state
about	country (2)	had	more	still
abuse	Cross (5)	hard	MP	story
across (2)	Danny	has	never	suffered
after	David	he (13)	night	Sunday
age	deal	heritage	nine	support
aged	death (2)	him	non	than
all (2)	defence	his (9)	Northampton (2)	that (4)
Alli	Dele	home	northern	the (15)
amount	despite	Hotspur	now	think (2)
an (2)	died (4)	I (2)	of (12)	this (3)
and (13)	drag	idea	officer (2)	time (3)
anniversary	during (2)	immense	on (3)	times
are	efforts	in (6)	one (4)	to (9)
area	enemy	incredibly	out	told
army (2)	England	inspire	parents	Tottenham (4)
as	England's	into	people	town
asking	English	is	people's	tremendous
at (3)	European	it (2)	played (2)	tried
awarded (2)	everyone	joined	players (2)	Trippier
back	failed	just	preventing	Tull (4)
battlefields	family	Kieran	prime	Tull's (3)
BBC	fast	Kingdom	professional	turned
be (4)	fierce	Lammy (3)	race	unharmed
became	fighting	Lammy's	racial	United
because	first (3)	latest	raid	very
been	flowing	laws	reach	waiting
began	follow	leader	recommended	Walter (2)
behalf	football	led	result	Walter's (2)
black (4)	footballers	Leicester	returned	war (2)
body (2)	footsteps	like	river	was (8)
brave	for (9)	lines	Rose	went
bravery	fosse	live	saved	when
Britain's	fought (2)	lives	say	who (2)
British	found	lost	says	will
buried	France (2)	many	secretary	winter
by	from	march	service	with
can	game	mark	shot	world
career	generation (2)	medal (2)	should	written
centenary	give	men	so (2)	years
children's	giving	Military (5)	soldiers	young (2)
controlled	goalkeeper	minister	sport	

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209 different words including abbreviations (numbers written as digits are omitted).

E1	E1	E1	E2	E2	E3
a	home	so	abuse	Lammy	anniversary
about	I	state	aged	Lammy's	area
across	in	still	amount	latest	battlefields
after	into	story	army	lives	Britain's
age	is	Sunday	asking	mark	career
all	it	than	awarded	Minister	enemy
an	just	that	behalf	mixed	European
and	laws	the	body	officer (family
are	leader	think	bravery	parents	fierce
as	led	this	British	people	France
at	like	time	buried	people's	fought
back	lines	times	children's	players	generation
BBC	live	to	controlled	preventing	heritage
be	lost	told	country	raid	immense
became	many	turned	Danny	result	incredibly
because	March	very	David	returned	Military
been	medal	waiting	Defence	service	Northampton
began	men	war	despite	sport	northern
black	more	was	died	suffered	professional
brave	MP	went	during	support	racial
by	never	when	efforts	town	recommended
can	night	who	England	tried	secretary
could	nine	will	England's	Tull	soldiers
Cross	non-	winter	English	Tull's	Tottenham
deal	now	with	everyone	unharmed	tremendous
death	of	years	failed	Walter	United
drag	on	young	fighting	Walter's	(25)
fast	one	(107)	flowing	world	
first	out		follow	written	
football	played		footballers	(69)	
for	prime		footsteps		
from	race		found		L1 and/or proper nouns
game	reach		giving		Alli
give	river		goalkeeper		centenary
had	Rose		Great		Dele
hard	saved		Hotspur		Fosse
has	say		idea		Kieran
he	says		inspire		Leicester
him	shot		joined		Trippier
his	should		Kingdom		(8)

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Conclusions

The Walter Tull text, and its accompanying comprehension questions and writing task, was originally submitted as an E3 Functional English resource based on the ²Legacy Functional Skills Criteria (2011). A Level 1-2 version of the resource is also available on skillsworkshop.

I analysed the text using the reading and spelling word lists and some of the reading content descriptors found in the revised ¹subject content document for Functional English (2018).

There is a good mix of words in the text, some which will provide a challenge to E3 readers. I like the repetition of some key words such as Military, Cross, army and awarded. The topics of World War, football, and government departments should be familiar to many E3 learners.

It was time-consuming making sense of the new word lists – although I am sure this will improve as I become familiar with the information. For example, the Entry 1 reading/spelling guidance includes this statement which takes a while to interpret:

¹In addition, 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).

Several sentences are long and complex but this is all part of being functional: learners are expected to read sentences with more than one clause from Entry 2 onwards. If the text was to be used for formal assessment I would simplify and rewrite the sentences that include advanced punctuation such as dashes, semi-colons, and brackets (e.g. lines 11, 13, 15). They are best reserved for L1-2 texts where the reader is expected to 'use their knowledge of punctuation to aid understanding' of texts.

Overall the text works well and, in my opinion, is suitable for Entry Level 3 reading based on the new revised 2018 Functional English content. We will have to see what texts the Awarding Bodies come up with next year in their assessments!

Apologies for the perhaps unneeded repetition that occurs on this page and page 1. This is a result of the challenges I experienced when trying to understand the differences (and similarities) between the Entry Level reading and spelling expectations.

References

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

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

2. Ofqual (Oct 2011), *Functional Skills Criteria for English Entry 1, Entry 2, Entry 3, Level 1 and Level 2*

<https://www.gov.uk/government/publications/functional-skills-criteria-for-english>

Disclaimer! This is not an exact science.

Do not accept this as a definitive list of accurately mapped reading words.

I welcome feedback, comments and assistance.

(Use the contact link at www.skillsworkshop.org)

If you are a skillsworkshop contributor you can request an editable Word version of this resource.

Walter Tull *Analysis of word levels (for reading)*

Expectations for word reading Entry Levels 1-3.

Students are expected to read words which consist of the letter-sound correspondences¹ 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	/ʊ/
f (fish), ff (coffee), ph (photo)	/f/	o (on), a (want)	/ɒ/
th (thin)	/θ/	oo (book), u (put)	/u/
s (sun), ss (dress), c (city) ⁴	/s/	oo (moon), ue (clue), u-e (flute), ew (flew), ou (soup)	/u:/
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)	/a/
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)	/ɔ:/
g (go), gg (bigger)	/g/	or (fork) ⁷ , oor (door), ore (store)	/ɔ:/ or /ɔ:r/
j (jet), g (gem) ⁵ , ge (large), dge (bridge)	/dʒ/	er (person), ur (burn), ir (bird), or after 'w' (work)	/ɜ:/ or /ɜ:r/
v (vet), ve (have)	/v/	ar (far), a (fast) ⁸	/ɑ:r/ or /ɑ:/
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)	/ju:/
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)	/i:/		

¹ In this document the word 'sound' usually means '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 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 /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'.

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

Walter Tull *Analysis of word levels (for reading)*

Functional Skills Entry Level 1 – Expectations for reading & spelling *The 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 /ɛər/
<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 /ɪər/
<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>	/m/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ʊ/		

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 41, 42 & 43: 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>

Walter Tull Analysis of word levels (for reading)

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

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>

Walter Tull *Analysis of word levels (for reading)*

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	/i:/
doubt, debt, attach, minute	/t/	average, equip, bargain	/ɪ/
scheme, occasion, according, picture, actual	/k/	curiosity, qualify, qualification	/o/
rough, tough, cough, enough	/tʃ/	island	/aɪ/
listen, fasten, whistle, criticise, receive, purpose, increase, recent, centre, exercise, medicine, experience	/f/	though, although,	/eʊ/
especially, appreciate,	/s/	bought, brought, ought, therefore	/ɔ:/
	/f/	sugar, popular, particular, regular, centre	/e/ or /ɜ:r/
guarantee	/g/	competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain	/e/
knowledge, college	/dʒ/	experience	/ɪe/
ease, criticise, position, cause	/z/	excellent	/ks/
measure, treasure, pleasure	/ʒ/	communicate, community, education	/ju:/
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	•mail, male	•guessed, guest
•accept, except	•meat, meet	•led, lead
•berry, bury	•missed, mist	•past, passed
•brake, break	•peace, piece	•aloud, allowed
•fair, fare	•plain, plane	•desert, dessert
•groan, grown	•scene, seen	•steal, steel
•heel, he'll	•weather, whether	
•knot, not	•farther, father	

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