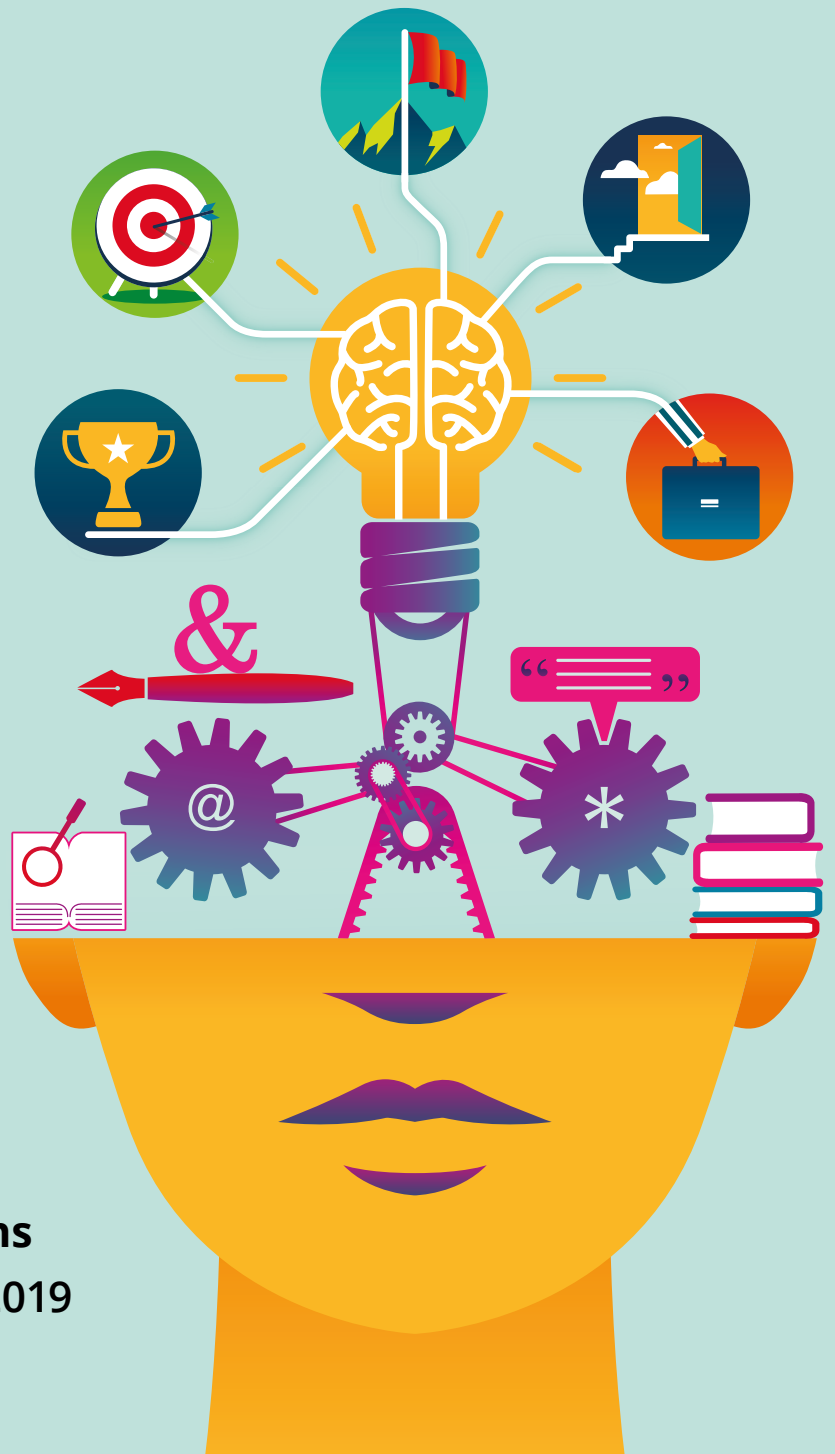Pearson
Edexcel

Functional Skills

English
Entry Levels 1-3

Specification

Functional Skills qualifications
First registration September 2019

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Contents

1 Introducing Pearson Edexcel Functional Skills qualifications

What are Functional Skills qualifications?

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the government's accountability systems.

Functional Skills qualifications are based on Department for Education (DfE) approved subject content and are regulated by Ofqual.

Learners will work towards their qualification in a number of settings, including but not limited to:

- schools and sixth-form colleges
- Pupil Referral Units
- further education providers
- private colleges
- private skills providers
- offender learning establishments
- higher education establishments.

Sizes of Functional Skills qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners need to complete to show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with users of the qualifications.

2   Qualification summary and key information

Qualification title	Pearson Edexcel Functional Skills Qualification in English at Entry Level 1
Qualification Number (QN)	603/4286/9
Regulation start date	22/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16 16–18 19+
Total Qualification Time (TQT)	60 hours
Guided Learning Hours (GLH)	55 hours
Assessment	Internally set and assessed Speaking, Listening and Communicating assessments. Externally set, on-demand Reading and Writing assessments, internally marked and externally verified.
Grading information	The qualification and components are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 8 Access and recruitment* for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub. 16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications.

Qualification title	Pearson Edexcel Functional Skills Qualification in English at Entry Level 2
Qualification Number (QN)	603/4287/0
Regulation start date	22/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16
	16–18
	19+
Total Qualification Time (TQT)	60 hours
Guided Learning Hours (GLH)	55 hours
Assessment	Internally set and assessed Speaking, Listening and Communicating assessments.
	Externally set, on-demand Reading and Writing assessments, internally marked and externally verified.
Grading information	The qualification and components are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 8 Access and recruitment* for more information).
Funding	Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.
	16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications.

Qualification title	Pearson Edexcel Functional Skills Qualification in English at Entry Level 3
Qualification Number (QN)	603/4288/2
Regulation start date	22/03/2019
Operational start date	01/09/2019
Approved age ranges	Pre-16

16–18

19+ |
| Total Qualification Time (TQT) | 60 hours |
| Guided Learning Hours (GLH) | 55 hours |
| Assessment | Internally set and assessed Speaking, Listening and Communicating assessments.

Externally set, on-demand Reading and Writing assessments, internally marked and externally verified. |
| Grading information | The qualification and components are graded Pass/Fail. |
| Entry requirements | No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the guidance given in the Pearson document *A guide to recruiting with integrity and enrolling learners onto qualifications* (see *Section 8 Access and recruitment* for more information). |
| Funding | Qualification eligibility for 16–19 funding, apprenticeship funding, 19+ funding, and 19+ loan funding, can be found on the Education and Skills Funding Agency (ESFA) funding hub.

16–19-year-olds on study programmes, all-age apprentices and 19+-year-olds who have not previously attained a GCSE Grade A* to C or Grade 4 in English and mathematics, can all be fully funded to take Functional Skills qualifications. |

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com.

3   Qualification purpose

Qualification purpose

The Pearson Edexcel Functional Skills Qualifications in English at Entry Levels 1, 2 and 3 are for learners to develop understanding and skills in English.

The qualifications give learners the opportunity to:

- demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English

- apply this knowledge and these skills in familiar situations.

- achieve a foundation for further study at Levels 1 and 2.

Qualification aims and outcomes

The qualifications give learners the opportunity to:

- 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

- read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely

- write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

Relationship with previous qualifications

The final registration date for legacy Functional Skills qualifications is 31 August 2019, with a final certification date of 31 August 2020. All registrations from 1 September 2019 must be made for the new 2019 qualifications. No late registrations will be permitted. To ensure that sufficient teaching and learning has taken place, centres must consider the needs of their learners when deciding when to make registrations and entries for the assessments.

Legacy qualifications	New 2019 qualifications
Pearson Edexcel Functional Skills Qualification in English at Entry 1 QN 500/8494/X	Pearson Edexcel Functional Skills Qualification in English at Entry Level 1 QN 603/4286/9
Pearson Edexcel Functional Skills Qualification in English at Entry 2 QN 500/8467/7	Pearson Edexcel Functional Skills Qualification in English at Entry Level 2 QN 603/4287/0
Pearson Edexcel Functional Skills Qualification in English at Entry 3 QN 500/8464/1	Pearson Edexcel Functional Skills Qualification in English at Entry Level 3 QN 603/4288/2

Progression opportunities

Learners who achieve Pearson Edexcel Functional Skills Qualifications in English at Entry Levels 1 to 3 can progress through the levels (from Entry 1 to Entry 2 and Entry 2 to Entry 3), and to Functional Skills Qualifications in English at Levels 1 and 2 or further English study, such as GCSE.

Alternatively, learners can progress to employment or to vocational education.

4 Qualification structures

Pearson Edexcel Functional Skills Qualification in English at Entry Level 1

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 1 consists of three components. Learners must pass the following assessments before the qualification can be awarded:

- a Speaking, Listening and Communicating assessment
- a Reading assessment
- a Writing assessment.

Speaking, Listening and Communicating

The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified.

Reading

The Reading assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

The texts in the Reading assessments will include a representative sample of the words and types of words given in *Annexe B*.

Dictionaries are allowed.

Writing

The Writing assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

66.7 per cent of marks are for Spelling, Punctuation and Grammar (SPaG). Half of these are for a spelling task that assesses ten spellings. The spellings are sampled from the words and word types in *Annexe B*.

No external aids, such as dictionaries, are allowed.

Components	Duration	Number of marks
Speaking, Listening and Communicating	10 minutes*	n/a**
Reading	45 minutes	16
Writing	50 minutes	30

*Approximate time. Further details are given in *Entry Level English Speaking, Listening and Communicating: guidance for assessors*, available on the Pearson website.

**All subject content statements must be evidenced.

Pearson Edexcel Functional Skills Qualification in English at Entry Level 2

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 2 consists of three components. Learners must pass the following assessments before the qualification can be awarded:

- a Speaking, Listening and Communicating assessment
- a Reading assessment
- a Writing assessment.

Speaking, Listening and Communicating

The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified.

Reading

The Reading assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

The texts in the Reading assessments will include a representative sample of the words and types of words given in *Annexe C*.

Dictionaries are allowed.

Writing

The Writing assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

57 per cent of marks are for Spelling, Punctuation and Grammar (SPaG). Half of these are for a spelling task that assesses ten spellings. The spellings are sampled from the words and word types in *Annexe C.*

No external aids, such as dictionaries, are allowed.

Components	Duration	Number of marks
Speaking, Listening and Communicating	15 minutes*	n/a**
Reading	45 minutes	20
Writing	50 minutes	35

*Approximate time. Further details are given in *Entry Level English Speaking, Listening and Communicating: guidance for assessors*, available on the Pearson website.

**All subject content statements must be evidenced.

Pearson Edexcel Functional Skills Qualification in English at Entry Level 3

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 3 consists of three components. Learners must pass the following assessments before the qualification can be awarded:

- a Speaking, Listening and Communicating assessment
- a Reading assessment
- a Writing assessment.

Speaking, Listening and Communicating

The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified.

Reading

The Reading assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

The texts in the Reading assessments will include a representative sample of the words and types of words given in *Annexe D*.

Dictionaries are allowed.

Writing

The Writing assessments are externally set, internally marked and externally verified. They are paper-based and can be downloaded from our website on demand.

56 per cent of marks are for Spelling, Punctuation and Grammar (SPaG). Half of these are for a spelling task that assesses ten spellings. The spellings are sampled from the words and word types in *Annexe D.*

No external aids, such as dictionaries, are allowed.

Components	Duration	Number of marks
Speaking, Listening and Communicating	20 minutes*	n/a**
Reading	45 minutes	24
Writing	50 minutes	36

*Approximate time. Further details are given in *Entry Level English Speaking, Listening and Communicating: guidance for assessors*, available on the Pearson website.

**All subject content statements must be evidenced.

5 Subject content

Qualification format

Each qualification has the following information.

Qualification title

This is the formal title of the qualification as it will appear on the learner's certificate.

Level

All qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Text

The term 'text' is used to explain what learners are expected to study:

- types of reading text that learners will be given

- text types that learners will be asked to produce

- the sort of Speaking, listening and communicating assessments that learners will need to complete.

Content

The content sets out what a learner will know, understand or be able to do as the result of a process of learning.

Qualification title: Pearson Edexcel Functional Skills Qualification in English at Entry Level 1

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 1 indicates that learners should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness. Learners should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

Component 1: Speaking, Listening and Communicating

Texts

Learners should practise different types of speaking, listening and communicating activities. This should include simple narratives, information and instructions; and short statements, explanations, discussions, questions and exchanges.

By the end of the course, learners should be able to do the following.

Content	
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

Component 2: Reading

Texts

Learners should practise reading different types of text. This should include short, simple texts that inform, describe and narrate.

By the end of the course, learners should be able to do the following.

Content	
E1.8	Read correctly words designated for Entry Level 1 (*see Annexe B*)
E1.9	Read simple sentences containing one clause
E1.10	Understand a short piece of text on a simple subject

Component 3: Writing

Texts

Learners should practise writing different types of text. This should include short, simple texts such as messages and notes.

By the end of the course, learners should be able to do the following.

Content (spelling, punctuation and grammar)	
E1.11	Punctuate simple sentences with a capital letter and a full stop
E1.12	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
E1.13	Use lower-case letters when there is no reason to use capital letters
E1.14	Write the letters of the alphabet in sequence and in both upper and lower case
E1.15	Spell correctly words designated for Entry Level 1 (*see Annexe B*)
Content (composition)	
E1.16	Communicate information in words, phrases and simple sentences

Qualification title: Pearson Edexcel Functional Skills Qualification in English at Entry Level 2

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 2 indicates that learners should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness. Learners should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

Component 1: Speaking, listening and communicating

Texts

Learners should practise different types of speaking, listening and communicating activities. This should include short narratives and explanations and instructions, discussions and straightforward information and instructions.

By the end of the course, learners should be able to do the following.

Content	
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

Component 2: Reading

Texts

Learners should practise reading different types of text. This should include short, straightforward texts that instruct, inform, describe and narrate.

By the end of the course, learners should be able to do the following.

Content	
Content	
E2.7	Read correctly words designated for Entry Level 2 (*see Annexe C*)
E2.8	Understand the main points in texts
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)
E2.11	Read and understand sentences with more than one clause
E2.12	Use illustrations, images and captions to locate information

Component 3: Writing

Texts

Learners should practise writing different types of text. This should include short straightforward texts such as letters, e-mails and simple narratives.

By the end of the course, learners should be able to do the following.

Content (spelling, punctuation and grammar)	
Content (spelling, punctuation and grammar)	
E2.13	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
E2.14	Form regular plurals
E2.15	Use the first and second letters to sequence words in alphabetical order
E2.16	Spell correctly words designated for Entry Level 2 (*see Annexe C*)
Content (composition)	
E2.17	Communicate information in words, phrases and simple sentences
E2.18	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)
E2.19	Write in compound sentences, using common conjunctions (e.g. *or, and, but*) to connect clauses
E2.20	Use adjectives and simple linking words in the appropriate way

Qualification title: Pearson Edexcel Functional Skills Qualification in English at Entry Level 3

The Pearson Edexcel Functional Skills Qualification in English at Entry Level 3 indicates that learners should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness. Learners should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

Component 1: Speaking, Listening and Communicating

Texts

Learners should practise different types of speaking, listening and communicating activities. This should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.

By the end of the course, learners should be able to do the following.

Learners must be able to:	
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

Component 2: Reading

Texts

Learners should practise reading different types of text. This should include straightforward texts that instruct, describe, narrate and explain.

By the end of the course, learners should be able to do the following.

Learners must be able to:	
E3.8	Read correctly words designated for Entry Level 3 (*see Annexe D*)
E3.9	Identify, understand and extract the main points and ideas in and from texts
E3.10	Identify different purposes of straightforward texts
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)
E3.12	Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

Component 3: Writing

Texts

Learners should practise writing different types of text. This should include straightforward texts such as narratives, instructions, explanations and reports.

By the end of the course, learners should be able to do the following.

Content (spelling, punctuation and grammar)	
E3.13	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
E3.14	Form irregular plurals
E3.15	Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)
E3.16	Use the first, second and third place letters to sequence words in alphabetical order
E3.17	Spell correctly words designated for Entry Level 3 (*see Annexe D*)

Content (composition)	
E3.18	Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)
E3.19	Write text of an appropriate level of detail and of appropriate length (including where this is specified)
E3.20	Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
E3.21	Write in compound sentences and paragraphs where appropriate
E3.22	Use language appropriate for purpose and audience

6 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the subject specialists delivering and assessing the units. Centres must contact vocationalqualitystandards@pearson.com for advice on collaborative delivery.

There are various approaches to delivering a successful Functional Skills qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

- Good practice in relation to learner recruitment, preparation and support includes:
- giving potential learners initial advice and guidance
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, programme requirements, an initial assessment of current competency levels, assessment of individual learning styles and training needs, an individual learning plan, details of training delivery and the assessment process
- keeping in regular contact with learners to keep them engaged and motivated, and ensuring that there is open communication between learners and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of learners through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources
- drawing up an assessment plan that aligns the components with the learning process and the acquisition of knowledge and skills, and which indicates how and when the components will be assessed
- if taken as part of an Apprenticeship, discussing and agreeing with learners and employers suitable times and dates that assessment will take place.

7 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements given below are in place before offering the qualifications.

- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications, for example IT, learning materials, teaching rooms, dictionaries.

- There must be systems in place to ensure continuing professional development (CPD) for staff delivering the qualifications.

- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work, and the accuracy and consistency of assessment decisions between assessors operating at the centre. For information on the requirements for implementing assessment processes in centres, please refer to the Pearson *Functional Skills Quality Assurance Handbook* (updated annually)*.*

- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 8 Access and recruitment*. For full details on the Equality Act 2010, please visit www.legislation.gov.uk.

- All documents are available on our website: qualifications.pearson.com.

8 Access and recruitment

Our policy on access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access arrangements and reasonable adjustments for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality and diversity policy* document (available on our website) requires all learners to have equal opportunity to access our qualifications and assessments, and ensures that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given on our website.

Reading

'Reading' in the Functional Skills qualification in English is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille.

Computer/screen readers (assistive technology) may be used in the Reading component of the Functional Skills qualification in English where their use reflects learners' normal way of reading. A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows learners to meet the requirements of the reading standards independently.

A human scribe can be used to record answers.

A 'human' reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

Writing

'Writing' in the Functional Skills qualification in English is defined as the independent construction of written text to communicate in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, onscreen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Voice recognition technology (assistive technology) may be used where its use reflects learners' normal way of writing. This is acceptable as it allows learners to meet the requirements of the writing standards independently.

A 'human' scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

Speaking, Listening and Communicating

'Speaking, Listening and Communicating' in English is defined as 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.

Learners may be assessed using British Sign Language. Access to augmentative speech equipment where it reflects the learner's normal way of working.

Further information on the use of language in qualifications is available in our document *Use of languages in qualifications policy,* available on our website.

Exemptions

Where barriers to access remain and no suitable alternatives are available, we are able to offer learners with a disability exemption from one component in the qualification. Requests for exemptions can be made by completing the *Application for Exemption* form, which can be downloaded from our website.

Further information

Further information on access arrangements and reasonable adjustments can be found on our website.

9 Assessment

Learners must achieve the assessment requirements stated in *Section 4 Qualification Structures* to achieve a Pass. Sample assessments are available on our website.

Language of assessment

Assessments for these qualifications are in English only.

Entry Level assessment

At Entry Level, assessment should take place when learners are ready. This means that practical activities and practice might take place many times before the tutor deems learners capable of completing an assessment satisfactorily and that they are ready to be assessed. Therefore, sufficient time should be built into the teaching schedule to allow learners to progress at their own rate. Should a learner not achieve the required standard, further teaching and learning should take place for at least two weeks before an additional opportunity to complete an assessment is organised.

At this level, learners will require supported practice in order to ensure that they are sufficiently competent to meet the requirements of the mark scheme.

Features of assessment

Pearson Edexcel Functional Skills Qualifications at Entry Level comprise compulsory component assessments that are internally assessed and internally- and externally-verified.

The main stages involved in assessment include:

- learners taking the assessments under supervised conditions
- the assessor deciding whether or not the response is sufficient, valid, authentic and of the required standard
- the Lead Internal Verifier for the Pearson Edexcel Functional Skills Qualifications at Entry Level managing the internal verification of assessment outcomes
- the assessor giving learners feedback on the results of the assessment.

Guidelines for assessment

All component assessments are written to differentiate between levels, in line with national standards.

Good practice has highlighted the importance of giving feedback to learners. Feedback should focus on learners' achievements and on guidance on how to improve the skills required in an assessment response. A record of feedback is needed for each learner and for verification purposes. When resitting an assessment, learners must submit a different assessment to the assessment originally completed.

Speaking, Listening and Communicating

Assessment setting

Centres devise their own assessments, in line with Pearson's guidance.

Overview at Entry Level 1

Each learner must complete two tasks: Task 1 consists of a number of discrete activities and Task 2 is a discussion.

For each task, Pearson has identified which content statements are being assessed.

In Task 1, learners need to show they can:

- say the names of the letters of the alphabet

- understand short statements and explanations

- follow single-step instructions

- make requests and ask straightforward questions.

In Task 2, learners need to show they can:

- take part in a simple discussion with another person in which they answer questions and communicate information, feelings and opinions on straightforward topics.

Overview at Entry Level 2

Each learner must complete two tasks: Task 1 consists of a number of discrete activities and Task 2 is a discussion.

For each task, Pearson has identified which content statements are being assessed.

In Task 1, learners need to show they can:

- understand short explanations

- make requests and ask clear questions

In Task 2, learners need to show they can:

- make appropriate contributions to discussions, in which they follow the gist of what is said, respond to questions, and clearly communicate information, feelings and opinions.

Overview at Entry Level 3

Each learner must complete two tasks: in Task 1, learners take turns to give explanations and then ask and answer questions. Task 2 is a discussion.

For each task, Pearson has identified which content statements are being assessed.

In Task 1, learners need to show they can:

- give straightforward explanations that communicate information clearly and then respond to questions from another learner about their explanation
- listen to another learner's explanation, extracting information that allows them to make ask follow-up questions.

In Task 2, learners need to show they can:

- make relevant contributions to group discussions about straightforward topics in which they communicate information and opinions
- while doing this, they will show that they can understand the main points of the discussion, listen to and respond appropriately to other points of view, and respect the conventions of turn taking.

Assessment taking

A speaking, listening and communication assessment must be completed under supervised conditions. During the assessment, learners must be in the direct sight of the supervisor at all times. Input from the supervisor, such as clarification of requirements is acceptable.

- Learners need to complete the assessment in a suitably quiet, undisturbed location.
- The accommodation normally used by learners can be used for assessment. There is no need to remove posters, displays or materials that contain information relevant to what is being assessed. However, displays should not provide answers to the assessment questions.
- Learners will be able to complete an assessment activity only when supervised. If this takes place over more than one session, any learner materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

Learners can have access to:

- notes, which must be checked to ensure they do not include a prepared response.

Learners must not have access to:

- a prepared response.

Authentication

Learners' work must be authenticated by the centre.

Assessment marking

Assessors follow Pearson guidance to determine if learners have met the requirements to pass. We will sample the assessment outcomes through standards verification. To pass, learners must meet the criteria for the pass given below.

Pass criteria

In addition to the meeting individual subject content statements, learners must meet the requirements of the pass performance descriptor:

Learners generally demonstrate the requirements for the level:

- *consistently,*
- *effectively, and*
- *to an appropriate degree for the level.*

Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

This means that learners need to be meeting each specified criterion on most occasions within each task. Occasional weaknesses in performance are acceptable, but these need to be balanced by strengths elsewhere within the task. Further information can be found in the *Speaking, Listening and Communicating: guidance for assessors* for each level.

Further information

Detailed guidance on setting, taking and marking the assessments can be found in the *Entry Level English Speaking, Listening and Communicating: guidance for assessors* documents, available on our website.

Reading and Writing

Assessment setting

Pearson will set assessments for the Reading and Writing components.

For each level of the Reading component, we will set eight assessments. Learners must complete one assessment at the level they are studying.

For each level of the Writing component, we will set four assessments. Learners must complete one assessment at the level they are studying.

When will the assessments be available?

The assessments will be made available to centres by the start of the academic year. They are valid for one academic year and will be available for secure download from our website.

When should the assessment be made available to learners?

Learners should be permitted access to the assessment only at the point of assessment.

Assessment conditions

The completion of an assessment must be under supervised conditions. During the assessment, learners must be in the direct sight of the supervisor at all times. Input from the supervisor such as clarification of the requirements is acceptable.

- Learners need to complete the assessment in a suitably quiet, undisturbed location.

- The room normally used by learners can be used for assessment. There is no need to remove posters, displays or materials as long as they do not provide answers to the assessment questions.

- Learners will be able to complete an assessment activity only when supervised. If this takes place over more than one session, any learner materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session.

Adaptation of assessments

Contexts in the Writing assessments can be adapted by centres. No amendments to the knowledge, skills, understanding or level of demand are permitted. All adaptations need to be approved in advance by the Standards Verifier. Further information is given in *Entry Level English Reading and Writing: guidance for assessors*, which is available on our website*.*

Assessment marking

Assessors mark the assessment using the provided mark schemes. Pearson will sample the assessment outcomes through standards verification.

Further information

For further information about the taking and marking of the Reading and Writing assessments, please refer to our *Entry Level English Reading and Writing: guidance for assessors* document, available on our website.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or which may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information on what malpractice is for assessment and how suspected incidents will be dealt with by the centre. The document *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, gives full information on the actions we expect centres to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation of an incident of suspected malpractice.

Learner malpractice

The Head of Centre is required to report any incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Assessor/centre malpractice

The Head of Centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The Head of Centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team, using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan

- requiring staff members to receive further training

- placing temporary blocks on your certificates

- placing temporary blocks on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the Head of Centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy,* available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (candidatemalpractice@pearson.com), who will inform you of the next steps.

10 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel Functional Skills qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel Functional Skills qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the Head or Principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, it could result in the suspension of certification or withdrawal of approval.

11 Quality assurance of centres

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods that it uses to do this for Functional Skills at Entry Level include:

- a requirement that all centres appoint a Lead Internal Verifier for Functional Skills and to ensure that this person is trained and supported in carrying out that role

- a requirement that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for Speaking, Listening and Communicating

- assessment sampling and verification, through requested samples of completed assessed learner work and associated documentation

- overarching review and assessment of a centre's strategy for assessing and quality assuring its Functional Skills programmes – Centre Quality Review and Development.

Quality Assurance Handbook

Centres should refer to the Pearson *Functional Skills Quality Assurance Handbook* (updated annually) for detailed guidance.

Centres must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all Functional Skills at Entry Level programmes. Centres that do not comply with remedial action plans may have their facility to deliver qualifications removed.

Pearson's qualification specifications clearly set out the standard to be achieved by each learner in order to be awarded the qualification. Pearson operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. It achieves this through the following activities.

Internal verification

Centres are required to have robust processes in place that ensure that each assessor's decisions are reviewed so that they are correctly interpreting and applying the standards set out in the specifications. Choice and application of an appropriate system is a matter for individual centres. Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation.

External verification

Pearson will sample assessors' decisions using subject-specialist standards verifiers. This process will follow the protocol as set out in the Pearson *Functional Skills Quality Assurance Handbook* (updated annually).

The external verifier assigned to the centre will identify, through negotiation with the programme coordinator, the learners' work that will be subject to standards verification. Centres should retain evidence from a sample of learners. Centres will be required to make work available from the sample that provides evidence for the assessment (in whole or in part) of the identified Functional Skill. The work **must** have been internally assessed and for the work submitted, at least 50 per cent of the number of samples **must** have been internally verified.

Centre quality review and development

Pearson has a commitment to a strategic, risk-based approach to safeguarding security for the awarding of qualifications where assessment is delegated to centres. Quality assurance arrangements are deliberately focused on the ability of centres to manage the delivery of programmes and effective internal quality assurance, to ensure that assessment is carried out to the appropriate standards.

Each centre will receive periodic visits for the purpose of centre quality review and development. Centres should make every effort to ensure that a live Speaking, Listening and Communicating assessment is taking place at the time of the SV visit which can them be sampled. Centres should also make a video recording of a sample of learners, which can be viewed at the centre visit if it is not possible to arrange a live assessment at the time of the SV visit.

12 Registration, awarding and reporting

Learner registration

Details of learner registration requirements can be found in our *UK Information Manual*, which is sent to all examinations officers and is also available on our website.

Awarding and reporting

The awarding and certification of this qualification will comply with the requirements of the Office of the Qualifications and Examinations Regulator (Ofqual).
The qualifications will be awarded as Pass or Fail. The result for learners who fail to reach the minimum standard for a Pass will be recorded as Fail and will not be certificated.

Component results

Centres will receive a notification of performance (NOP), which details individual component results, but there is no component certification.

Qualification results

Learners must pass each of the three components at the same level as the qualification to be awarded a qualification Pass.

Resitting

If learners fail a qualification, they may resit the failed components of assessment. They may carry forward the results from component assessments that have been achieved. This includes carrying forward results from one awarding organisation to another.

Learners must take a different version of the assessment to that originally taken.

To allow for additional teaching and learning time, centres should allow at least two weeks between a failed assessment and a resit.

13 Further information and useful publications

Key publications

- *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications* (Pearson)

- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)

- *Equality and diversity policy* (Pearson)

- *Functional Skills Quality Assurance Handbook*

- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)

- *Instructions for the Conduct of Examinations – Functional Skills Entry Level (Pearson)*

- *Recognition of prior learning policy and process* (Pearson)

- *Suspected Malpractice in Examinations and Assessments* (Joint Council for Qualifications (JCQ))

- *UK Information Manual* (Pearson)

- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of Functional Skills qualifications are available on our website.

To order publications, please go to the resources page of our website.

14 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is given on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Online support: find the answers to your questions in Knowledgebase, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a tutor, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information, you need please send us your query and our qualification or administrative experts will get back to you.

15 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

http://qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html

Annexe A: Glossary

Glossary of terms used in *Section 5: Subject Content*	
Term	**Definition**
Appropriate*	Describes a text, word or style that is suitably phrased for its intended audience and form. '*Appropriate*' accepts that different contexts require different treatments and is in this respect to be differentiated from '*correct*', which is more concerned with the right grammatical formulation of an expression.
Basic information*	Includes factual information such as personal details, and everyday situations such as directions, weather etc.
Clause	A clause contains a subject, a verb and, optionally, an object. Therefore, a simple sentence consists of one clause, while compound and complex sentence consist of at least two clauses.
Complex sentence	See definition for 'sentence' below.
Compound sentence	See definition for 'sentence' below.
Context*	The purpose and audience for which spoken or written language is used.
Formal *	Formal language tends to be characterised by more elaborate grammatical structures and sophisticated language, and is typically used to convey a more serious tone (e.g. *receive* rather than *get*, *gratuity* rather than *tip*).
Format*	The way in which a text is arranged or presented, e.g. as a book, leaflet, essay, film/animation, audiotape, or the way in which it is structured, e.g. the use made of headings, subheadings, diagrams/photographs with captions.
Gist*	The main point or idea of a text. Reading for gist is thus reading for identification of the main points only.
Common words*	Words that occur frequently; someone who is unable to read or spell these words will therefore be at a disadvantage.
Linking words*	Words used to link sentences and to show the relationship between information or ideas. Linking words can be used to show a sequence (e.g. first, next, finally), results (e.g. therefore, so) and addition (e.g. and, also).

Glossary of terms used in *Section 5: Subject Content*	
Term	**Definition**
Narrative*	Describes text that re-tells events, often in chronological sequence.
Organisational features*	Refers to those visual aspects of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc.
Organisational markers	At Entry Level, this can be interpreted as being synonymous with *organisational features*.
Regular and irregular plurals	For the purpose of Entry Level writing content statements, regular plurals are those where the plural is formed by adding '*s*', '*es*' or '*ies*' to a noun. All other plurals are irregular.
Sentence*	In writing, sentences are marked by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end. A simple sentence consists of a single clause with a single subject. A compound sentence consists of more than one subject or more than one independent clause. A complex sentence consists of a main clause and one or more subordinate clauses (e.g. *Although it was late, I wasn't tired*).
Short*	Denotes words, sentences and texts of such a length as to be accessible to learners and to enable them to experience a sense of achievement at having successfully decoded them. A short text is typically used to communicate everyday or functional information such as in notices, announcements, instructions, messages and invitations.
Simple*	When applied to narratives, words or sentences, this means a basic, uncomplicated structure. A simple sentence structure, for example, follows the standard pattern of subject, verb and, optionally, object; a simple narrative will follow a chronological sequence and be told from one viewpoint only.

Glossary of terms used in *Section 5: Subject Content*	
Term	**Definition**
Specialist words*	Specialist words are those that have a specific meaning within a certain context, such as words related to a specific job or work environment, a pastime or hobby, or a certain area of study.
Straightforward*	Describes subjects and materials that learners often meet in their work, studies or other activities. Straightforward content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts consist of more than one subject or more than one independent clause (i.e. compound sentence), and learners will be familiar with the vocabulary. Straightforward texts are more demanding than simple texts containing simple sentence structure. The vocabulary of straightforward texts will typically consist of a range of familiar and common words, and some specialist words (see entries for *common* and *specialist* words for further information).
Subject–verb agreement	The subject and verb in a sentence must be consistent, e.g. *the **shop is** open* versus *the **shops are** open*; ***I go** out* versus ***he goes** out*.

*Terms and definitions marked with an asterisk are those supplied by the Department for Education during development of this qualification.

Annexe B: Word lists for Entry Level 1

The Department for Education (DfE) recommends that the structured teaching of phonics should be used to teach students at Entry Level. Centres should familiarise themselves with the *Expectations for Word Reading Entry Levels 1-3* and *Functional Skills Entry Level 1 Expectations for both Reading and Spelling*, both of which can be found in the Appendix of DfE's *Subject content functional skills: English* document, available on the DfE website.

The words that learners at Entry Level 1 are required to read and spell correctly have been sorted alphabetically in the following table. Full details of the sound/spelling correspondences can be found in the same document.

Expectations for both Reading and Spelling at Entry Level 1			
about	call	fast	hello
act	came	feel	her
after	can	few	here
again	change	find	high
air	child	first	his
all	close	floor	hold
also	come	follow	house
any	could	for	how
anyone	cross	four	I
are	day	Friday	into
around	dear	full	is
as	do	get	know
ask	does	girl	large
back	don't	give	last
be	done	go	late
because	door	gone	life
before	down	good	like
between	draw	group	little
both	eat	has	live
boy	enjoy	have	look
brother	even	he	made
by	every	head	make

Expectations for both Reading and Spelling at Entry Level 1

many	out	so	water
me	over	some	way
meet	own	someone	we
might	past	still	Wednesday
mind	path	take	week
miss	person	tell	well
Monday	plant	thank	were
money	poor	the	what
more	pull	their	when
morning	push	there	where
most	put	they	which
my	real	think	while
myself	reply	Thursday	white
near	right	time	who
never	room	to	will
new	said	today	without
no	same	together	word
now	Saturday	told	work
number	saw	too	world
of	say	Tuesday	would
off	says	two	write
old	school	under	wrong
one	see	until	wrote
only	seem	use	year
open	she	walk	you
or	should	want	your
other	show	warm	
our	small	was	

In addition, learners at Entry Level 1 are expected to read and spell correctly:

- the following contractions:
    - Mr
    - Mrs
    - n't
    - 'll
    - 're
    - 's
- words that use –ed for the past tense, when the root word remains unchanged (e.g. *want<u>ed</u>, open<u>ed</u>, jump<u>ed</u>*)
- 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 /iː/ at the end is spelled with 'y' (e.g. *twent<u>y</u>*)
- 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. *d<u>ay</u>, runw<u>ay</u>, b<u>oy</u>*)

Annexe C: Word lists for Entry Level 2

The Department for Education (DfE) recommends that the structured teaching of phonics should be used to teach students at Entry Level. Centres should familiarise themselves with the *Expectations for Word Reading Entry Levels 1-3* and *Functional Skills Entry Level 2 Expectations for both Reading and Spelling*, both of which can be found in the Appendix of DfE's *Subject content functional skills: English* document, available on the DfE website.

The words that learners at Entry Level 2 are required to read and spell correctly have been sorted alphabetically in the following table. Full details of the sound/spelling correspondences can be found in the same document.

Expectations for both Reading and Spelling at Entry Level 2			
add	calendar	everything	knowledge
address	care	example	learn
age	carry	extreme	letter
always	caught	eye	machine
among	cause	find	material
animal	circle	forty	mean
answer	city	forward(s)	minute
anything	complete	fourteen	month
arrive	computer	friend	move
bare	country	fruit	music
bear	daily	grammar	naughty
beautiful	decide	great	next
behind	differ	group	notice
believe	different	guard	obey
better	difficult	guide	once
blew	double	half	our
blue	early	heard	page
break	earth	height	people
breathe	eight	hour	perhaps
build	eighteen	idea	position
business	eighty	imagine	possess
busy	everybody	important	possible

Expectations for both Reading and Spelling at Entry Level 2			
potatoes	sentence	sure	truly
pressure	seven	surname	watch
pretty	since	surprise	weigh
probably	six	therefore	weight
promise	something	thirteen	whole
quarter	son	thirty	woman
quiet	special	thought	women
quite	straight	through	won
remember	strange	touch	year
second	sugar	trouble	young

In addition, learners at Entry Level 2 are expected to read and spell correctly:

- the following homophones:
    - hear/here
    - one/won
    - there/their/they're
    - to/too/two.

- words with prefixes where the root word remains unchanged
(e.g. _unsure_, _disappoint_, _mistake_, _return_, _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_)

Annexe D: Word lists for Entry Level 3

The Department for Education (DfE) recommends that the structured teaching of phonics should be used to teach students at Entry Level. Centres should familiarise themselves with the *Expectations for Word Reading Entry Levels 1-3* and *Functional Skills Entry Level 3 Expectations for both Reading and Spelling*, both of which can be found in the Appendix of DfE's *Subject content functional skills: English* document, available on the DfE website.

The words that learners at Entry Level 3 are required to read and spell correctly have been sorted alphabetically in the following table. Full details of the sound/spelling correspondences can be found in the same document.

Expectations for both Reading and Spelling at Entry Level 3			
according	communicate	experience	popular
achieve	community	experiment	position
actual	competition	explanation	purpose
although	condemn	famous	qualification
appear	correspond	fasten	qualify
apply	cough	frequently	receive
appreciate	criticise	guarantee	recent
attach	crumb	increase	regular
autumn	curiosity	island	rough
available	debt	knee	scheme
average	definite	knife	sugar
bargain	describe	knot	suppose
bomb	determined	knowledge	therefore
borough	develop	listen	thorough
bought	dictionary	measure	though
brought	doubt	medicine	thumb
cause	ease	minute	tough
centre	education	occasion	treasure
certain	enough	opposite	various
climb	equip	ought	whistle
college	especially	particular	
column	excellent	picture	
committee	exercise	pleasure	

In addition, learners at Entry Level 3 are expected to read and spell correctly:

- the following homophones:

  - accept/except
  - aloud/allowed
  - berry/bury
  - brake/break
  - desert/dessert
  - fair/fare
  - farther/father
  - groan/grown
  - guessed/guest
  - heel/he'll
  - knot/not
  - led/lead
  - mail/male
  - meat/meet
  - missed/mist
  - passed/past
  - peace/piece
  - plain/plane
  - scene/seen
  - steal/steel
  - weather/whether
  - who's/whose

- 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*).