

4748-01

City & Guilds Functional Skills English at Entry Level (Entry Levels 1-3)

May 2019 Version 0.2

Qualification Handbook

**Draft materials
Subject to Technical Evaluation by Ofqual.**

Qualifications at a glance

Industry area	Skills for Work and Life
City & Guilds number	4748-01
Age group approved	All ages
Entry requirements	None
Assessment	Entry level English Three Components: Speaking, Listening and Communicating - internally marked by the centre and subject to external quality assurance from City & Guilds; Reading - externally set by City & Guilds, internally marked by the centre and subject to external quality assurance from City & Guilds; Writing - externally set by City & Guilds, internally marked by the centre and subject to external quality assurance from City & Guilds.
TQT	GLH 55 TQT E1 = 60 hours TQT E2 = 60 hours TQT E3 = 60 hours
Grading	Pass/fail
Approvals	Centres currently approved to deliver the 3748 suite of Functional Skills qualifications may apply for fast-track approval on the 4748 using the applicable form. The approval will be subject to meeting the necessary quality assurance and approval requirements and a completed self-assessment form.
Registration and certification	The qualifications will be open to registrations from 1 st September 2019. Consult the Walled Garden/Online Catalogue for more information (www.walled-garden.com)

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1 Introduction

What are the qualifications about?

These qualifications have been designed to meet the content, conditions and requirements set out by the Department for Education (DfE) and Ofqual in the following publications,

- **Subject content for functional skills: English**, Ref: DFE-00047-2018
- **Functional Skills English Conditions and Requirements July 2018**, Ref: Ofqual/18/6385/4
- **Functional Skills English Guidance June 2018**, Ref: Ofqual/18/6385/5

This document tells you what you need to do to deliver the qualifications. Please note assessors **must** familiarise themselves with the following supporting documents:

- 'Functional Skills English Entry Level Assessments Assessor Instructions Entry 1-3 Reading and Writing'
- 'Functional Skills English Entry 1 Assessment: Speaking, Listening and Communicating Assessment Guidance'
- 'Functional Skills English Entry 2 Assessment: Speaking, Listening and Communicating Assessment Guidance'
- 'Functional Skills English Entry 3 Assessment: Speaking, Listening and Communicating Assessment Guidance'

Area	Description
Who are the qualifications for?	These qualifications are for learners of all ages. They are suitable for adults and young people across a wide range of settings. Note these qualifications are only available to centres and learners in England .
What do the qualifications cover?	<p>These qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. Learners will be assessed on their underpinning knowledge as well as their ability to apply this in different contexts.</p> <p>Studying Functional Skills qualifications will help learners to gain confidence and fluency in, and a positive attitude towards, English.</p> <p>Learners will be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills.</p> <p>Learners must be able to demonstrate their competence across three Components, Reading; Writing; Speaking, Listening and Communicating. All three must be achieved at the same level.</p>

What opportunities for progression are there?	Learners who achieve the qualification at Entry Level 1 may progress to Entry 2; Learners who achieve the qualification at Entry Level 2 may progress to Entry 3; Learners who achieve the qualification at Entry Level 3 may progress Functional Skills English at Level 1 or may go on to study other qualifications in English. The Entry Level qualification should provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government's accountability systems.
Who did we develop the qualifications with?	These qualifications have been developed in collaboration with employers, training providers, teachers and a range of subject matter experts.

Qualification purpose

These are qualifications to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in familiar situations. Achievement of these qualifications can provide the basis for further study at Levels 1 and 2.

Learning aims and outcomes

Functional Skills English qualifications at the Entry levels indicate that learners should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness at each level. They should be able 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; and
- Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

Learners should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

Requirements for certification

Candidates who meet the criteria to be awarded a 'Pass' in **all three Components at the same level** (Reading, Writing and Speaking, Listening and Communicating) will receive a qualification certificate. Learners who do not meet the criteria to be awarded a Pass for any Component will be issued with a 'Fail' for that Component.

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

	GLH	TQT
Functional Skills qualification in English at Entry 1	55	60
Functional Skills qualification in English at Entry 2	55	60
Functional Skills qualification in English at Entry 3	55	60

Carrying forward Component marks (including from other Awarding Organisations)

Learners are permitted to carry forward one or more Component results from a previous attempt at a Functional Skills qualification in English by City & Guilds or a different awarding organisation. This includes circumstances in which a Learner has not previously attempted all three Components.

The Component(s) carried over must be at the same level and awarded in line with the Subject Level Conditions applicable to those registered from 1st September 2019.

Administrative arrangements for checking and claiming

The process of checking and claiming must be overseen by the Centre Contact and monitored as part of the centre's Internal Quality Assurance (IQA) processes. For further information about what these involve, please see the section 'Quality Assurance', page 11.

Learners must be registered with City & Guilds as a Functional Skills English candidate, and must achieve at least one of the three Functional Skills English assessment Components at the level with City & Guilds.

Any assessment Components submitted under these arrangements must be checked and signed off by a Qualification Co-ordinator and an audit trail must be available. Each Component must be evidenced by an official results statement (paper or electronic) originating from the issuing awarding organisation and indicating details of the:

- learner – ideally this should include the Unique Learner Number (ULN)
- awarding organisation
- Component, level and when it was awarded.

It is not necessary to send in this evidence to City & Guilds, although it must be **retained** in an auditable form so that it can be available for sampling as part of External Quality Assurance monitoring.

Once entitlement has been checked, the Component should be submitted to City & Guilds as a Results Entry using the **prior achievement modules** listed on the Walled Garden Catalogue for Functional English Reading at Entry 1 / 2 / 3.

There is no formal time limit on the use of Functional Skills English assessment Components, although a qualification certificate can only be awarded once **all three** Components have been achieved **at the same level**.

Support materials

The following resources will be available for this qualification:

Description	How to access
Subject Specifications and Assessor Instructions	These will be available on the Functional Skills webpage by September 2019; draft materials will be available ahead of implementation.
Sample assessments, delivery guides and assessment preparation materials	These will be available on the Functional Skills webpage by September 2019; draft materials will be available ahead of implementation.
Exemplars for Speaking, Listening and Communicating to illustrate the standard expected of Learners for a) a Pass and b) a Fail	These will be available on the Functional Skills webpage by September 2019.

City & Guilds also offers a substantial range of teaching and learning resources to support the development of English in all settings. Some of these resources have been designed specifically for learners working towards the new Functional Skills qualifications in English at Entry 1-3.*

For further information about these resources, please see www.cityandguilds.com/mathsandenglish.

*Note these are currently being revised in line with the new subject content but will be available from 2019, ahead of the launch of the new qualifications.

2 Centre requirements

Approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the **City & Guilds Centre Manual** for further information.

Resource requirements

Centre staffing

Staff involved in the teaching of these qualifications **must**:

- be personally competent in the subject being taught
- have a detailed understanding of the qualification specifications and assessment requirements
- be familiar with the guidance in the **City & Guilds Centre Manual**.

Teaching qualifications and subject specialist qualifications

There is no requirement to hold any specific teaching or subject specialist qualification in order to be involved in the teaching of Functional Skills English at Entry level. Nevertheless, staff involved in any of these functions must be secure in their personal literacy skills and **fully** able to understand the qualification requirements. We therefore strongly recommend that centre staff work towards an appropriate subject specialist qualification if they do not already hold one.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge and practice remains current. This includes currency within literacy education and best practice in delivery, mentoring, training, assessment and quality assurance. Centres should also take account of any national, international policy and legislative developments.

Support for centres

City & Guilds supports centres in the delivery of Entry Level Functional Skills English. Further support is provided in the form of teaching and learning materials such as Smartscreen and e-Functional Skills. City & Guilds also runs network events to provide ongoing support to centre staff.

Centre staff registered for a City & Guilds qualification

Centres must inform the Quality Delivery Teams if they wish to register a member of staff or an invigilator to sit a Functional Skills English qualification. This **must** be done before they sit any assessments. Failure to notify City & Guilds could affect the Qualification Approval Risk status and/or may constitute malpractice. Please note, centre staff cannot undertake a City & Guilds qualification while they are teaching or assessing that qualification at that centre. Where this happens, City & Guilds will invalidate the relevant certificates.

Please refer to the **City & Guilds Centre Manual** for more information.

Internal assessment – key roles

All of the English Components at Entry Level 1-3 are internally assessed.

To meet the quality assurance requirements for these Components, the centre must ensure that each of the following roles are fulfilled:

- Head of Centre
- Centre Contact
- Internal Quality Assurance Co-ordinator (IQAC)
(if more than one Qualification Co-ordinator)
- Qualification Co-ordinator(s)
- Assessor(s).

Each of these roles and their associated responsibilities is defined in detail in the **City & Guilds Centre Manual**.

Please note Assessor/Internal Quality Assurer TAQA qualifications are recommended and valued as qualifications for centre staff, but they are not currently a requirement for these qualifications.

Initial assessment and induction

An initial assessment of each learner should be made **before** the start of their programme to ensure they work towards the qualification at the appropriate level. The learner should work towards the level above that at which they are currently operating.

This process should identify if the learner has any specific learning needs and any support and guidance they may need when working towards their qualification.

We recommend that centres provide an induction programme so learners fully understand the requirements of the qualification they are working towards, their responsibilities as a learner, and the responsibilities of the centre.

Delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification(s) before designing a course programme.

Centres should design course programmes in a way that:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification(s).

3 Administration

There are **three** Components to the Functional Skills English at each of the Entry levels:

- Reading
- Writing
- Speaking, Listening and Communicating (SLC)

All three Components are 100% internally assessed. All assessments require continuous supervision by the Assessor or another responsible adult and should take place in the candidate's normal working conditions as opposed to a formal examination setting.

All three Components offer on demand assessment. The assessment materials will be available to download from the C&G website. The password for the materials will be accessible to registered centres via the Walled Garden. The assessments do not need to be booked in advance but learners must be registered before completing the assessments. Results should be claimed once completed on the Walled Garden.

Speaking, Listening and Communicating

All assessments must be supervised by the Assessor or another responsible adult. If the Assessor cannot observe the assessment as it is taking place (either in person or remotely) there must be an appropriate video recording on which assessment decisions can be based (please see the **City & Guilds Centre Manual** for more information on video evidence).

Centres must use the assessment record forms provided by City & Guilds. The assessor guidance and recording forms will be available on the Functional Skills qualifications webpage. The recording forms will be available as PDF and also as Microsoft Word documents so they can be reformatted or customised locally (without altering any of the content).

Candidates should be given feedback as soon as possible after the assessment activity. The written records should be completed within 14 days and should be kept securely in the centre together with supporting evidence eg candidate notes; these must be kept for 3 years before shredding.

City & Guilds will provide exemplars which illustrate the difference between the standard expected of Learners who (a) meet the criteria for a Pass, and (b) Fail to meet the criteria for a Pass. These will be available on the Functional Skills qualifications webpage by September 2019.

Reading and Writing

Centres must use the live assessment materials and marking schemes available on the City & Guilds website. The passwords for these will be available on the Walled Garden.

Quality Assurance

All assessments at Entry Level are subject to City & Guilds' Internal and External Quality Assurance (IQA/EQA) process.

The purpose of the IQA process is to affirm the correctness and consistency of assessment decisions. Standardisation/sampling activity will focus especially on;

- ensuring mark schemes are applied correctly; and
- ensuring that assessments take place under the required conditions.

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep assessment material secure at all times
- make sure that assessment versions are rotated in accordance with the instructions given in the relevant Assessor Instructions document.'

The full quality assurance process is described in the **City & Guilds Centre Manual**.

In addition City & Guilds will undertake the following external moderation activity annually for the Speaking, Listening and Communicating Component:

- Scrutiny of marking of the assessments by each centre.

This will be achieved by:

- observations of assessments being undertaken, as part of in-person monitoring visits and/or
- reviews of evidence (for example, video recordings) of Learner performance in assessments.

City & Guilds will undertake the following external moderation activity at least every three years for the SLC Component:

- Scrutiny of centre processes and controls for
 - i) ensuring it undertakes the delivery and marking of assessments for the SLC Component consistently, appropriate and in line with the our guidance
 - ii) the standardisation of marking between assessors at that Centre.

This will be achieved by:

- reviews of relevant Centre documentation,
- interviews with key Centre staff with responsibility for the delivery and marking (including standardisation) of assessments,
- observation (whether as part of in-person monitoring visits to a Centre or remotely) of assessments being undertaken, marking and standardisation of assessors.

4 Assessment

Summary of assessment models

The qualifications are made up of **three** assessment Components. All three are internally assessed and quality assured by the centre and are externally quality assured by City & Guilds.

- Reading
- Writing
- Speaking, Listening and Communicating

The assessments:

- are summative and must take place under 'supervised' conditions
- are time-bound
- must be presented to candidates unseen, without prior knowledge of the topics/questions.

Each Component of Functional Skills English can be completed consecutively or at different times.

All three Components must be achieved at the **same level** to gain the qualification.

There are no fixed assessment dates. Centres can conduct the assessments at any time after learners have been registered as candidates for the qualification.

Assessment conditions

These assessments are not formally in scope of City & Guilds Functional Skills Instructions for Conducting Examinations (ICE) which apply to levels 1 and 2 only. Nevertheless, the assessments require **continuous supervision** and all assessment material must be stored securely and kept confidential from learners.

It is the Head of Centre's ultimate responsibility to ensure that the administration of all assessments follow the requirements and instructions given in this handbook and in the Assessor Instructions documents for these qualifications and that all centre staff involved with the process are familiar with this guidance.

Requirements for achievement

A single pass mark is applied to each assessment. The pass mark will be provided on the mark scheme for each assessment version.

Candidate must be awarded either a Pass or Fail for the assessment. There is no limit on the number of re-sit opportunities.

A candidate must achieve a Pass in all three Components **at the same level** to achieve a Pass at qualification level. Candidates cannot aggregate results from Components at different levels in order to be awarded the qualification.

Once the assessment is passed for any individual Component, centres can claim the Results Entry module on the Walled Garden.

Only once all three Components at the **same** level have been achieved will certification be generated.

Speaking, Listening and Communicating

Candidates must demonstrate consistent and effective application of the skills requirements from the subject content.

For each of the subject content statements the following descriptors must be considered when coming to a decision about if the candidate has met the requirements for a Pass.

Pass descriptors:

Learners generally demonstrate the requirements for the level:

- Consistently,
- Effectively, and
- To an appropriate degree for that level.

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

City & Guilds will provide exemplars which illustrate the difference between the standard expected of Learners who (a) meet the criteria for a Pass, and (b) Fail to meet the criteria for a Pass. These will be available on the Functional Skills qualifications webpage by September 2019.

Reading

A single pass mark is applied to the assessment. The pass mark will be provided on the mark scheme for each assessment version.

Writing

A single pass mark is applied to the assessment. The pass mark is provided on the mark scheme for each assessment version. As the Writing Component consists of both a Writing Task and a Spelling Task these marks must be added together to get the candidate's total mark. Full instructions are given in the individual assessment packs.

Subject Content English at Entry 1

Speaking, Listening and Communicating

Scope of study

Text: this should include simple narratives, information and instructions, and short statements, explanations, discussions, questions and exchanges.

1. Say the names of the letters of the alphabet
2. Identify and extract the main information from short statements and explanations
3. Follow single-step instructions, asking for them to be repeated if necessary
4. Make requests and ask straightforward questions using appropriate terms and registers
5. Respond to questions about specific information
6. Make clear statements about basic information and communicate feelings and opinions on straightforward topics
7. Understand and participate in simple discussions or exchanges with another person about a straightforward topic

Reading

Scope of study

Text: this should include short, simple texts that inform, describe and narrate.

8. Read correctly words designated for Entry Level 1 (see Appendices 1 and 2)
9. Read simple sentences containing one clause
10. Understand a short piece of text on a simple subject

Writing

Scope of study

Text: this should include short simple texts such as messages and notes.

Spelling, punctuation and grammar

11. Punctuate simple sentences with a capital letter and a full stop
12. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
13. Use lower-case letters when there is no reason to use capital letters
14. Write the letters of the alphabet in sequence and in both upper and lower case
15. Spell correctly words designated for Entry Level 1 (see Appendix 2)

Writing composition

16. Communicate information in words, phrases and simple sentences
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Subject Content English at Entry 2

Speaking, Listening and Communicating

Scope of study

Text: this should include short narratives and explanations and instructions, discussions and straightforward information and instructions.

1. Identify and extract the main information and detail from short explanations
2. Make requests and ask clear questions appropriately in different contexts
3. Respond appropriately to straightforward questions
4. Follow the gist of discussions
5. Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
6. Make appropriate contributions to simple group discussions with others about a straightforward topic

Reading

Scope of study

Text: this should include short, straightforward texts that instruct, inform, describe and narrate.

7. Read correctly words designated for Entry Level 2 (see Appendices 1 and 2)
8. Understand the main points in texts
9. Understand organisational markers in short, straightforward texts
10. Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)
11. Read and understand sentences with more than one clause
12. Use illustrations, images and captions to locate information

Writing

Scope of study

Text: this should include short, straightforward texts such as letters, e-mails and simple narratives.

Spelling, punctuation and grammar

13. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
14. Form regular plurals
15. Use the first and second letters to sequence words in alphabetical order
16. Spell correctly words designated for Entry Level 2 (see Appendix 2)

Writing composition

17. Communicate information using words and phrases appropriate to audience and purpose
18. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)
19. Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses
20. Use adjectives and simple linking words in the appropriate way

Subject Content English at Entry 3

Speaking, Listening and Communicating

Scope of study

Text: this should include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions

1. Identify and extract relevant information and detail in straightforward explanations
2. Make requests and ask concise questions using appropriate language in different contexts
3. Communicate information and opinions clearly on a range of topics
4. Respond appropriately to questions on a range of straightforward topics
5. Follow and understand the main points of discussions
6. Make relevant contributions to group discussions about straightforward topics
7. Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Reading

Scope of study

Text: this should include straightforward texts that instruct, describe, narrate and explain.

8. Read correctly words designated for Entry Level 3 (see Appendices 1 and 2)
9. Identify, understand and extract the main points and ideas in and from texts
10. Identify different purposes of straightforward texts
11. Use effective strategies to find the meaning of words (e.g. dictionary, working out meaning from context; using knowledge of different word types)
12. Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

Writing

Scope of study

Text: this should include straightforward texts such as narratives, instructions, explanations and reports.

Spelling, punctuation and grammar

13. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
14. Form irregular plurals
15. Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
16. Use the first, second and third place letters to sequence words in alphabetical order
17. Spell correctly words designated for Entry Level 3 (see Appendix 2)

Writing composition

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

Assessment design - Speaking, Listening and Communicating at Entry 1-3

There is one internal assessment to complete at each Entry Level. The assessment is designed to meet 100% coverage of the subject content (see pages 14-16 for the subject content requirements for each of the Entry levels).

Candidates will need to take part in **two** activities. Full details of the activities for each level are given in the Assessment Guidance document for Speaking, Listening and Communication.

The Assessment Record Sheets, Assessor Guidance and exemplars will be available on the City & Guilds website by September 2019.

Please see pages **19** to **24** for the assessment specifications.

Assessment design – Reading at Entry 1-3

There is one externally set, internally marked assessment at each level. Candidates will need to read from two source documents and then answer questions on these.

The Reading assessment is designed to meet 100% coverage of the numbered subject content statements (SCS) and to assess a representative sample of the words designated for each of the levels in the Appendices to the DfE Subject Content.

See pages 14-16 for the subject content requirements for each of the Entry levels. The words that candidates are expected to read have been included in Appendices 1 and 2 of this document.

Dictionaries are permitted for the Reading Components.

Sample assessment materials will be available on the City & Guilds website by September 2019. Please see pages **19** to **24** for the assessment specifications.

Assessment design - Writing at Entry 1 - 3

There is one externally set, internally marked assessment at each level. Candidates will need to complete a Writing Task and a Spelling Task. These should be conducted separately and the marks totalled according to the marking schemes within the respective Assessment Packs.

The Writing Task is designed to assess both written composition and spelling, punctuation and grammar (SPaG). The Spelling Task is designed to assess a candidate's spelling using words designated for each Entry Level (see Appendix 2). The overall assessment weighting is split equally between written composition and SPaG.

Dictionaries, spelling and grammar checkers and equivalent aids are **not** permitted for the Writing Components.

The Writing assessments are designed to meet 100% coverage of the numbered subject content statements (SCS), see pages 14-16.

Sample assessment materials will be available on the City & Guilds website by September 2019.

Please see pages **19** to **24** for the assessment specifications.

Additional Assessment Guidance

Assessors **must** familiarise themselves with the following supporting documents before administering any of the assessments:

- 'Functional Skills English Entry Level Assessments Assessor Instructions Entry 1-3 Reading and Writing'
- 'Functional Skills English Entry 1 Assessment: Speaking, Listening and Communicating Assessment Guidance'
- 'Functional Skills English Entry 2 Assessment: Speaking, Listening and Communicating Assessment Guidance'
- 'Functional Skills English Entry 3 Assessment: Speaking, Listening and Communicating Assessment Guidance'

Duration

The time allowed to complete each assessment is shown in the table below.

Component	Time allowed (up to)
Entry 1 English Reading	30 minutes
Entry 1 English Writing Task	25 minutes
Entry 1 Spelling Task	15 minutes
Entry 1 Speaking, Listening and Communicating	20 minutes
Entry 2 English Reading	40 minutes
Entry 2 English Writing Task	30 minutes
Entry 2 Spelling Task	15 minutes
Entry 2 Speaking, Listening and Communicating	20 minutes
Entry 3 English Reading	45 minutes
Entry 3 English Writing Task	40 minutes
Entry 3 Spelling Task	15 minutes
Entry 3 Speaking, Listening and Communicating	20 minutes

Grading

Candidates will be awarded either a pass or fail for each Component. There is no limit on the number of re-sit opportunities.

Candidates must achieve a Pass in all three Components **at the same level** to achieve a Pass at qualification level. Candidates cannot aggregate results from Components at different levels in order to be awarded the qualification.

Assessment specification - Speaking, Listening and Communicating at Entry 1

Entry 1 Speaking, Listening and Communicating	
Subject Content Statement (SCS)	Evidence requirements
1. Say the names of the letters of the alphabet	Candidate must demonstrate consistent and effective application of each of the SCS appropriate to the level across the two activities.
2. Identify and extract the main information from short statements and explanations	
3. Follow single-step instructions, asking for them to be repeated if necessary	
4. Make requests and ask straightforward questions using appropriate terms and registers	
5. Respond to questions about specific information	
6. Make clear statements about basic information and communicate feelings and opinions on straightforward topics	
7. Understand and participate in simple discussions or exchanges with another person about a straightforward topic	
<p>100% of the numbered content statements must be evidenced</p> <p>Scope of study Text: this should include simple narratives, information and instructions, and short statements, explanations, discussions, questions and exchanges.</p> <p>Assessment structure: Activity 1: one-to-one telephone activity; Activity 2: one-to-one discussion</p>	

Assessment specification - Reading at Entry 1

Entry 1 Reading	
Subject Content Statement (SCS)	Marks
8. Read correctly words designated for Entry Level 1 (see Appendices 1 & 2)	10
9. Read simple sentences containing one clause	
10. Understand a short piece of text on a simple subject	
Each assessment covers 100% of the numbered SCS	
<p>Scope of Study Text: this should include short, simple texts that inform, describe and narrate.</p> <p>Assessment structure: Read two source documents and the answer questions</p>	

Assessment specification - Writing at Entry 1

Entry 1 Writing					
Task	Total Marks	Subject Content Statement (SCS)	Focus	Marks	Weighting
Writing Task	15	16. Communicate information in words, phrases and simple sentences	Composition	10	50% Composition
		11. Punctuate simple sentences with a capital letter and a full stop	SPaG	5	50% SPaG
		12. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	SPaG		
		13. Use lower-case letters when there is no reason to use capital letters	SPaG		
		14. Write the letters of the alphabet in sequence and in both upper and lower case	SPaG		
		15. Spell correctly words designated for Entry Level 1 (see Appendix 2)	SPaG		
Spelling Task	5	15. Spell correctly words designated for Entry Level 1 (see Appendix 2)	SPaG	5	
Each assessment will cover 100% of the numbered SCS 50% of marks are for SPaG and 50% are for written composition (Within SPaG 50% of marks are from the Writing Task and 50% are from the Spelling Task)					Total marks 20
Scope of study Text: this should include short, simple texts such as messages and notes. Assessment structure: Writing Task and Spelling Task					

Assessment specification - Speaking, Listening and Communicating at Entry 2

Entry 2 Speaking, Listening and Communicating	
Subject Content Statement (SCS)	Evidence requirements
1. Identify and extract the main information and detail from short explanations	Candidate must demonstrate consistent and effective application of each of the SCS appropriate to the level across the two activities.
2. Make requests and ask clear questions appropriately in different contexts	
3. Respond appropriately to straightforward questions	
4. Follow the gist of discussions	
5. Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	
6. Make appropriate contributions to simple group discussions with others about a straightforward topic	
100% of the numbered content statements must be evidenced	
Scope of study Text: this should include short narratives and explanations and instructions, discussions and straightforward information and instructions	
Assessment structure: Activity 1: Exchange of information; Activity 2: Group discussion	

Assessment specification - Reading at Entry 2

Entry 2 Reading	
Subject Content Statement (SCS)	Marks
7. Read correctly words designated for Entry Level (see Appendices 1 & 2)	14
8. Understand the main points in texts	
9. Understand organisational markers in short, straightforward texts	
10. Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)	
11. Read and understand sentences with more than one clause	
12. Use illustrations, images and captions to locate information	
Each assessment covers 100% of the numbered SCS	
Scope of study Text: this should include short, straightforward texts that instruct, inform, describe and narrate.	
Assessment structure: Read two source documents and the answer questions	

Assessment specification - Writing at Entry 2

Entry 2 Writing					
Task	Total Marks	Subject Content Statement (SCS)	Focus	Marks	Weighting
Writing Task	15	17. Communicate information using words and phrases appropriate to audience and purpose	Composition	10	50% Composition
		18. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)	Composition		
		19. Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses	Composition		
		20. Use adjectives and simple linking words in the appropriate way	Composition		
	5	13. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	SPaG	5	50% SPaG
		14. Form regular plurals and	SPaG		
		15. Use the first and second letters to sequence words in alphabetical order	SPaG		
		16. Spell correctly words designated for Entry Level 2 (see Appendix 2)	SPaG		
Spelling Task	5	16. Spell correctly words designated for Entry Level 2 (see Appendix 2)	SPaG	5	
Each assessment will cover 100% of the numbered SCS 50% of marks are for SPaG and 50% are for written composition (Within SPaG 50% of marks are from the Writing Task and 50% are from the Spelling Task)					Total marks 20
Scope of study Text: this should include short, straightforward texts such as letters, e-mails and simple narratives. Assessment structure: Writing Task and Spelling Task					

Assessment specification - Speaking, Listening and Communicating at Entry 3

Entry 3 Speaking, Listening and Communicating	
Subject Content Statement (SCS)	Evidence requirements
1. Identify and extract relevant information and detail in straightforward explanations	Candidate must demonstrate consistent and effective application of each of the SCS appropriate to the level across the two activities.
2. Make requests and ask concise questions using appropriate language in different contexts	
3. Communicate information and opinions clearly on a range of topics	
4. Respond appropriately to questions on a range of straightforward topics	
5. Follow and understand the main points of discussions	
6. Make relevant contributions to group discussions about straightforward topics	
7. Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	
100% of the numbered content statements must be evidenced	
<p>Scope of study Text: this should include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions</p> <p>Assessment structure: Activity 1: Group activity (extracting information) followed by formal discussion; Activity 2: Informal group discussion.</p>	

Assessment specification - Reading at Entry 3

Entry 3 Reading	
Subject Content Statement (SCS)	Marks
8. Read correctly words designated for Entry Level 3 (see Appendices 1 & 2)	16
9. Identify, understand and extract the main points and ideas in and from texts	
10. Identify different purposes of straightforward texts	
11. Use effective strategies to find the meaning of words (e.g. dictionary, working out meaning from context; using knowledge of different word types)	
12. Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)	
Each assessment covers 100% of numbered SCS	
<p>Scope of Study Text: this should include straightforward texts that instruct, describe, narrate and explain.</p> <p>Assessment structure: Read two source documents and the answer questions</p>	

Assessment specification - Writing at Entry 3

Entry 3 Writing					
Task	Total Marks	Subject Content Statement (SCS)	Focus	Marks	Weighting
Writing Task	30	18. Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)	Composition	20	50% Composition
		19. Write text of an appropriate level of detail and of appropriate length (including where this is specified)	Composition		
		20. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	Composition		
		21. Write in compound sentences and paragraphs where appropriate	Composition		
		22. Use language appropriate for purpose and audience	Composition		
	10	13. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	SPaG	10	50% SPaG
		14. Form irregular plurals	SPaG		
		15. Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)	SPaG		
		16. Use the first, second and third place letters to sequence words in alphabetical order	SPaG		
		17. Spell correctly words designated for Entry Level 3 (see Appendix 2)	SPaG		
Spelling Task	10	17. Spell correctly words designated for Entry Level 3 (see Appendix 2)	SPaG	10	
Each assessment will cover 100% of the numbered SCS 50% of marks are for SPaG and 50% are for written composition (Within SpaG 50% of marks are from the Writing Task and 50% are from the Spelling Task)					Total marks 40
Scope of study Text: Text: this should include straightforward texts such as narratives, instructions, explanations and reports. Assessment structure: Writing Task and Spelling Task					

5 Access and Inclusion

Access arrangements

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We can make arrangements so that candidates with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Candidates can have access to all forms of equipment, software and assistance (eg scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments or are explicitly prohibited by the conditions of the assessment.

For more information on how to apply for access arrangements please refer to our dedicated webpages, **Access and Adjustments**.

Functional Skills English Speaking, Listening and Communicating

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

Sign Language (i.e. BSL, SSE) can be used, provided this is made accessible to all participants in the discussion. **No other languages are permitted as alternatives to English.**

Access to augmentative speech equipment is permitted, where it reflects the candidate's normal way of working.

If you have any other questions on possible adjustments for Speaking, Listening and Communicating, please contact your External Quality Assurer (EQA) or City & Guilds.

As a last resort, candidates who are disabled under the terms of the Equality Act 2010 and have no accessible means of communication may request an exemption from the Speaking, Listening and Communicating Component.

Functional Skills English Reading

Reading within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts.

“Text” is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille.

A computer reader may be used in the Reading Component, providing it's the candidate's normal way of reading. A computer reader is an acceptable arrangement, since it still allows the candidate to independently meet the requirements of the reading standards.

A (human) reader cannot be used to demonstrate the requirements of the reading standards as this does not meet the requirement for independence. As a last resort, an exemption from the Reading Component can be requested for a disabled candidate who cannot use assistive technology.

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	Yes	The use of a dictionary or a bilingual dictionary is permitted for all candidates .
Reader	No	
Computer reader	Yes	
Sign Language Interpreter	No	
Scribe	Yes	
Speech recognition technology	Yes	
Word processor	Yes	
Practical Assistant	Yes	
Modified question papers (eg enlarged to A3)	Yes	

Functional Skills English Writing

Writing within Functional Skills English qualifications is defined as the independent construction of written language to communicate in specific contexts.

'Text' is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Speech recognition technology may be used in the Writing Component (all Levels), providing it's the candidate's normal way of writing. The use of speech recognition technology is acceptable since it allows the candidate to independently meet the requirements of the writing standards.

A (human) scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence. As a last resort, an exemption from the Writing Component can be requested for a disabled candidate who cannot use assistive technology, if the candidate cannot access any part of the assessment.

Access Arrangement	Yes/No	Type of assessment
Extra time	Yes	
Dictionaries and bilingual dictionaries	No	
Reader	Yes	
Computer reader	Yes	
Sign Language Interpreter	Yes	
Scribe	No	
Speech recognition technology	Yes	
Word processor	Yes	
Practical Assistant	Yes	
Modified question papers (eg enlarged to A3)	Yes	

Exemptions – please note

Disability Discrimination legislation (now incorporated into the 2010 Equality Act) permits the granting of exemptions for specific assessment Components within qualifications in certain circumstances. In the case of Functional Skills English this will only be considered as a **last resort**, once all other possible adjustments that might enable the candidate to undergo assessment and achieve the required standard have been explored.

Use of accessibility tools

Where candidates' normal way of working involves the use of assistive software that cannot be supported by the e-volve system centres should contact our Access Arrangements team to arrange for the assessment to be provided in a compatible format. They can be contacted at policy@cityandguilds.com or 020 7294 2772.

Appendix 1 Expectations for Word Reading Entry Levels 1-3

Learners are expected to read words which consist of the letter-sound correspondences¹ in the following table. The words in brackets are examples of words to illustrate these correspondences. They are not specific words to be learned.

At each level, learners are expected to read these words in texts of increasing complexity. They are not expected to spell all these words correctly. The words they are expected to read *and* spell correctly are in separate lists for each of Entry Levels 1, 2 and 3.

Table 1: Letter(s)-sound correspondences	
Letters²	Sounds³
p (<u>p</u> an), pp (sup <u>pp</u> er)	/p/
t (<u>t</u> ap), tt (l <u>tt</u> er)	/t/
c (<u>c</u> at), k (<u>k</u> ey), ck (du <u>ck</u>)	/k/
ch (<u>ch</u> ip), tch (f <u>etch</u>)	/tʃ/
f (<u>f</u> ish), ff (co <u>ff</u> ee), ph (<u>ph</u> oto)	/f/
th (<u>th</u> in)	/θ/
s (<u>s</u> un), ss (d <u>ress</u>), c (<u>c</u> ity) ⁴	/s/
sh (<u>sh</u> ip)	/ʃ/

¹ In this document the word 'sound' is usually used to mean 'phoneme', the smaller unit of sound that distinguishes one word from another. The words 'letter' or 'letters' are usually used to mean 'grapheme', a letter or letters that represent a phoneme.

² The letters in bold type in the first column correspond to the sounds in the second column. They include all the most common sound-letter(s) correspondences in English.

³ The sounds listed in this table are the sounds of spoken English. They are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for learners to understand the symbols, as the letters underlines in the word examples give the sounds represented by the symbols. Learners are not expected to understand or use IPA symbols.

Letter-sound correspondences should be taught in the order used in a reputable, structured phonics programme and not in the order presented in this table.

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

Table 1: Letter(s)-sound correspondences	
h (<u>h</u> at)	/h/
r (<u>r</u> un), rr (<u>cherry</u>), wr (<u>w</u> rite)	/r/
l (<u>l</u> ip), ll (<u>be</u> ll)	/l/
b (<u>b</u> oy), bb (<u>rabb</u> it)	/b/
d (<u>d</u> og), dd (<u>ladder</u>)	/d/
g (<u>g</u> o), gg (<u>bigger</u>)	/g/
j (<u>j</u> et), g (<u>g</u> em) ⁵ , ge (<u>large</u>), dge (<u>bridge</u>)	/dʒ/
v (<u>v</u> et), ve (<u>have</u>)	/v/
th (<u>th</u> en)	/ð/
z (<u>z</u> ip), zz (<u>fizz</u>), s (<u>his</u>), se (<u>cheese</u>), ze (<u>sneeze</u>)	/z/
m (<u>m</u> an), mm (<u>hammer</u>)	/m/
n (<u>n</u> ut), nn (<u>dinner</u>), kn (<u>knee</u>)	/n/
ng (<u>ring</u>), n (<u>sink</u>)	/ŋ/
w (<u>w</u> et), wh (<u>wheel</u>)	/w/
y (<u>y</u> es)	/j/
ee (<u>feet</u>), ea (<u>beach</u>), e (<u>me</u>), y (<u>pony</u>), e-e (<u>these</u>), ey (<u>key</u>), ie (<u>chief</u>)	/i:/
i (<u>big</u>) y (<u>gym</u>)	/ɪ/
e (<u>egg</u>), ea (<u>head</u>)	/e/
a (<u>mat</u>)	/æ/
u (<u>but</u>) ⁶	/ʌ/
o (<u>on</u>), a (<u>want</u>)	/ɒ/
oo (<u>book</u>), u (<u>put</u>)	/ʊ/

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'.

Table 1: Letter(s)-sound correspondences	
oo (<u>moon</u>), ue (<u>clue</u>), u-e (<u>flute</u>), ew (<u>flew</u>), ou (<u>soup</u>)	/u:/
ai (<u>rain</u>), ay (<u>play</u>), a (<u>baby</u>), a-e (<u>ape</u>), ey (<u>they</u>)	/eɪ/
igh (<u>light</u>), i (<u>mind</u>), y (<u>fly</u>), ie (<u>pie</u>), i-e (<u>kite</u>)	/aɪ/
ou (<u>out</u>), ow (<u>down</u>)	/aʊ/
oa (<u>boat</u>), ow (<u>snow</u>), o (<u>go</u>), oe (<u>toe</u>), o-e (<u>bone</u>)	/əʊ/
oi (<u>coin</u>), oy (<u>boy</u>)	/ɔɪ/
aw (<u>law</u>), au (<u>sauce</u>), al (<u>talk</u>)	/ɔ:/
or (<u>fork</u>) ⁷ , oor (<u>door</u>), ore (<u>store</u>)	/ɔ:/ or /ɔ:r/
er (<u>person</u>), ur (<u>burn</u>), ir (<u>bird</u>), or after 'w' (<u>work</u>)	/ɜ:/ or /ɜ:r/
ar (<u>far</u>), a (<u>fast</u>) ⁸	/ɑ:r/ or /ɑ:/
air (<u>hair</u>), are (<u>square</u>), ear (<u>bear</u>)	/ɛə/ or /ɛər/
ear (<u>near</u>)	/ɪə/ or /ɪər/
a (<u>zebra</u>)	/ə/
qu (<u>queen</u>)	/kw/
x (<u>box</u>)	/ks/
u (<u>unit</u>), ue (<u>due</u>), u-e (<u>tune</u>), ew (<u>few</u>)	/ju:/
-le (<u>little</u>), -il (<u>pencil</u>), -al (<u>metal</u>), -el (<u>tunnel</u>)	/əl/

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

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

Appendix 2 Expectations for both reading and spelling Entry Levels 1-3

Entry Level 1 – Expectations for both reading and spelling

Learners are expected to both read and spell correctly all the words listed in the following table. They are not examples. They have been chosen because they are common words.

Some of these words include only the letter(s)-sound correspondences in Table 1, while others include unusual or unique correspondences, e.g., 'ai' in 'said'.

The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.⁹

Letters¹⁰	Sounds¹¹
<u>c</u> an, <u>a</u> ct, <u>l</u> ook, <u>b</u> ack, <u>s</u> chool	/k/
<u>o</u> ff	/f/
<u>m</u> iss, <u>c</u> ross, <u>h</u> ouse	/s/
<u>w</u> ho	/h/
<u>w</u> rite, <u>w</u> rote, <u>w</u> rong	/r/
<u>w</u> ill, <u>w</u> ell, <u>t</u> ell, <u>s</u> till, <u>h</u> ello	/l/
<u>g</u> et, <u>g</u> ive	/g/
<u>c</u> hange, <u>l</u> arge	/dʒ/
<u>h</u> ave, <u>g</u> ive, <u>l</u> ive, <u>o</u> f	/v/
<u>i</u> s, <u>h</u> is, <u>a</u> s, <u>h</u> as, <u>W</u> ed <u>ne</u> sday	/z/

⁹ The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are differences due to regional accent.

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

¹¹ As in the table for Word Reading Expectations, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for learners to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Learners are not expected to understand or use IPA symbols.

Table 2: Letter(s)-sound correspondences	
<u>come</u> , <u>some</u>	/m/
<u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/
<u>think</u>	/ŋ/
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/
<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>enjoy</u>	/ɪ/
<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>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/ʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ɒ/
<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>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>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>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>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/
<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>boy</u>	/ɔɪ/
<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/
<u>or</u> , <u>for</u> , <u>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>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>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/
<u>are</u> , <u>our</u>	/ɑ:/ or /ɑ:r/
<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /ɛər/
<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/
<u>the</u> , <u>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>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ju:/

Table 2: Letter(s)-sound correspondences	
l <u>ittle</u>	/əl/
o <u>ne</u> , s <u>ome</u> o <u>ne</u> , a <u>n</u> y <u>o<u>ne</u></u>	/wʌ/

In addition, learners are expected to both read and spell correctly the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell correctly.

- all common words¹² with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (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's¹³)

¹² Common words are words that occur frequently; someone who is unable to read or spell these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that learners most need to acquire in order to advance their learning, see glossary.

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

Entry Level 2 – Expectations for both reading and spelling

Learners are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Level 1 and the words listed in the following table. They are not examples. They have been chosen because they are common words that are not straightforward to spell. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.¹⁴

Table 3: Letter(s)-sound correspondences	
Letters¹⁵	Sounds¹⁶
l<u>e</u>tt<u>e</u>r, b<u>e</u>tt<u>e</u>r	/t/
d<u>i</u>ff<u>e</u>r, d<u>i</u>ff<u>e</u>rent, d<u>i</u>ff<u>i</u>cult	/f/
a<u>d</u>dress, p<u>r</u>om<u>i</u>se, <u>c</u>ity, <u>c</u>ircle, d<u>e</u>cid<u>e</u>, n<u>o</u>tice, s<u>i</u>nce, s<u>e</u>nt<u>e</u>nce, <u>o</u>nce, a<u>n</u>s<u>w</u>er	/s/
<u>s</u>ure, <u>s</u>ugar, p<u>r</u>ess<u>u</u>re, m<u>a</u>ch<u>i</u>ne, s<u>pe</u>cial	/ʃ/
<u>w</u>hole	/h/
a<u>r</u>r<u>i</u>ve, c<u>a</u>rr<u>y</u>	/r/
a<u>d</u>d, a<u>d</u>dress	/d/
<u>g</u>uard, <u>g</u>uide	/g/
a<u>g</u>e, p<u>a</u>ge, s<u>tr</u>ange	/dʒ/
b<u>r</u>ea<u>t</u>h<u>e</u>	/ð/
p<u>o</u>s<u>i</u>tion, p<u>o</u>ss<u>e</u>ss, p<u>o</u>tato<u>e</u>s, c<u>a</u>u<u>s</u>e	/z/
im<u>a</u>g<u>i</u>ne	/n/
m<u>e</u>an, p<u>e</u>opl<u>e</u>, b<u>e</u>l<u>i</u>ev<u>e</u>, c<u>o</u>mpl<u>e</u>t<u>e</u>, ext<u>r</u>em<u>e</u>, ev<u>e</u>ry<u>th</u>ing, ev<u>e</u>ry<u>b</u>od<u>y</u>	/i:/
b<u>u</u>s<u>y</u>, b<u>u</u>s<u>i</u>ness, m<u>i</u>n<u>u</u>t<u>e</u>, b<u>u</u>ild, w<u>o</u>m<u>e</u>n, p<u>r</u>ett<u>y</u>	/ɪ/
f<u>r</u>iend, a<u>n</u>y<u>th</u>ing	/e/
w<u>o</u>n, s<u>o</u>n, a<u>m</u>ong, y<u>o</u>ung, t<u>o</u>uch, d<u>o</u>ubl<u>e</u>, t<u>r</u>oubl<u>e</u>, c<u>o</u>untr<u>y</u>, en<u>o</u>ugh, s<u>o</u>m<u>e</u>th<u>i</u>ng, m<u>o</u>n<u>t</u>h	/ʌ/

¹⁴ The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference due to regional accent.

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

¹⁶ As in Entry Level 1, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for learners 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.

Table 3: Letter(s)-sound correspondences	
w <u>atch</u> , k <u>nowledge</u>	/ɒ/
w <u>oman</u>	/ʊ/
m <u>ove</u> , b <u>lue</u> , b <u>lew</u> , t <u>ruly</u> , f <u>ruit</u> , g <u>roup</u> , t <u>hrough</u>	/u:/
e <u>ight</u> , e <u>ighteen</u> , e <u>ighty</u> , w <u>eigh</u> , w <u>eight</u> , d <u>aily</u> , g <u>reat</u> , b <u>reak</u> , o <u>bey</u> , s <u>traight</u>	/eɪ/
f <u>ind</u> , b <u>ehind</u> , q <u>uiet</u> , q <u>uite</u> , e <u>ye</u> , h <u>eight</u>	/aɪ/
t <u>hought</u> , c <u>ought</u> , n <u>aughty</u> , c <u>ause</u> , a <u>lways</u>	/ɔ:/
f <u>orward(s)</u> , f <u>orty</u> , f <u>ourteen</u> , q <u>uarter</u> , t <u>herefore</u>	/ɔ:/ or /ɔ:r/
p <u>erhaps</u> , t <u>hirteen</u> , t <u>hirty</u> , s <u>urprise</u> , y <u>ear</u> , e <u>arly</u> , h <u>ear</u> d, l <u>earn</u> , e <u>arth</u>	/ɜ:/ or /ɜ:r/
r <u>emember</u> , g <u>rammar</u> , c <u>alendar</u> , s <u>urname</u> , p <u>ressure</u> , f <u>orward</u>	/ə/ or /ɜ:r/
h <u>alf</u>	/ɑ:/ or /æ/
c <u>are</u> , b <u>ear</u> , b <u>are</u> ,	/ɛə/ or /ɛər/
o <u>ur</u> , h <u>our</u>	/aʊə/ or /aʊr/
s <u>even</u> , d <u>ecide</u> , a <u>ddress</u> , a <u>rrive</u> , i <u>mportant</u> , p <u>robably</u> , w <u>oman</u> , s <u>econd</u> , d <u>ifficult</u>	/ə/
i <u>dea</u> , m <u>aterial</u>	/ɪə/
s <u>ix</u> , n <u>ext</u>	/ks/
m <u>usic</u> , b <u>ea</u> tiful, c <u>omputer</u>	/ju:/
p <u>ossible</u> , e <u>xample</u> , a <u>nimal</u>	/əl/

In addition, learners are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that students are expected to both read and spell correctly.

- words with prefixes where the root word remains unchanged (e.g., **u**n**s**ure, **d**is**a**ppoint, **m**istake, **r**eturn, **s**ubject, **i**nteract, **s**upermarket, **a**utograph)
- words with prefixes where **i**n-, changes to **i**l-, **i**m-, **i**r-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., **i**llegal, **i**mmoral, **i**mpossible, **i**rregular)
- words with suffixes where the root word remains unchanged (e.g., **p**ay**m**ent, **w**it**n**ess, **c**are**f**ul, **c**are**l**ess, **p**art**l**y)

- 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., Februuary, liburary, oufen, evury, evurything, inturest, ordunary)
- the following homophones:
 - there, their, they're**
 - here, hear**
 - one, won**
 - to, too, two**

Entry Level 3 – Expectations for both reading and spelling

Learners are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Levels 1 and 2 and the words listed in the following table. They are not examples. They have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.¹⁷

Table 4: Letter(s)-sound correspondences	
Letters ¹⁸	Sounds ¹⁹
<u>a</u> ppear, o <u>pp</u> osite, a <u>pp</u> ly	/p/
<u>d</u> oubt, <u>d</u> ebt, <u>a</u> ttach, <u>m</u> inute	/t/
<u>s</u> cheme, <u>o</u> ccasion, <u>a</u> ccording	/k/
<u>p</u> icture, <u>a</u> ctual	/tʃ/
<u>r</u> ough, <u>t</u> ough, <u>c</u> ough, <u>e</u> nough	/f/
<u>l</u> isten, <u>f</u> asten, <u>w</u> histle, <u>c</u> riticise, <u>r</u> eceive, <u>p</u> urpose, <u>i</u> ncrease, <u>r</u> ecent, <u>c</u> entre, <u>e</u> xercise, <u>m</u> edicine, <u>e</u> xperience	/s/
<u>e</u> specially, <u>a</u> ppreciate	/ʃ/
<u>g</u> uarantee	/g/
<u>k</u> nowledge, <u>c</u> ollege	/dʒ/
<u>e</u> ase, <u>c</u> riticise, <u>p</u> osition, <u>c</u> ause	/z/
<u>m</u> easure, <u>t</u> reasure, <u>p</u> leasure	/ʒ/
<u>c</u> ommittee, <u>b</u> omb, <u>t</u> humb, <u>c</u> rumb, <u>c</u> limb, <u>c</u> ondemn, <u>c</u> olumn, <u>a</u> utumn	/m/
<u>k</u> not, <u>k</u> nee, <u>k</u> nife, <u>k</u> nowledge	/n/
<u>c</u> ommittee, <u>a</u> chieve	/i:/
<u>a</u> verage, <u>e</u> quip, <u>b</u> argain	/ɪ/
<u>c</u> uriosity, <u>q</u> ualify, <u>q</u> ualification	/ɒ/

¹⁷ The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are differences due to regional accent.

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

¹⁹ As in Entry Levels 1 and 2, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for learners 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.

Table 4: Letter(s)-sound correspondences	
<u>i</u> sland	/aɪ/
th <u>o</u> ugh, alth <u>o</u> ugh	/əʊ/
<u>b</u> ought, <u>b</u> rought, <u>o</u> ught, there <u>o</u> re	/ɔ:/
<u>s</u> ugar, <u>p</u> opular, <u>p</u> articular, <u>r</u> egular, <u>c</u> entre	/ə/ or /ɜ:r/
<u>c</u> ompetition, <u>c</u> orrespond, <u>d</u> etermined, <u>d</u> evelop, <u>f</u> requently, <u>e</u> xplanation, <u>d</u> ictionary, <u>d</u> efinite, <u>t</u> horough, <u>b</u> orough, <u>d</u> escribe, <u>e</u> xperiment, <u>p</u> urpose, <u>o</u> pposite, <u>s</u> uppose, <u>f</u> amous, <u>v</u> arious, <u>c</u> ertain	/ə/
<u>e</u> xperience	/ɪə/
<u>e</u> xcellent	/ks/
<u>c</u> ommunicate, <u>c</u> ommunity, <u>e</u> ducation	/ju:/
<u>a</u> vailable	/ə/

In addition, learners are expected to both read and spell correctly the words described below. Words in brackets are examples. Words in bold are not examples; they are specific words that students are expected to both read and spell correctly.

- 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, favourorite, government, environment)
- the following words that are homophones or near-homophones:
 - **who's, whose**
 - **accept, except**
 - **berry, bury**
 - **brake, break**
 - **fair, fare**

- groan, grown
- heel, he'll
- knot, not
- mail, male
- meat, meet
- missed, mist
- peace, piece
- plain, plane
- scene, seen
- weather, whether
- farther, father
- guessed, guest
- led, lead
- past, passed
- aloud, allowed
- desert, dessert
- steal, steel

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Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

City & Guilds Centre Manual

This document contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- Specifies the quality assurance and control requirements that apply to all centres
- Sets out the basis for securing high standards, for all our qualifications and/or assessments
- Details the impact on centres of non-compliance.

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to centres working with City & Guilds:

- Ofqual's General Conditions of Recognition

The **centre homepage** section of the City & Guilds website also contains useful information on

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
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About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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