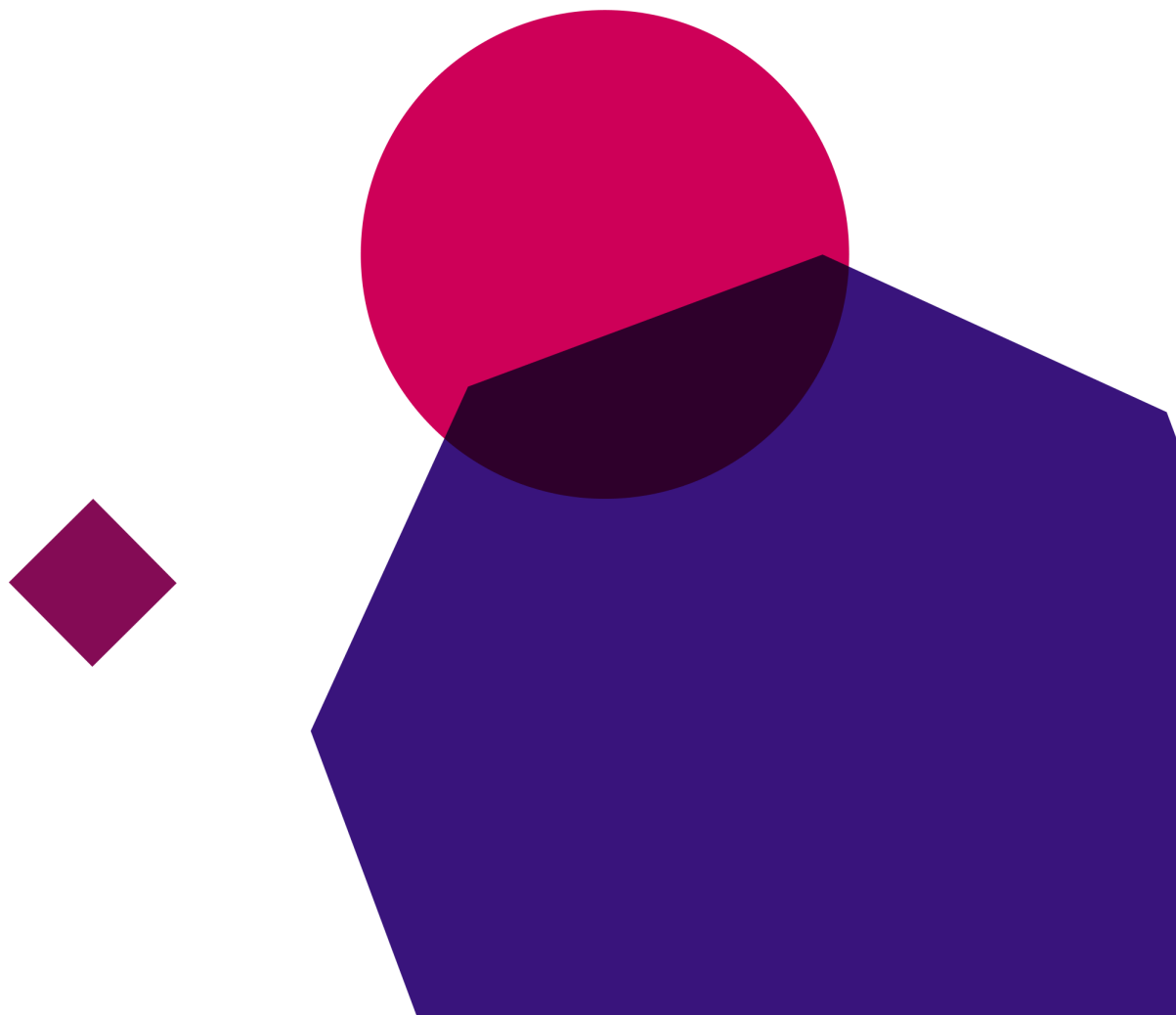


4748-01

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

Qualification Handbook

February 2022
Version 1.1



Qualification at a glance

Industry area	Skills for Work and Life
City & Guilds number	4748-01
Age group approved	All ages
Entry requirements	None
Assessment	Three components: Speaking, Listening and Communicating - externally set by City & Guilds, internally marked and quality assured 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.
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. Centres that do not have approval for 3748 should apply for the 4748 qualifications via a Qualification Approval Application (QAP). Please note all centres must complete a self-assessment form and assessment site log as part of the application.
Registration and certification	Consult the Walled Garden/Online Catalogue for last registration dates (www.walled-garden.com)

Version and date		Section
1.0 October 2019	Initial version	All
1.1 February 2022	GLH/TQT clarified and highlighted	Qualification at a glance Introduction

Title and level	Size (GLH)	TQT	City & Guilds number	Ofqual number
City & Guilds Functional Skills Qualification in English at Entry Level 1	55	58	4748-01	603/4913/X
City & Guilds Functional Skills Qualification in English at Entry Level 2	55	58	4748-01	603/4914/1
City & Guilds Functional Skills Qualification in English at Entry Level 3	55	58	4748-01	603/4915/3

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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 handbook **must** be read in conjunction with the documents 'Functional Skills 4748 English Entry Level Assessments Assessor Instructions Entry 1-3 Reading and Writing' and the 'Functional Skills 4748 English: Speaking, Listening and Communicating Assessment Guidance' documents at Entry 1, 2 and 3.

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 each level may progress to the next level. 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 qualifications will 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.

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.

Learner entry requirements

There are no entry requirements for these qualifications and no formal age restrictions.

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
City & Guilds Functional Skills Qualification in English at Entry Level 1	55	58
City & Guilds Functional Skills Qualification in English at Entry Level 2	55	58
City & Guilds Functional Skills Qualification in English at Entry Level 3	55	58

Qualification structure

The table below illustrates the structure of each qualification:

Qualification title	Component number	Component title
City & Guilds Qualification in Functional Skills English at Entry Level 1	4748-001	Functional English Reading at Entry 1
	4748-002	Functional English Writing at Entry 1
	4748-003	Functional English Speaking, listening and communicating at Entry 1
City & Guilds Qualification in Functional Skills English at Entry Level 2	4748-004	Functional English Reading at Entry 2
	4748-005	Functional English Writing at Entry 2
	4748-006	Functional English Speaking, listening and communicating at Entry 2
City & Guilds Qualification in Functional Skills English at Entry Level 3	4748-007	Functional English Reading at Entry 3
	4748-008	Functional English Writing at Entry 3
	4748-009	Functional English Speaking, listening and communicating at Entry 3

Carrying forward component results (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. Components from the legacy 3748 qualifications may not be carried over.

The process of checking and claiming must be overseen by the IQA 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' on page 12.

To claim learners must be registered with City & Guilds as a Functional Skills English candidate and have achieved all three English components, at least one of which must be with City & Guilds.

Any assessment components submitted under these arrangements must be checked and signed off by an Internal Quality Assurer and an audit trail must be available. Each component must be evidenced by an official results statement (paper or electronic) originating from the awarding organisation and indicating details of the:

- learner – ideally this should include the Unique Learner Number (ULN)
- awarding organisation
- component, level and date 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 (Components 4748-5XX).

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 are available for this qualification:

Description	How to access
Sample assessments, delivery guides and assessment preparation materials	Please visit www.cityandguilds.com/what-we-offer/centres/maths-and-english/functional-skills
Exemplars for Speaking, Listening and Communicating to illustrate the standard expected of Learners for a) a Pass and b) a Fail	Please visit www.cityandguilds.com/what-we-offer/centres/maths-and-english/functional-skills

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 cityandguilds.com/mathsandenglish.

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 team 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 Quality Contact
- Internal Quality Assurer (IQA)
- Internal Quality Assurer Co-ordinator (IQAC)
- 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.

3 Delivering the 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).

4 Administration

There are three components to Functional Skills English at each of the Entry levels (these are Reading, Writing and Speaking, Listening and Communicating (SLC)). All three components are internally assessed and internally quality assured by the centre and externally quality assured by City & Guilds.

Availability

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

The assessments are available on-demand. These do not need to be booked in advance but learners must be registered before completing the assessments. Once completed, results should be claimed on the Walled Garden.

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

Centre staff must refer to Assessor Instructions for information on administering, conducting and marking the assessments.

A number of assessment versions are available so centres may choose which title they use for each candidate, however if a candidate completes an assessment and receives a fail, then the centre must select a different assessment version for the candidate.

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 provide exemplars which illustrate the difference between the standard expected of candidates who (a) meet the criteria for a pass, and (b) who do not meet the criteria for a pass.

Speaking, Listening and Communicating

All assessments must be supervised by the Assessor or another responsible member of staff. 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 are available on the Functional Skills qualifications webpage. The recording forms are available as PDF and as Microsoft Word documents so they can be reformatted or customised locally (without altering any of the content).

Recording assessments for Speaking, Listening and Communicating (SLC)

Due to the nature of the assessment, written records can never fully document a candidate's performance in the assessment. To ensure the validity of assessment decisions, as best practice we recommend that centres record assessments for SLC wherever possible, either by video or audio. Recordings can be used as part of a centre's IQA process to check the accuracy of written assessment records, support the internal standardisation of assessors and share good practice.

The recordings may also be used as part of the external quality assurance (EQA) processes, where it is not possible for a live assessment to be observed on an EQA visit. Please see Quality Assurance section below. Where recordings are used as part of the EQA process, centres must ensure they are of sufficient quality for the EQA to be able to make a valid judgement of the assessment decision. Where recorded evidence does not meet the required standard the EQA may reject the evidence. Recordings must be unedited and be able to demonstrate to the EQA that the assessment meets the requirements of the qualification.

It is not mandatory for centres to record all assessments by either video or audio. However, if centres do not hold recordings of assessments, and a live assessment observation cannot take place during an EQA visit, the EQA will not be able to fully assess the validity of assessment decisions and complete the EQA process. Where the centre is not recording all assessments, the sample recorded must be representative and cover all assessors and assessment sites.

Quality Assurance

All assessments require continuous supervision by the Assessor or another responsible member of staff. All assessments should take place under the candidate's normal working conditions as opposed to a formal examination setting.

All assessments at Entry level are subject to both the Internal and External Quality Assurance (IQA/EQA) process. The IQA must be carried out by the centre and the External Quality Assurance are carried out by City & Guilds.

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 the following external quality assurance activities annually 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 visits to the centre by City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times
- make sure candidates do not see the live assessment materials for Reading and Writing (including Candidate Papers in advance of the live assessments and Mark Schemes at any time)
- make sure that assessment versions for Reading and Writing are rotated in accordance with the instructions given in 'Functional Skills 4748 English Entry Level Assessments: Assessor Instructions.'

For more information on the requirements for City & Guilds centres please refer to the **Centre Manual** and **Our Quality Assurance Requirements**.

Speaking, Listening and Communicating (SLC)

In addition, for SLC City & Guilds will undertake the following external quality assurance activity annually:

- scrutiny of marking of the assessments by each centre.

During the EQA visit, the EQA will monitor the centre assessment processes through observing live assessment, viewing recordings of assessment (where available) and reviewing the centre's assessment records. City & Guilds uses this information to check that the centre is accurately making and recording assessment decisions.

Each external quality assurance activity should include observing a live Speaking, Listening and Communicating taking place. Centres should make every effort to ensure this forms part of all EQA activities for this subject. If, due to unforeseen circumstances, this is not possible at a visit, then it is permissible to substitute the observation with recordings of assessments. However, this is not permitted where the previous annual EQA activity did not include a live observation. Practice and simulated assessments cannot be used to meet this requirement.

Any deviation from the above requirement will not be accepted by City & Guilds

Where this condition is not met, and the centre does not ensure a live observation forms part of the EQA visit, or sufficient recordings are not available, then the qualification approval status will be increased as detailed below:

- Where Direct Claims Status (DCS) for the qualification was in place prior to the visit, and the EQA has recommended no change to the current status, the approval will be increased to Medium (registration only). DCS for the qualification will not be reinstated until a further visit has taken place, which includes a live observation.
- Where Medium qualification approval was in place prior to the visit, and the EQA has recommended DCS for the qualification, this will not be accepted. The qualification approval will remain on Medium until a further additional visit has taken place which includes a live observation.

The follow-up visit can either be at the next annual sampling, or at the centres request, an additional activity can be arranged, subject to EQA availability and at a cost of £400.

Where a centre visit does not include a live observation, but at the previous annual EQA visit (within 12 months) this was included, the EQA can accept recorded evidence, without this having an impact on the qualification approval status. However, the next annual monitoring activity must include a live observation. Therefore, a minimum of one live observation must be undertaken by the EQA within a 24-month rolling period.

For SLC City & Guilds will undertake the following external quality assurance activity at least every three years:

- Scrutiny of centre processes and controls for
 - i) ensuring it undertakes the delivery and marking of assessments consistently, appropriately and in line with the 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.

5 Assessment

Assessment model

The qualifications at each level are made up of three **externally-set** assessment components (Reading, Writing and Speaking, Listening and Communicating). All three are internally marked and quality assured by the centre and externally quality assured by City & Guilds.

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.

Assessment conditions for Reading and Writing

The City & Guilds Functional Skills 4748 Instructions for Conducting Examinations (FS ICE) do not apply to Entry Level qualifications. Nevertheless, the assessments require continuous supervision and all assessment material must be stored securely and kept confidential from learners and not used for any purposes other than summative assessment leading to a pass / fail decision.

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

Candidate must be awarded either a pass or fail for the assessment. Once the assessment is passed for any individual component, centres can claim the Results Entry module on the Walled Garden.

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.

Only once all three components at the same level have been achieved will the candidate receive a certificate. There is no limit on the number of re-sit opportunities.

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 are available on the Functional Skills qualifications webpage.

Reading

A single pass mark is applied to the assessment. The pass marks are 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 mark schemes.

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
--

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 15-17 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 Communicating.

The Assessment Record Sheets, Assessor Guidance and exemplars are available on the City & Guilds website.

Please see pages 20 to 25 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) including assessment of a representative sample of the words designated for each of the levels in the Appendices to the DfE Subject Content.

See pages 15-17 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 are available on the City & Guilds website.
Please see pages 20 to 25 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).

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 15-17.

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

Please see pages 20 to 25 for the assessment specifications.

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 activity involving instructions; 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)*	n/a
9. Read simple sentences containing one clause	3 - 6 marks
10. Understand a short piece of text on a simple subject	3 - 6 marks
Each assessment covers 100% of the numbered SCS	Total marks 10
<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> <p>*SCS8 is assessed implicitly</p>	

Assessment specification - Writing at Entry 1

Entry 1 Writing					
Task	Total Marks	Subject Content Statement (SCS)	Focus	Marks	Weighting
Writing Task	20	16. Communicate information in words, phrases and simple sentences	Composition	10	33% Composition
		11. Punctuate simple sentences with a capital letter and a full stop	SPaG	10	67% SPaG
		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 of the Qualification and Assessment Specification)			
Spelling Task	10	15. Spell correctly words designated for Entry Level 1 (see Appendix 2 of the Qualification and Assessment Specification)	SPaG	10	
Each assessment will cover 100% of the numbered SCS 50-70% of marks must be for SPaG Within SPaG 50% of marks are from the Writing Task and 50% are from the Spelling Task					Total marks 30
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	
<p>Scope of study Text: this should include short narratives and explanations and instructions, discussions and straightforward information and instructions</p> <p>Assessment structure: Activity 1: Exchange of information; Activity 2: Group discussion</p>	

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)*	n/a
8. Understand the main points in texts	2 - 6 marks
9. Understand organisational markers in short, straightforward texts	2 - 6 marks
10. Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)	1 - 2 marks
11. Read and understand sentences with more than one clause	2 - 8 marks
12. Use illustrations, images and captions to locate information	1 - 4 marks
Each assessment covers 100% of the numbered SCS	Total marks 14
<p>Scope of study Text: this should include short, straightforward texts that instruct, inform, describe and narrate.</p> <p>Assessment structure: Read two source documents and the answer questions</p> <p>*SCS7 is assessed implicitly</p>	

Assessment specification - Writing at Entry 2

Entry 2 Writing						
Task	Total Marks	Subject Content Statement (SCS)	Focus	Marks	Weighting	
Writing Task	20	17. Communicate information using words and phrases appropriate to audience and purpose	Composition	10	33% Composition	
		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				
			13. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)	SPaG	10	67% SPaG
			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 of the Qualification and Assessment Specification)			
Spelling Task	10	16. Spell correctly words designated for Entry Level 2 (see Appendix 2 of the Qualification and Assessment Specification)	SPaG	10		
Each assessment will cover 100% of the numbered SCS 50-70% of marks must be for SPaG Within SpG 50% of marks are from the Writing Task and 50% are from the Spelling Task					Total marks 30	
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)*	n/a
9. Identify, understand and extract the main points and ideas in and from texts	6 - 12 marks
10. Identify different purposes of straightforward texts	1 - 2 marks
11. Use effective strategies to find the meaning of words (e.g. dictionary, working out meaning from context; using knowledge of different word types)	1 - 2 marks
12. Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)	2 - 6 marks
Each assessment covers 100% of numbered SCS	Total marks 16
<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> <p>*SCS 8 is assessed implicitly</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)			
		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			
		13. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	SPaG	10	50% SPaG
		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 of the Qualification and Assessment Specification)					
Spelling Task	10	17. Spell correctly words designated for Entry Level 3 (see Appendix 2 of the Qualification and Assessment Specification)	SPaG	10	
Each assessment will cover 100% of the numbered SCS 50-70% of marks must be for SPaG 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					

6 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 Arrangements and Reasonable 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.

Dictionaries, electronic grammar and spell checkers cannot be used.

Assistive technology may be used in the writing component (all levels), providing it is the candidate’s normal way of writing. The use of assistive technology is acceptable, providing it meets the requirements listed below.

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	
Word processor	Yes	Predictive text/spelling and grammar check are not permitted
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 (le <u>tt</u> er)	/t/
c (<u>c</u> at), k (<u>k</u> ey), ck (du <u>ck</u>)	/k/
ch (<u>ch</u> ip), tch (fe <u>tch</u>)	/tʃ/
f (<u>f</u> ish), ff (co <u>ff</u> ee), ph (<u>ph</u> oto)	/f/
th (<u>th</u> in)	/θ/
s (<u>s</u> un), ss (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 (ch <u>er</u> ry), wr (<u>w</u> rite)	/r/
l (<u>l</u> ip), ll (be <u>ll</u>)	/l/
b (<u>b</u> oy), bb (rab <u>bb</u> it)	/b/
d (<u>d</u> og), dd (lad <u>dd</u> er)	/d/
g (<u>g</u> o), gg (big <u>gg</u> er)	/g/
j (<u>j</u> et), g (<u>g</u> em) ⁵ , ge (lar <u>g</u> e), dge (brid <u>g</u> e)	/dʒ/
v (<u>v</u> et), ve (hav <u>e</u>)	/v/
th (<u>th</u> en)	/ð/
z (<u>z</u> ip), zz (fi <u>zz</u>), s (hi <u>s</u>), se (chees <u>e</u>), ze (snee <u>z</u> e)	/z/
m (<u>m</u> an), mm (ham <u>mm</u> er)	/m/
n (<u>n</u> ut), nn (din <u>nn</u> er), kn (<u>k</u> nee)	/n/
ng (<u>ng</u>), n (si <u>nk</u>)	/ŋ/
w (<u>w</u> et), wh (<u>w</u> heel)	/w/
y (<u>y</u> es)	/j/
ee (<u>ee</u> t), ea (be <u>ea</u> ch), e (m <u>e</u>), y (pon <u>y</u>), e-e (the <u>ee</u>), ey (<u>ey</u>), ie (chi <u>ie</u> f)	/i:/
i (bi <u>g</u>) y (gy <u>m</u>)	/ɪ/
e (<u>e</u> gg), ea (he <u>ea</u> d)	/e/
a (<u>a</u> t)	/æ/
u (<u>u</u>) ⁶	/ʌ/
o (<u>o</u> n), a (wa <u>a</u> t)	/ɒ/
oo (bo <u>oo</u> k), u (pu <u>u</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 (moon), ue (cl <u>ue</u>), u-e (fl <u>u</u> te), ew (fl <u>ew</u>), ou (s <u>ou</u> p)	/u:/
ai (r <u>ai</u> n), ay (pl <u>ay</u>), a (b <u>a</u> by), a-e (a <u>a</u> pe), ey (th <u>ey</u>)	/eɪ/
igh (l <u>igh</u> t), i (m <u>i</u> nd), y (fl <u>y</u>), ie (p <u>ie</u>), i-e (k <u>i</u> te)	/aɪ/
ou (o <u>u</u> t), ow (d <u>ow</u> n)	/aʊ/
oa (bo <u>oa</u> t), ow (sn <u>ow</u>), o (g <u>o</u>), oe (t <u>oe</u>), o-e (bo <u>o</u> ne)	/əʊ/
oi (co <u>oi</u> n), oy (bo <u>y</u>)	/ɔɪ/
aw (l <u>aw</u>), au (s <u>au</u> ce), al (t <u>al</u> k)	/ɔ:/
or (f <u>or</u> k) ⁷ , oor (d <u>oor</u>), ore (st <u>ore</u>)	/ɔ:/ or /ɔ:r/
er (p <u>er</u> son), ur (b <u>ur</u> n), ir (b <u>ir</u> d), <i>or after 'w'</i> (w <u>or</u> k)	/ɜ:/ or /ɜ:r/
ar (f <u>ar</u>), a (f <u>a</u> st) ⁸	/ɑ:r/ or /ɑ:/
air (h <u>air</u>), are (squ <u>are</u>), ear (b <u>ear</u>)	/ɛə/ or /ɛər/
ear (n <u>ear</u>)	/ɪə/ or /ɪər/
a (zebr <u>a</u>)	/ə/
qu (qu <u>ee</u> n)	/kw/
x (bo <u>x</u>)	/ks/
u (u <u>n</u> it), ue (d <u>ue</u>), u-e (t <u>u</u> ne), ew (f <u>ew</u>)	/ju:/
-le (litt <u>le</u>), -il (pencil), -al (met <u>al</u>), -el (tunn <u>el</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 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

Table 2: Letter(s)-sound correspondences	
Letters¹⁰	Sounds¹¹
<u>c</u> an, a <u>c</u> t, lo <u>o</u> k, ba <u>ck</u> , s <u>ch</u> ool	/k/
o <u>ff</u>	/f/
mi <u>ss</u> , cro <u>ss</u> , ho <u>u</u> se	/s/
<u>wh</u> o	/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>st</u> ill, <u>h</u> ello	/l/
<u>g</u> et, <u>g</u> ive	/g/
<u>ch</u> ange, <u>l</u> arge	/dʒ/
<u>h</u> ave, <u>g</u> ive, <u>l</u> ive, o <u>f</u>	/v/
<u>i</u> s, <u>h</u> is, <u>a</u> s, <u>h</u> as, <u>Wedne</u> sday	/z/
<u>c</u> ome, <u>s</u> ome	/m/

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>k</u> now, <u>d</u> one, <u>o</u> ne, <u>g</u> one	/n/
th <u>in</u> k	/ŋ/
<u>w</u> hen, <u>wh</u> ich, <u>w</u> hat, <u>w</u> hile, <u>w</u> hite	/w/
<u>s</u> ee, <u>s</u> eem, <u>f</u> eel, <u>m</u> eet, <u>w</u> eek, <u>e</u> at, <u>r</u> eal, <u>b</u> e, <u>h</u> e, <u>m</u> e, <u>w</u> e, <u>s</u> he, <u>e</u> ven, <u>e</u> very	/i:/
<u>e</u> njoy	/ɪ/
<u>h</u> ead, <u>a</u> ny, <u>m</u> any, <u>a</u> nyone, <u>th</u> ank, <u>s</u> aid, <u>a</u> gain, <u>s</u> ays	/e/
<u>c</u> ome, <u>d</u> one, <u>s</u> ome, <u>o</u> ther, <u>b</u> rother, <u>m</u> oney, <u>M</u> onday, <u>d</u> oes	/ʌ/
<u>w</u> as, <u>w</u> ant, <u>w</u> hat, <u>b</u> ecause	/ɒ/
<u>pu</u> t, <u>pu</u> sh, <u>pu</u> ll, <u>w</u> ould, <u>c</u> ould, <u>sh</u> ould, <u>fu</u> ll, <u>loo</u> k, <u>goo</u> d	/ʊ/
<u>do</u> , <u>to</u> , <u>into</u> , <u>wh</u> o, <u>too</u> , <u>yo</u> u, <u>g</u> roup, <u>two</u> , <u>ro</u> om	/u:/
<u>da</u> y, <u>sa</u> y, <u>wa</u> y, <u>ma</u> de, <u>ma</u> ke, <u>ta</u> ke, <u>ca</u> me, <u>sa</u> me, <u>la</u> te, <u>the</u> y	/eɪ/
<u>hi</u> gh, <u>ri</u> ght, <u>mi</u> ght, <u>fi</u> nd, <u>mi</u> nd, <u>ch</u> ild, <u>Fr</u> iday, <u>by</u> , <u>my</u> , <u>my</u> self, <u>re</u> ply, <u>li</u> ke, <u>ti</u> me, <u>li</u> fe, <u>wh</u> ile, <u>I</u> , <u>w</u> rite	/aɪ/
<u>ou</u> t, <u>ab</u> out, <u>wi</u> thout, <u>ar</u> ound, <u>no</u> w, <u>ho</u> w, <u>do</u> wn	/aʊ/
<u>ow</u> n, <u>fo</u> llow, <u>so</u> , <u>no</u> , <u>go</u> , <u>ol</u> d, <u>ov</u> er, <u>op</u> en, <u>mo</u> st, <u>on</u> ly, <u>bo</u> th, <u>to</u> ld, <u>ho</u> ld, <u>do</u> n't, <u>cl</u> ose, <u>sh</u> ow	/əʊ/
<u>bo</u> y	/ɔɪ/
<u>sa</u> w, <u>dra</u> w, <u>w</u> alk, <u>al</u> l, <u>ca</u> ll, <u>sm</u> all, <u>al</u> so, <u>wa</u> ter	/ɔ:/
<u>or</u> , <u>fo</u> r, <u>mo</u> rning, <u>do</u> or, <u>fl</u> oor, <u>po</u> or, <u>mo</u> re, <u>be</u> fore, <u>wa</u> rm, <u>fo</u> ur, <u>yo</u> ur	/ɔ:/ or /ɔ:r/
<u>her</u> , <u>pe</u> rson, <u>Th</u> ursday, <u>Sa</u> turday, <u>gi</u> rl, <u>fi</u> rst, <u>wo</u> rk, <u>wo</u> rd, <u>wo</u> ld, <u>w</u> ere	/ɜ:/ or /ɜ:r/
<u>fa</u> st, <u>la</u> st, <u>pa</u> st, <u>pl</u> ant, <u>pa</u> th, <u>a</u> sk, <u>a</u> fter	/æ/ or /a:/
<u>are</u> , <u>our</u>	/ɑ:/ or /ɑ:r/
<u>air</u> , <u>wh</u> ere, <u>the</u> re, <u>the</u> ir	/ɛə/ or /ɛər/
<u>near</u> , <u>he</u> re, <u>de</u> ar, <u>ye</u> ar	/ɪə/ or /ɪər/
<u>the</u> , <u>be</u> tween, <u>un</u> til, <u>to</u> day, <u>to</u> gether, <u>nu</u> mer, <u>oth</u> er, <u>a</u> fter, <u>ne</u> ver, <u>un</u> der	/ə/
<u>T</u> uesday, <u>u</u> se, <u>n</u> ew, <u>f</u> ew	/ju:/
<u>li</u> ttle	/əl/

Table 2: Letter(s)-sound correspondences	
one, someone, anyone	/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/
ad<u>a</u>ress, prom<u>i</u>se, <u>c</u>ity, <u>c</u>ircle, dec<u>i</u>de, not<u>i</u>ce, s<u>i</u>nce, sent<u>e</u>nce, onc<u>e</u>, ans<u>w</u>er	/s/
<u>s</u>ure, <u>s</u>ugar, press<u>u</u>re, mach<u>i</u>ne, spec<u>i</u>al	/ʃ/
<u>w</u>hole	/h/
arr<u>i</u>ve, carr<u>y</u>	/r/
ad<u>d</u>, ad<u>d</u>ress	/d/
<u>g</u>uard, <u>g</u>uide	/g/
ag<u>e</u>, pag<u>e</u>, strang<u>e</u>	/dʒ/
breath<u>e</u>	/ð/
pos<u>i</u>tion, poss<u>e</u>ss, potat<u>o</u>es, caus<u>e</u>	/z/
imag<u>i</u>ne	/n/
me<u>a</u>n, peop<u>e</u>, belie<u>v</u>e, complet<u>e</u>, extrem<u>e</u>, everyth<u>i</u>ng, everyb<u>o</u>dy	/i:/
bus<u>y</u>, bus<u>i</u>ness, minut<u>e</u>, bu<u>i</u>ld, w<u>o</u>men, prett<u>y</u>	/ɪ/
fr<u>i</u>end, anyth<u>i</u>ng	/e/
w<u>o</u>n, s<u>o</u>n, am<u>o</u>ng, you<u>n</u>g, tou<u>ch</u>, dou<u>b</u>le, trou<u>b</u>le, cou<u>n</u>try, en<u>o</u>ugh, someth<u>i</u>ng, mont<u>h</u>	/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	
<u>w</u> atch, know <u>l</u> edge	/b/
w <u>o</u> man	/ʊ/
<u>m</u> ove, <u>b</u> lue, <u>bl</u> ew, <u>tr</u> uly, <u>f</u> ruit, <u>g</u> roup, <u>th</u> rough	/u:/
<u>e</u> ight, <u>ei</u> ghteen, <u>ei</u> ghty, <u>w</u> eigh, <u>w</u> eight, <u>d</u> aily, <u>gr</u> eat, <u>br</u> eak, <u>ob</u> ey, <u>str</u> aight	/eɪ/
<u>f</u> ind, <u>b</u> ehind, <u>q</u> uiet, <u>qu</u> ite, <u>e</u> ye, <u>h</u> eight	/aɪ/
<u>th</u> ought, <u>ca</u> ught, <u>na</u> ughty, <u>ca</u> use, <u>al</u> ways	/ɔ:/
<u>f</u> orward(s), <u>fo</u> rt, <u>fo</u> urteen, <u>qu</u> arter, <u>th</u> erefore	/ɔ:/ or /ɔ:r/
<u>p</u> erhaps, <u>th</u> irteen, <u>th</u> irty, <u>sur</u> prise, <u>ye</u> ar, <u>ea</u> rly, <u>h</u> ear <u>d</u> , <u>l</u> ear <u>n</u> , <u>ea</u> rth	/ɜ:/ or /ɜ:r/
<u>r</u> emember, <u>g</u> rammar, <u>ca</u> lendar, <u>su</u> urname, <u>pr</u> essure, <u>fo</u> ward	/ə/ or /ɜ:r/
<u>h</u> alf	/ɑ:/ or /æ/
<u>ca</u> re, <u>be</u> ar, <u>ba</u> re,	/ɛə/ or /ɛər/
<u>ou</u> r, <u>hou</u> r	/aʊə/ or /aʊr/
<u>se</u> ven, <u>de</u> cide, <u>ad</u> dress, <u>ar</u> rive, <u>im</u> portant, <u>prob</u> ably, <u>wom</u> an, <u>se</u> cond, <u>diff</u> icult	/ə/
<u>idea</u> , <u>mat</u> erial	/iə/
<u>s</u> ix, <u>ne</u> xt	/ks/
<u>m</u> usic, <u>be</u> autiful, <u>com</u> puter	/ju:/
<u>pos</u> sible, <u>ex</u> ample, <u>ani</u> mal	/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., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph)
- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly)

- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny)
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g., replying)
- Words with suffixes ending in '-tion' (e.g., mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary)
- the following homophones:
 - there, their, they're**
 - here, hear**
 - one, won**
 - to, too, two**

Entry Level 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	
Letters¹⁸	Sounds¹⁹
<u>a</u>pp<u>e</u>ar, <u>o</u>pp<u>o</u>s<u>i</u>te, <u>a</u>pp<u>l</u>y	/p/
<u>d</u>ou<u>b</u>t, <u>d</u>eb<u>t</u>, <u>a</u>tt<u>a</u>ch, <u>m</u>inu<u>t</u>e	/t/
<u>s</u>ch<u>e</u>me, <u>o</u>cc<u>a</u>s<u>i</u>on, <u>a</u>cc<u>o</u>rd<u>i</u>ng	/k/
<u>p</u>ic<u>t</u>ure, <u>a</u>ct<u>u</u>al	/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>ast<u>e</u>n, <u>w</u>h<u>i</u>st<u>l</u>e, <u>c</u>rit<u>i</u>c<u>i</u>se, <u>r</u>ec<u>e</u>ive, <u>p</u>ur<u>p</u>ose, <u>i</u>ncrease, <u>r</u>ec<u>e</u>nt, <u>c</u>ent<u>r</u>e, <u>e</u>xerc<u>i</u>se, <u>m</u>edic<u>i</u>ne, <u>e</u>xper<u>i</u>ence	/s/
<u>e</u>specially, <u>a</u>pprec<u>i</u>ate	/ʃ/
<u>g</u>uarantee	/g/
<u>k</u>nowledge, <u>c</u>ol<u>l</u>ege	/dʒ/
<u>e</u>ase, <u>c</u>rit<u>i</u>c<u>i</u>se, <u>p</u>os<u>i</u>tion, <u>c</u>ause	/z/
<u>m</u>easure, <u>t</u>reasure, <u>p</u>leasure	/ʒ/
<u>c</u>ommit<u>t</u>ee, <u>b</u>omb, <u>t</u>humb, <u>c</u>rum<u>b</u>, <u>c</u>lim<u>b</u>, <u>c</u>on<u>d</u>em<u>n</u>, <u>c</u>olum<u>n</u>, <u>a</u>utum<u>n</u>	/m/
<u>k</u>not, <u>k</u>nee, <u>k</u>n<u>i</u>fe, <u>k</u>nowledge	/n/
<u>c</u>ommit<u>t</u>ee, <u>a</u>chie<u>v</u>e	/i:/
<u>a</u>verage, <u>e</u>quip, <u>b</u>arg<u>a</u>in	/ɪ/
<u>c</u>ur<u>i</u>osity, <u>q</u>ual<u>i</u>fy, <u>q</u>ual<u>i</u>fication	/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> sl <u>a</u> nd	/aɪ/
th <u>o</u> ugh, alth <u>o</u> ugh	/əʊ/
<u>b</u> ough <u>t</u> , <u>b</u> roug <u>h</u> t, <u>o</u> ugh <u>t</u> , there <u>f</u> ore	/ɔ:/
sug <u>a</u> r, popu <u>l</u> ar, part <u>i</u> cular, regul <u>a</u> r, cent <u>r</u> e	/ə/ or /ɜ:r/
comp <u>e</u> tition, cor <u>r</u> espond, det <u>e</u> rmin <u>e</u> d, dev <u>e</u> lop, frequ <u>e</u> ntly, explan <u>a</u> tion, dict <u>i</u> on <u>a</u> ry, def <u>i</u> n <u>i</u> te, th <u>o</u> roug <u>h</u> , bor <u>o</u> ugh, desc <u>r</u> ibe, exper <u>i</u> ment, purpos <u>e</u> , oppos <u>e</u> , sup <u>p</u> ose, fam <u>o</u> us, vari <u>o</u> us, cert <u>a</u> in	/ə/
exper <u>i</u> ence	/ɪə/
ex <u>c</u> ellent	/ks/
commu <u>n</u> icate, commu <u>n</u> ity, educ <u>a</u> tion	/ju:/
avail <u>a</u> ble	/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, favourite, government, environment)
- the following words that are homophones or near-homophones:
 - **who's**, **whose**
 - **accept**, **except**
 - **berry**, **bury**
 - **brake**, **break**
 - **fair**, **fare**

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

Appendix 3 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.

Appendix 4 Useful contacts

Please note - calls to 0844 numbers cost 5 pence per minute plus your telephone company's access charge.

UK and Republic of Ireland Centres Registrations, Exam entries, Invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature	General support	T: +44 (0)844 543 0000
		E: centresupport@cityandguilds.com
	e-assessment support	T: +44 (0)844 543 0000
		E: evolvesupport@cityandguilds.com
New centres Sales advice and support and quality assurance	Sales support	T: +44 (0)844 846 0969
		E: directsales@cityandguilds.com
	Quality support	T: +44 (0)844 846 0969
		E: csdirect@cityandguilds.com
International centres Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials		Please contact your local office: www.cityandguilds.com/about-us/international
UK learners General qualification information		T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information		Please contact your local office: www.cityandguilds.com/about-us/international
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery		T: +44 (0)207 294 8128 E: business@cityandguilds.com

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