

# Supporting your implementation of the 2019 reformed Functional Skills qualifications

## Subject content mapping – English

Version 3.0

January 2020

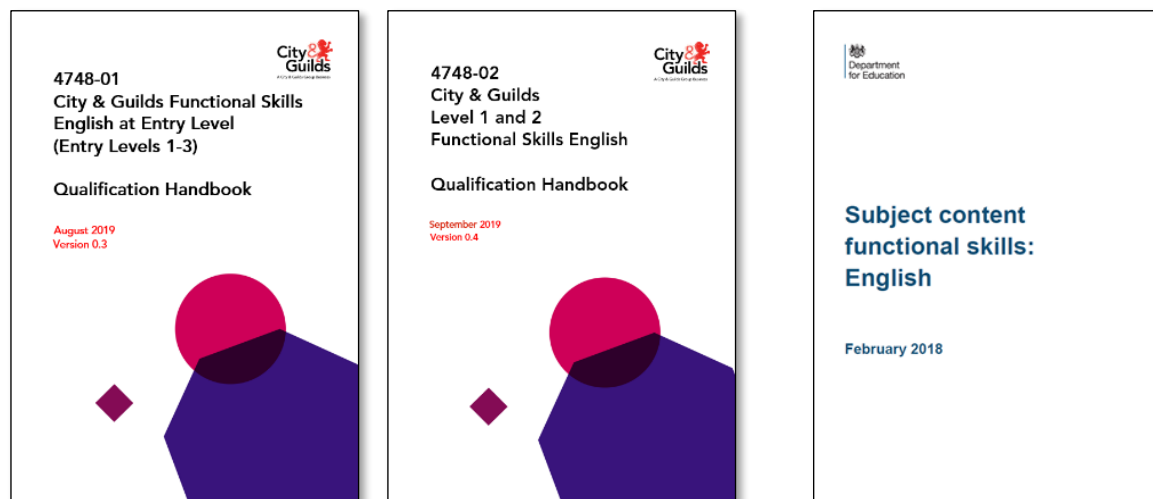


# About this guide

This guide is intended to provide an **overview and summary** of key differences between:

- the **Functional Skills English Subject Content** (on which the post-2019 reformed Functional Skills qualifications are based)
- the Functional Skills English Subject Criteria (on which the legacy Functional Skills qualifications were based)
- the National Standards for Adult Literacy.

Anyone teaching or preparing learners for the reformed Functional Skills qualifications must understand **in full** the relevant **Scope of Study** and **Subject Content Statements (SCS)**. These can be found in our [Functional Skills \(4748\) qualification handbook](#) documents, as well as in the Department for Education (DfE) documents from which they are derived.



Every effort has been made to ensure that the information contained in this publication is true and correct at time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

©2020 The City & Guilds of London Institute. All rights reserved. City & Guilds is a trade mark of the City and Guilds of London Institute, a charity established to promote education and training registered in England & Wales (312832) and Scotland (SC039576).  
Giltspur House, 5-6 Giltspur Street, London EC1A 9DE.  
[cityandguilds.com](http://cityandguilds.com)

# Contents

<b>Functional Skills English at Entry 1</b>	<b>5</b>
Entry 1: Summary of changes	5
Entry 1: Speaking, Listening and Communicating	6
Entry 1: Reading	7
Entry 1: Writing	8
How might the new Entry 1 content be assessed?	9
<b>Functional Skills English at Entry 2</b>	<b>10</b>
Entry 2: Summary of changes	10
Entry 2: Speaking, Listening and Communicating	11
Entry 2: Reading	13
Entry 2: Writing	15
How might the new Entry 2 content be assessed?	16
<b>Functional Skills English at Entry 3</b>	<b>17</b>
Entry 3: Summary of changes	17
Entry 3: Speaking, Listening and Communicating	18
Entry 3: Reading	20
Entry 3: Writing	22
How might the new Entry 3 content be assessed?	24
<b>Functional Skills English at Level 1</b>	<b>25</b>
Level 1: Summary of changes	25
Level 1: Speaking, Listening and Communicating	26
Level 1: Reading	29
Level 1: Writing	31
How might the new Level 1 content be assessed?	33
<b>Functional Skills English at Level 2</b>	<b>34</b>
Level 2: Summary of changes	34
Level 2: Speaking, Listening and Communicating	35
Level 2: Reading	38

Level 2: Writing	40
How might the new Level 2 content be assessed?	43
<b>Appendix: expectations for word reading and spelling at Entry level (1-3).</b>	<b>45</b>
Entry 1: expectations for reading and spelling	48
Entry 2: expectations for reading and spelling	51
Entry 3: expectations for reading and spelling	54
Expectations for reading and spelling at levels 1 and 2	57

# Functional Skills English at Entry 1

## Entry 1: Summary of changes

### New content at this level

- Say the names of the letters of the alphabet (SCS1)
- Communicate feelings and opinions on straightforward topics (SCS6)
- See also **Appendix: expectations for word reading and spelling at Entry level (1-3)**. (SCS8 and SCS15)

### Content that is not new, but is now described more explicitly or in greater detail:

- Punctuate simple sentences with a capital letter and a full stop (SCS11)
- Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns (SCS12)
- Use lower case letters where there is no reason to use capital letters (SCS13)
- Write the letters of the alphabet in sequence and in both upper and lower case (SCS14)

The reformed qualifications' **Subject Content Statements (SCS1-16)** are set out below, alongside equivalent statements (where these exist) from the legacy Functional Skills Subject Criteria and National Standards for Adult Literacy. New content or notable differences are indicated/shaded **red**.

## Entry 1: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<p><b>Scope of study</b> This should include simple narratives, information and instructions, and short statements, explanations, discussions, questions and exchanges.</p>	<p><b>Skill standard</b> Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation</p>	<p><b>Listen and respond</b> to spoken language, including narratives, statements, questions and single-step instructions. <b>Speak to communicate</b> basic information, feelings and opinions on familiar topics. <b>Engage in discussions</b> with another person in a familiar situation about familiar topics.</p>
SCS1. Say the names of the letters of the alphabet.	No equivalent statement.	No equivalent statement.
SCS2. Identify and extract the main information from short statements and explanations.	a) Understand the main points of short explanations	Listen for the gist of short explanations (SLlr/E1.1). <b>AND</b> Listen for detail using key words to extract some specific information (SLlr/E1.2).
SCS3. Follow single-step instructions, asking for them to be repeated if necessary.	b) Understand and follow instructions.	Follow single step instructions in a familiar context, asking for instructions to be repeated if necessary (SLlr/E1.3).
SCS4. Make requests and ask straightforward questions using appropriate terms and registers.	e) Ask simple questions to obtain specific information.	Make requests using appropriate terms (SLc/E1.2). <b>AND</b> Ask questions to obtain specific information (SLc/E1.3).
SCS5. Respond to questions about specific information.	c) Respond appropriately to comments and requests.	Listen and respond to requests for personal information (SLlr/E1.4).
SCS6. Make clear statements about basic information and communicate feelings and opinions on straightforward topics.	d) Make contributions to be understood.	Make statements of fact clearly (SLc/E1.4). <b>AND</b> Speak clearly to be heard and understood in simple exchanges (SLc/E1.1).
SCS7. Understand and participate in simple discussions or exchanges with another person about a straightforward topic.	No equivalent statement - covered by Skill Standard.	Speak and listen in simple exchanges and everyday contexts (SLd/E1.1).

Entry 1: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<b>Scope of Study</b> This should include short, simple texts that inform, describe and narrate.	<b>Skill Standard</b> Read and understand short, simple texts that explain or recount information.	Read and understand short texts with repeated language patterns on familiar topics. Read and obtain information from common signs and symbols.
No equivalent statement.	No equivalent statement.	Recognise the different purposes of texts at this level (Rt/E1.2).
SCS8. Read correctly words designated for Entry 1 (see Appendix).	Read and understand simple regular words (and sentences).	Possess a limited, meaningful sight vocabulary of words, signs and symbols (Rw/E1.1). <b>AND</b> Decode simple, regular words (Rw/E1.2).
SCS9. Read simple sentences containing one clause.	Read and understand simple, regular (words and) sentences.	No equivalent statement.
SCS10. Understand a short piece of text on a simple subject.	Understand short texts on familiar topics and experiences.	Follow a short narrative on a familiar topic or experience (Rt/E1.1).
No equivalent statement.	No equivalent statement.	Recognise the letters of the alphabet in both upper and lower case (Rw/E1.3).

Entry 1: Writing			
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy	
<b>Scope of Study</b> This should include short simple texts such as messages and notes.	<b>Skill Standard</b> Write short, simple sentences.	<b>Write to communicate</b> information to an intended audience.	
<b>SPAG</b>	SCS11. Punctuate simple sentences with a <b>capital letter</b> and a full stop.	Construct sentences using full stops.	Punctuate a simple sentence with a capital letter and a full stop (Ws/E1.2).
	SCS12. Use a <b>capital letter for the personal pronoun 'I' and the first letter of proper nouns.</b>	No equivalent statement.	Use a capital letter for personal pronoun 'I' (Ws/E1.3).
	SCS13. Use <b>lower case letters</b> where there is no reason to use capital letters.	No equivalent statement.	Write the letters of the alphabet using upper and lower case (Ww/E1.2).
	SCS14. Write the letters of the alphabet <b>in sequence</b> and in both upper and lower case.	No equivalent statement.	Write the letters of the alphabet using upper and lower case (Ww/E1.2).
	SCS15. Spell correctly words designated for Entry 1 ( <b>see Appendix</b> ).	Spell correctly some personal or very familiar words.	Spell correctly some personal key words and familiar words (WwE1.1).
<b>Composition</b>	SCS16. Communicate information in words, phrases and simple sentences.	Use written words and phrases to present information.	Use written words and phrases to record or present information (Wt/E1.1) <b>AND</b> Construct a simple sentence (Ws/E1.1).



## How might the new Entry 1 content be assessed?

### Some examples...

You may pre-record the message or read it out to the candidate during the assessment.

*(Suggested script for telephone message)*

*Hello. I am sorry I cannot take your call at the moment. If you would like to make an appointment, please leave your name, address and phone number.*

*Please spell your name and your street name.*

*I will call you back as soon as I can. Leave your message now.*

**SCS1** Activity involves spelling out name, street, etc.

*We are going to have a discussion about our favourite foods. We can talk about*

*what we like to eat*

*what we like to drink.*

*Remember to ask me some questions.*

*or*

*You are going to have a discussion about your favourite foods. You can talk about*

*what you like to eat*

*what you like to drink.*

*Remember to ask each other some questions.*

**SCS6** Candidate guided to talk about food/drink preferences.

Candidate spells correctly words required at the level	
Most of the time (max 2 errors)	1
Nothing worthy of credit	(0)

**SCS15** The designated words for Entry 1 underpin spelling marks within free writing, as well as the spelling task (NB: SCS8 is assessed implicitly).

One mark for each correct spelling		
Accept letters in upper and/or lower case	SPaG	15

# Functional Skills English at Entry 2

## Entry 2: Summary of changes

### New content at this level

- Read and understand sentences with more than one clause (SCS11)
- Use illustrations, images and captions to locate information (SCS12)
- See also **Appendix: expectations for word reading and spelling at Entry level (1-3)**. (SCS7 and SCS16)

### Content that is not new, but is now described more explicitly or in greater detail:

- Identify and extract the main information and detail from short explanations (SCS1)
- Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks) (SCS13)
- Use adjectives and simple linking words in the appropriate way (SCS20).

The reformed qualifications' **Subject Content Statements (SCS1-20)** are set out below, alongside equivalent statements (where these exist) from the legacy Functional Skills Subject Criteria and National Standards for Adult Literacy. New content or notable differences are indicated/shaded **red**.

## Entry 2: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<b>Scope of study</b> This should include short narratives and explanations and instructions, discussions and straightforward information and instructions.	<b>Skill standard</b> Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations.	<b>Listen and respond</b> to spoken language, including straightforward information, short narratives, explanations and instructions. <b>Speak to communicate</b> information, feelings and opinions on familiar topics. <b>Engage in discussion</b> with one or more people in a familiar situation to establish understanding about familiar topics.
SCS1. Identify <b>and extract</b> the main information and <b>detail</b> from short explanations.	a) Identify the main points of short explanations and instructions.	Listen for and identify the main points of short explanations <b>or presentations</b> (SLlr/E2.3). <b>AND</b> Listen for detail in short explanations, instructions and narratives (SLlr/E2.2) <b>AND</b> Listen for and follow the gist of explanations, instructions and narratives (SLlr/E2.1).
No equivalent statement.	No equivalent statement.	<b>Listen to and follow short</b> , straightforward explanations and <b>instructions</b> (SLlr/E2.4).
No equivalent statement.	No equivalent statement.	<b>Ask questions to clarify understanding</b> (SLc/E2.4).
SCS2. Make requests and ask clear questions appropriately in different contexts.	e) Ask (and respond to) straightforward questions.	Make requests and ask questions to obtain information in everyday contexts (SLc/E2.2).
SCS3. Respond appropriately to straightforward questions.	e) (Ask and) respond to straightforward questions.	Respond to straightforward questions (SLlr/E2.6).
SCS4. Follow the gist of discussions.	f) Follow the gist of discussions.	Follow the gist of discussions (SLc/E2.1). <b>AND</b> Listen for and follow the gist of explanations, instructions and narratives (SLlr/E2.1).

## Entry 2: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS5. Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics.	d) Communicate information so that meaning is clear <b>AND</b> c) Express simple feelings or opinions <b>and understand those expressed by others.</b>	Speak clearly to be heard and understood in straightforward exchanges (SLc/E2.1). <b>AND</b> Express clearly statements of fact and short accounts and descriptions (SLc/E2.3).
SCS6. Make appropriate contributions to simple group discussions with others about a straightforward topic.	b) Make appropriate contributions that are clearly understood.	Follow the main points and make appropriate contributions to the discussion.
No equivalent statement.	c) (Express simple feelings and) <b>understand those expressed by others.</b>	<b>Listen to and identify simply expressed feelings and opinions</b> (SLlr/E2.5).

Entry 2: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<b>Scope of Study</b> This should include short, straightforward texts that instruct, inform, describe and narrate.	<b>Skill Standard</b> Read and understand straightforward texts that explain, inform or recount information.	<b>Read and understand</b> straightforward texts on familiar topics. <b>Read and obtain</b> information from short documents, familiar sources and signs and symbols.
SCS7. Read correctly words designated for Entry 2 (see Appendix).	Read and understand high frequency words with common spelling patterns.	Recognise high-frequency words and words with common spelling patterns (Rw/E2.2).
SCS8. Understand the main points in texts.	Understand the main points in <b>chronological</b> texts. <b>AND</b> Read and understand simple <b>instructions and directions</b> .	Trace and understand the main events of <b>chronological</b> and instructional texts (Rt/E2.1).
SCS9. Understand organisational markers in short, straightforward texts.	No equivalent statement.	Read and understand linking words and adverbials in instructions and directions, eg, next, then, right, straight on (Rs/E2.1).
SCS10. Use effective strategies to find the meaning of words and check their spelling (eg a simple dictionary, spell-checker).	Use knowledge of alphabetical order to locate information.	Use a simplified dictionary to find the meaning of unfamiliar words (Rw/E2.4). <b>AND</b> Use initial letters to find and sequence words in alphabetical order (Rw/E2.5).
SCS11. Read and understand sentences <b>with more than one clause</b> .	No equivalent statement.	No equivalent statement.
SCS12. <b>Use illustrations, images and captions to locate information</b> .	No equivalent statement.	Use illustrations and captions to locate information (Rt/E2.4).
No equivalent statement.	No equivalent statement.	Recognise the different purposes of texts at this level (Rt/E2.2).
No equivalent statement.	No equivalent statement.	Identify common sources of information (Rt/E2.3).
No equivalent statement.	No equivalent statement.	Use phonic and graphic knowledge to decode words (Rw/E2.3).

## Entry 2: Reading

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
No equivalent statement.	No equivalent statement.	Read and understand words on forms related to personal information, eg first name, surname, address, postcode, age date of birth (Rw/E2.1).

Entry 2: Writing			
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy	
<b>Scope of Study</b> This should include short, straightforward texts such as letters, e-mails and simple narratives.	<b>Skill Standard</b> Write short texts with some awareness of the intended audience.	<b>Write to communicate</b> information with some awareness of the intended audience.	
<b>SPAG</b>	SCS13. Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks).	Punctuate correctly, using upper and lower case, full stops and question marks	Use punctuation correctly, eg capital letters, full stops and question marks (Ws/E2.3) <b>AND</b> Use a capital letter for proper nouns (Ws/E2.4).
	SCS14. Form regular plurals.	No equivalent statement.	No equivalent statement.
	SCS15. Use the first and second letters to sequence words in alphabetical order.	No equivalent statement.	No equivalent statement.
	SCS16. Spell correctly words designated for Entry 2 (see Appendix).	Spell correctly all high frequency words and words with common spelling patterns	Spell correctly the majority of personal details and familiar common words (Ww/E2.1).
<b>Composition</b>	SCS17. Communicate information using words and phrases appropriate to the audience.	Use written words and phrases to record and present information.	Use written words and phrases to record or present information (Wt/E2.1).
	SCS18. Complete a form asking for personal information (eg first name, surname, address, postcode, age, date of birth)	No equivalent statement.	Spell correctly the majority of personal details and familiar common words (Ww/E2.1).
	SCS19. Write in compound sentences, using common conjunctions (eg or, and, but) to connect clauses	Construct compound sentences using common conjunctions.	Construct simple and compound sentences, using common conjunctions to connect two clauses, eg as, and, but (Ws/E2.1)
	SCS20. Use adjectives and simple linking words in the appropriate way.	No equivalent statement.	Use adjectives (Ws/E2.2)
	No equivalent statement.	No equivalent statement.	Produce legible text (Ww/E2.3).

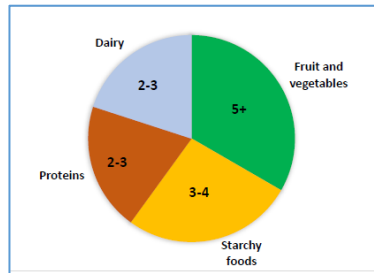
## How might the new Entry 2 content be assessed?

Some examples...

5. Which foods can you eat to increase the amount of water in your body?

\_\_\_\_\_ and \_\_\_\_\_

**SCS11** Question requires two examples (NB: source text here refers to 'fruit and vegetables', and both would be required).



2. How many portions of dairy should you have each day?

\_\_\_\_\_

**SCS12** Involves extracting information from chart.

Candidate spells familiar words at entry level 2 correctly	
Most of the time (max 2 errors)	2
Some of the time (3-4 errors)	(1)
Nothing worthy of credit	(0)

One mark for each correct spelling	SPaG	16
Accept letters in upper and/or lower case		

**SCS16** The designated words for Entry 2 underpin spelling marks within free writing, as well as the spelling task (NB: SCS7 is assessed implicitly).



# Functional Skills English at Entry 3

## Entry 3: Summary of changes

### New content at this level

- Use commas correctly (SCS13)
- Form irregular plurals (SCS14)
- Consistent use of tense, definite and indefinite articles (SCS15)
- Use the first, second and third place letters to sequence words in alphabetical order (SCS16)
- Write text of an appropriate level of detail and of appropriate length (including where this is specified) (SCS19)
- Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points (SCS20)
- Use language appropriate for purpose and audience (SCS22)
  
- See also **Appendix: expectations for word reading and spelling at Entry level (1-3)**. (SCS8 and SCS17)

### Content that is not new, but is now described more explicitly or in greater detail:

- Identify and extract relevant information and detail in straightforward explanation (SCS1)
- Make requests and ask concise questions using appropriate language in different contexts (SCS2)
- Identify, understand and extract the main points and ideas in and from texts (SCS9)
- Identify different purposes of straightforward texts (SCS10)
- Use effective strategies to find the meaning of words (eg dictionary, working out meaning from context; using knowledge of different word types) (SCS11)
- Write in compound sentences and paragraphs where appropriate (SC21)

The reformed qualifications' **Subject Content Statements (SCS1-22)** are set out below, alongside equivalent statements (where these exist) from the legacy Functional Skills Subject Criteria and National Standards for Adult Literacy. New content or notable differences are indicated/shaded **red**.

## Entry 3: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<p><b>Scope of study</b> This should include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.</p>	<p><b>Skill standard</b> Respond appropriately to others and make some extended contributions in familiar and informal discussions and exchanges.</p>	<p><b>Listen and respond</b> to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.</p> <p><b>Speak to communicate</b> information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone.</p> <p><b>Engage in discussions</b> with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.</p>
<p>SCS1. Identify <b>and extract</b> relevant information <b>and detail</b> in straightforward explanations.</p>	<p>a) Follow the main points of discussions.</p>	<p>Listen for detail in explanations, instructions and narratives in different contexts (SLr/E3.2). <b>AND</b> Listen for and identify relevant information <b>and new information</b> from discussions, explanations and <b>presentations</b> (SLr/E3.3).</p>
<p>SCS2. Make requests and <b>ask concise questions</b> using appropriate language in different contexts.</p>	<p>d) Use appropriate language in formal discussions/exchanges. <b>AND</b> b) Use techniques [questions] to clarify and confirm understanding.</p>	<p>Make requests and ask questions to obtain information in <b>familiar and unfamiliar</b> contexts (SLc/E3.4). <b>AND</b> Use strategies to clarify and confirm understanding, eg <b>facial expressions and gestures</b> (SLr/E3.4). <b>AND</b> Use formal language and register when appropriate (SLc/E3.2).</p>

## Entry 3: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS3. Communicate information and opinions clearly on a range of topics.	c) Give own point of view (and respond appropriately to others' input).	Speak clearly to be heard and understood using appropriate clarity, <b>speed and phrasing</b> (SLc/E3.1) <b>AND</b> Express clearly statements of fact and <b>give short explanations, accounts and descriptions</b> (SLc/E3.3).
SCS4. Respond appropriately to questions on a range of straightforward topics.	d) Use appropriate language in formal discussions/exchanges.	Respond to a range of questions about familiar topics (SLlr/E3.6).
SCS5. Follow and understand the main points of discussions.	a) Follow the main points of discussions.	Listen for and follow the gist of explanations, instructions and narratives in different contexts (SLlr/E3.1). <b>AND</b> Follow and understand the main points of discussions on different topics (SLd/E3.1).
SCS6. Make relevant contributions to group discussions about straightforward topics.	e) Make relevant contributions, (allowing for and responding to others' input).	Make contributions to discussions that are relevant to the subject (SLd/E3.2).
SCS7. Listen to and respond appropriately to other points of view, respecting conventions of turn-taking.	e) (Make relevant contributions,) allowing for and responding to others' input. <b>AND</b> c) Give own point of view and respond appropriately to others' input.	Listen to and respond appropriately to other points of view (SLlr/E3.5). <b>AND</b> Respect the turn-taking rights of others during discussions (SLd/E3.3).

Entry 3: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<b>Scope of Study</b> This should include straightforward texts that instruct, describe, narrate and explain.	<b>Skill Standard</b> Read and understand the purpose and content of straightforward texts that explain, inform and recount information.	<b>Read and understand</b> straightforward texts on familiar topics accurately and independently. <b>Read and obtain</b> information from everyday sources.
SCS8. Read correctly words designated for Entry 3 (see Appendix).	No equivalent statement regarding wordlist.	No equivalent statement regarding wordlist.
SCS9. Identify, understand and extract the main points and ideas in and from texts.	Understand the main points of texts.	Identify the main points and ideas and predict words from context (Rt/E3.4). <b>AND</b> Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph (Rt/E3.1)
SCS10. Identify different purposes of straightforward texts.	No equivalent statement.	Recognise the different purposes of texts at this level (Rt/E3.2).
SCS11. Use effective strategies to find the meaning of words (eg dictionary, working out meaning from context; using knowledge of different word types).	No equivalent statement.	Recognise and understand the organisational features and typical language of instructional texts, eg use of imperatives and second person (Rt/E3.3). <b>AND</b> Use a dictionary to find the meaning of unfamiliar words (Rw/E3.3).
SCS12. Understand organisational features and use them to locate relevant information (eg contents, index, menus, tabs and links).	Use organisational features to locate information.	Recognise and understand the organisational features and typical language of instructional texts, eg use of imperatives and second person (Rt/E3.3). <b>AND</b> Understand and use organisational features to locate information, eg contents, index, menus (Rt/E3.5).
No equivalent statement.	Obtain specific information through detailed reading.	Obtain specific information through detailed reading (Rt/E3.8).

Entry 3: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
No equivalent statement.	Read and understand texts in different formats using strategies/techniques appropriate to the task.	No equivalent statement - but implied.
No equivalent statement.	No equivalent statement.	Skim read title, headings and illustrations to decide if material is of interest (Rt/E3.6).
No equivalent statement.	No equivalent statement.	Scan texts to locate information (Rt/E3.7).
No equivalent statement.	No equivalent statement.	Recognise and understand relevant specialist key words (Rw/E3.1).
No equivalent statement.	No equivalent statement.	Read and understand words and phrases commonly used on forms (Rw/E3.2).
No equivalent statement.	No equivalent statement.	Relate an image to print and use it to obtain meaning (Rt/E3.9).
No equivalent statement.	No equivalent statement.	Use first- and second-place letters to find and sequence words in alphabetical order (Rw/E3.4).

Entry 3: Writing			
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy	
<b>Scope of Study</b> This should include straightforward texts such as narratives, instructions, explanations and reports.	<b>Skill Standard</b> Write texts with some adaptation to the intended audience.	<b>Write to communicate</b> information and opinions with some adaptation to the intended audience.	
SPAG	SCS13. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, <b>commas</b> ).	No equivalent statement.	Use punctuation correctly, eg capital letters, full stops, question marks, exclamation marks (Ws/E3.3).
	SCS14. <b>Form irregular plurals.</b>	No equivalent statement.	No equivalent statement.
	SCS15. Use mostly correct grammar (eg subject-verb agreement, <b>consistent use of tense, definite and indefinite articles</b> ).	Use basic grammar including appropriate verb tense and subject-verb agreement.	Use correct basic grammar, eg appropriate verb tense, subject-verb agreement (Ws/E3.2).
	SCS16. Use the first, second and third place letters to sequence words in alphabetical order.	No equivalent statement.	No equivalent statement.
	SCS17. Spell correctly words designated for Entry 3 ( <b>see Appendix</b> ).	Check work for accuracy, including spelling.	Spell correctly common words and relevant key words for work and special interest (Ww/E3.1). <b>AND</b> Proof-read and correct writing for grammar and spelling (Wt/E3.4)
Composition	SCS18. Communicate information, ideas and opinions clearly and in a logical sequence (eg chronologically, by task).	Sequence writing logically and clearly.	Sequence chronological writing (Wt/E3.3).
	SCS19. <b>Write text of an appropriate level of detail and of appropriate length (including where this is specified).</b>	No equivalent statement.	No equivalent statement.
	SCS20. <b>Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points.</b>	No equivalent statement.	No equivalent statement.
	SCS21. Write in <b>compound sentences</b> and <b>paragraphs</b> where appropriate.	No equivalent statement.	Write in complete sentences (Ws/E3) <b>AND</b> Organise writing in short paragraphs (Wt/E3.2).

### Entry 3: Writing

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS22. Use language appropriate for purpose and audience	No equivalent statement.	No equivalent statement.

# How might the new Entry 3 content be assessed?

## Some examples...

Range of punctuation (e.g. full stops, capital letters, exclamation marks, question marks, listing commas, apostrophes for contractions) used correctly	
0-3 errors	1
more than 3 errors	(0)

SCS13 Commas within range of expectations.

Change the words in bold to say two or more.	
Example: More than one <b>person</b> two <i>people</i>	
a. More than one <b>penny</b>	twenty _____
b. More than one <b>thief</b>	forty _____

SCS14 Irregular plurals required.

Candidate uses correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)	
0-3 errors	1
more than 3 errors	(0)

SCS15 Grammar expectations stated.

Put the words into alphabetical order.
sell      savings      safe      salary

SCS16 Third place letters required to sequence.

Candidate writes text of an appropriate level of detail and appropriate length (at least 30 words)	1
Text is not an appropriate length	(0)

SCS19 Appropriate length required for mark (with suggestion given)

Candidate uses appropriate format and structure. Includes at least <b>one</b> of:	
<ul style="list-style-type: none"> <li>an opening salutation appropriate for a formal letter (Dear Mrs Smith, Dear Madam)</li> <li>a closing salutation appropriate for a formal letter at this level (eg Yours sincerely, Yours faithfully, Kind regards)</li> </ul>	1
Text is not of an appropriate format and structure	(0)

SCS20 Letter salutation needs to be appropriate here

Language is appropriate for purpose and audience ie language is suitable for a formal letter	1
Language is not appropriate	(0)

SCS22 Suitability for a formal letter expected here

Candidate spells familiar words at entry level 3 correctly (max <b>three</b> errors)	1
Inaccurate/insufficient evidence seen	(0)

SCS17 The designated words for Entry 3 underpin spelling marks within free writing, as well as the spelling task (NB: SCS8 is assessed implicitly).

One mark for each correct spelling	SPaG	17
Accept letters in upper and/or lower case		



# Functional Skills English at Level 1

## Level 1: Summary of changes

### New content at this level

- Express opinions and arguments and support them with evidence (SCS5)
- Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes) (SCS19)
- Spell words used most often in work, study and daily life, including specialist words (SCS21)
- Write consistently and accurately in complex sentences, using paragraphs where appropriate (SCS25)

### Content that is not new, but is now described more explicitly or in greater detail:

- Identify relevant information and lines of argument in explanations or presentations (SCS1)
- Make requests and ask relevant questions to obtain specific information in different contexts (SCS2)
- Respond effectively to detailed questions (SCS3)
- Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium (SCS7)
- Respect the turn-taking rights of others during discussions, using appropriate language for interjection (SCS8)
- Compare information, ideas and opinions in different texts (SCS10)
- Identify meanings in texts and distinguish between fact and opinion (SCS11)
- Recognise that language and other textual features can be varied to suit different audiences and purposes (SCS12)
- Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words (SCS13)
- Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts (SCS14)
- Infer from images meanings not explicit in the accompanying text (SCS15)
- Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive) (SCS16)
- Read and understand a range of specialist words in context (SCS17)
- Use knowledge of punctuation to aid understanding of straightforward texts (SCS18)
- Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles) (SCS20)

The reformed qualifications' **Subject Content Statements (SCS1-25)** are set out below, alongside equivalent statements (where these exist) from the legacy Functional Skills Subject Criteria and National Standards for Adult Literacy. New content or notable differences are indicated/shaded **red**.

## Level 1: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<p><b>Scope of study</b> This should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.</p>	<p><b>Skill standard</b> Take full part in and formal and informal discussions and exchanges that include unfamiliar subjects.</p>	<p><b>Listen and respond</b> to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context.</p> <p><b>Speak to communicate</b> information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium.</p> <p><b>Engage in discussions</b> with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics.</p>
SCS1. Identify relevant information and lines of argument in explanations or presentations.	No equivalent statement.	Listen for and identify relevant information from explanations and presentations on a range of straightforward topics (SLlr/L1.1). <b>AND</b> Listen for and understand explanations, instructions and narrative on different topics in a range of contexts (SLlr/L1.2).
SCS2. Make requests and ask relevant questions to obtain specific information in different contexts.	No equivalent statement.	Make requests and ask questions to obtain information in familiar and unfamiliar contexts (SLc/L1.2).
SCS3. Respond effectively to detailed questions.	No equivalent statement.	Respond to questions on a range of topics (SLlr/L1.6).

## Level 1: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS4. Communicate information, ideas and opinions clearly and accurately on a range of topics.	Make relevant and extended contributions to discussions, allowing for and responding to others' input. <b>AND</b> Prepare for and contribute to the formal discussion of ideas and opinions. <b>AND</b> Make different kinds of contributions to discussions.	Speak clearly in a way that suits the situation (SLc/L1.1). <b>AND</b> Express clearly statements of fact, explanations, instructions, accounts and descriptions (SLc/L1.3).
SCS5. Express opinions and arguments and support them with evidence..	Make relevant and extended contributions to discussions, allowing for and responding to others' input. <b>AND</b> Prepare for and contribute to the formal discussion of ideas and opinions. <b>AND</b> Make different kinds of contributions to discussions.	Express clearly statements of fact, explanations, instructions, accounts and descriptions (SLc/L1.3).
SCS6. Follow and understand discussions and make contributions relevant to the situation and subject.	Make relevant and extended contributions to discussions, allowing for and responding to others' input. <b>AND</b> Prepare for and contribute to the formal discussion of ideas and opinions. <b>AND</b> Make different kinds of contributions to discussions.	Listen for and understand explanations, instructions and narrative on different topics in a range of contexts (SLlr/L1.1). <b>AND</b> Make contributions relevant to the situation and subject (SLlr/L1.5)). <b>AND</b> Follow and contribute to discussions on a range of straightforward topics (SLd/L1.1).
SCS7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.	Present information/points of view clearly and in appropriate language.	Speak clearly in a way that suits the situation (SLc/L1.1).

## Level 1: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection.	(Make relevant and extended contributions to discussions,) allowing for and responding to others' input.	Respect the turn-taking rights of others during discussions (SLd/L1.2). <b>AND</b> Use appropriate phrases for interruption (SLd/L1.3).
No equivalent statement.	No equivalent statement.	Use strategies to clarify and confirm understanding, eg facial expressions, body language and verbal prompts (SLlr/L1.3).
No equivalent statement.	No equivalent statement.	Provide feedback and confirm understanding when listening to others (SLlr/L1.4).
No equivalent statement.	No equivalent statement.	Present information and ideas in a logical sequence and include detail and develop ideas where appropriate (SLc/L1.4).

Level 1: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<b>Scope of Study</b> This should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	<b>Skill Standard</b> Read and understand a range of straightforward texts.	<b>Read and understand</b> straightforward texts of varying lengths on a variety of topics accurately and independently. <b>Read and obtain</b> information from different sources.
SCS9. Identify and understand the main points, ideas and details in texts.	Identify and understand the main points and ideas (and how they are presented in a variety of texts). <b>AND</b> Read and understand texts in detail.	Trace and understand the main events of continuous descriptive, explanatory and persuasive texts (Rt/L1.1). <b>AND</b> Identify the main points and specific detail, (and infer meaning from images which is not explicit in the text (Rt/L1.3).
SCS10. Compare information, ideas and opinions in different texts.	No equivalent statement	No equivalent statement.
SCS11. Identify meanings in texts and distinguish between fact and opinion.	No equivalent statement.	No equivalent statement.
SCS12. Recognise that language and other textual features can be varied to suit different audiences and purposes.	No equivalent statement.	Recognise how language and other textual features are used to achieve different purposes, eg to instruct, explain, describe, persuade (Rt/L1.2).
SCS13. Use reference materials and appropriate strategies (eg using knowledge of different word types) for a range of purposes, including to find the meaning of words.	No equivalent statement.	Use different reading strategies to find and obtain information (Rt/L1.5). <b>AND</b> Use reference material to find the meaning of unfamiliar words (Rw/L1.1).
SCS14. Understand organisational and structural features and use them to locate relevant information (eg index, menus, subheadings, paragraphs) in a range of straightforward texts.	(Identify and understand the main points and ideas and) how they are presented in a variety of texts.	Use organisational and structural features to locate information, eg contents, index, menus, subheadings, paragraphs (Rt/L1.4).
SCS15. Infer from images meanings not explicit in the accompanying text.	No equivalent statement.	Identify the main points and specific detail, and infer meaning from images which is not explicit in the text (Rt/L1.3).

Level 1: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS16. Recognise vocabulary typically associated with specific types and purposes of texts (eg formal, informal, instructional, descriptive, explanatory and persuasive).	No equivalent statement.	Recognise how language (and other textual features) are used to achieve different purposes, eg to instruct, explain, describe, persuade (Rt/L1.2).
SCS17. Read and understand a range of specialist words in context.	No equivalent statement.	No equivalent statement.
SCS18. Use knowledge of punctuation to aid understanding of straightforward texts.	No equivalent statement.	No equivalent statement.
No equivalent statement.	Utilise information contained in texts.	No equivalent statement.
No equivalent statement.	Identify suitable responses to texts.	No equivalent statement.
No equivalent individual statement but stated/inferred throughout.	In more than one type of text.	No equivalent individual statement but stated/inferred throughout.

Level 1: Writing			
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy	
<p><b>Scope of Study</b> This should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.</p>	<p><b>Skill Standard</b> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.</p>	<p><b>Write to communicate</b> information, ideas and opinions clearly using length, format and style appropriate to purpose and audience.</p>	
SPAG	<p>SCS19. Use a range of punctuation correctly (eg full stops, question marks, <b>exclamation marks, commas, possessive apostrophes</b>).</p>	<p>Ensure written work includes generally accurate punctuation (and spelling and that meaning is clear).</p>	<p>Punctuate sentences correctly and use punctuation so that meaning is clear (Ws/L1.3).</p>
	<p>SCS20. Use correct grammar (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</p>	<p>Use correct grammar, including correct and consistent use of tense.</p>	<p>Use correct grammar, eg subject-verb agreement, correct use of tense (Ws/L1.2).</p>
	<p>SCS21. Spell words used most often in work, study and daily life, <b>including specialist words</b>.</p>	<p>(Ensure written work includes generally accurate punctuation) and spelling and that meaning is clear.</p>	<p>Spell correctly words used most often in work, studies and daily life (Ww/L1.2).</p>

Level 1: Writing			
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy	
Composition	SCS22. Communicate information, ideas and opinions clearly, coherently and accurately.	Write clearly and coherently, (including an appropriate level of detail).	No equivalent statement.
	SCS23. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience.	(Write clearly and coherently,) including an appropriate level of detail.	Judge how much to write and the level of detail to include (Wt/L1.2).
	SCS24. Use format, structure and language appropriate for purpose and audience.	Use language, format and structure suitable for purpose and audience.	Use language suitable for purpose and audience (Wt/L1.4). <b>AND</b> Use format and structure for different purposes (Wt/L1.5).
	SCS25. Write consistently and accurately in <b>complex sentences, using paragraphs</b> where appropriate.	No equivalent statement.	Write in complete sentences (Ws/L1.1). <b>AND</b> Present information in a logical sequence using paragraphs where appropriate (Wt/L1.3).
	No equivalent statement.	Present information in a logical sequence.	Present information in a logical sequence (using paragraphs where appropriate (Wt/L1.3)
	No equivalent individual statement but stated/inferred throughout.	In more than one text type.	No equivalent individual statement but required.
	No equivalent statement.	No equivalent statement.	Plan and draft writing (Wt/L1.1).
	No equivalent statement.	No equivalent statement.	Write in complete sentences (Ws/L1.1).
	No equivalent statement.	No equivalent statement.	Proof-read and revise writing for accuracy and meaning (Wt/L1.6).
No equivalent statement.	No equivalent statement.	Produce legible text (Ww/L1.2).	



## How might the new Level 1 content be assessed?

### Some examples...

SCS5. Expressed opinions and arguments and supported them with evidence	✓
-------------------------------------------------------------------------	---

Candidate referred to her notes at this point to ensure that she got the facts that she had found out correct. 'I never knew that a slice of bread can contain as much as 3g. So, if you have 4 slices of bread it's just like eating a chocolate bar.'  
(SCS5)

SCS5 Candidate using factual information to support argument

#### Punctuation marks (SCS 19)

Use a range of punctuation correctly (e.g. full stops, questions marks, exclamation marks, commas, possessive apostrophes).

4 A range of punctuation (e.g. full stops, question marks, exclamation marks, commas and possessive apostrophes) is used consistently and accurately to mark the structure of sentences and give clarity and emphasis.

SCS19 Punctuation expectations (including possessive apostrophes) stated in marking criteria.

#### Spelling marks (SCS 21)

Spell correctly words used most often in work, study and daily life, including specialist words.

4 Spelling is consistently accurate, including ambitious and/or irregular words where used.

SCS21 Spelling expectations (including specialist words, and building on Entry 1-3 word lists) stated in marking criteria.

• Writes consistently and accurately in complex sentences, using appropriate language for audience and purpose.

SCS25 Marking criteria include accuracy and appropriateness for audience within descriptors

# Functional Skills English at Level 2

## Level 2: Summary of changes

### New content at this level

- Identify relevant information from extended explanations or presentations (SCS1)
- Follow narratives and lines of argument (SCS2)
- Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts (SCS4)
- Interject and redirect discussion using appropriate language and register (SCS10)
- Identify the different situations when the main points are sufficient and when it is important to have specific details (SCS11)
- Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources (SCS15)
- Identify different styles of writing and writer's voice (SCS19)
- Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of the purpose and audience (SCS24)
- Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) (SCS25)
- Convey clear meaning and establish cohesion using organisational markers effectively (SCS26)

### Content that is not new, but is now described more explicitly or in greater detail:

- Respond effectively to detailed or extended questions and feedback (SCS3)
- Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required (SCS5)
- Express opinions and arguments and support them with relevant and persuasive evidence (SCS6)
- Follow an argument, identifying different points of view and distinguishing fact from opinion and identifying levels of formality and bias (SCS18)
- Punctuate correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) (SCS20)
- Communicate information, ideas and opinions clearly, coherently and effectively (SCS23)
- Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose (SCS27)

The reformed qualifications' **Subject Content Statements (SCS1-28)** are set out below, alongside equivalent statements (where these exist) from the legacy Functional Skills Subject Criteria and National Standards for Adult Literacy. New content or notable differences are indicated/shaded **red**.

## Level 2: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<p><b>Scope of study</b> This should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.</p>	<p><b>Skill standard</b> Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations.</p>	<p><b>Listen and respond</b> to spoken language, including information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context.</p> <p><b>Speak to communicate</b> straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium and purpose.</p> <p><b>Engage in discussions</b> with one or more people in a variety of situations, making clear and effective contributions that produce outcomes appropriate to the purpose and topic.</p>
SCS1. Identify relevant information from extended explanations or presentations.	No equivalent statement.	Listen for and identify relevant information from extended explanations and presentations on a range of topics (SLlr/L2.1).
SCS2. Follow narratives and lines of argument.	No equivalent statement.	Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts (SLlr/L2.2).
SCS3. Respond effectively to detailed or extended questions and feedback.	Consider complex information and give a relevant, cogent response in appropriate language.	Respond to detailed or extended questions on a range of topics (SLlr/L2.3). <b>AND</b> Respond to criticism and criticise constructively (SLlr/L2.4).
SCS4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts.	No equivalent statement.	Make requests and ask to questions to obtain detailed information in familiar and unfamiliar contexts.

## Level 2: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS5. Communicate information, ideas and opinions clearly and effectively, <b>providing further detail and development if required.</b>	Present information and ideas clearly and persuasively to others.	Speak clearly and confidently in a way that suits the situation (SLc/L2.1). <b>AND</b> Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary (SLc/L2.3). <b>AND</b> Present information and ideas <b>in a logical sequence</b> and provide further detail and development to clarify or confirm understanding (SLc/L2.4).
SCS6. Express opinions and arguments and <b>support them with relevant and persuasive evidence.</b>	Present information and ideas clearly and persuasively to others. <b>AND</b> (Consider complex information and) give a relevant, cogent response in appropriate language.	Support opinions and arguments with evidence (SLd/L2.4).
SCS7. Use language that is effective, accurate and appropriate to context and situation.	(Consider complex information and give a relevant, cogent response) in appropriate language. <b>AND</b> Adapt contributions to suit audience, purpose and situation.	Speak clearly and confidently in a way that suits the situation (SLc/L2.1). <b>AND</b> Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary (SLc/L2.3).
SCS8. Make relevant and constructive contributions to move discussion forward.	Make significant contributions to discussions, taking a range of roles and helping to move the discussion forward.	Make relevant contributions and help to move the discussion forward (SLd/L2.1).

## Level 2: Speaking, Listening and Communicating

Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS9. Adapt contributions to discussions to suit audience, purpose and medium.	Adapt contributions to suit audience, purpose and situation.	Adapt contributions to discussions to suit audience, context, purpose and situation (SLd/L2.2). <b>AND</b> Speak clearly and confidently in a way that suits the situation (SLc/L2.1).
SCS10. Interject and redirect discussion using appropriate language and register.	No equivalent statement.	Use appropriate phrases for interruption and change of topic (SLd/L2.3).
No equivalent statement.	No equivalent statement.	Use strategies intended to reassure, eg body language and appropriate phraseology (SLd.L2.5).

Level 2: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
<b>Scope of Study</b> This should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	<b>Skill Standard</b> Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	<b>Read and understand</b> a range of texts of varying complexity accurately and independently. <b>Read and obtain</b> information of varying length and detail from different sources.
No equivalent statement - covered by Scope of Study above.	Select and use different types of texts to obtain and utilise relevant information.	Trace and understand the main events of continuous descriptive, explanatory and persuasive texts (Rt/L2.1).
SCS11. Identify the different situations when the main points are sufficient and when it is important to have specific details.	No equivalent statement.	Identify the main points and specific detail (Rt/L2.3).
SCS12. Compare information, ideas and opinions in different texts, including how they are conveyed.	No equivalent statement to compare information.	Read critically to evaluate information and compare information, ideas and opinions from different sources (Rt/L2.5).
	Read and <b>summarise</b> , succinctly, information/ideas from different sources. <b>AND</b> (Identify the purpose of texts) and comment on how meaning is conveyed.	Read critically to evaluate information and compare information, ideas and opinions from different sources (Rt/L2.5). <b>AND</b> Summarise information from longer documents (Rt/L2.8).
SCS13. Identify implicit and inferred meaning in texts.	Detect (point of view,) implicit meaning and/or bias.	Identify the purpose of a text and infer meaning which is not explicit (Rt/L2.2).
SCS14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.	Analyse texts in relation to audience needs (and consider suitable responses). <b>AND</b> (Identify the purpose of texts and) comment on how meaning is conveyed.	No equivalent statement.

Level 2: Reading		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
SCS15. Use a range of reference materials and appropriate resources (eg glossaries, legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources.	No equivalent statement.	Use reference materials to find the meanings of unfamiliar words (Rw/L2.2). <b>AND</b> Use organisational features and systems to locate texts and information (Rt/L2.6).
SCS16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.	(Identify the purpose of texts) and comment on how meaning is conveyed.	Use organisational features and systems to locate texts and information (Rt/L2.6).
SCS17. Analyse texts, of different levels of complexity, recognising their use of vocabulary.	Analyse texts in relation to audience needs (and consider suitable responses). <b>AND</b> Identify the purpose of texts and comment on how meaning is conveyed.	Read critically to evaluate information and compare information, ideas and opinions from different sources (Rt/L2.5).
SCS18. Follow an argument, identifying <b>different points of view</b> and <b>distinguishing fact from opinion</b> and identifying levels of <b>formality and bias</b> .	Detect point of view, implicit meaning and/or bias.	Read an argument and identify points of view (Rt/L2.4).
SCS19. Identify different styles of writing and writer's voice.	No equivalent statement.	No equivalent statement.
No equivalent statement to consider suitable responses.	(Analyse texts in relation to audience needs) <b>and consider suitable responses</b> .	No equivalent statement.
No equivalent statement but explicit in Scope of Study above.	In three or more texts.	In a wide range of texts (Rt/L2).
No equivalent statement.	No equivalent statement.	Use different reading strategies to find and obtain information, eg skimming, scanning, detailed reading (Rt/L2.7).
No equivalent statement.	No equivalent statement.	Read and understand technical vocabulary (Rw/L2.1).

Level 2: Writing			
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy	
<p><b>Scope of Study</b> This should include straightforward and complex texts such as articles narratives, explanations and reports of varying lengths.</p>	<p><b>Skill Standard</b> Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.</p>	<p><b>Write to communicate</b> information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience.</p>	
SPAG	SCS20. Punctuate correctly using a wide range of punctuation markers (eg colons, commas, inverted commas, apostrophes and quotation marks).	Punctuate written text using commas, apostrophes and inverted commas accurately.	Punctuate sentence correctly and use punctuation accurately, eg commas, apostrophes, inverted commas (Ws/L2.4).
	SCS21. Use correct grammar (eg subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (eg to express probability or desirability).	Ensure written work is fit for purpose and audience, with accurate (spelling and) grammar that support clear meaning in a range of text types.	Use correct grammar, eg subject-verb agreement, correct and consistent use of tense (Ws/L2.2). <b>AND</b> Use pronouns so that their meaning is clear (Ws/L2.3).
	SCS22. Spell words used in work, study and daily life, including a range of specialist words.	Ensure written work is fit for purpose and audience, with accurate spelling (and grammar) that support clear meaning in a range of text types.	Spell correctly words used most often in work, studies and daily life, including familiar technical words (Ww/L2.1).



Level 2: Writing			
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy	
Composition	SCS23. Communicate information, ideas and opinions clearly, <b>coherently</b> and effectively.	Present information on complex subjects clearly and <b>concisely</b> .	No equivalent statement.
	SCS24. Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of the purpose and audience.	No equivalent statement	Judge how much to write and the level of detail to include (Wt/L2.2).
	SCS25. Organise writing for different purposes using appropriate format and structure (eg standard templates, paragraphs, bullet points, <b>tables</b> ).	No equivalent statement.	Use format and structure to organise writing for different purposes (Wt/L2.4).
	SCS26. Convey clear meaning and establish cohesion using organisational markers effectively	No equivalent statement	No equivalent statement.
	SCS27. Use different language and register (eg persuasive techniques, <b>supporting evidence</b> , <b>specialist words</b> ), suited to audience and purpose.	Use a range of writing styles for different purpose. <b>AND</b> Present information/ideas <b>concisely, logically</b> and persuasively.	Use formal and informal language appropriate to purpose and audience (Wt/L2.5). <b>AND</b> Use different styles of writing for different purposes, eg persuasive techniques, supporting evidence, technical vocabulary (Wt/L2.6). <b>AND</b> Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate (Wt/L2.3).
	SCS28. Construct complex sentences consistently and accurately, using paragraphs where appropriate.	Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	Construct complex sentences (Ws/L2.1). <b>AND</b> Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate (Wt/L2.3).
	No equivalent statement.	No equivalent statement.	Plan and draft writing (Wt/L2.1).

Level 2: Writing		
Reformed Functional Skills Subject Content Statements	Legacy Functional Skills Subject Criteria	National Standards for Adult Literacy
No equivalent statement.	No equivalent statement.	Proof-read and revise writing for accuracy and meaning (Wt/L2.7).
No equivalent statement.	No equivalent statement.	Produce legible text (Ww/L2.2).

## How might the new Level 2 content be assessed?

Some examples...

**SCS1.** Identified relevant information from extended explanations or presentations

I can see the reasons that people give up meat and I do try to eat veggie a couple of times a week but I don't think I'm ready to take the final leap yet. I enjoy bacon sandwiches too much! Perhaps I'll try some of the recipes you mentioned though. (SCS1, SCS5)

SCS1 Candidate identifies relevant information from a presentation [about becoming a vegetarian]

**SCS2.** Followed narratives and lines of argument

Yes, I suppose that we all need to ensure we are not deficient in any aspect of our diet. (SCS2)

SCS2 Quote indicates candidate has followed presenter's points [about vegetarian diets].

**SCS4.** Made requests/asked detailed and pertinent questions to obtain specific information in a range of contexts

'I read that they have abolished plastic straws. What makes you think that they are not addressing the problem effectively?' (SCS4)

SCS4 Question asked [during a discussion] in response to a comment made [about environmental impacts of plastic]

**SCS10.** Interjected and redirected discussion using appropriate language and register

She interjected, 'Yes, and one thing that struck me when I researched this topic was the vast amount of different plastics that have been created and the wide range of products that they are in.' (SCS5, SCS10)

SCS10 Intervenes [in what would seem an appropriate way] to shift focus of discussion

## How might the new Level 2 content be assessed?

Some examples... (continued)

Which of the following would be the **most** suitable headline for this article? (Tick **one**)

- A. The dangers and struggles of wildlife in the ocean.
- B. If Costa Rica can ban single-use plastics, why can't we?
- C. Single-use plastics should be banned in UK says BBC presenter.
- D. Plastic bag sales fall by 86% since levy introduced.

SCS11 Candidate asked to select an appropriate headline [for article about plastics use]

3 This document was first published on the internet. A reader wants to find out more about differences between the UK and Costa Rica. What feature has been included on the webpage to help with this?

SCS15 Involves identifying feature signpost to further information  
(NB: source text included a hyperlink)

4 What tone is used by the writer of the article?  
(Tick **one**)

- A. Informal.
- B. Neutral.
- C. Biased.
- D. Conversational.

SCS19 Involves identifying writer's tone.

Write around 5 to 8 paragraphs.

- Consistently writes texts of appropriate level of detail to suit purpose and audience.
- Consistently organises writing for different purposes, using appropriate format and structure **and paragraphs.**
- Consistently conveys clear meaning and establishes cohesion using organisational markers.

SCS24 Guided to write 5-8 paragraphs (will sometimes be described as 'approximately 300 words'); marking criteria descriptors include appropriate level of detail and fitness for purpose/audience

SCS25 Marking criteria descriptors include organising/formatting/structuring for purpose (paragraphs given as example here, but could include bullets, headings, etc.)

SCS26 Marking criteria descriptors include conveyance of meaning and cohesiveness – with use of organisational markers

## Appendix: expectations for word reading and spelling at Entry level (1-3).

Learners are expected to read words which consist of the letter-sound correspondences<sup>1</sup> 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 1, 2 and 3.

### Letter(s)-sound correspondences

Letters <sup>2</sup>	Sounds <sup>3</sup>
<b>p</b> ( <u>p</u> an), <b>pp</b> (sup <u>pp</u> er)	/p/
<b>t</b> ( <u>t</u> ap), <b>tt</b> ( <u>tt</u> er)	/t/
<b>c</b> ( <u>c</u> at), <b>k</b> ( <u>k</u> ey), <b>ck</b> ( <u>ck</u> )	/k/
<b>ch</b> ( <u>ch</u> ip), <b>tch</b> ( <u>tch</u> )	/tʃ/
<b>f</b> ( <u>f</u> ish), <b>ff</b> ( <u>ff</u> ee), <b>ph</b> ( <u>ph</u> o)	/f/
<b>th</b> ( <u>th</u> in)	/θ/
<b>s</b> ( <u>s</u> un), <b>ss</b> ( <u>ss</u> ), <b>c</b> ( <u>c</u> ity) <sup>4</sup>	/s/
<b>sh</b> ( <u>sh</u> ip)	/ʃ/
<b>h</b> ( <u>h</u> at)	/h/
<b>r</b> ( <u>r</u> un), <b>rr</b> ( <u>rr</u> ), <b>wr</b> ( <u>wr</u> )	/r/
<b>l</b> ( <u>l</u> ip), <b>ll</b> ( <u>ll</u> )	/l/
<b>b</b> ( <u>b</u> oy), <b>bb</b> ( <u>bb</u> )	/b/

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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 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.

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

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

Letters <sup>2</sup>	Sounds <sup>3</sup>
d (dog), dd (ladder)	/d/
g (go), gg (bigger)	/g/
j (jet), g (gem) <sup>5</sup> , ge (large), dge (bridge)	/dʒ/
v (vet), ve (have)	/v/
th (then)	/ð/
z (zip), zz (fizz), s (his), se (cheese), ze (sneeze)	/z/
m (man), mm (hammer)	/m/
n (nut), nn (dinner), kn (knee)	/n/
ng (ring), n (sink)	/ŋ/
w (wet), wh (wheel)	/w/
y (yes)	/j/
ee (feet), ea (beach), e (me), y (pony), e-e (these), ey (key), ie (chief)	/i:/
i (big) y (gym)	/ɪ/
e (egg), ea (head)	/e/
a (mat)	/æ/
u (but) <sup>6</sup>	/ʌ/
o (on), a (want)	/ɒ/
oo (book), u (put)	/ʊ/
oo (moon), ue (clue), u-e (flute), ew (flew), ou (soup)	/u:/
ai (rain), ay (play), a (baby), a-e (ape), ey (they)	/eɪ/
igh (light), i (mind), y (fly), ie (pie), i-e (kite)	/aɪ/
ou (out), ow (down)	/aʊ/
oa (boat), ow (snow), o (go), oe (toe), o-e (bone)	/əʊ/
oi (coin), oy (boy)	/ɔɪ/

<sup>5</sup> 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', eg, gem, gist, stingy, but there are several exceptions, eg, get, give.

<sup>6</sup> In some accents, both 'u' and 'oo' are pronounced /ʊ/, eg 'but' is pronounced to rhyme with 'foot'.

Letters <sup>2</sup>	Sounds <sup>3</sup>
aw (l <u>aw</u> ), au (s <u>au</u> ce), al (t <u>al</u> k)	/ɔ:/
or (f <u>or</u> k) <sup>7</sup> , oor (d <u>oo</u> r), ore (st <u>o</u> re)	/ɔ:/ or /ɔ:r/
er (p <u>er</u> son), ur (b <u>ur</u> n), ir (b <u>ir</u> d), or after 'w' (w <u>or</u> k)	/ɜ:/ or /ɜ:r/
ar (f <u>ar</u> ), a (f <u>as</u> t) <sup>8</sup>	/ɑ:r/ or /ɑ:/
air (h <u>air</u> ), are (s <u>quar</u> e), ear (b <u>ear</u> )	/ɛə/ or /ɛər/
ear (n <u>ear</u> )	/ɪə/ or /ɪər/
a (z <u>ebra</u> )	/ə/
qu (q <u>ue</u> en)	/kw/
x (b <u>ox</u> )	/ks/
u (u <u>n</u> it), ue (d <u>ue</u> ), u-e (t <u>un</u> e), ew (f <u>ew</u> )	/ju:/
-le (litt <u>le</u> ), -il (pencil), -al (met <u>al</u> ), -el (tunn <u>el</u> )	/əl/

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

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

## Entry 1: expectations for reading and spelling

Entry 1 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, eg '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<sup>9</sup>.

### Letter(s)-sound correspondences

Entry 1	
Letters <sup>10</sup>	Sounds <sup>11</sup>
<u>c</u> an, <u>a</u> ct, lo <u>o</u> k, ba <u>ck</u> , <u>s</u> chool	/k/
o <u>ff</u>	/f/
mi <u>ss</u> , cro <u>ss</u> , ho <u>u</u> se	/s/
<u>w</u> ho	/h/
<u>w</u> rite, <u>w</u> rote, <u>w</u> rong	/r/
wi <u>ll</u> , we <u>ll</u> , te <u>ll</u> , sti <u>ll</u> , he <u>ll</u> o	/l/
<u>g</u> et, <u>g</u> ive	/g/
cha <u>ng</u> e, lar <u>g</u> e	/dʒ/
ha <u>v</u> e, <u>g</u> ive, li <u>v</u> e, o <u>f</u>	/v/
i <u>s</u> , hi <u>s</u> , a <u>s</u> , ha <u>s</u> , Wedne <u>s</u> day	/z/

<sup>9</sup> 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.

<sup>10</sup> The letters underlined in the first column correspond to the sounds in the second column.

<sup>11</sup> 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 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.



## Entry 1

Letters <sup>10</sup>	Sounds <sup>11</sup>
come, some	/m/
know, done, one, gone	/n/
think	/ŋ/
when, which, what, while, white	/w/
see, seem, feel, meet, week, eat, real, be, he, me, we, she, even, every	/i:/
enjoy	/ɪ/
head, any, many, anyone, thank, said, again, says	/e/
come, done, some, other, brother, money, Monday, does	/ʌ/
was, want, what, because	/ɒ/
put, push, pull would, could, should, full, look, good	/ʊ/
do, to, into, who, too, you, group, two, room	/u:/
day, say, way, made, make, take, came, same, late, they	/eɪ/
high, right, might, find, mind, child, Friday, by, my, myself, reply, like, time, life, while, I, write	/aɪ/
out, about, without, around, now, how, down	/aʊ/
own, follow, so, no, go, old, over, open, most, only, both, told, hold, don't, close, show	/əʊ/
boy	/ɔɪ/
saw, draw, walk, all, call, small, also, water	/ɔ:/
or, for, morning, door, floor, poor, more, before, warm, four, your	/ɔ:/ or /ɔ:r/
her, person, Thursday, Saturday, girl, first, work, word, world, were	/ɜ:/ or /ɜ:r/
fast, last, past, plant, path, ask, after	/æ/ or /a:/
are, our	/ɑ:/ or /ɑ:r/
air, where, there, their	/ɛə/ or /ɛər/
near, here, dear, year	/ɪə/ or /ɪər/
the, between, until, today, together, number, other, after, never, under	/ə/
Tuesday, use, new, few	/ju:/
little	/əl/
one, someone, anyone	/wʌ/

In addition, **Entry 1** 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 learners are expected to both read and spell correctly.

- all common words<sup>12</sup> with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (eg, it, nut, and, stop, rush, thing, himself)
- common two syllable words where /i:/ at the end is spelled with 'y' (eg, 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 (eg, day, runway, boy)
- **-ed** for the past tense, when the root word remains unchanged (eg, wanted, opened, jumped)
- the following contractions:
  - **Mr, Mrs**
  - **n't** (eg, didn't)
  - **'ll** (eg, I'll)
  - **'re** (eg, we're)
  - **'s** (eg, it's<sup>13</sup>)

---

<sup>12</sup> Common words 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 in their learning.

<sup>13</sup> 'it's' is correct only for contraction, eg 'It's cold today.', 'its' is correct for possessive, eg 'The plant is in its pot.'

## Entry 2: expectations for reading and spelling

Entry 2 learners are expected to both read and spell correctly all the words listed for Reading and Spelling at Entry 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<sup>14</sup>.

### Letter(s)-sound correspondences

Entry 2	
Letters <sup>15</sup>	Sounds <sup>16</sup>
<u>l</u> etter, be <u>t</u> ter	/t/
diff <u>e</u> r, diff <u>e</u> rent, diff <u>i</u> cult	/f/
add <u>re</u> ss, 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, <u>o</u> nce, 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/
add <u>d</u> , add <u>re</u> ss	/d/
gu <u>a</u> rd, gu <u>i</u> de	/g/
ag <u>e</u> , pag <u>e</u> , stran <u>g</u> e	/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/
imagin <u>e</u>	/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:/

<sup>14</sup> 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.

<sup>15</sup> The letters underlined in the first column correspond to the sounds in the second column.

<sup>16</sup> As in the table for Entry 1, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary 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.

## Entry 2

Letters <sup>15</sup>	Sounds <sup>16</sup>
b <u>u</u> sy, b <u>u</u> siness, min <u>u</u> te, b <u>u</u> ild, w <u>o</u> men, p <u>r</u> etty	/ɪ/
f <u>r</u> iend, a <u>n</u> ything	/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> uble, t <u>r</u> ouble, c <u>o</u> untry, s <u>o</u> me <u>th</u> ing, m <u>o</u> n <u>th</u>	/ʌ/
w <u>a</u> tch, k <u>n</u> ow <u>l</u> edge	/ɒ/
w <u>o</u> man	/ʊ/
m <u>o</u> ve, bl <u>u</u> e, bl <u>e</u> w, t <u>r</u> uly, fr <u>u</u> it, gr <u>o</u> up, thr <u>o</u> ugh	/u:/
e <u>i</u> ght, e <u>i</u> ght <u>e</u> en, e <u>i</u> ghty, w <u>e</u> igh, w <u>e</u> ight, d <u>a</u> ily, gr <u>e</u> at, br <u>e</u> ak, ob <u>e</u> y, str <u>a</u> ight	/eɪ/
f <u>i</u> nd, b <u>e</u> hind, q <u>u</u> iet, q <u>u</u> ite, <u>e</u> ye, h <u>e</u> ight	/aɪ/
th <u>o</u> ught, c <u>a</u> ught, n <u>a</u> ughty, c <u>a</u> use, a <u>l</u> ways	/ɔ:/
f <u>o</u> ward(s), f <u>o</u> rt <u>y</u> , f <u>o</u> urteen, q <u>u</u> arter, th <u>e</u> ref <u>o</u> re	/ɔ:/ or /ɔ:r/
p <u>e</u> rhaps, th <u>i</u> rteen, th <u>i</u> rty, s <u>u</u> rprise, y <u>e</u> ar, <u>e</u> arly, h <u>e</u> ard, l <u>e</u> arn, <u>e</u> arth	/ɜ:/ or /ɜ:r/
r <u>e</u> m <u>e</u> m <u>b</u> er, gr <u>a</u> mm <u>a</u> r, c <u>a</u> l <u>e</u> nd <u>a</u> r, s <u>u</u> rname, p <u>r</u> ess <u>u</u> re, f <u>o</u> rw <u>a</u> rd	/ə/ or /ɜ:r/
h <u>a</u> lf	/a:/ or /æ/
c <u>a</u> re, b <u>e</u> ar, b <u>a</u> re	/ɛə/ or /ɛər/
o <u>u</u> r, h <u>o</u> ur	/aʊə/ or /aʊr/
s <u>e</u> ven, d <u>e</u> cide, a <u>d</u> dress, a <u>r</u> rive, i <u>m</u> port <u>a</u> nt, p <u>r</u> ob <u>a</u> bly, w <u>o</u> man, s <u>e</u> cond, d <u>i</u> ff <u>i</u> cult	/ə/
id <u>e</u> a, m <u>a</u> ter <u>i</u> al	/ɪə/
s <u>i</u> x, n <u>e</u> xt	/ks/
m <u>u</u> sic, b <u>e</u> autiful, c <u>o</u> mput <u>e</u> r	/ju:/
p <u>o</u> ssible, ex <u>a</u> m <u>p</u> le, anim <u>a</u> l	/əl/

In addition, **Entry 2** 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 learners are expected to both read and spell correctly.

- words with prefixes where the root word remains unchanged (eg, 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' (eg, illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (eg, 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 (eg, 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' (eg, 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 (eg, ladieses, replied, happier, happiest), but **not** before '-ing' to avoid 'ii' (eg, replying)
- Words with suffixes ending in '-tion' (eg, mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (eg, Februuary, libruary, oftuen, everuy, everueverything, interuest, ordinuary)
- the following homophones:
  - **there, their, they're**
  - **here, hear**
  - **one, won**
  - **to, too, two.**

### Entry 3: expectations for reading and spelling

Entry 3 learners are expected to both read and spell correctly all the words listed for Reading and Spelling at Entry 1 and Entry 2, and the words listed in the following table. They are not examples. They have been chosen because they build on Entry 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<sup>17</sup>.

#### Letter(s)-sound correspondences

Entry 3	
Letters <sup>18</sup>	Sounds <sup>19</sup>
appear, <u>o</u> pposite, app <u>l</u> y	/p/
doub <u>t</u> , deb <u>t</u> , att <u>a</u> ch, minut <u>e</u>	/t/
<u>s</u> cheme, occ <u>a</u> sion, acc <u>o</u> rding	/k/
pic <u>t</u> ure, act <u>u</u> al	/tʃ/
rou <u>g</u> h, tou <u>g</u> h, cou <u>g</u> h, enou <u>g</u> h	/f/
list <u>e</u> n, fast <u>e</u> n, whist <u>l</u> e, critic <u>i</u> se, recei <u>v</u> e, purpos <u>e</u> , increas <u>e</u> , rec <u>e</u> nt, c <u>e</u> ntre, exerc <u>i</u> se, medic <u>i</u> ne, experi <u>e</u> nce	/s/
especial <u>l</u> y, appreci <u>a</u> te	/ʃ/
guar <u>an</u> tee	/g/
knowled <u>g</u> e, colle <u>g</u> e	/dʒ/
ease <u>s</u> , criticis <u>e</u> , posit <u>i</u> on, caus <u>e</u>	/z/
meas <u>u</u> re, treas <u>u</u> re, pleas <u>u</u> re	/ʒ/
committ <u>e</u> e, bomb <u>b</u> , thumb <u>b</u> , crumb <u>b</u> , clim <u>b</u> , condemn <u>n</u> , colum <u>n</u> , autumn <u>n</u>	/m/
<u>k</u> not, <u>k</u> nee, <u>k</u> nife, <u>k</u> nowledge	/n/
committ <u>e</u> e, achie <u>v</u> e	/i:/

<sup>17</sup> 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.

<sup>18</sup> The letters underlined in the first column correspond to the sounds in the second column.

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

## Entry 3

Letters <sup>18</sup>	Sounds <sup>19</sup>
average, equip, bargain	/ɪ/
curiosity, qualify, qualification	/ɒ/
island	/aɪ/
though, although	/əʊ/
bought, brought, ought, therefore	/ɔ:/
sugar, popular, particular, regular, centre	/ə/ or /ɜ:r/
competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain	/ə/
experience	/ɪə/
excellent	/ks/
communicate, community, education	/ju:/
available	/əl/

In addition, Entry 3 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 learners are expected to both read and spell correctly.

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

- common words with letters representing sounds that are often not pronounced (eg, 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.



## Expectations for reading and spelling at levels 1 and 2

Whilst the reformed Functional Skills subject content for levels 1 and 2 contains no prescribed list of words, it is important to appreciate that the requirements at each level builds on the level(s) below.

Whilst the subject content has diverged in some respects from the expectations at each level set out in the **Adult Literacy Core Curriculum**, this remains an extremely valuable point of reference for teachers of Functional Skills English.

### Level 1

Please note the following Subject Content Statements:

SCS17 Read and understand a range of specialist words in context.

SCS21 Spell words used most often in work, study and daily life, including specialist words.

### Level 2

Please note the following Subject Content Statement:

SCS22 Spell words used in work, study and daily life, including a range of specialist words.

