

# all you need to know.

NCFE Entry Level 1, 2 and 3 Functional  
Skills Qualifications in English

(603/5059/3, 603/5056/8  
and 603/5052/0)

Qualification Specification

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# Section 1

## About these qualifications

## About these qualifications

This Qualification Specification contains details of all the components and assessments required to complete these qualifications.

To ensure that you are using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on QualHub.

If you advertise these qualifications using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook on the Qualifications page on QualHub, which contains additional supporting information to help with the planning, delivery and assessment, such as:

- definition of Total Qualification Time (TQT)
- quality assurance
- staffing requirements
- assessment
- qualification support
- equality and diversity
- equal opportunities.

This Qualification Specification contains all of the qualification specific information you will need that is not covered in the Support Handbook.

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<b>Qualification summary</b>	
<b>Qualification titles</b>	Entry Level 1 Functional Skills Qualification in English Entry Level 2 Functional Skills Qualification in English Entry Level 3 Functional Skills Qualification in English
<b>Qualification numbers (QNs)</b>	603/5059/3 603/5056/8 603/5052/0
<b>Aim references</b>	60350593 60350568 60350520
<b>Total Qualification Time (TQT)</b>	61
<b>Guided Learning Hours (GLH)</b>	55
<b>Minimum age</b>	There is no minimum age requirement for registration.
<b>Qualification purpose</b>	<p><i>From the Department for Education's Functional Skills English Subject Content:</i></p> <p>A key aim for Functional Skills English specifications is that they should enable the learner to develop confidence and fluency in, and a positive attitude towards, English. Learners should 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>The purpose of Functional Skills English Entry Level qualifications are to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in familiar situations.</p>
<b>Aims and objectives</b>	<p><i>From the Department for Education's Functional Skills English Subject Content:</i></p> <p>Functional Skills English qualifications at these 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:</p> <ul style="list-style-type: none"> <li>• Listen, understand and respond to verbal communicating in a range of familiar contexts</li> <li>• Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts</li> <li>• Read with accuracy straightforward texts encountered in everyday life and work and develop confidence to read more widely</li> <li>• Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.</li> </ul> <p>Learners should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.</p>
<b>Grading</b>	Pass/Fail
<b>Re-sits</b>	Re-sits are available

<p><b>Assessment method</b></p>	<p>These qualifications are assessed via 3 controlled assessments which cover:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking, Listening and Communicating</li> </ul> <p>All assessments take place in a controlled environment. These qualifications are externally set, internally assessed, internally quality assured and externally quality assured.</p> <p>Each assessment has been designed so that the tasks are realistic and relatable to everyday context.</p>
<p><b>Additional assessment requirements</b></p>	<p>Assessments can be held over different sittings.</p> <p>For each component, a range of assessments are available for selection.</p>
<p><b>Staffing requirements</b></p>	<p>Entry Level English 1, 2 and 3 do not require additional staffing requirements. Please refer to the NCFE Support Handbook for guidance on staffing requirements.</p>
<p><b>NCFE support</b></p>	<p>Support with Functional Skills delivery includes:</p> <ul style="list-style-type: none"> <li>• support from an allocated External Quality Assurer</li> <li>• sample papers</li> <li>• access to Skills Forward initial and diagnostic assessment tools</li> <li>• Curriculum team webinars and events, in which advice and guidance is provided to assist with the delivery of Functional Skills.</li> </ul>
<p><b>Progression</b></p>	<p>Learners who achieve these qualifications could progress to:</p> <ul style="list-style-type: none"> <li>• NCFE Level 1 Functional Skills Qualification in English</li> <li>• NCFE Level 1 Award in English</li> <li>• NCFE Level 1 Certificate in English</li> </ul>
<p><b>Regulation information</b></p>	<p>These are regulated qualifications. The regulated numbers for these qualifications are 603/5059/3, 603/5056/8 and 603/5052/0.</p>
<p><b>Funding</b></p>	<p>These qualifications may be eligible for funding. You can find out if any NCFE qualification is eligible for funding from the Education and Skills Funding Agency.</p>

## Direct Claim Status (DCS)

These qualifications are eligible for DCS.

For more information, including DCS criteria and how to meet the required quality standards, please visit QualHub.

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## Entry guidance

These qualifications are designed for learners who want to improve their everyday English abilities in preparation for life and work.

There are no specific recommended prior learning requirements for these qualifications.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners.

Skills Forward initial and diagnostic assessments will assist in determining what level a learner is working towards. Each learner will then receive an individual skills plan to help progress to that level. NCFE recommends delivering a Skills Forward initial and diagnostic assessment to learners prior to registration.

Learners registered on these qualifications should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving these qualifications

Functional Skills English qualifications at Entry Level 1–3 are comprised of 3 mandatory components per level:

- **Speaking, Listening and Communicating**
- **Reading**
- **Writing**

Each component is internally assessed, with one controlled assessment per component. The order in which a learner attempts the component assessments is at the centre's discretion.

**For a learner to achieve the qualification and be awarded their certificate, they must obtain a Pass grade in the assessment of each component.**

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## Mixing component levels

In accordance with Ofqual's Functional Skills English Conditions and Requirements, all components must be attempted at the same level. This means there can be no variations of levels for individual learners.

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## Transfer of Achievement

Transfer of achievement is where a learner has completed an English component with another Awarding Organisation, but is no longer able to achieve the overall Functional Skills English qualification with that Awarding Organisation and has since been registered to an NCFE Functional Skills qualification.

Transfer of achievement is permitted for the 2019 reformed Functional Skills qualifications, subject to receipt of the appropriate evidence. It is not permitted between legacy Functional Skills and the 2019 reformed Functional Skills.

Following successful transfer of achievement, that learner would not be required to re-sit the assessment for a component they have already completed.

Further details on the transfer of achievement process (and the transfer of achievement application form) can be found via QualHub.

## How the qualifications are assessed

These qualifications are externally set, internally assessed and externally quality assured.

Each component consists of one controlled assessment supplied by NCFE and is completed by the learner under controlled assessment conditions. These completed assessments are internally marked.

## Controlled assessment

The following components are internally assessed:

- **Speaking, Listening and Communicating**
- **Reading**
- **Writing**

NCFE provides the assessment, mark schemes and any source materials that learners will need to use during their assessments.

Controlled assessments are administered under specified assessment conditions, and last for the following durations:

### Speaking, Listening and Communicating (SLC)

SLC	Task	Duration
Entry Level 1	1-1 discussion with Assessor	5 minutes
Entry Level 2	1-1 discussion with Assessor	5 minutes
	Group Discussion	2-3 minutes
Entry Level 3	Group Discussion 1	4-6 minutes
	Group Discussion 2	4-6 minutes

The durations for non-group discussion activities are **per learner**.

**Centres must record all Speaking, Listening and Communicating assessments; this can be recorded via an audio/video method.** If it is not appropriate for learners to be recorded via these methods, please contact NCFE for guidance: [functionalskills@ncfe.org.uk](mailto:functionalskills@ncfe.org.uk).

### Reading and Writing

Reading	Assessment	Duration
Entry Level 1	Question Paper	40 minutes
Entry Level 2	Question Paper	40 minutes
Entry Level 3	Question Paper	40 minutes

Writing	Assessment	Duration
Entry Level 1	Spelling Test	10 minutes
	Question Paper	35 minutes
Entry Level 2	Spelling Test	10 minutes
	Question Paper	40minutes
Entry Level 3	Spelling Test	10 minutes
	Question Paper	45 minutes

**Controlled assessments must be attempted within controlled conditions under the supervision of an Assessor, as per the Regulations for the Conduct of Functional Skills Controlled Assessments.**

Functional Skills Assessments for each component (Reading, Writing, and Speaking, Listening and Communicating) can be administered and sat by learners over a number of sittings, provided the Regulations for the Conduct of Functional Skills Controlled Assessments are adhered to.

The component level assessments for Writing (the spelling test and the written assessment paper) can be delivered over 2 separate sittings, provided the Regulations for the Conduct of Functional Skills Controlled Assessments are adhered to.

The component level assessments for Reading **cannot** be administered and sat across more than one sitting.

The Speaking, Listening and Communicating tasks can be delivered over more than one sitting, provided the Regulations for the Conduct of Functional Skills Controlled Assessments are adhered to. The individual tasks cannot be broken down and delivered across more than one sitting.

The centre may choose the date, time and location of the controlled assessment. Centres will need to notify NCFE of an intention for learners to sit the assessments 2 weeks prior to the assessment date. This will release the password document and guidance on how to access the assessment.

Following completion of the assessment, the Assessor is to mark all learner responses using the mark schemes provided, in line with any mark scheme instructions.

Any work submitted for controlled assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. All work produced must be the learner's own.

In practice, this means that the assessment will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

## Accessing assessment materials

Assessments are downloadable via QualHub, where materials are hosted and contained within password locked files.

Instructions on how to obtain file passwords and access the live controlled assessment materials can be found via QualHub.

**Assessments must be stored securely until the date of assessment and must not be shared with learners, as per the Regulations for the Conduct of Functional Skills Controlled Assessments.**

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## Contextualisation

Centres may contextualise (amend) NCFE set tasks in order to make the scenarios more relevant and engaging for their learners.

The act of contextualising is completed by the centre, and must be approved by NCFE in advance of the assessment.

The following Functional Skills English controlled assessments **can be contextualised**:

- **Speaking, Listening and Communicating**
- **Writing**

For instructions and guidance on how to contextualise assessments, please refer to the Functional Skills Writing Guide – Adapting NCFE Devised Controlled Assessment Activities, available via QualHub.

The following Functional Skills English controlled assessments **cannot be contextualised**:

- **Reading**

The Reading assessments cannot be contextualised due to the complexities required in the assessments.

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## Controlled assessment retirement cycle

New assessments will be made available at the start of each academic session.

When new assessments are made available, the old assessments are retired. **From the retirement date, new attempts for that assessment are not permitted.** The Regulations for the Conduct of Functional Skills Controlled Assessments, available via QualHub, provides further detail on this cycle.

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# Section 2

## Subject content and assessment guidance

## Subject content and assessment guidance

This section provides details of the structure and content of these qualifications.

The Functional Skills subject content is provided by the Department for Education, who stipulate that Awarding Organisations must create Functional Skills qualifications that adhere to this content.

The English subject content can be accessed from the Department for Education directly, from their Functional Skills English Subject Content [webpage](#). The official documents also contain a glossary of terms and some additional information regarding the subject content.

Referencing for the subject content uses the following coding:

EL1	Entry Level 1
EL2	Entry Level 2
EL3	Entry Level 3
1	Speaking, Listening and Communicating
2	Reading
3	Writing

**Designated word lists are included at the end of this section.**

For assessment delivery instructions and guidance, please refer to the Qualification Specific Instructions for Delivery and the Regulations for the Conduct of Functional Skills Controlled Assessments on QualHub.

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## English Entry Level 1 subject content and assessment

### Entry Level 1 Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating using of a variety of texts. This should include simple narratives, information and instructions, short statements, explanations, discussions, questions and exchanges.

Learners must meet the requirements of each subject content statement in line with the Pass level descriptor.

#### Pass level descriptor:

Learners generally demonstrate the requirements for the level:

- consistently
- effectively
- to an appropriate degree for that level

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

Reference	Subject content statement	Assessment weighting
E1.1.1	Say the names of the letters of the alphabet	Each subject content statement is equally weighted
E1.1.2	Identify and extract the main information from short statements and explanations	
E1.1.3	Follow single-step instructions, asking for them to be repeated if necessary	
E1.1.4	Make requests and ask straightforward questions using appropriate terms and registers	
E1.1.5	Respond to questions about specific information	
E1.1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	
E1.1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	

### Entry Level 1 Speaking, Listening and Communicating assessment

Task	Task content	Duration
1	<b>Follow a simple single step instruction</b>	5 minutes
2	<b>Discussion on a familiar topic</b> The learner is provided with a choice of topics. The learner completes a 1-1 discussion with the Assessor.	
3	<b>Say the names of the letters of the alphabet</b>	

The scenario and topic must be given to the learner directly prior to the assessment taking place on the same day. There is an optional preparation time of up to **30 minutes** for the learner to prepare for their discussion directly before the assessment takes place.

There are no numerical marks awarded for Speaking, Listening and Communicating assessments. To obtain a Pass, the learner is required to sufficiently evidence their ability to meet each scope of study in line with the Pass level grade descriptor. The Assessor records this on the Learner Observation and Achievement Record (LOaAR).

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## Entry Level 1 Reading

Learners must be taught using a variety of texts. This should include short simple texts that inform, describe and narrate.

Learners must be familiar with differing formats across the following, for example:

- article
- blog
- email
- forum
- leaflet
- flyer
- poster
- sign.

Reference	Subject content statement	Assessment weighting (approx.)
E1.2.8	Read correctly words designated for Entry Level 1	34%
E1.2.9	Read simple sentences containing one clause	33%
E1.2.10	Understand a short piece of text on a simple subject	33%

## Entry Level 1 Reading assessment

Section	Section content	Marks	Duration
1	<b>Reading task</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple choice and short answer questions based on the document contents.	5	40 minutes
2	<b>Reading task</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple choice and short answer questions based on the document contents.	5	
		10	

The purpose of each source document is different, and there will not be multiple documents which share the same purpose.

## Entry Level 1 Writing

Learners must be taught using a variety of texts. This should include short simple texts such as messages and notes.

Reference	Subject content statement - Spelling, Punctuation and Grammar	Assessment weighting (approx.)
E1.3.11	Punctuate simple sentences with a capital letter and a full stop	33.5%
E1.3.12	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	
E1.3.13	Use lower case letters when there is no reason to use capital letters	
E1.3.14	Write the letters of the alphabet in sequence and in both upper and lower case	
E1.3.15	Spell correctly words designated for Entry Level 1 ( <i>designated words for the spelling assessment can be located at the end of this section</i> )	33.5%

Reference	Subject content statement - Composition	Assessment weighting (approx.)
E1.3.16	Communicate information in words, phrases and simple sentences	33%

## Entry Level 1 Writing assessment

Section	Section contents	Marks	Duration
Spelling Test	<b>Spelling assessment</b> The Assessor reads from a list of 10 words, and the learner is required to accurately spell those words in order to acquire marks.	10	10 minutes
1	<b>Letters and alphabetical order</b> The tasks in this section provide sequences of letters from the alphabet. The learner is instructed to complete the sequence. Two sequences are involved, one in all upper case, and the other in all lower case.	4	35 minutes
2	<b>Writing composition</b> The learner is tasked with completing extended response questions, based on contextualised scenarios.	Composition 10 SPAG 6	
		30	45 minutes

The spelling assessment is completed by the learner prior to sections 1 and 2 of the Writing question paper. The spelling assessment is on a separate question paper to sections 1 and 2.

The spelling assessment question paper includes instructions for Assessors on how to conduct the spelling test. Further instructions and guidance are located in the Qualification Specific Instructions for Delivery on QualHub.

Learners **must not** have access to an external aid in relation to spelling, punctuation and grammar when taking an assessment for the Writing component. Such external aids include dictionaries and spelling and grammar checking software.

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## English Entry Level 2 subject content

### Entry Level 2 Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating using a variety of texts. This should include: short narratives, explanations, instructions, discussions, straightforward information and instructions.

Learners must meet the requirements of each subject content statement in line with the Pass level descriptor.

#### Pass level descriptor:

Learners generally demonstrate the requirements for the level:

- consistently
- effectively
- to an appropriate degree for that level

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

Reference	Subject content statement	Assessment weighting
E2.1.1	Identify and extract the main information and detail from short explanations	Each subject content statement is equally weighted
E2.1.2	Make requests and ask clear questions appropriately in different contexts	
E2.1.3	Respond appropriately to straightforward questions	
E2.1.4	Follow the gist of discussions	
E2.1.5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	
E2.1.6	Make appropriate contributions to simple group discussions with others about a straightforward topic	

### Entry Level 2 Speaking, Listening and Communicating assessment

Task	Task content	Duration
1	<b>1-1 discussion</b> The learner is provided with a choice of topics. The learner completes a 1-1 discussion with the Assessor.	5 minutes
2	<b>Group discussion</b> A group of a minimum of 3 learners are instructed to discuss a topic designed to elicit discussion.	2-3 minutes (per learner)

For both activities, the scenario and topic must be given to the learner directly prior to the assessment taking place on the same day. There is an optional preparation time of up to **30 minutes**, directly before the 1-1 discussion and directly before the group discussion take place, for the learner to prepare for their discussion.

There are no numerical marks awarded for Speaking, Listening and Communicating assessments. To obtain a Pass, the learner is required to sufficiently evidence their ability to meet each scope of study in line with the Pass level grade descriptor. The Assessor records this on the Learner Observation and Achievement Record (LOaAR).

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## Entry Level 2 Reading

Learners must be taught using a variety of texts. This should include short straightforward texts that instruct, inform, describe and narrate.

Learners must be familiar with differing formats across the following, for example:

- article
- blog
- letter
- email
- forum
- webpage
- leaflet
- flyer.

Reference	Subject content statement	Assessment weighting (approx.)
E2.2.7	Read correctly words designated for Entry Level 2 ( <i>designated words for the spelling assessment can be located at the end of this section</i> )	43%
E2.2.8	Understand the main points in texts	
E2.2.11	Read and understand sentences with more than one clause	
E2.2.9	Understand organisational markers in short straightforward texts	14%
E2.2.10	Use effective strategies to find the meaning of words and check their spelling (eg a simple dictionary, spell-checker)	29%
E2.2.12	Use illustrations, images and captions to locate information	14%

**Entry Level 2 Reading assessment**

<b>Section</b>	<b>Section content</b>	<b>Marks</b>	<b>Duration</b>
1	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple choice and short answer questions based on the document contents.	6	40 minutes
2	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple choice and short answer questions based on the document contents.	6	
3	<b>Use effective strategies to check spelling and find meaning of words</b>	2	
		14	

The purpose of each source document is different, and there will not be multiple documents which share the same purpose.

## Entry Level 2 Writing

Learners must be taught using a variety of texts. This should include short straightforward texts such as letters, emails and simple narratives.

Reference	Subject content statement – Spelling, Punctuation and Grammar	Assessment weighting (approx.)
E2.3.13	Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks)	29%
E2.3.14	Form regular plurals	
E2.3.15	Use the first and second letters to sequence words in alphabetical order	
E2.3.16	Spell correctly words designated for Entry Level 2	29%

Reference	Subject content statement - Composition	Assessment weighting (approx.)
E2.3.17	Communicate information using words and phrases appropriate to audience and purpose	42%
E2.3.18	Complete a form asking for personal information (eg first name, surname, address, postcode, age, date of birth)	
E2.3.19	Write in compound sentences, using common conjunctions (eg or, and, but) to connect clauses	
E2.3.20	Use adjectives and simple linking words in the appropriate way	

## Entry Level 2 Writing assessment

Section	Section content	Marks	Duration
Spelling Test	<b>Spelling assessment</b> The Assessor reads from a list of 10 words, and the learner is required to accurately spell those words in order to acquire marks.	10	10 minutes
1	<b>Plurals and alphabetical order</b> This section comprises 2 separate tasks. The first provides a singular word, which the learner is to accurately convert to plural. The second task provides an unordered sequence of words that the learner is to sort in alphabetical order.	4	40 minutes
2	<b>Writing composition</b> The learner is tasked with completing short essay questions, based on contextualised scenarios.	Composition SPaG	
		35	50 minutes

The spelling assessment is completed by the learner prior to sections 1 and 2 of the Writing question paper. The spelling assessment is on a separate question paper to sections 1 and 2.

The spelling assessment question paper includes instructions for Assessors on how to conduct the spelling test. Further instructions and guidance are located in the Qualification Specific Instructions for Delivery on QualHub.

Learners must not have access to an external aid in relation to spelling, punctuation and grammar when taking an assessment for the Writing Component. Such external aids include dictionaries and spelling and grammar checking software.

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## English Entry Level 3 subject content

### Entry Level 3 Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating using a variety of texts. This should include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.

Learner must meet the requirements of each subject content statement in line with the Pass level descriptor.

#### Pass level descriptor:

Learners generally demonstrate the requirements for the level:

- consistently
- effectively
- to an appropriate degree for that level

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

Reference	Subject content statement	Assessment weighting
E3.1.1	Identify and extract relevant information and detail in straightforward explanations	Each subject content statement is equally weighted
E3.1.2	Make requests and ask concise questions using appropriate language in different contexts	
E3.1.3	Communicate information and opinions clearly on a range of topics	
E3.1.4	Respond appropriately to questions on a range of straightforward topics	
E3.1.5	Follow and understand the main points of discussions	
E3.1.6	Make relevant contributions to group discussions about straightforward topics	
E3.1.7	Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	

### Entry Level 3 Speaking, Listening and Communicating assessment

The pre-release activity should be distributed to learners **up to 2 teaching weeks** prior to assessment. These are **not** part of the assessment component and can therefore be read and/or discussed with learners as many times as necessary prior to assessment to support with preparation.

Task	Task content	Duration
1	<b>Group discussion</b> A group of a minimum of 3 learners are instructed to discuss a topic designed to elicit discussion.	4-6 minutes (per learner)
2	<b>Group discussion</b> A group of a minimum of 3 learners are instructed to discuss a topic designed to elicit discussion.	4-6 minutes (per learner)

Learners are allowed **2 hours** to research and prepare for their 2 discussions, with **1 hour** per discussion. This preparation and research must take place within the centre. A further **20 minutes** of optional preparation time is allowed for the learner to prepare directly before each group discussion takes place.

There are no numerical marks awarded for Speaking, Listening and Communicating assessments. To obtain a Pass, the learner is required to sufficiently evidence their ability to meet each scope of study in line with the Pass level grade descriptor. The Assessor records this on the Learner Observation and Achievement Record (LOaAR).

### Entry Level 3 Reading

Learners must be taught using a variety of texts. This should include straightforward texts that instruct, describe, narrate and explain.

Learners must be familiar with differing formats across the following, for example:

- article
- blog
- letter
- email
- forum
- webpage
- leaflet
- flyer.

Reference	Subject content statement	Assessment weighting (approx.)
E3.2.8	Read correctly words designated for Entry Level 3	50%
E3.2.9	Identify, understand and extract the main points and ideas in and from texts	
E3.2.10	Identify different purposes of straightforward texts	12%
E3.2.11	Use effective strategies to find the meaning of words (eg a dictionary, working out meaning from context, using knowledge of different word types)	19%
E3.2.12	Understand organisational features and use them to locate relevant information (eg contents, index, menus, tabs and links)	19%

### Entry Level 3 Reading assessment

Section	Section content	Marks	Duration
1	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple choice and short answer questions based on the document contents.	8	40 minutes
2	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple choice and short answer questions based on the document contents.	8	
		16	

The purpose of each source document is different, and there will not be multiple documents which share the same purpose.

### Entry Level 3 Writing

Learners must be taught using a variety of texts.

Reference	Subject content statement – Spelling, Punctuation and Grammar	Assessment weighting (approx.)
EL3.3.13	Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas)	25%
EL3.3.14	Form irregular plurals	
EL3.3.15	Use mostly correct grammar (eg subject-verb agreement, consistent use of tense, definite and indefinite articles)	
EL3.3.16	Use the first, second and third place letters to sequence words in alphabetical order	
EL3.3.17	Spell correctly words designated for Entry Level 3	25%

Reference	Subject content statement - Composition	Assessment weighting (approx.)
EL3.3.18	Communicate information, ideas and opinions clearly and in a logical sequence (eg chronologically, by task)	50%
EL3.3.19	Write text of an appropriate level of detail and of appropriate length (including where this is specified)	
EL3.3.20	Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	
EL3.3.21	Write in compound sentences and paragraphs where appropriate	
EL3.3.22	Use language appropriate for purpose and audience	

### Entry Level 3 Writing assessment

Section	Section content	Marks	Duration
Spelling Test	<b>Spelling assessment</b> The Assessor reads from a list of 10 words, and the learner is required to accurately spell those words in order to acquire marks.	10	10 minutes
1	<b>Plurals and alphabetical order</b> This section comprises 2 separate tasks. The first provides a singular word, which the learner is to accurately convert to plural. The second task provides an unordered sequence of words that the learner is to sort in alphabetical order.	4	45 minutes
2	<b>Writing composition</b>	20	

	The learner is tasked with completing short essay questions, based on contextualised scenarios.	SPaG	6	
			40	55 <i>minutes</i>

The spelling assessment is completed by the learner prior to sections 1 and 2 of the Writing question paper. The spelling assessment is on a separate question paper to sections 1 and 2.

The spelling assessment question paper includes instructions for Assessors on how to conduct the spelling test. Further instructions and guidance are located in the Qualification Specific Instructions for Delivery on QualHub.

Learners must not have access to an external aid in relation to spelling, punctuation and grammar when taking an assessment for the Writing Component. Such external aids include dictionaries and spelling and grammar checking software.

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## Entry Level word lists

### English Entry Levels 1–3 expectations for word reading

Learners are expected to read words which consist of the letter-sound correspondences 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			
Letters	Sounds	Letters	Sounds
<b>p</b> ( <u>pan</u> ), <b>pp</b> ( <u>supper</u> )	/p/	<b>i</b> ( <u>big</u> ) <b>y</b> ( <u>gym</u> )	/ɪ/
<b>t</b> ( <u>tap</u> ), <b>tt</b> ( <u>letter</u> )	/t/	<b>e</b> ( <u>egg</u> ), <b>ea</b> ( <u>head</u> )	/e/
<b>c</b> ( <u>cat</u> ), <b>k</b> ( <u>key</u> ), <b>ck</b> ( <u>duck</u> )	/k/	<b>a</b> ( <u>mat</u> )	/æ/
<b>ch</b> ( <u>chip</u> ), <b>tch</b> ( <u>fetch</u> )	/tʃ/	<b>u</b> ( <u>but</u> ) <i>In some accents, both 'u' and 'oo' are pronounced /ʊ/, eg 'but' is pronounced to rhyme with 'foot'</i>	/ʊ/
<b>f</b> ( <u>fish</u> ), <b>ff</b> ( <u>coffee</u> ), <b>ph</b> ( <u>photo</u> )	/f/	<b>o</b> ( <u>on</u> ), <b>a</b> ( <u>want</u> )	/ɒ/
<b>th</b> ( <u>thin</u> )	/θ/	<b>oo</b> ( <u>book</u> ), <b>u</b> ( <u>put</u> )	/ʊ/
<b>s</b> ( <u>sun</u> ), <b>ss</b> ( <u>dress</u> ), <b>c</b> ( <u>city</u> ) 'c' is pronounced /s/ when followed by 'e', 'i' or 'y' ( <u>face</u> , <u>city</u> , <u>fancy</u> )	/s/	<b>oo</b> ( <u>moon</u> ), <b>ue</b> ( <u>clue</u> ), <b>u-e</b> ( <u>flute</u> ), <b>ew</b> ( <u>flew</u> ), <b>ou</b> ( <u>soup</u> )	/u:/
<b>sh</b> ( <u>ship</u> )	/ʃ/	<b>ai</b> ( <u>rain</u> ), <b>ay</b> ( <u>play</u> ), <b>a</b> ( <u>baby</u> ), <b>a-e</b> ( <u>ape</u> ), <b>ey</b> ( <u>they</u> )	/eɪ/
<b>h</b> ( <u>hat</u> )	/h/	<b>igh</b> ( <u>light</u> ), <b>i</b> ( <u>mind</u> ), <b>y</b> ( <u>fly</u> ), <b>ie</b> ( <u>pie</u> ), <b>i-e</b> ( <u>kite</u> )	/aɪ/
<b>r</b> ( <u>run</u> ), <b>rr</b> ( <u>cherry</u> ), <b>wr</b> ( <u>write</u> )	/r/	<b>ou</b> ( <u>out</u> ), <b>ow</b> ( <u>down</u> )	/aʊ/
<b>l</b> ( <u>lip</u> ), <b>ll</b> ( <u>bell</u> )	/l/	<b>oa</b> ( <u>boat</u> ), <b>ow</b> ( <u>snow</u> ), <b>o</b> ( <u>go</u> ), <b>oe</b> ( <u>toe</u> ), <b>o-e</b> ( <u>bone</u> )	/əʊ/
<b>b</b> ( <u>boy</u> ), <b>bb</b> ( <u>rabbit</u> )	/b/	<b>oi</b> ( <u>coin</u> ), <b>oy</b> ( <u>boy</u> )	/ɔɪ/
<b>d</b> ( <u>dog</u> ), <b>dd</b> ( <u>ladder</u> )	/d/	<b>aw</b> ( <u>law</u> ), <b>au</b> ( <u>sauce</u> ), <b>al</b> ( <u>talk</u> )	/ɔ:/
<b>g</b> ( <u>go</u> ), <b>gg</b> ( <u>bigger</u> )	/g/	<b>or</b> ( <u>fork</u> ), <b>oor</b> ( <u>door</u> ), <b>ore</b> ( <u>store</u> ) 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent	/ɔ:/ or /ɔ:r/
<b>j</b> ( <u>jet</u> ), <b>g</b> ( <u>gem</u> ), <b>ge</b> ( <u>large</u> ), <b>dge</b> ( <u>bridge</u> ) 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', e.g., <u>gem</u> , <u>gist</u> , <u>stingy</u> , but there are several exceptions, e.g., <u>get</u> , <u>give</u>	/dʒ/	<b>er</b> ( <u>person</u> ), <b>ur</b> ( <u>burn</u> ), <b>ir</b> ( <u>bird</u> ), or after 'w' ( <u>work</u> )	/ɜ:/ or /ɜ:r/
<b>v</b> ( <u>vet</u> ), <b>ve</b> ( <u>have</u> )	/v/	<b>ar</b> ( <u>far</u> ), <b>a</b> ( <u>fast</u> ) <i>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'</i>	/ɑ:r/ or /ɑ:/
<b>th</b> ( <u>then</u> )	/ð/	<b>air</b> ( <u>hair</u> ), <b>are</b> ( <u>square</u> ), <b>ear</b> ( <u>bear</u> )	/ɛə/ or /ɛər/
<b>z</b> ( <u>zip</u> ), <b>zz</b> ( <u>fizz</u> ), <b>s</b> ( <u>his</u> ), <b>se</b> ( <u>cheese</u> ), <b>ze</b> ( <u>sneeze</u> )	/z/	<b>ear</b> ( <u>near</u> )	/ɪə/ or /ɪər/
<b>m</b> ( <u>man</u> ), <b>mm</b> ( <u>hammer</u> )	/m/	<b>a</b> ( <u>zebra</u> )	/ə/
<b>n</b> ( <u>nut</u> ), <b>nn</b> ( <u>dinner</u> ), <b>kn</b> ( <u>knee</u> )	/n/	<b>qu</b> ( <u>queen</u> )	/kw/
<b>ng</b> ( <u>ring</u> ), <b>n</b> ( <u>sink</u> )	/ŋ/	<b>x</b> ( <u>box</u> )	/ks/
<b>w</b> ( <u>wet</u> ), <b>wh</b> ( <u>wheel</u> )	/w/	<b>u</b> ( <u>unit</u> ), <b>ue</b> ( <u>due</u> ), <b>u-e</b> ( <u>tune</u> ), <b>ew</b> ( <u>few</u> )	/ju:/
<b>y</b> ( <u>yes</u> )	/j/	<b>-le</b> ( <u>little</u> ), <b>-il</b> ( <u>pencil</u> ), <b>-al</b> ( <u>metal</u> ), <b>-el</b> ( <u>tunnel</u> )	/əl/

<u>ee</u> (feet), <u>ea</u> (beach), <u>e</u> (me), <u>y</u> (pony), <u>e-e</u> (these), <u>ey</u> (key), <u>ie</u> (chief)	/i:/		
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### 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, 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.

Table 2: Letter/s-sound correspondences			
Letters	Sounds	Letters	Sounds
<u>can</u> , <u>act</u> , <u>look</u> , <u>back</u> , <u>school</u>	/k/	<u>put</u> , <u>push</u> , <u>pull</u> <u>would</u> , <u>could</u> , <u>should</u> , <u>full</u> , <u>look</u> , <u>good</u>	/ʊ/
<u>off</u>	/f/	<u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> , <u>room</u>	/u:/
<u>miss</u> , <u>cross</u> , <u>house</u>	/s/	<u>day</u> , <u>say</u> , <u>way</u> , <u>made</u> , <u>make</u> , <u>take</u> , <u>came</u> , <u>same</u> , <u>late</u> , <u>they</u>	/eɪ/
<u>who</u>	/h/	<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u>	/aɪ/
<u>write</u> , <u>wrote</u> , <u>wrong</u>	/r/	<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/
<u>will</u> , <u>well</u> , <u>tell</u> , <u>still</u> , <u>hello</u>	/l/	<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>	/əʊ/
<u>get</u> , <u>give</u>	/g/	<u>boy</u>	/ɔɪ/
<u>change</u> , <u>large</u>	/dʒ/	<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/
<u>have</u> , <u>give</u> , <u>live</u> , <u>of</u>	/v/	<u>or</u> , <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u>	/ɔ:/ or /ɔ:r/
<u>is</u> , <u>his</u> , <u>as</u> , <u>has</u> , <u>Wednesday</u>	/z/	<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u>	/ɜ:/ or /ɜ:r/
<u>come</u> , <u>some</u>	/m/	<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/
<u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/	<u>are</u> , <u>our</u>	/a:/ or /a:r/
<u>think</u>	/ŋ/	<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /ɛər/
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/	<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/
<u>see</u> , <u>seem</u> , <u>feel</u> , <u>meet</u> , <u>week</u> , <u>eat</u> , <u>real</u> , <u>be</u> , <u>he</u> , <u>me</u> , <u>we</u> , <u>she</u> , <u>even</u> , <u>every</u> ,	/i:/	<u>the</u> , <u>between</u> , <u>until</u> , <u>today</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>	/ə/
<u>enjoy</u>	/ɪ/	<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ə/
<u>head</u> , <u>any</u> , <u>many</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u>	/e/	<u>little</u>	/əl/
<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/ʌ/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ɒ/		

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 learners are expected to both read and spell correctly.

- all common words with one or 2 syllables, where the most probable correspondences between sounds and letters are the correct ones (eg it, nut, and, stop, rush, thing, himself)
- common 2 syllable words where /i:/ at the end is spelled with 'y' (eg twenty)
- common one or 2 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** (e.g., I'll)
  - 're** (eg we're)
  - 's** (eg it's) *'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 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.

Table 3: Letter/s-sound correspondences			
Letters	Sounds	Letters	Sounds
<u>l</u> etter, <u>b</u> etter	/t/	w <u>o</u> man	/ʊ/
<u>d</u> iffer, <u>d</u> ifferent, <u>d</u> ifficult,	/f/	<u>m</u> ove, <u>b</u> lue, <u>b</u> lew, <u>t</u> ruly, <u>f</u> ruit, <u>g</u> roup, <u>t</u> hrough	/u:/
<u>a</u> ddress, <u>p</u> romise, <u>c</u> ity, <u>c</u> ircle, <u>d</u> ecide, <u>n</u> otice, <u>s</u> ince, <u>s</u> entence, <u>o</u> nce, <u>a</u> nswer, <u>s</u> ure, <u>s</u> ugar, <u>p</u> ressure, <u>m</u> achine, <u>s</u> pecial	/s/	<u>e</u> ight, <u>e</u> ighteen, <u>e</u> ighty, <u>w</u> eigh, <u>w</u> eight, <u>d</u> aily, <u>g</u> reat, <u>b</u> reak, <u>o</u> bey, <u>s</u> traight	/eɪ/
<u>w</u> hole	/ʃ/	<u>f</u> ind, <u>b</u> ehind, <u>q</u> uiet, <u>q</u> uite, <u>e</u> ye, <u>h</u> eight,	/aɪ/
<u>a</u> rrive, <u>c</u> arry	/h/	<u>t</u> hought, <u>c</u> aught, <u>n</u> aughty, <u>c</u> ause, <u>a</u> lways	/ɔ:/
<u>a</u> dd, <u>a</u> ddress	/r/	<u>f</u> orward(s), <u>f</u> orty, <u>f</u> ourteen, <u>q</u> uarter, <u>t</u> herefore	/ɔ:/ or /ɔ:r/
<u>g</u> uard, <u>g</u> uide	/d/	<u>p</u> erhaps, <u>t</u> hirteen, <u>t</u> hirty, <u>s</u> urprise, <u>y</u> ear, <u>e</u> arly, <u>h</u> eard, <u>l</u> earn, <u>e</u> arth	/ɜ:/ or /ɜ:r/
<u>a</u> ge, <u>p</u> age, <u>s</u> trange,	/g/	<u>r</u> emember, <u>g</u> rammar, <u>c</u> alendar, <u>s</u> urname, <u>p</u> ressure, <u>f</u> orward	/ə/ or /ɜ:r/
<u>b</u> reat <u>h</u> e	/dʒ/	<u>h</u> alf	/a:/ or /æ/
<u>p</u> osition, <u>p</u> ossess, <u>p</u> otatoes, <u>c</u> ause	/ð/	<u>c</u> are, <u>b</u> ear, <u>b</u> are,	/ɛə/ or /ɛər/
<u>i</u> magine,	/z/	<u>o</u> ur, <u>h</u> our	/aʊə/ or /aʊr/
<u>m</u> ean, <u>p</u> eople, <u>b</u> elieve, <u>c</u> omplete, <u>e</u> xtreme, <u>e</u> verything, <u>e</u> verybody	/n/	<u>s</u> even, <u>d</u> ecide, <u>a</u> ddress, <u>a</u> rrive, <u>i</u> mportant, <u>p</u> robably, <u>w</u> oman, <u>s</u> econd, <u>d</u> ifficult,	/ə/
<u>b</u> usy, <u>b</u> usiness, <u>m</u> inute, <u>b</u> uild, <u>w</u> omen, <u>p</u> retty	/i:/	<u>i</u> dea, <u>m</u> aterial	/ɪə/
<u>f</u> riend, <u>a</u> n <u>ny</u> thing	/ɪ/	<u>s</u> ix, <u>n</u> ext	/ks/
	/e/	<u>m</u> usic, <u>b</u> eautiful, <u>c</u> omputer	/ju:/

<b>w</b> on, <b>s</b> on, <b>a</b> mong, <b>y</b> oung, <b>t</b> ouch, <b>d</b> ouble, <b>t</b> rouble, <b>c</b> ountry, <b>s</b> omething, <b>m</b> onth	/ʌ/	<b>p</b> ossible, <b>e</b> xample, <b>a</b> nimal	/ə/
<b>w</b> atch, <b>k</b> nowledge	/ɒ/		

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 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 ladies, 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 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.

Table 4: Letter/s-sound correspondences			
Letters	Sounds	Letters	Sounds
<u>a</u> ppear, <u>o</u> pposite, <u>a</u> pply	/p/	<u>c</u> ommittee, <u>a</u> chieve	/n/
<u>d</u> oubt, <u>d</u> e <u>b</u> t, <u>a</u> ttach, <u>m</u> inute	/t/	<u>a</u> verage, <u>e</u> quip, <u>b</u> argain	/i:/
<u>s</u> cheme, <u>o</u> ccasion, <u>a</u> ccording,	/k/	<u>c</u> uriosity, <u>q</u> ualify, <u>q</u> ualification	/ɒ/
<u>p</u> icture, <u>a</u> ctual	/tʃ/	<u>i</u> sland	/aɪ/
<u>r</u> ough, <u>t</u> ough, <u>c</u> ough, <u>e</u> nough	/f/	<u>th</u> ough, <u>al</u> though,	/əʊ/
<u>l</u> isten, <u>f</u> asten, <u>w</u> hist <u>l</u> e, <u>c</u> ritic <u>s</u> e, <u>r</u> eceive, <u>p</u> urpose, <u>i</u> ncrease, <u>r</u> ecent, <u>c</u> entre, <u>e</u> xercise, <u>m</u> edic <u>i</u> ne, <u>e</u> xperience	/s/	<u>b</u> ought, <u>b</u> rought, <u>o</u> ught, <u>th</u> ere <u>f</u> ore	/ɔ:/
<u>e</u> specially, <u>a</u> ppreciate,	/ʃ/	<u>s</u> ugar, <u>p</u> opular, <u>p</u> articular, <u>r</u> egular, <u>c</u> entre	/ə/ or /ɜ:r/
<u>g</u> uarantee	/g/	<u>c</u> ompetition, <u>c</u> orrespond, <u>d</u> etermined, <u>d</u> evelop, <u>f</u> requently, <u>e</u> xplanation, <u>d</u> ictionary, <u>d</u> efinite, <u>th</u> orough, <u>b</u> orough, <u>d</u> escribe, <u>e</u> xperiment, <u>p</u> urpose, <u>o</u> pposite, <u>s</u> uppose, <u>f</u> amous, <u>v</u> arious, <u>c</u> ertain	/ə/
<u>k</u> nowledge, <u>c</u> ollege	/dʒ/	<u>e</u> xperience	/ɪə/
<u>e</u> ase, <u>c</u> ritic <u>s</u> e, <u>p</u> osition, <u>c</u> ause	/z/	<u>e</u> xcellent	/ks/
<u>m</u> ea <u>s</u> ure, <u>t</u> reasure, <u>p</u> leasure	/ʒ/	<u>c</u> ommunicate, <u>c</u> ommunity, <u>e</u> ducation	/ju:/
<u>c</u> ommittee, <u>b</u> omb, <u>t</u> humb, <u>c</u> rumb, <u>c</u> limb, <u>c</u> on <u>d</u> emn, <u>c</u> olumn, <u>a</u> utum <u>n</u>	/m/	<u>a</u> vailable	/ə/
<u>k</u> not, <u>k</u> nee, <u>k</u> n <u>i</u> fe, <u>k</u> nowledge	/n/		

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 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
- desert, dessert

- knot, not
- mail, male
- meat, meet
- missed, mist
- peace, piece
- plain, plane
- scene, seen
- steal, steel

- weather, whether
- farther, father
- guessed, guest
- led, lead
- past, passed
- aloud, allowed

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### **Evidence requirements**

At each Entry Level, the following types of evidence will be sampled by the External Quality Assurer during a quality assurance visit.

#### **Speaking, Listening and Communicating:**

- Learner Observation and Achievement Records (LOaAR)
- a copy of the contextualised activity, if using, and their assessment tracking log that indicates which NCFE assessment was attempted
- the audio/visual recording (or alternate method as prior agreed with NCFE) relating to the assessment or marking of the assessment.

#### **Reading:**

- completed question papers

#### **Writing:**

- completed question papers
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# Section 3

## Additional information and centre support

## **Additional information and centre support**

### **Resource requirements**

Reading assessments require the use of a dictionary.

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### **Sample and exemplar materials**

These are available to download via QualHub. New materials are added at the beginning of each academic session.

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### **Reasonable Adjustments and Special Considerations Policy**

Learners who require reasonable adjustments or special considerations, including British sign language (BSL) and sign supported English, should discuss their requirements with their Tutors.

For more information on the Reasonable Adjustments and Special Considerations Policy, please visit QualHub.

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### **Skills Forward**

Skills Forward provides a comprehensive eLearning solution for Functional Skills that incorporates Ofsted and ESFA compliant assessments, detailed skills diagnostics, video tutorials, progression tracking and innovative resources to aid skills development and workforce productivity.

Skills Forward boasts a range of additional market-leading products:

- The One Assessment is a revolutionary initial assessment which will assess a learner's levels in both English and maths in under 30 minutes.
- SkillsPortfolio is a bespoke digital portfolio that manages the complete end-to-end learner journey and allows the Tutor to assess remotely, monitor learning progress, create dashboard reports and manage your quality assurance.
- SkillsWork is an employability assessment with supporting resources that embed the Gatsby Career Benchmark and are mapped to the key skills identified by the CBI.

Further information can be obtained from QualHub.

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### **Curriculum team**

The Curriculum team provides dedicated support to centres approved to deliver Functional Skills. The purpose of this support is to assist Assessors with the teaching of Functional Skills subject content, and ensure Assessors have full understanding of the qualification's delivery.

Curriculum team activities include:

- upfront centre support including: webinars and centre visits
  - Functional Skills delivery events
  - video tutorials.
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The Curriculum and Teaching Support webpage on QualHub is regularly updated and will keep centres informed on new curriculum guidance.

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### **NCFE Functional Skills news and updates**

Sign up to the NCFE Functional Skills news and updates mailing list (via QualHub) in order to receive regular information regarding NCFE's Functional Skills service.

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### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on QualHub for more information and to view available resources.

Examples of Functional Skills resources include:

- schemes of work
  - lesson plans
  - teaching resources
  - videos
  - PowerPoints
  - learner question and answer worksheets
  - learner checklists
  - assessment preparation workbooks
  - Functional Skills posters.
-

## Contact us

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***