



Department
for Education

Subject Content Functional Skills English

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Introduction

This document sets out the purpose, learning aims and outcomes, and subject content for Functional Skills English at Entry Level, Level 1 and Level 2.

Functional Skills English specifications must use the subject content listed for each level and reflect the learning aims and outcomes set out at each level.

In interpreting the content, qualification developers should note that the content at each level of qualification subsumes and builds upon the content at lower levels.

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

‘Reading’ within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. This can be achieved through the use of texts on screen or on paper.

‘Writing’ within Functional Skills English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

Teaching methods should be based on the best available evidence for effective methods to support students to gain these skills. The structured teaching of phonics should be used to teach students at Entry levels for ‘Reading’ and ‘Writing’.

Purpose

Functional Skills qualifications should provide reliable evidence of a student's achievements against demanding content that is relevant to the workplace. They need to provide assessment of students' underpinning knowledge as well as their ability to apply this in different contexts, and to provide a foundation for progression into further study, or employment. In some contexts, Functional Skills qualifications will also play a part in the Government's accountability systems.

A key aim for Functional Skills English specifications is that they should enable the student to develop confidence and fluency in, and a positive attitude towards, English. Students 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.

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

Purpose of Functional Skills English for Level 1 and Level 2: a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply these skills effectively to a range of purposes in the workplace and in other real life situations.

Functional Skills English – Entry Levels 1 to 3

Learning aims and outcomes at Entry Level

Functional Skills English qualifications at these levels indicate that students should be able to speak, listen, communicate, read and write with increasing clarity at each level. They should be able to:

- Listen, understand and respond to verbal communication in a range of familiar contexts
- Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts
- Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely
- Write straightforward texts and documents with clarity, and demonstrate a sound grasp of spelling, punctuation and grammar

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

Subject Content: Entry 1

Speaking, Listening and Communicating

Scope of study

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

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

Reading

Scope of study

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

| |
|--|
| 8. Read correctly words designated for Entry level 1 (see Appendix) |
| 9. Read simple sentences containing one clause |
| 10. Understand a short piece of text on a simple subject |
| 11. Read short, simple texts, and recognise key functional features of these texts |

Writing

Spelling, punctuation and grammar

| |
|--|
| 12. Punctuate simple sentences with a capital letter and a full stop |
| 13. Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns |
| 14. Use lower-case letters when there is no reason to use capital letters |
| 15. Write the letters of the alphabet in sequence and in both upper and lower case |
| 16. Spell correctly words designated for Entry level 1 (see Appendix) |

Writing composition

Scope of study

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

17. Communicate information in words, phrases and simple sentences

Subject Content: Entry 2

Speaking, Listening and Communicating

Scope of study

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

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

Reading

Scope of study

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

| |
|--|
| 7. Read correctly words designated for Entry level 2 (see Appendix) |
| 8. Understand the main points in texts |
| 9. Identify key functional features and understand organisational markers in short, straightforward texts |
| 10. Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) |
| 11. Understand words related to personal information (e.g. first name, surname, address, postcode, age, date of birth) |
| 12. Read and understand linking words and understand sentences with more than one clause |
| 13. Use illustrations, images and captions to locate information |

Writing

Spelling, punctuation and grammar

| |
|--|
| 14. Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) |
| 15. Form regular plurals |
| 16. Use the first and second letters to sequence words in alphabetical order |
| 17. Spell correctly words designated for Entry level 2 (see Appendix) |

Writing composition

Scope of study

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

| |
|---|
| 18. Communicate information using words and phrases appropriate to audience and purpose |
| 19. Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) |
| 20. Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses |
| 21. Use adjectives and simple linking words in the appropriate way |

Subject Content: Entry 3

Speaking, Listening and Communicating

Scope of study

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

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

Reading

Scope of study

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

| |
|--|
| 8. Read correctly words designated for Entry level 3 (see Appendix) |
| 9. Identify, understand and extract the main points and ideas in and from texts |
| 10. Identify different purposes and key functional features of straightforward texts |
| 11. Recognise that language in texts can be adapted to suit purpose and audience |
| 12. Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) |
| 13. Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) |
| 14. Read and understand words and phrases commonly used on forms |

Writing

Spelling, punctuation and grammar

| |
|---|
| 15. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) |
| 16. Form irregular plurals |
| 17. Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) |

| |
|---|
| 15. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) |
| 18. Use the first, second and third place letters to sequence words in alphabetical order |
| 19. Spell correctly words designated for Entry level 3 (see Appendix) |

Writing composition

Scope of study

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

| |
|--|
| 20. Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) |
| 21. Write text of an appropriate level of detail and of appropriate length (including where this is specified) |
| 22. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points |
| 23. Write in compound sentences, using paragraphs where appropriate |
| 24. Use language appropriate for purpose and audience |

Functional Skills English – Level 1 and Level 2

Learning aims and outcomes at Levels 1 and 2

Functional Skills English qualifications at these levels indicate that students should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. They should be able to:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts
- Apply their understanding of language to adapt delivery and content to suit audience and purpose
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important

Students should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

A key aspect of developing knowledge and skills in English, at Level 1 and Level 2, is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

Subject Content: Level 1

Speaking, Listening and Communicating

Scope of study

Text: this should include narratives, explanations, instructions, information, descriptions and presentations all of varying lengths.

| |
|---|
| 1. Identify relevant information and lines of argument in explanations or presentations |
| 2. Make requests and ask relevant questions to obtain specific information in different contexts |
| 3. Respond effectively to detailed questions |
| 4. Communicate information, ideas and opinions clearly and accurately on a range of topics |
| 5. Express opinions and arguments and support them with evidence |
| 6. Follow and understand discussions and make contributions relevant to the situation and the subject |
| 7. Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium |
| 8. Respect the turn-taking rights of others during discussions, using appropriate language for interjection |

Reading

Scope of study

Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

| |
|--|
| 9. Identify and understand the main points, ideas and details in texts |
| 10. Compare information, ideas and opinions in different texts |
| 11. Identify implicit meanings in texts and distinguish between fact and opinion |
| 12. Recognise that language and other textual features can be varied to suit different audiences and purposes |
| 13. 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 |
| 14. Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts |
| 15. Infer from images meanings not explicit in the accompanying text |
| 16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) |
| 17. Read and understand a range of specialist words in context |

| |
|--|
| 9. Identify and understand the main points, ideas and details in texts |
| 18. Use knowledge of punctuation to aid understanding of straightforward texts |

Writing

Spelling, punctuation and grammar

| |
|---|
| 19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) |
| 20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) |
| 21. Spell words used most often in work, study and daily life, including specialist words |

Writing composition

Scope of study

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

| |
|--|
| 22. Communicate information, ideas and opinions clearly, coherently and accurately |
| 23. 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 |
| 24. Use format, structure and language appropriate for audience and purpose |
| 25. Write consistently and accurately in complex sentences, using paragraphs where appropriate |

Subject Content: Level 2

Speaking, Listening and Communicating

Scope of study

Text: this should include extended narratives and information (information may be on technical, concrete or abstract topics), detailed explanations and presentations, all of varying lengths.

| |
|--|
| 1. Identify relevant information from extended explanations or presentations |
| 2. Follow narratives and lines of argument |
| 3. Respond effectively to detailed or extended questions and feedback |
| 4. Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts |
| 5. Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required |
| 6. Express opinions and arguments and support them with relevant and persuasive evidence |
| 7. Use language that is effective, accurate and appropriate to context and situation |
| 8. Make relevant and constructive contributions to move discussion forward |
| 9. Adapt contributions to discussions to suit audience, purpose and medium |
| 10. Interject and redirect discussion using appropriate language and register |

Reading

Scope of study

Text: 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.

| |
|---|
| 11. Identify the different situations when the main points are sufficient and when it is important to have specific details |
| 12. Compare information, ideas and opinions in different texts, including how they are conveyed |
| 13. Identify implicit and inferred meaning in texts |
| 14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes |
| 15. Use a range of reference materials and appropriate resources (e.g. hyperlinks, glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources |
| 16. Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources |
| 17. Analyse texts, recognising their use of vocabulary and identifying levels of complexity, formality and bias |

| |
|---|
| 11. Identify the different situations when the main points are sufficient and when it is important to have specific details |
| 18. Follow an argument, identifying different points of view and distinguishing fact from opinion |
| 19. Identify different styles of writing and writer's voice |

Writing

Spelling, punctuation and grammar

| |
|---|
| 20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) |
| 21. Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) |
| 22. Spell words used in work, study and daily life, including a range of specialist words |

Writing composition

Scope of study

Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.

| |
|--|
| 23. Communicate information, ideas and opinions clearly, coherently and effectively |
| 24. 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 |
| 25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) |
| 26. Convey clear meaning and establish cohesion using organisational markers effectively |
| 27. Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. |
| 28. Construct complex sentences consistently and accurately, using paragraphs where appropriate |

Glossary for use with this Subject Content

| | |
|----------------------------|--|
| Appropriate | Describes a text, word or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression. |
| Basic information | Includes factual information such as personal details, and everyday situations such as directions, weather etc. |
| Context | The purpose and audience for which spoken or written language is used. |
| Formal | Formal language tends to be characterised by more elaborate grammatical structures and sophisticated language, and is typically used to convey a more serious tone (e.g. <i>receive</i> rather than <i>get</i> , <i>gratuity</i> rather than <i>tip</i>). |
| Format | The way in which a text is arranged or presented, e.g. as a <i>book, leaflet, essay, film/animation, audiotape</i> , or the way in which it is structured, e.g. <i>the use made of headings, subheadings, diagrams/photographs with captions</i> . |
| Functional Features | Functional features are types of words which do not have a substantive meaning, but are used to create a grammatical effect. Examples of these types of words include: determiners (e.g. <i>a, the</i>), pronouns (e.g. <i>I, you</i>), auxiliaries (e.g. <i>am, be, do</i>), modals (e.g. <i>can, will</i>). |
| Gist | The main point or idea of a text. Reading for gist is thus reading for identification of the main points only. |
| Common words | Words that occur frequently; someone who is unable to read or spell these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that students most need to acquire in order to advance in their learning. |
| Linking words | Words used to link sentences and to show the relationship between information or ideas. Linking words can be used to |

| | |
|--------------------------------|---|
| Appropriate | Describes a text, word or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression. |
| | show a sequence (e.g. first, next, finally), results (e.g. therefore, so) and addition (e.g. and, also). |
| Medium | The way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for the hearing impaired). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press). |
| Narrative | Describes text that re-tells events, often in chronological sequence. |
| Organisational features | Refers to those visual aspects of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc. |
| Reading | This is decoding and establishing the meaning of written text. |
| Registers | A variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language. |
| Regular | A term used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a <i>regular</i> noun, or the simple past and past participle forms of a <i>regular</i> verb; it is not possible to do so with irregular nouns and verbs. |
| Sentence | In writing, sentences are marked by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end. |

| | |
|-------------------------|--|
| Appropriate | Describes a text, word or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression. |
| | <p>A simple sentence consists of a single clause with a single subject.</p> <p>A compound sentence consists of more than one subject or more than one independent clause.</p> <p>A complex sentence consists of a main clause and one or more subordinate clauses (e.g. <i>Although it was late, I wasn't tired</i>).</p> |
| Short | <p>Denotes words, sentences and texts of such a length as to be accessible to students and to enable them to experience a sense of achievement at having successfully decoded them.</p> <p>Short and long are terms which are also applied to vowel sounds.</p> <p>A short text is typically used to communicate everyday or functional information such as in notices, announcements, instructions, messages and invitations.</p> |
| Simple | When applied to narratives, words or sentences, this means a basic, uncomplicated structure. A simple sentence structure, for example, follows the standard pattern of subject, verb and, optionally, object; a simple narrative will follow a chronological sequence and be told from one viewpoint only. |
| Specialist words | Specialist words are those that have a specific meaning within a certain context, such as words related to a specific job or work environment, a pastime or hobby, or a certain area of study. |

| | |
|------------------------|--|
| Appropriate | Describes a text, word or style that is suitably phrased for its intended audience and form. 'Appropriate' accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression. |
| Straightforward | <p>Describes subjects and materials that students often meet in their work, studies or other activities.</p> <p>Straightforward content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts consist of more than one subject or more than one independent clause (i.e. compound sentence), and students will be familiar with the vocabulary.</p> <p>Straightforward texts are more demanding than simple texts containing simple sentence structure. The vocabulary of straightforward texts will typically consist of a range of familiar and common words, and some specialist words.</p> |
| Style | Style can be defined as the selection of certain linguistic features in relation to context (audience and purpose), e.g. <i>formal</i> or <i>informal</i> , <i>non-specialist</i> or <i>technical</i> . All language users have the opportunity to make linguistic choices that will determine the style of a piece of writing or an utterance. |

Appendix

Expectations for Word Reading Entry Levels 1-3

Students are expected to read words which correspond with the grapheme-phoneme 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, they 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.

| Graphemes¹ | Phonemes² |
|--|-----------------------------|
| p (<u>p</u> an), pp (sup <u>pp</u> er) | /p/ |
| t (<u>t</u> ap), tt (lett <u>er</u>) | /t/ |
| c (<u>c</u> at), k (<u>k</u> ey), ck (du <u>ck</u>) | /k/ |
| ch (<u>ch</u> ip), tch (f <u>etch</u>) | /tʃ/ |
| f (<u>f</u> ish), ff (coff <u>ee</u>), ph (<u>ph</u> oto) | /f/ |
| th (<u>th</u> in) | /θ/ |
| s (<u>s</u> un), ss (dress <u>ss</u>), c (<u>c</u> ity) ³ | /s/ |
| sh (<u>sh</u> ip) | /ʃ/ |
| h (<u>h</u> at) | /h/ |

¹ The graphemes in bold type in the first column correspond to the phonemes in the second column. They include all the most common grapheme-phoneme correspondences in English.

² The phonemes listed in this table are the sounds of spoken English. They are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

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

³ 'c' is pronounced /s/ when followed by 'e', 'i' or 'y' (face, city, fancy).

| Table 1 | |
|---|------|
| r (<u>r</u> un), rr (ch <u>er</u> ry), wr (<u>w</u> rite) | /r/ |
| l (<u>l</u> ip), ll (be <u>ll</u>) | /l/ |
| b (<u>b</u> oy), bb (rab <u>bb</u> it) | /b/ |
| d (<u>d</u> og), dd (lad <u>dd</u> er) | /d/ |
| g (<u>g</u> o), gg (big <u>gg</u> er) | /g/ |
| j (<u>j</u> et), g (<u>g</u> em) ⁴ , ge (<u>l</u> arge), dge (<u>br</u> idge) | /dʒ/ |
| v (<u>v</u> et), ve (<u>h</u> ave) | /v/ |
| th (<u>th</u> en) | /ð/ |
| z (<u>z</u> ip), zz (<u>f</u> izz), s (<u>h</u> is), se (<u>ch</u> ee <u>s</u> e), ze (<u>s</u> nee <u>z</u> e) | /z/ |
| m (<u>m</u> an), mm (<u>h</u> amm <u>er</u>) | /m/ |
| n (<u>n</u> ut), nn (<u>d</u> inn <u>er</u>), kn (<u>k</u> nee) | /n/ |
| ng (<u>r</u> ing), n (<u>s</u> ink) | /ŋ/ |
| w (<u>w</u> et), wh (<u>w</u> heel) | /w/ |
| y (<u>y</u> es) | /j/ |
| ee (<u>f</u> ee <u>t</u>), ea (<u>b</u> ea <u>ch</u>), e (<u>m</u> e), y (<u>p</u> ony), e-e (<u>th</u> ese), ey (<u>k</u> ey), ie (<u>ch</u> ief) | /i:/ |
| i (<u>b</u> ig) | /ɪ/ |
| e (<u>e</u> gg), ea (<u>h</u> ea <u>d</u>) | /e/ |
| a (<u>m</u> at) | /æ/ |
| u (<u>b</u> ut) ⁵ | /ʌ/ |
| o (<u>o</u> n), a (<u>w</u> ant) | /ɒ/ |
| oo (<u>b</u> oo <u>k</u>), u (<u>p</u> ut) | /ʊ/ |
| oo (<u>m</u> oo <u>n</u>), ue (<u>cl</u> ue), u-e (<u>fl</u> ute), ew (<u>f</u> lew), ou (<u>s</u> ou <u>p</u>) | /u:/ |

⁴ 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', e.g., gem, gist, stingy, but there are several exceptions, e.g., get, give.

⁵ In some accents, both 'u' and 'oo' are pronounced /ʊ/, e.g. 'but' is pronounced to rhyme with 'foot'.

| Table 1 | |
|---|---------------|
| ai (<u>rain</u>), ay (<u>play</u>), a (<u>baby</u>), a-e (<u>ape</u>), ey (<u>they</u>) | /eɪ/ |
| igh (<u>light</u>), i (<u>mind</u>), y (<u>fly</u>), ie (<u>pie</u>), i-e (<u>kite</u>) | /aɪ/ |
| ou (<u>out</u>), ow (<u>down</u>) | /aʊ/ |
| oa (<u>boat</u>), ow (<u>snow</u>), o (<u>go</u>), oe (<u>toe</u>), o-e (<u>bone</u>) | /əʊ/ |
| oi (<u>coin</u>), oy (<u>boy</u>) | /ɔɪ/ |
| aw (<u>law</u>), au (<u>sauce</u>), al (<u>talk</u>) | /ɔː/ |
| or (<u>fork</u>) ⁶ , oor (<u>door</u>), ore (<u>store</u>) | /ɔː/ or /ɔːr/ |
| er (<u>person</u>), ur (<u>burn</u>), ir (<u>bird</u>), or after 'w' (<u>work</u>) | /ɜː/ or /ɜːr/ |
| ar (<u>far</u>), a (<u>fast</u>) ⁷ | /ɑːr/ or /ɑː/ |
| air (<u>hair</u>), are (<u>square</u>), ear (<u>bear</u>) | /ɛə/ or /ɛər/ |
| ear (<u>near</u>) | /ɪə/ or /ɪər/ |
| a (<u>zebra</u>) | /ə/ |
| qu (<u>queen</u>) | /kw/ |
| x (<u>box</u>) | /ks/ |
| u (<u>unit</u>), ue (<u>due</u>), u-e (<u>tune</u>), ew (<u>few</u>) | /juː/ |
| -le (<u>little</u>), -il (<u>pencil</u>), -al (<u>metal</u>), -el (<u>tunnel</u>) | /əl/ |

⁶ 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent.

⁷ In some words 'a' may be pronounced as either /ɑː/ or /æ/, depending on accent, e.g. 'a' in 'fast' may be pronounced as 'ar' in 'far' without the /r/ sound or as 'a' in 'fat'.

Functional Skills Entry Level 1 – Expectations for both reading and spelling

Students 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 grapheme-phoneme correspondences in Table 1, while others include unusual or unique correspondences, e.g., ‘ai’ in ‘said’.

The graphemes underlined in the first column correspond to the phonemes in the second column. These graphemes may need special attention for spelling.

| Table 2 | |
|--|-----------------------------|
| Graphemes⁸ | Phonemes⁹ |
| <u>can</u> , <u>act</u> , <u>look</u> , <u>back</u> , <u>school</u> | /k/ |
| <u>off</u> | /f/ |
| <u>cross</u> , <u>press</u> , <u>house</u> | /s/ |
| <u>who</u> | /h/ |
| <u>write</u> , <u>wrote</u> , <u>wrong</u> | /r/ |
| <u>will</u> , <u>well</u> , <u>tell</u> , <u>still</u> , <u>hello</u> | /l/ |
| <u>get</u> , <u>give</u> | /g/ |
| <u>change</u> , <u>large</u> | /dʒ/ |
| <u>have</u> , <u>give</u> , <u>live</u> , <u>of</u> | /v/ |
| <u>is</u> , <u>his</u> , <u>as</u> , <u>has</u> , <u>was</u> , <u>those</u> , <u>Wednesday</u> | /z/ |
| <u>come</u> , <u>some</u> | /m/ |

⁸ The graphemes underlined in the first column correspond to the phonemes in the second column.

⁹ As in the table for Word Reading Expectations, the phonemes are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

| Table 2 | |
|---|---------------|
| <u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u> | /n/ |
| th <u>ink</u> | /ŋ/ |
| <u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u> | /w/ |
| <u>see</u> , <u>seem</u> , <u>feel</u> , <u>meet</u> , <u>week</u> , <u>eat</u> , <u>real</u> , <u>be</u> , <u>he</u> , <u>me</u> , <u>we</u> , <u>she</u> , <u>even</u> , <u>every</u> , <u>everything</u> , <u>everybody</u> | /i:/ |
| <u>enjoy</u> | /ɪ/ |
| <u>head</u> , <u>any</u> , <u>many</u> , <u>anything</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u> | /e/ |
| <u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>bath</u> | /æ/ |
| <u>come</u> , <u>done</u> , <u>some</u> , <u>something</u> , <u>other</u> , <u>love</u> , <u>mother</u> , <u>money</u> , <u>Monday</u> , <u>does</u> | /ʌ/ |
| <u>was</u> , <u>want</u> , <u>what</u> , <u>put</u> , <u>push</u> , <u>pull</u> , <u>full</u> , <u>because</u> | /ɒ/ |
| <u>room</u> , <u>put</u> , <u>push</u> , <u>pull</u> <u>would</u> , <u>could</u> , <u>should</u> | /ʊ/ |
| <u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> | /u:/ |
| <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>paper</u> , <u>they</u> | /eɪ/ |
| <u>high</u> , <u>right</u> , <u>light</u> , <u>might</u> , <u>find</u> , <u>kind</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> | /aɪ/ |
| <u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u> | /aʊ/ |
| <u>grow</u> , <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>cold</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> | /əʊ/ |
| <u>boy</u> | /ɔɪ/ |
| <u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u> | /ɔ:/ |
| <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u> | /ɔ:/ or /ɔ:r/ |
| <u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u> | /ɜ:/ or /ɜ:r/ |
| <u>are</u> , <u>our</u> <u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>bath</u> | /ɑ:/or/ɑ:r/ |
| <u>air</u> , <u>where</u> , <u>there</u> , <u>their</u> | /ɛə/ or/ɛər/ |
| <u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u> | /ɪə/ or /ɪər/ |
| <u>the</u> , <u>between</u> , <u>until</u> , <u>today</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u> | /ə/ |
| <u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u> | /ju:/ |

| Table 2 | |
|--|------|
| l<u>ittle</u> | /əl/ |
| <u>one</u>, <u>some<u>one</u></u>, <u>any<u>one</u></u> | /wʌ/ |

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

- all common words¹⁰ with one or two syllables, where the most probable correspondences between phonemes and graphemes are the correct ones (e.g., it, nut, and, stop, rush, thing, himself)
- common two syllable words where /i:/ at the end is spelled with 'y' (e.g., twenty)
- common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., day, runway, boy)
- **-ed** for the past tense, when the root word remains unchanged (e.g., wanted, opened, jumped)
- the following contractions:
 - Mr, Mrs**
 - n't** (e.g., didn't)
 - 'll** (e.g., I'll)
 - 're** (e.g., we're)
 - 's** (e.g., it's¹¹)

¹⁰ For a definition of 'common words', see glossary.

¹¹ 'it's' is correct only for contraction, e.g. 'It's cold today.', 'its' is correct for possessive, e.g. 'The plant is in its pot.'

Functional Skills Entry Level 2 – Expectations for both reading and spelling

Students 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 graphemes underlined in the first column correspond to the phonemes in the second column. These graphemes may need special attention for spelling.

| Table 3 | |
|--|------------------------------|
| Graphemes¹² | Phonemes¹³ |
| ap<u>pe</u>ar, disapp<u>ea</u>re | /p/ |
| min<u>u</u>te, oppo<u>s</u>ite | /t/ |
| pic<u>t</u>ure, act<u>u</u>al | /tʃ/ |
| d<u>if</u>fer, d<u>if</u>ferent, d<u>if</u>fic<u>u</u>lt, eno<u>u</u>gh | /f/ |
| ad<u>dr</u>ess, prom<u>is</u>e, purpo<u>s</u>e, increa<u>s</u>e, fa<u>ce</u>, pla<u>ce</u>, rec<u>en</u>t, c<u>en</u>tre, c<u>it</u>y, c<u>ir</u>cle, dec<u>id</u>e, exerc<u>is</u>e, medic<u>i</u>ne, acc<u>id</u>ent, bicy<u>cl</u>e, not<u>ic</u>e, sinc<u>e</u>, sent<u>en</u>ce, exper<u>ie</u>nce, onc<u>e</u>, ans<u>we</u>r, sci<u>en</u>ce, sc<u>en</u>e | /s/ |
| s<u>u</u>re, s<u>u</u>gar, press<u>u</u>re, mach<u>i</u>ne, spec<u>i</u>al | /ʃ/ |
| wh<u>o</u>le | /h/ |
| arr<u>iv</u>e, carr<u>y</u> | /r/ |
| ad<u>dr</u>ess | /d/ |
| gu<u>ar</u>d, gu<u>id</u>e | /g/ |
| pag<u>e</u>, stran<u>g</u>e, knowled<u>g</u>e | /dʒ/ |
| breath<u>e</u> | /ð/ |

¹² The graphemes underlined in the first column correspond to the phonemes in the second column.

¹³ As in Entry Level 1, the phonemes are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

| Table 3 | |
|---|----------------|
| po <u>s</u> ition, po <u>s</u> sess, po <u>t</u> atoes, ca <u>s</u> e | /z/ |
| im <u>a</u> gine, <u>k</u> nowledge | /n/ |
| me <u>a</u> n, pe <u>o</u> ple, be <u>l</u> ieve, co <u>m</u> plete, ext <u>r</u> eme | /i:/ |
| bu <u>s</u> y, bu <u>s</u> iness, mi <u>n</u> ute, bu <u>i</u> ld, wo <u>m</u> en, pre <u>t</u> ty, alwa <u>y</u> s, moun <u>t</u> ain | /ɪ/ |
| fr <u>i</u> end, br <u>e</u> ath | /e/ |
| w <u>o</u> n, s <u>o</u> n, am <u>o</u> ng, yo <u>u</u> ng, tou <u>ch</u> , do <u>u</u> ble, trou <u>b</u> le, cou <u>n</u> try, en <u>o</u> ugh | /ʌ/ |
| wa <u>t</u> ch, know <u>l</u> edge, | /ɒ/ |
| w <u>o</u> man | /ʊ/ |
| mo <u>v</u> e, bl <u>u</u> e, bl <u>e</u> w, tru <u>l</u> y, fru <u>i</u> t, gr <u>o</u> up, thro <u>u</u> gh | /u:/ |
| <u>e</u> ight, <u>e</u> ighteen, <u>e</u> ighty, <u>e</u> ighth, we <u>i</u> gh, we <u>i</u> ght, ne <u>i</u> ghbour, da <u>i</u> ly, 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, w <u>i</u> ld, beh <u>i</u> nd, clim <u>b</u> , qui <u>e</u> t, qui <u>t</u> e, <u>e</u> ye, he <u>i</u> ght, <u>i</u> sland | /aɪ/ |
| clo <u>th</u> es, tho <u>u</u> gh, alth <u>o</u> ugh, | /əʊ/ |
| th <u>o</u> ught, ca <u>u</u> ght, na <u>u</u> ghty, ca <u>s</u> e, <u>a</u> lways | /ɔ:/ |
| fo <u>r</u> ward(s), fo <u>r</u> ty, fo <u>r</u> teen, qua <u>r</u> ter, therefo <u>r</u> e | /ɔ:/ or /ɔ:r/ |
| pe <u>r</u> haps, thi <u>r</u> teen, thi <u>r</u> ty, su <u>r</u> prise, ye <u>a</u> r, ea <u>r</u> ly, he <u>a</u> rd, le <u>a</u> rn, ea <u>r</u> th | /ɜ:/ or /ɜ:r/ |
| re <u>m</u> ember, sug <u>a</u> r, po <u>p</u> ular, gr <u>a</u> mma <u>r</u> , calen <u>d</u> ar, pa <u>r</u> ticular, regu <u>l</u> ar, pecu <u>l</u> iar, pressu <u>r</u> e, cen <u>t</u> re, fo <u>r</u> ward | /ə/ or /ɜ:r/ |
| h <u>a</u> lf | /ɑ:/ or /æ/ |
| he <u>a</u> rt | /ɑ:/ or /ɑ:r/ |
| ca <u>r</u> e, be <u>a</u> r, ba <u>r</u> e, | /ɛə/ or /ɛər/ |
| <u>o</u> ur, ho <u>u</u> r | /aʊə/ or /aʊr/ |
| se <u>v</u> en, re <u>m</u> ember, de <u>c</u> ide, de <u>s</u> cribe, exper <u>i</u> ment, <u>a</u> ddress, <u>a</u> rrive, impo <u>r</u> tant, prob <u>a</u> bly, wo <u>m</u> an, se <u>c</u> ond, pu <u>r</u> pose, op <u>p</u> osite, su <u>p</u> pose, diff <u>i</u> cult, fam <u>o</u> us, var <u>i</u> ous | /ə/ |
| ide <u>a</u> , exper <u>i</u> ence, materia <u>l</u> | /ɪə/ |
| mu <u>s</u> ic, be <u>a</u> utiful | /ju:/ |

| | |
|--|------|
| Table 3 | |
| possible , example , animal | /əɪ/ |

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

- words with prefixes where the root word remains unchanged (e.g., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph)
- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly)
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny)
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g., replying)
- Words with suffixes ending in '-tion' (e.g., mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary)
- the following homophones:
 - there, their, they're**
 - here, hear**
 - one, won**
 - to, too, two**

Functional Skills Entry Level 3 – Expectations for both reading and spelling

Students 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 graphemes underlined in the first column correspond to the phonemes in the second column. These graphemes may need special attention for spelling.

| Table 4 | |
|---|------------------------------|
| Graphemes¹⁴ | Phonemes¹⁵ |
| app<u>ar</u>ent | /p/ |
| doub<u>t</u>, deb<u>t</u>, att<u>ach</u>ed | /t/ |
| sch<u>e</u>me, anti<u>q</u>ue, uni<u>q</u>ue, occ<u>as</u>ion, acc<u>or</u>ding, acc<u>om</u>modate, acc<u>om</u>pany | /k/ |
| anc<u>i</u>ent | /tʃ/ |
| rou<u>gh</u>, tou<u>gh</u>, cou<u>gh</u>, | /f/ |
| list<u>e</u>n, fast<u>e</u>n, whist<u>l</u>e, thist<u>l</u>e, critic<u>i</u>se, dece<u>i</u>ve, rece<u>i</u>ve, ce<u>il</u>ing, conveni<u>e</u>nce | /s/ |
| especi<u>a</u>lly, anx<u>i</u>ous, appreci<u>a</u>te, consci<u>o</u>us, consci<u>e</u>nce (related to 'science') | /ʃ/ |
| guar<u>an</u>tee, aggress<u>i</u>ve | /g/ |
| exag<u>g</u>erate | /dʒ/ |
| ease, critic<u>i</u>se | /z/ |
| meas<u>u</u>re, treas<u>u</u>re, pleas<u>u</u>re | /ʒ/ |
| comm<u>i</u>tee, lamb, limb, bomb, numb, thumb, crumb, climb, comb, condem<u>n</u>, sole<u>m</u>n, colum<u>n</u>, autum<u>n</u> | /m/ |

¹⁴ The graphemes underlined in the first column correspond to the phonemes in the second column.

¹⁵ As in Entry Levels 1 and 2, the phonemes are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

| Table 4 | |
|--|-------|
| <u>knit</u>, <u>knot</u>, <u>knock</u>, <u>knee</u>, <u>knife</u>, <u>knowledge</u> | /n/ |
| <u>commit<u>tee</u></u>, <u>ach<u>ieve</u></u> | /i:/ |
| <u>aver<u>age</u></u>, <u>equ<u>i</u>p</u>, <u>bar<u>g</u>ain</u> | /ɪ/ |
| <u>cur<u>i</u>osity</u> | /ɒ/ |
| <u>is<u>l</u>and</u> | /aɪ/ |
| <u>pl<u>o</u>ugh</u>, <u>bo<u>u</u>gh</u> | /aʊ/ |
| <u>bo<u>u</u>ght</u>, <u>br<u>o</u>ught</u>, <u>ou<u>g</u>ht</u>, <u>fo<u>u</u>ght</u> | /ɔ:/ |
| <u>comp<u>e</u>tition</u>, <u>corres<u>p</u>ond</u>, <u>exist<u>e</u>nce</u>, <u>d<u>e</u>termin<u>e</u>d</u>, <u>d<u>e</u>velop</u>, <u>frequent<u>l</u>y</u>, <u>embarr<u>a</u>ss</u>, <u>har<u>a</u>ss</u>, <u>expl<u>a</u>nation</u>, <u>dict<u>i</u>on<u>a</u>ry</u>, <u>definit<u>e</u></u>, <u>desper<u>a</u>te</u>, <u>disastr<u>o</u>us</u>, <u>thor<u>o</u>ugh</u>, <u>bor<u>o</u>ugh</u>, <u>fore<u>i</u>gn</u>, <u>controvers<u>y</u></u>, <u>famili<u>a</u>r</u> (<i>related to family</i>), <u>awkw<u>a</u>rd</u>, <u>amateur</u> | /ə/ |
| <u>ex<u>c</u>ellent</u> | /ks/ |
| <u>commu<u>n</u>icate</u>, <u>commu<u>n</u>ity</u>, <u>nuis<u>a</u>nce</u> | /ju:/ |
| <u>cur<u>i</u>osity</u> | /jɔ:/ |
| <u>avail<u>a</u>ble</u> | /ə/ |

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

- common words with the following suffixes or endings
 - ion (e.g., competition, discussion)
 - ian (e.g., electrician, politician)
 - cious, -tious (e.g., suspicious, cautious)
 - cial, -tial (e.g., artificial, essential)
 - ation, -ant, -ance (e.g., observation, observant, observance)
 - ent, -ency (e.g., frequent, frequency)
 - able, -ably (e.g., comfortable, comfortably)
 - able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., changeable, noticeably)
 - ible', '-ibly (e.g., possible, possibly)
- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, co-operate)

- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)
- the following words that are homophones or near-homophones:
 - **who's, whose**
 - **accept, except**
 - **berry, bury**
 - **brake, break**
 - **fair, fare**
 - **groan, grown**
 - **heel, he'll**
 - **knot, not**
 - **mail, male**
 - **meat, meet**
 - **missed, mist**
 - **peace, piece**
 - **plain, plane**
 - **scene, seen**
 - **weather, whether**
 - **farther, father**
 - **guessed, guest**
 - **led, lead**
 - **past, passed**
 - **aloud, allowed**
 - **desert, dessert**
 - **steal, steel**



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