Functional Skills English Conditions and Requirements

July 2018

Contents

Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out our regulatory requirements for awarding organisations offering functional skills qualifications in English.

General Conditions of Recognition
For all awarding organisations and all qualifications

Functional Skills English Conditions and Requirements
For all Functional Skills qualifications in English

We have developed these requirements with the intention that functional skills qualifications in English should fulfil the following purposes:

- provide reliable evidence of learners' achievements against demanding content that is relevant to the workplace;

- provide assessment of learners' underpinning knowledge as well as their ability to apply this in different contexts;

- provide a foundation for progression into further study or employment; and

- where appropriate, contribute to the Government's school and college accountability measures.

Requirements set out in this document

This document sets out the Subject Level Conditions and Requirements for functional skills qualifications in English. These conditions and requirements come into effect at 00.01am on Friday 29 June 2018 and apply to the following functional skills qualifications in English –

- Qualifications awarded to all learners registered on or after 1 September 2019.

- All qualifications awarded on or after 1 September 2020.

For clarity, these conditions and requirements do not apply to a functional skills qualification in English awarded to a learner registered before 1 September 2019, so long as that award takes place before 1 September 2020. Awarding organisations will therefore have a 12 month transition period within which to award legacy qualifications to learners registered before 1 September 2019, and to allow those learners to retake assessments as necessary.

All learners registered for a functional skills qualification in English on or after 1 September 2019 who have demonstrated the requisite level of attainment must be awarded a qualification which complies with these conditions and requirements.

Appendix 1 reproduces the subject content requirements for functional skills qualifications in English, as published by the Department for Education.[1] Awarding organisations must comply with these requirements under Condition FSE1.1(a).

With respect to all functional skills qualifications in English, awarding organisations must also comply with:

■ our *General Conditions of Recognition*,[2] which apply to all awarding organisations and qualifications, and

■ all relevant Regulatory Documents.[3]

Revisions to this document

This document was republished in July 2018 to correct typographical errors, and to incorporate:

■ the purposes of the qualification, and

■ the subject content, as published by the Department for Education.

Summary of requirements

Subject Level Conditions
Condition FSE1 - Compliance with content requirements
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[1] www.gov.uk/government/publications/functional-skills-subject-content-english

[2] www.gov.uk/government/publications/general-conditions-of-recognition

[3] www.gov.uk/guidance/regulatory-document-list

Subject Level Conditions

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Functional Skills English Subject Level Conditions

Condition FSE1   **Compliance with content requirements**

FSE1.1   In respect of each functional skills qualification in English which it makes available, or proposes to make available, an awarding organisation must –

(a)   comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled 'Subject content functional skills: English',[4] document reference DFE-00047-2018,

(b)   have regard to any recommendations or guidelines relating to that qualification set out in that document, and

(c)   interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

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[4] www.gov.uk/government/publications/functional-skills-subject-content-english

Condition FSE2   **Assessment Strategies**

FSE2.1   In respect of each functional skills qualification in English which it makes available, or proposes to make available, an awarding organisation must –

     (a) establish and maintain an assessment strategy for that qualification,

     (b) ensure that the assessment strategy complies with any requirements which may be published by Ofqual and revised from time to time, and

     (c) have regard to any guidance in relation to assessment strategies which may be published by Ofqual and revised from time to time.

FSE2.2   In particular, an awarding organisation must ensure that the assessment strategy for a functional skills qualification in English sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.

FSE2.3   An awarding organisation must ensure that all assessments for a functional skills qualification in English which it makes available, or proposes to make available, are designed, set, delivered and marked in compliance with its assessment strategy for that qualification.

FSE2.4   An awarding organisation must –

     (a) keep under review its assessment strategy for a functional skills qualification in English, and revise it where necessary, so as to satisfy itself that the assessment strategy meets at all times the requirements of Conditions FSE2.1 and FSE2.2,

     (b) review that assessment strategy promptly upon receiving a request from Ofqual to do so, and subsequently ensure that its assessment strategy complies with any requirements that Ofqual has communicated to it in writing, and

     (c) promptly notify Ofqual of any revisions made by it to that assessment strategy.

FSE2.5   An awarding organisation must –

     (a) upon receiving a request from Ofqual to do so, demonstrate to Ofqual's satisfaction that it has complied with its assessment strategy for a functional skills qualification in English in respect of

any particular assessment for that qualification, or provide an explanation to Ofqual as to why it has not so complied, and

(b)   give effect to any recommendation that Ofqual may make in respect of its compliance with its assessment strategy.

Condition FSE3   **Technical Evaluation**

FSE3.1   Before first making available a functional skills qualification in English an awarding organisation must –

(a) promptly notify Ofqual that it proposes to make the qualification available,

(b) comply with the terms of any written notice served by Ofqual requiring the awarding organisation to provide Ofqual with information, and

(c) either –

(i) comply with any requirements specified to it by Ofqual in relation to the qualification, or

(ii) have received written confirmation from Ofqual that it has no such requirements.

FSE3.2   For the purposes of Condition FSE3.1(b), a notice given by Ofqual may –

(a) specify the time within which the information is to be provided,

(b) specify a form in which the information is to be provided, and

(c) require an awarding organisation to provide information which is already in its possession or which has to be created or obtained by it.

FSE3.3   Where Ofqual specifies requirements in relation to a qualification under Condition FSE3.1(c), it may specify that the awarding organisation may make that qualification available before those requirements are complied with.

Condition FSE4   Assessment

FSE4.1   In respect of each functional skills qualification in English which an awarding organisation makes available, or proposes to make available, Condition H2 does not apply to any assessment of a Learner's ability to speak, listen and communicate.

FSE4.2   An awarding organisation must ensure that in respect of each assessment for a functional skills qualification in English which it makes available, or proposes to make available, it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Condition FSE4   Assessment

Condition FSE5   **Specified levels of attainment**

FSE5.1   An awarding organisation must ensure that the specification for each functional skills qualification in English which it makes available, or proposes to make available, sets out specified levels of attainment which comply with any requirements which may be published by Ofqual and revised from time to time.

FSE5.2   In respect of each functional skills qualification in English which it makes available, an awarding organisation must comply with any requirements, and have regard to any guidance, which may be published by Ofqual and revised from time to time in relation to –

(a) the promotion of consistency between the measurement of Learners' levels of attainment in that qualification and similar qualifications made available by other awarding organisations, and

(b) the setting of specified levels of attainment.

FSE5.3   In setting the specified levels of attainment for a functional skills qualification in English which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.

FSE5.4   In respect of each functional skills qualification in English which it makes available, the range of evidence to which an awarding organisation has regard for the purposes of Condition FSE5.3 will only be appropriate if it includes evidence of –

(a) the Level of Demand of the assessments for that qualification,

(b) at Levels 1 and 2, the level of attainment demonstrated in those assessments by –

(i) an appropriately representative sample of Learners taking that qualification, or

(ii) individuals (whether Learners or otherwise) as part of robust technical pre-testing of those assessments,

(c) at the entry levels, the level of attainment, where available, demonstrated in those assessments by –

(i) an appropriately representative sample of Learners taking that qualification, or

      (ii) individuals (whether Learners or otherwise) as part of robust technical pre-testing of those assessments,

   (d) where available, the level of attainment demonstrated by Learners taking that qualification in a –

      (i) prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or

      (ii) prior qualification, whether or not that qualification was a regulated qualification, and

   (e) following the first time that a Component designed in line with these Subject Level Conditions is awarded, the level of attainment demonstrated by Learners who have previously been awarded that Component.

FSE5.5   An awarding organisation must maintain a record of –

   (a) the evidence to which it has had regard in setting the specified levels of attainment for each functional skills qualification in English which it makes available, and

   (b) its rationale for the selection of and weight given to that evidence.

Condition FSE6   **Interpretation and Definitions**

FSE6.1   The rules of interpretation and definitions outlined in General Condition J1 shall apply to the Subject Level Conditions for functional skills qualifications in English.

FSE6.2   Except in the circumstances described in Condition FSE6.3, the requirements imposed by the Subject Level Conditions for functional skills qualifications in English apply in addition to the requirements imposed by the General Conditions of Recognition.

FSE6.3   To the extent that there is any inconsistency between a requirement of such a Subject Level Condition and a requirement of a General Condition of Recognition, such that an awarding organisation could not comply with both such requirements, the awarding organisation must comply with the requirement of the Subject Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.

Requirements for Functional Skills qualifications in English

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Assessment requirements

Condition FSE4.2 allows us to specify requirements and guidance in relation to the assessment of functional skills qualifications in English.

We set out our requirements for the purposes of Condition FSE4.2 below.

The relevant knowledge, skills and learning for the qualification is set out in the Department for Education's 'Subject content functional skills: English',[5] document reference DFE-00047-2018 (the 'Content Document'), with which an awarding organisation must comply under Condition FSE1.1.

Qualification Components

Each functional skills qualification in English must be made up of the following three Components –

(a)   A Component designed to assess a Learner's knowledge, skills and understanding with respect to reading (the 'Reading Component'),

(b)   A Component designed to assess a Learner's knowledge, skills and understanding with respect to writing (the 'Writing Component'), and

(c)   A Component designed to assess a Learner's knowledge, skills and understanding with respect to speaking, listening and communicating (the 'SLC Component').

The Reading Component

The knowledge, skills and understanding to be assessed in the Reading Component are set out in the Content Document as follows –

(a)   Entry level 1 – pp. 6, 20 – 25.

(b)   Entry level 2 – pp. 8, 20 – 28.

(c)   Entry level 3 – pp. 10, 20 – 31.

(d)   Level 1 – pp. 13 – 14.

(e)   Level 2 – pp. 15 – 16.

An awarding organisation must ensure that the Reading Component is assessed using a single assessment.

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[5] www.gov.uk/government/publications/functional-skills-subject-content-english

Entry level

In respect of the assessment at each entry level for the Reading Component, an awarding organisation must ensure that –

(a) each assessment assesses a Learner's ability to read a representative sample of the words and types of words required in relation to the relevant entry level by the Appendix to the Content Document, and

(b) all words and types of words are assessed with respect to each entry level over as few iterations of the assessments for the Reading Component as possible.

In complying with the requirements at (a) and (b) above, an awarding organisation must take all reasonable steps to ensure that assessments at each entry level are comparable and are not predictable.

The Writing Component

The knowledge, skills and understanding to be assessed in the Writing Component are set out in the Content Document as follows –

(a) Entry level 1 – pp. 6 – 7, 23 – 25.

(b) Entry level 2 – pp. 8 – 9, 23 – 28.

(c) Entry level 3 – pp. 10 – 11, 23 – 31.

(d) Level 1 – p. 14.

(e) Level 2 – p. 16.

An awarding organisation must ensure that the Writing Component is assessed using –

(a) at levels 1 and 2, a single assessment, and

(b) at entry level, either –

(i) a single assessment, with separate sections for each of the Spelling Task (as outlined below) and the written composition, or

(ii) two assessments, one comprising the Spelling Task and the other the written composition.

An awarding organisation must ensure that, of the total marks available for the assessment(s) for the Writing Component, the following proportions of marks are made available in respect of the demonstration of accurate spelling, punctuation and grammar –

(a) at entry level, 50 – 70%, and

(b)   at levels 1 and 2, 40 – 45%.

An awarding organisation must take reasonable steps to ensure that no Learner has 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.

Spelling at entry level

An awarding organisation must ensure that the assessment(s) for the Writing Component at entry level assess the spelling of the following number of words from the Appendix to the Content Document (the 'Spelling Task') –

(a)   At entry level 1, a total of ten words comprising a representative sample of the words in Table 2 and types of words outlined on p. 25.

(b)   At entry level 2, a total of ten words comprising a representative sample of the words in Table 3 and types of words outlined on pp. 27 – 28.

(c)   At entry level 3, a total of ten words comprising a representative sample of the words in Table 4 and types of words outlined on pp. 30 – 31.

In respect of the Spelling Task, an awarding organisation must –

(a)   ensure that all words and types of words listed in the Content Document with respect to each entry level are assessed over as few iterations of the assessment(s) for the Writing Component as possible, and

(b)   take all reasonable steps to ensure that at each entry level the Spelling Task is comparable over time and is not predictable.

As outlined above, where an awarding organisation is using a single assessment for the Writing Component at entry level, the Spelling Task must be a separate section within that assessment. Where two assessments are used, the Spelling Task must comprise one of those assessments.

In respect of the total marks available at entry level for the demonstration of accurate spelling, punctuation and grammar, an awarding organisation must ensure that –

(a) 50% are made available through the Spelling Task, and

(b) 50% are made available through the assessment of written composition, which will include assessment of accurate spelling, punctuation and grammar.

The SLC Component

The knowledge, skills and understanding to be assessed in the SLC Component are set out in the Content Document as follows –

(a)   Entry level 1 – p. 6.

(b)   Entry level 2 – pp. 8.

(c)   Entry level 3 – pp. 10.

(d)   Level 1 – p. 13.

(e)   Level 2 – p. 15.

An awarding organisation must ensure that the SLC Component is assessed using more than one task. Those tasks may be contained in a single assessment or in more than one assessment.

In relation to the assessment(s) for the SLC Component, an awarding organisation must ensure that the criteria used by Assessors to determine whether each Learner will be awarded a Pass are those set out in Table 1 below.

Table 1: The criteria for a Pass

	Performance descriptor
Pass	■ Learners generally demonstrate the requirements for the level: □ consistently, □ effectively, and □ to an appropriate degree for that level. ■ Overall performance across the range of requirements for the level is secure; any insufficient demonstration of any individual content statement is balanced by appropriate demonstration of that same content statement elsewhere.

Under Condition H1.1, an awarding organisation must have in place arrangements to ensure that, as far as possible, the criteria set out in Table 1 are –

(a)   understood by Assessors and accurately applied, and

(b)   applied consistently by Assessors, regardless of the identity of the Assessor, Learner or Centre.

In order to facilitate compliance with Condition H1.1, an awarding organisation must produce exemplars in respect of each level which illustrate the difference between the standard expected of Learners in assessments for the SLC Component who would –

(a)   meet the criteria for a Pass, and

(b)   fail to meet the criteria for a Pass.

The number and range of exemplars produced by an awarding organisation must –

(a) reflect the full range of knowledge, skills and understanding for the SLC Component at the relevant level,

(b) reflect all of the different tasks that may be used to assess such knowledge, skills and understanding, and

(c) provide a representative indication of the different levels and types of performance that would meet the criteria for a Pass, or fail to meet the criteria for a Pass.

Overall assessment time

An awarding organisation must design and set the assessments for a functional skills qualification in English on the basis that the total amount of time spent by each Learner in taking those assessments shall be –

(a)   at entry level –

      (i)   no less than an hour and 30 minutes, and

      (ii)   no more than two hours, and

(b)   at levels 1 and 2 –

      (i)   no less than two hours, and

      (ii)   no more than three hours.

Setting assessments

Reading Component and Writing Component

An awarding organisation must set all assessments for the Reading Component and the Writing Component.

Adaptations at entry level

An awarding organisation may permit a Centre to adapt questions or tasks in assessments for the Reading Component and/or Writing Component at entry level for the purpose of making those assessments more accessible to Learners.

Where an awarding organisation permits a Centre to adapt questions or tasks, such adaptations must relate only to the context presented by that question or task. An awarding organisation must not permit a Centre to amend –

(a)   the knowledge, skills or understanding that a Learner is required to demonstrate in the question or task,

(b)   the Level of Demand of the question or task, or

(c) any specified conditions under which the assessment must be completed, including in particular the time within which the assessment must be completed (unless any such amendment is part of a Reasonable Adjustment or for the purposes of Special Consideration).

SLC Component

The assessments for the SLC Component must be set –

(a) by the awarding organisation,

(b) by a Centre, or

(c) through a combination of (a) or (b).

An awarding organisation must ensure that where a Centre sets any assessment, or part of an assessment, it does so within parameters specified by the awarding organisation to ensure that the assessment is fit for purpose and meets our requirements for the SLC Component.

Marking of assessments

Evidence generated by a Learner in an assessment for the Reading and Writing Components at levels 1 and 2 must be marked by the awarding organisation or a person connected to the awarding organisation.

Evidence generated by a Learner in any assessment at entry level, or in an assessment for the SLC Component at levels 1 and 2, may be marked –

(a) by the awarding organisation or a person connected to the awarding organisation,

(b) by a Centre, or

(c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

(a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation and monitoring where appropriate), and

(b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Guidance for Centres

Under Condition G9.2(a) an awarding organisation must ensure that every assessment for a qualification which it makes available is fit for purpose on delivery.

Under Condition C2.5 an awarding organisation must provide effective guidance to a Centre in respect of the parts of the delivery of a qualification that the Centre undertakes.

Under Condition H1.1 an awarding organisation must ensure that the criteria against which Learners' performance will be differentiated are applied accurately and consistently by all Assessors.

Taking these obligations together, and without prejudice to any other action that they might require, an awarding organisation must provide effective guidance to Centres in respect of the setting, adaptation, delivery and marking by Centres, as relevant, of assessments for a functional skills qualification in English which it makes available, or proposes to make available.

Monitoring of SLC assessments

In respect of each functional skills qualification in English which it makes available, an awarding organisation must have in place clear and effective arrangements to monitor the delivery and, where relevant, the marking by Centres of assessments for the SLC Component.

An awarding organisation should use its monitoring activities as part of the means by which it ensures that –

(a)   assessments for the SLC Component remain fit for purpose upon delivery (as required by Condition G9.2(a)),

(b)   the criteria set out above against which Learners' performance is differentiated are being accurately and consistently applied by Assessors (as required by Condition H1.1), and

(c)   Learners' results for the SLC Component reflect the level of attainment demonstrated by those Learners in the assessment(s) for the SLC Component (as required by Condition H5.1).

As part of those arrangements, an awarding organisation must, at a minimum –

(a)   undertake annual scrutiny of the marking of assessments for the SLC Component by each Centre that undertakes such marking, and

(b)   at least every three years, review each Centre's processes and controls for –

(i)   ensuring it undertakes the delivery – and, where relevant, the setting and/or marking – of assessments for the SLC Component consistently, appropriately, and in line with the guidance to Centres required above, and

(ii)   the standardisation of marking between assessors at that Centre.

Where a Centre sets, delivers and/or marks assessments across more than one level, an awarding organisation must ensure that, through the monitoring it undertakes, it is able to obtain reasonable assurance that all levels are being delivered and, where relevant, set and/or marked, in accordance with the relevant Conditions.

Standard setting requirements

Condition FSE5.1 allows us to specify requirements and guidance in relation to the specified levels of attainment that must be used for functional skills qualifications in English.

Condition FSE5.2(b) allows us to specify requirements and guidance in relation to how those specified levels of attainment are set.

We set out our requirements for the purposes of Conditions FSE5.1 and FSE5.2(b) below.

Specified level of attainment in functional skills qualifications in English

In relation to both the qualification as a whole and each Component of a functional skills qualification in English, an awarding organisation must ensure that there shall be a single specified level of attainment – 'Pass'.

Setting the specified level of attainment – Reading and Writing Components

An awarding organisation must set a single boundary mark for a Pass for each version of the Reading Component and the Writing Component that it permits a Learner to take.

This means that, where the Writing Component at any of the entry levels comprises two assessments, an awarding organisation –

   (a) must set a single boundary mark which is then applied to a Learner's combined mark from both assessments,

   (b) must set such a boundary mark for each combination of different versions of the assessments that it permits a Learner to take, and

   (c) must not set a boundary mark for either of the individual assessments.

An awarding organisation must set boundary marks for the Reading Component and the Writing Component in such a way as to secure suitable qualification level standards.

Where a number of alternative versions of the same Component are used simultaneously, this includes securing the maintenance of standards across those alternative versions.

Setting the specified level of attainment – SLC Component

No boundary mark is to be set for the assessment or assessments for the SLC Component. A Learner who has met the criteria for a Pass must simply be issued that result.

Issuing results

In relation to each Component, an awarding organisation must ensure that a Learner is issued a result of 'Fail' where he or she does not meet the criteria to be awarded a Pass.

Requirement to pass all three Components

A Learner must achieve a Pass in all three Components at the same level to achieve a Pass at qualification level.

For clarity, a Learner cannot aggregate results from Components at different levels in order to be awarded the qualification.

Carrying forward Component marks

So long as the requirements in Condition E10.1 are met, an awarding organisation must permit a Learner to carry forward his or her result for a Component from a previous attempt at a functional skills qualification in English at the same level awarded in line with these Subject Level Conditions by that awarding organisation or a different awarding organisation. This includes circumstances in which a Learner has not previously attempted all three Components.

Assessment strategy requirements

Condition FSE2.1(a) requires an awarding organisation to establish and maintain an assessment strategy for each functional skills qualification in English which it makes available or proposes to make available. Condition FSE2.2 requires an awarding organisation to ensure that the assessment strategy for a functional skills qualification in English sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.

Condition FSE2.1(b) requires an awarding organisation to have regard to any requirements in relation to assessment strategies published by Ofqual. We set out our requirements for the purposes of Condition FSE2.1(b) below.

General requirements

An assessment strategy for a functional skills qualification in English must provide a comprehensive picture of the steps and approach an awarding organisation will take to secure compliance with its Conditions of Recognition in relation to the design, delivery and marking of assessments for, and the award of, that qualification.

An assessment strategy must present a logical and coherent narrative that includes clear and concise evidence demonstrating how an awarding organisation will seek to ensure that the qualification, and the assessments for it, are fit for purpose. In particular, it must include information and evidence to show how the awarding organisation promotes and acts on feedback between the different stages of the qualification development cycle so as to continuously improve the assessments for that qualification.

Detailed requirements

We set out below our detailed requirements on the specific information and evidence an awarding organisation must include in its assessment strategy. The amount of information and evidence that can be included may vary across the areas identified, depending on the relevant point in the qualification development cycle to which a particular item pertains and the extent to which Ofqual has determined the regulatory approach in relation to a particular issue.

These detailed requirements are intended to indicate the minimum items that an assessment strategy must include. They are not intended to provide a template specifying the form that it must take, since the optimal structure and content of an assessment strategy will depend on the approach that is being proposed by the awarding organisation.

SECTION 1: ASSESSMENT DESIGN & APPROACH	EXAMPLES OF RELEVANT CONDITIONS
Overall assessment time For each level, the overall assessment time from within the permitted range, and a rationale for this.	Condition FSE4.2 Condition E4.2 Conditions G9.1 – G9.2
Individual assessment times For each level, the assessment time for each individual Component, and for each assessment where more than one assessment is used in a Component, and a rationale for these times (for example in terms of covering the required subject content effectively, and balancing reliability and manageability).	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1 Conditions G9.1 – G9.2
Number of marks per Component For each level, the number of marks for each individual Component, and for each assessment where more than one assessment is used in a Component, and a rationale for those numbers of marks (for example in terms of covering the required subject content effectively, and balancing reliability and manageability).	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1
Weighting for spelling, punctuation and grammar For each level, the weighting allocated (within the permitted range) for the assessment of Learners' spelling, punctuation and grammar, and the rationale for that weighting.	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1
Assessment structure For each level, details of how assessments will be structured, for example: ■ number of tasks and assessments in the SLC Component, and ■ number of sections in the Reading Component and Writing Component.	Condition FSE4.2 Condition D1 Condition E4.2 Condition G1
Coverage of subject content Approach to coverage of the subject content, including: ■ coverage of the content statements, and	Condition FSE1.1 Condition FSE4.2 Condition D1 Condition E4.2

■ sampling of the content outlined in the Appendix to the Content Document in line with Ofqual's requirements.	Condition G1
Item types and mark schemes For each level: ■ details of the range and balance of item types to be used (e.g. multiple-choice, short answer, extended response, etc.) and how these will support valid assessment of the subject content at the appropriate level, ■ approach to mark scheme design, including for different item types, and an explanation of how resulting mark schemes will support reliable application, and ■ a sample of example items and associated mark schemes, representing the range to be used in assessments, with commentaries explaining the approaches taken.	Condition FSE1.1 Condition FSE4.2 Condition D1 Condition E4.2 Condition G1 Condition H1.1
Availability of assessments Approach to availability of assessments, including: ■ number of assessments to be available, ■ type of assessment (e.g. online and/or paper-based), ■ nature of opportunities (e.g. on-demand or sessions), ■ duration for which assessments will be available, and ■ approach to Learners taking an assessment again. In light of the approach to assessment availability, any specific risks that have been identified, how these will be mitigated, and how particular challenges will be addressed, including: ■ ensuring comparability of assessments, ■ minimising predictability of assessments, and ■ ensuring security of assessments.	Condition D1 Condition E4.2 Condition G1 Conditions G9.1 – G9.2 Condition H2 Condition H3

SECTION 2: ASSESSMENT DEVELOPMENT & DELIVERY	
Developing assessment materials Process for developing assessment materials, including different stages and personnel involved, how evidence regarding functioning of previous assessments is used, and any differences by assessment type.	Condition FSE1.1 Condition FSE4.2 Condition D1 Condition D3 Condition E4.2 Condition G1 Condition G3 Condition G9.1
Assessment setting arrangements Approach to training individuals who will be responsible for setting assessments and/or items, including ensuring security and mitigating any conflicts of interest.	Condition A4 Conditions A5.1 – A5.3 Condition G1 Condition G4
Assessor standardisation Approach to training and standardising assessors, including details of standardisation procedures and any wider training.	Condition G1.3 Condition H1 Condition H2 Condition H5
Monitoring marking Processes in place to monitor accuracy and consistency of marking and issuing of results, and to take remedial action where necessary.	Condition H1 Condition H2 Condition H5 Condition H6.1(d)
Malpractice & security arrangements How malpractice will be addressed and security of assessments will be ensured, including any differences by assessment type.	Condition A8 Condition G4
SECTION 3: CENTRE ASSESSMENT & MODERATION	
Centre assessment ■ Approach to whether Centre-setting, and/or Centre-adaptation, and/or Centre marking, will be permitted as relevant for the SLC Component (at all levels) and the Reading Component and Writing Component at entry levels.	Condition FSE4.2 Condition C1 Conditions C2.1 – C2.3 Condition D1

■ An explanation of the rationale for this, and how any risks will be managed, for example in relation to authenticity of Learners' work and accuracy of Centres' marking.	Condition E4.2 Condition G1 Condition G3 Condition G9
Guidance and training to centres Approach to the provision of guidance and training to Centres around Centre-set, Centre-adapted, and Centre-marked assessments. In particular to cover: ■ guidance around setting and/or adapting assessments, ■ approach to reviewing Centre-set and/or Centre-adapted assessments, and ■ training in relation to application of assessment criteria for the SLC Component and entry level mark schemes	Condition FSE4.2 Condition C1 Condition C2.5 Condition G9.2 Condition H1.1 Condition H5
Approach to marking ■ The steps taken to identify the risk of any Adverse Effect which may result from the awarding organisation's approach to marking assessments (and to Moderation and monitoring where appropriate). ■ Where such a risk has been identified, the steps taken to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.	Condition FSE4.2 Condition A6 Condition D1 Condition H1 Condition H2 Condition H5
Centre monitoring arrangements Approach to monitoring Centres in relation to assessments for the SLC Component, where relevant. This will include how the awarding organisation's approach to monitoring will ensure that: ■ assessments remain fit for purpose on delivery, ■ the criteria in relation to the SLC Component are being applied accurately and consistently by Assessors, ■ Learners' results reflect the level of attainment they have demonstrated in the assessment(s) for the SLC Component, and	Condition FSE4.2 Condition C1 Condition H1 Condition H5

■ opportunities for malpractice and/or maladministration are minimised. In particular, an explanation of, and the rationale for, the: ■ approach to targeting monitoring, ■ evidence considered as part of monitoring, ■ frequency of any visits, ■ activities undertaken and evidence considered during any visits, and ■ feedback arrangements to inform future Centre assessments	
Moderation of Centre-marked assessments Approach to Moderation for the Reading Component and Writing Component at entry level, where relevant.	Condition C1 Conditions C2.1 and C2.2(j) Condition H2
SECTION 4: STANDARD SETTING & MAINTENANCE	
Approach to ensuring decisions in relation to standard setting follow an appropriate technical methodology and have appropriate scrutiny. ■ An explanation of the technical methodology employed in the process, including the personnel involved and their roles. ■ An explanation of how the decisions from the process are approved within the awarding organisation and the personnel involved in this.	Condition FSE5 Condition D1 Condition H3
Approach to ensuring decisions in relation to standard setting are based on an appropriate range of qualitative and quantitative evidence. ■ Details of the range of evidence used to inform decisions and the weight given to different sources. ■ A rationale for why this approach is optimal, in light of the assessment design/approach and cohort make-up.	Condition FSE5 Condition D1 Condition H3
Approach to ensuring decisions in relation to standard setting promote comparability, over time and between awarding organisations, and are kept under review.	Condition FSE5 Condition D1 Condition H3

■ Details of how comparability between different versions of assessments and different types of assessment (e.g. online vs paper-based) is ensured, both where these are available at the same time and on an ongoing basis. ■ For on-demand assessments, details of how and when remedial action is taken when emerging evidence regarding an existing assessment suggests previous decisions in relation to standard setting may need reconsidering. ■ Details of how evidence generated in line with any requirements set by Ofqual under Condition FSE5.2(a) in relation to inter-awarding organisation comparability will be used to inform decisions on standard setting.	

Appendix 1: subject content (published by Department for Education)

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Subject content functional skills: English

February 2018

Contents

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, Awarding Organisations 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 spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to 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 demonstrated 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. They also need to provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government's accountability systems.

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, accuracy and effectiveness at each level. They should be able to:

- Listen, understand and respond to verbal communication in a range of familiar contexts;

- Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts;

- Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely; and

- Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

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 Level 1

Speaking, Listening and Communicating

Scope of study

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

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

Reading

Scope of study

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

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

Writing

Scope of study

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

Spelling, punctuation and grammar

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

Writing composition

16. Communicate information in words, phrases and simple sentences

Subject Content: Entry Level 2

Speaking, Listening and Communicating

Scope of study

<u>Text</u>: this should include short narratives and explanations and instructions, discussions and straightforward information and instructions.

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

Reading

Scope of study

<u>Text</u>: 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.	Understand organisational markers in short, straightforward texts
10.	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)
11.	Read and understand sentences with more than one clause
12.	Use illustrations, images and captions to locate information

Writing

Scope of study

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

Spelling, punctuation and grammar

13.	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
14.	Form regular plurals

15. Use the first and second letters to sequence words in alphabetical order
16. Spell correctly words designated for Entry Level 2 (see Appendix)

Writing composition

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

Subject Content: Entry Level 3

Speaking, Listening and Communicating

Scope of study

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

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

Reading

Scope of study

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

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

Writing

Scope of study

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

Spelling, punctuation and grammar

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

Writing composition

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

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; and

- 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

<u>Text</u>: this should include narratives, explanations, discussions, 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

<u>Text</u>: 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 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

18. Use knowledge of punctuation to aid understanding of straightforward texts

Writing

Scope of study

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

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

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), discussions, 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. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
16.	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
17.	Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias

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

Scope of study

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

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

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. *receive* rather than *get, gratuity* rather than *tip*).
Format	The way in which a text is arranged or presented, *e.g. as a book, leaflet, essay, film/animation, audiotape*, or the way in which it is structured, *e.g. the use made of headings, subheadings, diagrams/photographs with captions.*
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 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 *regular* noun, or the simple past and past participle forms of a *regular* 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.
	A simple sentence consists of a single clause with a single subject.
	A compound sentence consists of more than one subject or more than one independent clause.
	A complex sentence consists of a main clause and one or more subordinate clauses (e.g. *Although it was late, I wasn't tired*).
Short	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.
	Short and long are terms which are also applied to vowel sounds.
	A short text is typically used to communicate everyday or functional information such as in notices, announcements, instructions, messages and invitations.
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.
Straightforward	Describes subjects and materials that students often meet in their work, studies or other activities. 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. 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.
Style	Style can be defined as the selection of certain linguistic features in relation to context (audience and purpose), e.g. *formal* or *informal, non-specialist* or *technical.* 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 consist of the letter-sound correspondences[1] 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, students 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[2]	**Sounds**[3]
p (p̲an), **pp** (sup̲p̲er)	/p/
t (t̲ap), **tt** (let̲t̲er)	/t/
c (c̲at), **k** (k̲ey), **ck** (duc̲k̲)	/k/
ch (c̲h̲ip), **tch** (fet̲c̲h̲)	/tʃ/
f (f̲ish), **ff** (cof̲f̲ee), **ph** (p̲h̲oto)	/f/
th (t̲h̲in)	/θ/
s (s̲un), **ss** (dres̲s̲), **c** (c̲ity)[4]	/s/
sh (s̲h̲ip)	/ʃ/

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

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

[3] The sounds listed in this table are the sounds of spoken English. They are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for 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.

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

[4] 'c' is pronounced /s/ when followed by 'e', 'i' or 'y' (fac̲e, c̲ity, fanc̲y).

Table 1: Letter/s-sound correspondences

h (<u>h</u>at)	/h/
r (<u>r</u>un), **rr** (che<u>rr</u>y), **wr** (<u>wr</u>ite)	/r/
l (<u>l</u>ip), **ll** (be<u>ll</u>)	/l/
b (<u>b</u>oy), **bb** (ra<u>bb</u>it)	/b/
d (<u>d</u>og), **dd** (la<u>dd</u>er)	/d/
g (<u>g</u>o), **gg** (bi<u>gg</u>er)	/g/
j (<u>j</u>et), **g** (<u>g</u>em)[5], **ge** (lar<u>ge</u>), **dge** (bri<u>dge</u>)	/dʒ/
v (<u>v</u>et), **ve** (ha<u>ve</u>)	/v/
th (<u>th</u>en)	/ð/
z (<u>z</u>ip), **zz** (fi<u>zz</u>), **s** (hi<u>s</u>), **se** (chee<u>se</u>), **ze** (snee<u>ze</u>)	/z/
m (<u>m</u>an), **mm** (ha<u>mm</u>er)	/m/
n (<u>n</u>ut), **nn** (di<u>nn</u>er), **kn** (<u>kn</u>ee)	/n/
ng (ri<u>ng</u>), **n** (si<u>n</u>k)	/ŋ/
w (<u>w</u>et), **wh** (<u>wh</u>eel)	/w/
y (<u>y</u>es)	/j/
ee (f<u>ee</u>t), **ea** (b<u>ea</u>ch), **e** (m<u>e</u>), **y** (pon<u>y</u>), **e-e** (th<u>ese</u>), **ey** (k<u>ey</u>), **ie** (ch<u>ie</u>f)	/iː/
i (b<u>i</u>g) **y** (g<u>y</u>m)	/ɪ/
e (<u>e</u>gg), **ea** (h<u>ea</u>d)	/e/
a (m<u>a</u>t)	/æ/
u (b<u>u</u>t)[6]	/ʌ/
o (<u>o</u>n), **a** (w<u>a</u>nt)	/ɒ/
oo (b<u>oo</u>k), **u** (p<u>u</u>t)	/ʊ/

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[5] 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', e.g., <u>g</u>em, <u>g</u>ist, stin<u>g</u>y, but there are several exceptions, e.g., get, give.

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

Table 1: Letter/s-sound correspondences	
oo (m<u>oo</u>n), **ue** (cl<u>ue</u>), **u-e** (fl<u>u</u>t<u>e</u>), **ew** (fl<u>ew</u>), **ou** (s<u>ou</u>p)	/uː/
ai (r<u>ai</u>n), **ay** (pl<u>ay</u>), **a** (b<u>a</u>by), **a-e** (<u>a</u>p<u>e</u>), **ey** (th<u>ey</u>)	/eɪ/
igh (l<u>igh</u>t), **i** (m<u>i</u>nd), **y** (fl<u>y</u>), **ie** (p<u>ie</u>), **i-e** (k<u>i</u>t<u>e</u>)	/aɪ/
ou (<u>ou</u>t), **ow** (d<u>ow</u>n)	/aʊ/
oa (b<u>oa</u>t), **ow** (sn<u>ow</u>), **o** (g<u>o</u>), **oe** (t<u>oe</u>), **o-e** (b<u>o</u>n<u>e</u>)	/əʊ/
oi (c<u>oi</u>n), **oy** (b<u>oy</u>)	/ɔɪ/
aw (l<u>aw</u>), **au** (s<u>au</u>ce), **al** (t<u>al</u>k)	/ɔː/
or (f<u>or</u>k)[7], **oor** (d<u>oor</u>), **ore** (st<u>ore</u>)	/ɔː/ or /ɔːr/
er (p<u>er</u>son), **ur** (b<u>ur</u>n), **ir** (b<u>ir</u>d), *or after* **'w'** (w<u>or</u>k)	/ɜː/ or /ɜːr/
ar (f<u>ar</u>), **a** (f<u>a</u>st)[8]	/aːr/ or /aː/
air (h<u>air</u>), **are** (squ<u>are</u>), **ear** (b<u>ear</u>)	/ɛə/ or/ɛər/
ear (n<u>ear</u>)	/ɪə/or /ɪər/
a (zebr<u>a</u>)	/ə/
qu (<u>qu</u>een)	/kw/
x (bo<u>x</u>)	/ks/
u (<u>u</u>nit), **ue** (d<u>ue</u>), **u-e** (t<u>u</u>n<u>e</u>), **ew** (f<u>ew</u>)	/juː/
-le (litt<u>le</u>), **-il** (penc<u>il</u>), **-al** (met<u>al</u>), **-el** (tunn<u>el</u>)	/əl/

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

[8] *In some words 'a' may be pronounced as either /ɑː/ or /æ/, depending on accent, e.g. 'a' in 'f<u>a</u>st' 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 letter/s-sound correspondences in Table 1, while others include unusual or unique correspondences, e.g., 'ai' in 'said'.

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

Table 2: Letter/s-sound correspondences	
Letters[10]	**Sounds**[11]
can, act, look, back, school	/k/
off	/f/
miss, cross, house	/s/
who	/h/
write, wrote, wrong	/r/
will, well, tell, still, hello	/l/
get, give	/g/
change, large	/dʒ/
have, give, live, of	/v/
is, his, as, has, Wednesday	/z/
come, some	/m/

[9] *The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference dues to regional accent.*

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

[11] *As in the table for Word Reading Expectations, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for 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: Letter/s-sound correspondences	
<u>kn</u>ow, do<u>ne</u>, o<u>ne</u>, go<u>ne</u>	/n/
thi<u>n</u>k	/ŋ/
<u>wh</u>en, <u>wh</u>ich, <u>wh</u>at, <u>wh</u>ile, <u>wh</u>ite	/w/
s<u>ee</u>, s<u>ee</u>m, f<u>ee</u>l, m<u>ee</u>t, w<u>ee</u>k, <u>ea</u>t, r<u>ea</u>l, b<u>e</u>, h<u>e</u>, m<u>e</u>, w<u>e</u>, sh<u>e</u>, <u>e</u>ven, ever<u>y</u>,	/iː/
<u>e</u>njoy	/ɪ/
h<u>ea</u>d, <u>a</u>ny, m<u>a</u>ny, <u>a</u>nyone, th<u>a</u>nk, s<u>ai</u>d, ag<u>ai</u>n, sa<u>y</u>s	/e/
c<u>o</u>me, d<u>o</u>ne, s<u>o</u>me, <u>o</u>ther, br<u>o</u>ther, m<u>o</u>ney, M<u>o</u>nday, d<u>oe</u>s	/ʌ/
w<u>a</u>s, w<u>a</u>nt, wh<u>a</u>t, bec<u>au</u>se	/ɒ/
p<u>u</u>t, p<u>u</u>sh, p<u>u</u>ll w<u>ou</u>ld, c<u>ou</u>ld, sh<u>ou</u>ld, f<u>u</u>ll, l<u>oo</u>k, g<u>oo</u>d	/ʊ/
d<u>o</u>, t<u>o</u>, int<u>o</u>, wh<u>o</u>, t<u>oo</u>, y<u>ou</u>, gr<u>ou</u>p, tw<u>o</u>, r<u>oo</u>m	/uː/
d<u>ay</u>, s<u>ay</u>, w<u>ay</u>, m<u>a</u>de, m<u>a</u>ke, t<u>a</u>ke, c<u>a</u>me, s<u>a</u>me, l<u>a</u>te, th<u>ey</u>	/eɪ/
h<u>igh</u>, r<u>igh</u>t, m<u>igh</u>t, f<u>i</u>nd, m<u>i</u>nd, ch<u>i</u>ld, Fr<u>i</u>day, b<u>y</u>, m<u>y</u>, m<u>y</u>self, repl<u>y</u>, l<u>i</u>ke, t<u>i</u>me, l<u>i</u>fe, wh<u>i</u>le, I, wr<u>i</u>te	/aɪ/
<u>ou</u>t, ab<u>ou</u>t, with<u>ou</u>t, ar<u>ou</u>nd, n<u>ow</u>, h<u>ow</u>, d<u>ow</u>n	/aʊ/
<u>ow</u>n, foll<u>ow</u>, s<u>o</u>, n<u>o</u>, g<u>o</u>, <u>o</u>ld, <u>o</u>ver, <u>o</u>pen, m<u>o</u>st, <u>o</u>nly, b<u>o</u>th, t<u>o</u>ld, h<u>o</u>ld, d<u>o</u>n't, cl<u>o</u>se, sh<u>ow</u>	/əʊ/
b<u>oy</u>	/ɔɪ/
s<u>aw</u>, dr<u>aw</u>, w<u>a</u>lk, <u>a</u>ll, c<u>a</u>ll, sm<u>a</u>ll, <u>a</u>lso, w<u>a</u>ter	/ɔː/
<u>or</u>, f<u>or</u>, m<u>or</u>ning, d<u>oor</u>, fl<u>oor</u>, p<u>oor</u>, m<u>ore</u>, bef<u>ore</u>, w<u>ar</u>m, f<u>our</u>, y<u>our</u>	/ɔː/ or /ɔːr/
h<u>er</u>, p<u>er</u>son, Th<u>ur</u>sday, Sat<u>ur</u>day, g<u>ir</u>l, f<u>ir</u>st, w<u>or</u>k, w<u>or</u>d, w<u>or</u>ld, w<u>ere</u>	/ɜː/ or /ɜːr/
f<u>a</u>st, l<u>a</u>st, p<u>a</u>st, pl<u>a</u>nt, p<u>a</u>th, <u>a</u>sk, <u>a</u>fter	/æ/ or /aː/
<u>are</u>, <u>our</u>	/aː/ or /aːr/
<u>air</u>, wh<u>ere</u>, th<u>ere</u>, th<u>eir</u>	/ɛə/ or/ɛər/
n<u>ear</u>, h<u>ere</u>, d<u>ear</u>, y<u>ear</u>	/ɪə/or /ɪər/
th<u>e</u>, b<u>e</u>tween, <u>u</u>ntil, t<u>o</u>day, t<u>o</u>gether, numb<u>er</u>, oth<u>er</u>, aft<u>er</u>, nev<u>er</u>, und<u>er</u>	/ə/
T<u>u</u>esday, <u>u</u>se, n<u>ew</u>, f<u>ew</u>	/juː/

Table 2: Letter/s-sound correspondences	
litt**le**	/əl/
one, some**o**ne, any**o**ne	/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 words[12] with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (e.g., <u>it</u>, <u>nut</u>, <u>and</u>, <u>stop</u>, <u>rush</u>, <u>thing</u>, <u>himself</u>)

- common two syllable words where /iː/ at the end is spelled with 'y' (e.g., twent<u>y</u>)

- common one or two syllable words with <u>ay</u> and <u>oy</u>, knowing that <u>ay</u> and <u>oy</u> usually correspond to /eɪ/ and /ɔɪ/ at the end of words (e.g., d<u>ay</u>, runw<u>ay</u>, b<u>oy</u>)

- **-ed** for the past tense, when the root word remains unchanged (e.g., want<u>ed</u>, open<u>ed</u>, jump<u>ed</u>)

- the following contractions:
  Mr, **Mrs**
  n't   (e.g., did<u>n't</u>)
  'll   (e.g., I'<u>ll</u>)
  're   (e.g., we'<u>re</u>)
  's   (e.g., <u>it's</u>[13])

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[12] *For a definition of 'common words', see glossary.*

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

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 letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.[14]

Table 3: Letter/s-sound correspondences	
Letters[15]	**Sounds**[16]
le**tt**er, be**tt**er	/t/
di**ff**er, di**ff**erent, di**ff**icult,	/f/
addre**ss**, promi**se**, **c**ity, **c**ircle, de**c**ide, noti**ce**, sin**ce**, senten**ce**, on**ce**, an**sw**er,	/s/
sure, **s**ugar, pre**ss**ure, ma**ch**ine, spe**ci**al	/ʃ/
whole	/h/
a**rr**ive, ca**rr**y	/r/
a**dd**, a**dd**ress	/d/
guard, **gu**ide	/g/
a**ge**, pa**ge**, stran**ge**,	/dʒ/
brea**the**	/ð/
po**s**ition, po**ss**ess, potato**es**, cau**se**	/z/
imagi**ne**,	/n/
m**ea**n, p**eo**ple, bel**ie**ve, complet**e**, extrem**e**, ever**y**thing, ever**y**body	/iː/

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

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

[16] *As in Entry Level 1, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for 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: Letter/s-sound correspondences	
busy, business, minute, build, women, pretty	/ɪ/
friend, anything	/e/
won, son, among, young, touch, double, trouble, country , something, month	/ʌ/
watch, knowledge	/ɒ/
woman	/ʊ/
move, blue, blew, truly, fruit, group, through	/u:/
eight, eighteen, eighty, weigh, weight, daily, great, break, obey, straight	/eɪ/
find, behind, quiet, quite, eye, height,	/aɪ/
thought, caught, naughty, cause, always	/ɔ:/
forward(s), forty, fourteen, quarter, therefore	/ɔ:/ or /ɔ:r/
perhaps, thirteen, thirty, surprise, year, early, heard, learn, earth	/ɜ:/ or /ɜ:r/
remember, grammar, calendar, surname, pressure, forward	/ə/ or /ɜ:r/
half	/a:/ or /æ/
care, bear, bare,	/ɛə/ or /ɛər/
our, hour	/aʊə/ or /aʊr/
seven, decide, address, arrive, important, probably, woman, second, difficult,	/ə/
idea, material	/ɪə/
six, next	/ks/
music, beautiful, computer	/ju:/
possible, example, animal	/əl/

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 i<u>l</u>-, i<u>m</u>-, i<u>r</u>-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., i<u>l</u>legal, i<u>m</u>moral, i<u>m</u>possible, i<u>r</u>regular)

- words with suffixes where the root word remains unchanged (e.g., pay<u>ment</u>, wit<u>ness</u>, care<u>ful</u>, care<u>less</u>, part<u>ly</u>)

- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hop<u>ing</u>, lik<u>ed</u>, saf<u>er</u>)

- 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., cho<u>pped</u>, wi<u>nner</u>, ge<u>tting</u>, su<u>nny</u>)

- 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., lad<u>ies</u>, repl<u>ied</u>, happ<u>ier</u>, happ<u>iest</u>), but not before '–ing' to avoid 'ii' (e.g., repl<u>ying</u>)

- Words with suffixes ending in '-<u>tion</u>' (e.g., men<u>tion</u>, ques<u>tion</u>, posi<u>tion</u>, ac<u>tion</u>)

- common words with letters corresponding to sounds that are often not pronounced (e.g., Feb<u>ru</u>ary, lib<u>r</u>ary, of<u>t</u>en, ev<u>e</u>ry, ev<u>e</u>rything, int<u>e</u>rest, ordin<u>a</u>ry)

- 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 letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.[17]

Table 4: Letter/s-sound correspondences	
Letters[18]	**Sounds[19]**
a**pp**ear, o**pp**osite, a**pp**ly	/p/
dou**bt**, de**bt**, a**tt**ach, minu**te**	/t/
s**ch**eme, o**cc**asion, a**cc**ording,	/k/
pic**t**ure, ac**t**ual	/tʃ/
rou**gh**, tou**gh**, cou**gh**, enou**gh**	/f/
li**s**ten, fa**st**en, whi**st**le, criti**c**ise, re**c**eive, _purpo**se**, increa**se**, re**c**ent, **c**entre, exer**c**ise, medi**c**ine, experien**ce**	/s/
espe**ci**ally, appre**ci**ate,	/ʃ/
guarantee	/g/
knowle**dge**, colle**ge**	/dʒ/
ea**se**, criti**c**ise, po**s**ition, cau**se**	/z/
mea**s**ure, trea**s**ure, plea**s**ure	/ʒ/
co**mm**ittee, bo**mb**, thu**mb**, cru**mb**, cli**mb**, conde**mn**, colu**mn**, autu**mn**	/m/

Table 4: Letter/s-sound correspondences	
knot, knee, knife, knowledge	/n/
committee, achieve	/iː/
average, equip, bargain	/ɪ/
curiosity, qualify, qualification	/ɒ/
island	/aɪ/
though, although,	/əʊ/
bought, brought, ought, therefore	/ɔː/
sugar, popular, particular, regular, centre	/ə/ or /ɜːr/
competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain	/ə/
experience	/ɪə/
excellent	/ks/
communicate, community, education	/juː/
available	/əl/

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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