



## English skills to embed in other courses

### Writing

- E2/3** Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
- Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)
- E2** Use lower-case letters when there is no reason to use capital letters
- Spelling correctly words designated at Entry Level 2 (listed on a separate sheet)
- E3** Write in compound sentences and paragraphs where appropriate
- Spelling correctly words designated at Entry Level 3 (listed on a separate sheet)
- L1** Use a range of punctuation correctly (e.g. full stops, capital letters, question marks, exclamation marks and possessive apostrophes)
- Write consistently and accurately in *complex sentences* using paragraphs where appropriate
- Spell words used most often in work, study, and daily life, including specialist words
- L2** Construct complex sentences consistently and accurately, using paragraphs where appropriate
- Punctuate sentences correctly using a wide range of punctuation marks (e.g. colons, commas, inverted commas, apostrophes, and quotation marks)
- Spell words used most often in work, study, and daily life, including specialist words

**Functional skills: reading and spelling expectations – Entry Level 2**

letter, better	imagine	forwards, forty, fourteen, quarter, therefore
differ, different, difficult	mean, people, believe, complete, extreme, everything, everybody	perhaps, thirteen, thirty, surprise, year, early, heard, learn, earth
address, promise, city, circle, decide, notice, since, sentence, once, answer	busy, business, minute, build, women, pretty	remember, grammar, calendar, surname, pressure, forward
sure, sugar, pressure, machine, special	friend, anything	half
whole	won, son, among, young, touch, double, trouble, country, something, month	care, bear, bare
arrive, carry	watch, knowledge	our, hour
add, address	woman	seven, decide, address, arrive, important, probably, woman, second, difficult
guard, guide	move, blue, blew, truly, fruit, group, through	idea, material
age, page, strange	eight, eighteen, eighty, weigh, weight, daily, great, break, obey, straight	six, next
breathe	find, behind, quiet, quite, eye, height	music, beautiful, computer
position, possess, potatoes, cause	thought, caught, naughty, cause, always	possible, example, animal



## Functional skills: reading and spelling expectations – Entry Level 2

- 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) 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, everthing, interest, ordinary)
- The following homophones:
  - there, their, they're
  - here, hear
  - one, won
  - to, too, two

**Functional skills: reading and spelling expectations – Entry Level 3**

appear, <u>op</u> posite, <u>ap</u> ply	ease, critic <u>is</u> e, pos <u>i</u> tion, caus <u>e</u>	<u>b</u> ought, <u>br</u> ought, <u>ou</u> ght, <u>therefor</u> e
doub <u>t</u> , deb <u>t</u> , att <u>a</u> ch, min <u>u</u> te	meas <u>u</u> re, treas <u>u</u> re, pleas <u>u</u> re	sug <u>a</u> r, popul <u>a</u> r, particul <u>a</u> r, regul <u>a</u> r, cent <u>r</u> e
s <u>ch</u> eme, occ <u>a</u> sion, acc <u>o</u> rding	comm <u>i</u> tee, bomb, thumb, crumb, clim <u>b</u> , condemn, column, autum <u>n</u>	exper <u>i</u> ence
pic <u>t</u> ure, act <u>u</u> al	<u>k</u> not, <u>k</u> nee, <u>k</u> nife, <u>k</u> nowledge	ex <u>c</u> ellent
rough, tough, cough, enough	comm <u>i</u> tee, achie <u>v</u> e	commu <u>n</u> icate, commu <u>n</u> ity, edu <u>c</u> ation
lis <u>t</u> en, fast <u>e</u> n, whist <u>l</u> e, critic <u>is</u> e, rece <u>i</u> ve, purpos <u>e</u> , increas <u>e</u> , rec <u>e</u> nt, cent <u>r</u> e, exerc <u>i</u> se, medic <u>i</u> ne, exper <u>i</u> ence	averag <u>e</u> , <u>e</u> quip, barg <u>a</u> in	availab <u>l</u> e
especial <u>l</u> y, apprec <u>i</u> ate	curi <u>o</u> sity, qual <u>i</u> fy, qual <u>i</u> fication	compet <u>i</u> tion, corres <u>p</u> ond, d <u>e</u> termin <u>e</u> d, develop, frequ <u>e</u> ntly, explan <u>a</u> tion, diction <u>a</u> ry, defin <u>i</u> te, thoro <u>u</u> gh, bor <u>o</u> ugh, descri <u>b</u> e, exper <u>i</u> ment, purpos <u>e</u> , oppos <u>i</u> te, sup <u>o</u> pose, fam <u>o</u> us, vari <u>o</u> us, cert <u>a</u> in
<u>g</u> uarantee	<u>i</u> sland	
knowledg <u>e</u> , colleg <u>e</u>	thoug <u>h</u> , althoug <u>h</u>	



### Functional skills: reading and spelling expectations – Entry Level 3

In addition, students are expected to both read and spell correctly the words listed 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. competitionion, discussionion)
- -ian (e.g. electricianian, politicianian)
- -cious, -tious (e.g. suspiciousious, cautiousious)
- -cial, -tial (e.g. artificialcial, essentialtial)
- -ation, -ant, -ance (e.g. observationation, observantant, observanceance)
- -ent, -ency (e.g. frequentent, frequencyency)
- -able, -ably (e.g. comfortableable, comfortablyably)
- -able, -ably after ge and ce where e is not dropped before adding the suffix (e.g. changeableable, noticeablyably)
- -ible, -ibly (e.g. possibleible, possiblyibly)



## Reading

- E3** Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning and context)
- Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)
- L1** Identify meanings in texts and distinguish between fact and opinion
- Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheading, paragraphs) in a range of straightforward texts
- L2** Identify implicit and inferred meaning in texts
- Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources

## Speaking and Listening

- E3** Respond appropriately to questions on a range of straightforward topics
- Partake in discussions that include instructions, information and descriptions
- L1** Communicate information, ideas, and opinions clearly and accurately on a range of topics
- Identify relevant information and lines of argument in explanations or presentations
- L2** Respond effectively to detailed or extended questions and feedback
- Take part in discussions, detailed explanations, and presentations, all of varying lengths