



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## Suite of Entry Level Functional Skills Qualifications in English

### **NOCN Functional Skills Qualification in English at Entry Level 1**

Qualification No: 603/5270/X

### **NOCN Functional Skills Qualification in English at Entry Level 2**

Qualification No: 603/5268/1

### **NOCN Functional Skills Qualification in English at Entry Level 3**

Qualification No: 603/5272/3

### **Operational Start Date**

25<sup>th</sup> October 2019

### **Version**

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### **To know more about NOCN:**

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**

[www.nocn.org.uk](http://www.nocn.org.uk)



## Introduction

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

In addition to being an awarding organisation NOCN is also an apprenticeship assessment organisation and works internationally as well as in the UK.

This document is a resource for NOCN centres who wish to offer the NOCN Functional skills Qualifications in English at Entry Levels 1, 2 and 3.

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## 1. About Functional Skills Qualifications

### Introduction to Functional Skills

Functional Skills qualifications aim to provide learners with the essential knowledge, skills and understanding they need to operate confidently, effectively and independently in everyday life and in the workplace. They also support learners in their progression into employment and further study.

Functional Skills Qualifications (FSQs) are currently available in English, mathematics and ICT at five levels (Entry Levels 1, 2 and 3 and Levels 1 and 2).

NOCN Functional Skills qualifications are learning tools that enable learners to develop and Centres to assess Functional Skills as determined by the DfE's specified subject content. Functional Skills enables the application of underpinning knowledge and problem solving to everyday situations and provide young people and adults with the knowledge and skills that can be utilised in further learning, life and work.

FSQs at Entry level facilitate progression onto Levels 1 and 2 are important qualifications, particularly in the case of English and mathematics. This is because in some contexts they form part of school and college accountability measures.

FSQs at all levels have an important role, as they are taken by school-age learners and adults, including as part of ESOL provision and apprenticeships. They play an important role for those in prison and for learners with learning difficulties or disabilities. Many learners take FSQs, with their overall annual entry size being second only to GCSEs amongst the qualifications that we regulate.

### Development of Functional Skills

Functional Skills Qualifications (FSQs) were introduced in 2006, through a reform that contributed to addressing the skills shortages identified in the 2006 Leitch Review of Skills: *Prosperity for all in the global economy – world class skills*. The Government response to this is included in *World Class Skills: Implementing the Leitch Review of Skills in England*. FSQs provided learners with an alternative qualification in three key subject areas to GCSEs. FSQs were designed to recognise literacy, numeracy and ICT skills through assessments set in different contexts.

### Reforming Functional Skills Qualifications in English and mathematics

The Department for Education took the decision to reform FSQs in English and mathematics across all five levels. The reformed FSQs in English and mathematics were introduced for first teaching in September 2019.

The purposes of reformed FSQs are to provide:

- reliable evidence of learners' achievements against demanding, but appropriate, content that is relevant to the workplace;
- assessment of learners' underpinning knowledge as well as their ability to apply this in different contexts; and
- a foundation for progression into further study or employment.

The government expectations for the newly reformed Functional Skills are:

- the size of FSQs should not change significantly;
- they should retain a pass/fail grading system; and
- employers and learners should have confidence in relation to the comparability between these qualifications, irrespective of the awarding organisation and the year in which they were taken.
- retain the flexibility but recognise that there is a balance to be struck between retaining flexibility and introducing controls necessary to maintain qualification standards over time and between awarding organisations.

### **Functional Skills suite of qualifications**

Functional Skills Qualifications in English are to provide learners with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in everyday life and into the workplace. They support learners and help with progression into employment and further study.

NOCN Functional Skills Qualifications aim to maintain the flexibility and workplace relevance of the legacy qualifications, whilst providing tools that enable learners to develop and Centres to assess Functional Skills as determined by a set of skills standards. NOCN Functional Skills Qualifications aim to ensure that learners have demonstrated the knowledge and skills that employers need through the attainment of the learning aims and outcomes set out at each level.

NOCN Functional Skills Qualifications are available for all learners to access, enhancing and developing confidence and independence for life and work. Functional Skills Qualifications provide assessment of the required skills and essential knowledge to enable individuals to operate effectively and independently.

Functional Skills qualifications are offered from Entry Level 1, 2 and 3 and Level 1 and Level 2, and are cited on the Register of Regulated Qualifications, and meet the Functional Skills Subject Content approved by DfE. These skills at Entry Level should be used autonomously, applying them to a range of contexts. At Levels 1 and 2 the developing knowledge and skills should be communicated with confidence, effectiveness and with increasing independence.

NOCN Functional Skills qualifications are assessment tools that enable learners to apply Functional Skills aims and outcomes set out at each level. Functional Skills Qualifications enables the application of the scope of study for each subject content as set out by the DfE.

## **The DfE state the purpose for Functional Skills Qualifications for English as:**

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 Subject Content**

The Department for Education's Subject Content document states the purpose, learning aims and outcomes, and subject content for Functional Skills English at Entry Level, Level 1 and Level 2.

NOCN Functional Skills Qualifications suite consists of assessments that are externally set (by NOCN) and cover the subject content set out by DfE. Functional Skills Qualifications aim to prepare and equip individuals with the tools to develop skills and competences that are required to progress in day to day life, work and education.

NOCN English qualifications consist of three key elements, Reading, Writing and Speaking, Listening and Communicating, all of these elements are assessed in separate identifiable tasks and assessments. This allows each element to be assessed either on separate occasions or in succession.

The Functional Skills criteria are designed to provide a framework for assessment and to be sufficiently flexible to be interpreted in a variety of contexts, for example in school and workplace settings, and by a range of users in line with Ofqual specifications. The specifications have been developed through a rigorous consultation process and have been designed to allow the demonstration of skills gained in English that are fundamental in supporting individuals into education, training or work.

DfE Functional Skills Qualifications Subject Content can be found here:

[functional-skills-subject-content-english](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/functional-skills-subject-content-english.pdf)

## **Functional Skills Qualification Assessments**

Functional Skills Qualifications (FSQ) for English at Entry Level are devised of three components of Reading, Writing and Speaking, Listening and Communicating. The

assessments use and reinforce the subject content at the specified level and reflect the learning aims and objectives. NOCN has created a suite of assessments for all FSQ in English.

FSQ assessments may be taken on different days to support the needs of learners. Assessment opportunities should be offered on demand, so that learners may access the assessments when their Teachers/Tutors/Assessors feel they are ready. Centres may apply to NOCN for a reasonable adjustment if learners have individual needs which require them to complete the assessment in multiple sittings over an agreed period of time. The total time permitted for multiple sittings must not exceed the permitted duration of the assessment. Teachers/Tutors/Assessors are required to keep a record of the sessions and times that the assessment is undertaken, this information must be stored with the assessment for utilisation at IQA and EQA activity.

The assessments must be conducted under controlled conditions and the assessment material stored securely by the centre. The centres are to ensure that a record of this activity is stored with the assessment materials. This is monitored as part of the Internal Quality Assurance and External Quality Assurance activity.

NOCN may permit the Reading and Writing components to be adapted by the centre. Centres may adapt questions/tasks in these components for the purpose of making the assessments more accessible to learners. All adaptations must ensure that it meets the specified requirements of the scope of study at the specified level (see Centre Adaptations section in this Qualification Specification).

NOCN permits the Speaking, Listening and Communicating component to be adapted or centre-set providing it meets the specified requirements of the scope of study at the specified level (see Centre Adaptations section in this Qualification Specification).

The assessments must take place under controlled assessment conditions – see Appendix 4. Centre Guidance and Instructions for Conducting Entry Level Assessments. The assessments have detailed guidelines which outline how the assessments must be administered.

Functional Skills assessments have specified time durations in which they must be carried out.

NOCN FSQ Entry Level assessments times are:

- Entry Level 1: 1 hour and 45 minutes
- Entry Level 2: 1 hour and 45 minutes
- Entry Level 3: 2 hours.

NOCN times are set to enable learners at these levels to be able to satisfactorily complete and achieve the set outcomes and subject content as laid out by the DfE. The timings reflect the subject content requirement ensuring that the coverage and content are efficiently met and managed. The timings ensure that the assessment is fit for purpose, can be delivered efficiently, and allows each learner the opportunity to generate sufficient evidence which can be authenticated by the assessment.

All components must be completed for Reading, Writing and Speaking, Listening and Communicating.

## 2. NOCN Functional Skills Qualifications in English at Entry 1, 2 and 3

Functional Skills Qualifications (FSQ) in English enable learners to evidence their achievements against the subject content set by DfE. Learners will demonstrate their application of speaking, listening and communicating, reading and writing and their ability to apply this in different contexts such as in everyday life and in the workplace. Functional Skills English assessments aims to assist individuals in their confidence, progression and development into employment and further education.

The Functional Skills Subject Content in English aims to equip learners with the skills and confidence to fluently apply and demonstrate their competence in English.

The NOCN Functional Skills Qualifications in English at Entry 1, 2 and 3 are designed to assess Functional Skills in English at each level as determined by the Functional Skills Subject Content. The assessments assess the learners underpinning knowledge and ability to apply their skills in different situations in everyday life and work in a range of contexts and for various purposes. The qualifications require learners to successfully achieve summative assessment tasks that are set by NOCN or adapted as per the guidance (see Centre Adaptations section in this Qualification Specification).

The qualifications require learners to successfully achieve summative assessments for each of Reading, Writing and Speaking, Listening and Communicating. Learners can take these when they have undergone a relevant teaching and learning programme that covers the skills criteria in their entirety at Entry Level 1, 2 or 3 and have developed the appropriate skills ready for assessment.

Learners need to achieve a pass at the same level in each of the three components at a specified level to achieve a full Functional Skills qualification in English. Some exemptions may apply, please see the Reasonable Adjustment and Special Considerations guide.

### Learning aims and outcomes at Entry Level

Functional Skills English qualifications at these levels set out by DfE indicate that learners should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness at each level. They should be able to:

- Listen, understand and respond to verbal Communicating 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.

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

A key aspect of developing knowledge and skills in English, Entry Level 1, 2 and 3, are to be able to communicate in a range of familiar contexts (DfE -00047-2018).

The assessments at Entry Level are accessed from the My NOCN website with a secure login. Centres may use the NOCN devised assessments, or adapt/centre-set assessments in line with the guidance provided.

## Centre adaptations

NOCN assessments may be adapted by the centre to ensure that learners are not disadvantaged whilst adhering to Ofqual conditions and DfE requirements. Centres wishing to make use of the adaptations will be given bespoke guidance and training through their submission process, to ensure reliability and validity of the assessment.

The adapted or centre-set assessment for SLC and the adapted Reading and Writing assessments should be made available to NOCN at least 15 working days before the planned use of the assessment with learners to allow the assessment to be standardised in the same way as for other NOCN devised assessments. If adapted assessments are not of the required standard, feedback would be provided together with areas for improvement prior to resubmission.

Centres are not permitted 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) (Ofqual18/6385/4)

The assessments for Reading and Writing at Entry Level may be adapted by the centre to ensure that learners are not disadvantaged whilst adhering to the guidance on the assessment mark scheme. Adaptations can be permitted in relation to the contexts presented by that question or task. Centres are not permitted to amend the knowledge, skill or understanding that a learner is required to show within the task or question. Adaptation of the assessments must not alter the level of demand of the question or the task. Centre adaptations may not amend the specified conditions which relate to the assessment itself. Centres wishing to make use of the

adaptations will be given bespoke guidance and training through their submission process, to ensure reliability and validity of the assessment.

The language used on the assessment is required to be clear and straightforward. Any stimulus material used is appropriate to the level and aids understanding where deemed necessary and unlikely to cause offence. When NOCN is satisfied that the assessment meets the subject content, the centre will receive confirmation that it has been approved. The assessment will be added to NOCN assessment bank. The requirements set by NOCN are reasonable and do not impose unnecessary or burdensome requirements to centres complying with General Conditions of Recognition.

**Individual assessment times and marks**

NOCN assessment time frames allow each specified level of attainment detailed in the specification to be reached by a learner who has attained the required level of knowledge, skills and understanding. They also facilitate accurate and consistent assessment and differentiation both within and across the levels.

NOCN assessment times and marks for each individual component within the Functional Skills Qualifications for English are:

<b>Component</b>	<b>Time</b>	<b>Marks</b>
<b>Reading:</b>		
• Entry Level 1	45 minutes	14 marks
• Entry Level 2	45 minutes	16 marks
• Entry Level 3	45 minutes	20 marks
<b>Writing:</b>		
• Entry Level 1	45 minutes	30 marks
• Entry Level 2	45 minutes	35 marks
• Entry Level 3	1 hour	38 marks
<b>Speaking Listening and Communicating:</b>		
• Entry Level 1	15 minutes	Not applicable
• Entry Level 2	15 minutes	Not applicable
• Entry Level 3	15 minutes	Not applicable

## Guided Learning Hours

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the 55 GLH stated.

## Total Qualification Time (TQT)

The Total Qualification Time for these qualifications is 55 hours.

TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
  - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
  - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The Total Qualification Time for these qualifications is 55 hours with no other learning as per the guidance in the ministerial letter [Functional Skills GLH ministerial letter.pdf](#).

## Relationship with National Criteria

The NOCN Functional Skills Qualifications in English at Entry Level 1, 2 and 3 have been designed in accordance with the General Conditions of Recognition (Ofqual/18/6405), Functional Skills English Guidance (Ofqual/18/6385/5), Decisions on Functional Skills reform (Ofqual/18/6985/2), Functional Skills English Conditions and Requirements (Ofqual/18/6385/4) and Subject Content Functional Skills: English (DFE-00047-2018). The assessments interpret the subject content and identifies that each level of the qualification subsumes and builds upon the content at lower levels. The Functional Skills Qualification criteria for English Entry Level 1, 2 and 3 can be found in Appendix 1.

## Language Requirements

The Functional Skills qualifications are only available in England and therefore these qualifications are only available in English.

## Progression Opportunities

NOCN FSQ in English at Entry 1, 2 and 3 enable progression to further learning, employment, and learning and development opportunities within employment.

FSQ are designed from Entry 1 to Level 2 to ensure clear progression pathways and personal development opportunities. The levels comply with the level descriptors for positioning units within the Regulations Qualifications Framework. This will ensure that learner achievement is clearly understood by both the learner and audiences outside of the education environment.

The NOCN Functional Skills Qualifications in English at Entry 1 and 2 allows learners to progress to:

- higher levels of Entry Level Functional Skills English qualifications;
- further study for vocational, vocational related or general qualifications at Entry Level or Level 1 (for example, Level 1 NVQs or Level 1 Diplomas).

After successfully achieving the NOCN Functional Skills Qualification in English at Entry 3 learners may be able to progress to:

- Level 1 Functional Skills English;
- further study for vocational, vocational-related or general qualifications at Entry Level or Level 1 (for example, Level 1 NVQs or Level 1 Diplomas).

The NOCN Functional Skills Qualifications in English at Entry 1, 2 and 3 will support study in the full range of subjects and sectors.

### 3. Who are the qualifications for?

**There are no age restrictions for these qualifications.**

Functional Skills are vital to the personal development of all learners.

FSQs at all levels have an important role, as they are taken by school-age learners and adults, including as part of ESOL provision and apprenticeships. They play an important role for those in prison and for learners with learning difficulties or disabilities (Ofqual/17/6287).

The qualification is suitable for a wide range of learners including:

- adults involved in learning programmes to prepare them for work
- adults in work to provide progression opportunities
- young people involved in GCSEs in schools
- those involved in Diplomas and Apprenticeships.

These qualifications are assessed through tasks, rather than traditional knowledge-based tests, helping learners to enhance and apply their problem solving skills effectively.

Adults and young people will develop vital problem-solving skills, ensuring that they are well equipped for success in employment, further learning and life.

Employers will also benefit as Functional Skills qualifications will help to ensure that employees are able to apply fundamental problem-solving skills in work situations, improving effectiveness and productivity.

#### **Functional Skills Assessments**

Functional Skills Qualification assessments are designed:

- As summative assessments can be used when the learner is ready for assessment, that is; they have developed the appropriate skills through a teaching and learning programme.
- To assess confident and competent use of the three component skills of Reading, Writing and Speaking, Listening and Communicating.
- To assess Functional Skills Qualification criteria in their entirety at Entry Level 1, 2 or 3.

All assessments at Entry Level 1, 2 and 3 are externally set (by NOCN), internally assessed (by centres), internally quality assured (by centres) and externally quality assured (by NOCN). The assessments must take place under controlled conditions – see Appendix 4.

The assessments are downloaded from the vLearn website with a secure login and may use the NOCN devised assessments, centres may devise centre-set or adapted assessments in line with the guidance provided.

## Restrictions on Learner Entry

There are no restrictions on learner entry to these qualifications. However, learners should have undertaken relevant initial assessments to ensure that they are following an appropriate learning programme leading to the summative assessment.

## Recommended Prior Learning

There is no recommended prior knowledge attainment or experience needed by learners wishing to enrol on these qualifications.

## Learners with Particular Requirements

Assessment within the NOCN Functional Skills Qualification in English at Entry 1, 2 and 3 is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you are a NOCN Approved Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments and Special Consideration Policy and Procedure** within the Help and Support Section on [www.nocn.org.uk](http://www.nocn.org.uk)

The NOCN Centre Approval process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination which will be reviewed by NOCN. Further guidance is available in the Quality Assurance Manual. Please contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk) if you need further details.

The Permissions Table lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and Centres have a duty to seek advice from NOCN or its Delivery Partners (as appropriate) in any case where they do not consider that they have the necessary expertise to judge whether a Reasonable Adjustment is needed, and/or how it should be applied.

Centres can use Wide Range Achievement Tests (WRAT) and similar assessment tools in order to evidence their request for learner reasonable adjustments. These can be used either as a “Tool” or as a guide to assist them in their initial assessment of the learners where appropriate.

It is a requirement that the centres present the WRAT to the Awarding Organisation as a whole and completed document in their application for the reasonable adjustment to be granted. The documentary evidence within the WRAT must show that the learner does meet the requirements to receive a reasonable adjustment.

## 4. Achieving the qualifications

Learners will undergo appropriate teaching and learning programmes as would normally be delivered by centres. Curriculum teaching and learning must cover the Functional Skills Qualification criteria for English in their entirety at Entry Level 1, 2 and 3. Learners can take the

summative assessments for the qualifications when they have developed the appropriate skills and are ready for assessment.

The summative assessments consist of assessment set by NOCN; tasks/questions that assess the whole of the skill criteria and the underpinning coverage and range. Sample assessments and detailed mark schemes, which are mapped to the Functional Skills Qualification Subject Content and Ofqual's Conditions and Requirements for English are available on the NOCN website under Functional Skills.

### **Assessment Conditions and Procedures**

Full guidance on the administrative procedures may be found within the Centre Guidance and Instructions for Conducting Entry Level Assessments in Appendix 4. Centres are to adhere to the guidance in NOCN Quality Assurance Manual <https://www.nocn.org.uk/support/quality-assurance/>, for approved Centres to deliver NOCN Qualifications.

It is intended that learners will take assessments for the qualifications 'on demand' when they are ready. However, for the purposes of external quality assurance, centres must specify the required dates and times for all of the assessments when requested, including for the SLC assessments.

Centres may access the assessments from the vLearn website with a secure login and may use the NOCN devised assessments, or adapted assessments in line with the guidance provided. The assessments may be adapted by the centre to ensure that learners are not disadvantaged adhering to the guidance. A copy of adapted/centre-devised/centre-set assessments should be made available to NOCN at least 15 working days before the planned use of the assessment with learners to allow the assessment to be standardised in the same way as other NOCN devised assessments.

The assessments may take place in the classroom but the learners should not be disadvantaged by the environment.

### **Embedding Functional Skills Assessments**

The qualifications can be delivered on a standalone basis or embedded into vocational/other qualifications.

The Functional Skills Entry Level 1, 2 and 3 English assessment is delivered as a qualification at a stage when the learner has developed the appropriate skills following a relevant teaching and learning programme. The assessment could therefore be used alongside other provision.

Embedded teaching and learning combines the development of literacy, language and numeracy with vocational, ICT or other skills. Using this approach, learners have the opportunity to achieve a Functional Skills Entry Level 1, 2 or 3 English qualification as well as the vocational/other qualification.

## 5. How the qualifications will be assessed

The assessments for the components are externally set (by NOCN), internally assessed (by centres), internally quality assured (by centres) and externally quality assured (by NOCN).

The qualifications are awarded to learners who successfully achieve a pass in the summative assessment for each of the three components of Reading, Writing and Speaking, Listening and Communicating at the same level. Where a learner has not yet met the subject content to be awarded a pass, a result of fail will be issued.

### Assessment

Achievement of the qualifications is through successful completion of three individual components.

No pre-release material is used for Reading and Writing.

Learners may use word processing software in the Writing assessment, but it is not mandatory. If technology is utilised the spell and grammar functions must be deactivated. No dictionaries are permitted for the writing assessment.

Learners are permitted to use dictionaries for the Reading element only.

NOCN will retain completed assessments for NOCN quality assurance and standardisation question and analysis activity.

### Assessment Design

Assessments items/questions/tasks will be reviewed at least annually, more often if used extensively.

### Speaking, Listening and Communicating

The DfE define Speaking, Listening and Communicating as:

‘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.

NOCN Speaking, Listening and Communicating (SLC) assessments within the Functional Skills Qualifications suite assess information shared through the verbal exchange of information. The SLC assessment is the sharing of ideas and opinions in a range of contexts, in the workplace and in real life.

The needs of individual learners may vary. As per the guidance above, the term SLC should be interpreted as meaning communication, discussion and presentation that:

- Can include use of sign language (for example British Sign Language (BSL), sign-supported English) provided this is made accessible to all participants in the discussion. It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking, Listening and Communicating. No other languages are permitted as alternatives to English.
- Can include access to augmentative speech equipment and such software as constitutes the way of communicating.
- Does not depend solely on the use of written language or require the individual/s with whom the learner is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

**Table 1: The criteria for a Pass**

Performance descriptor	
<b>Pass</b>	<ul style="list-style-type: none"> <li>■ Learners generally demonstrate the requirements for the level:               <ul style="list-style-type: none"> <li>□ consistently,</li> <li>□ effectively, and</li> <li>□ to an appropriate degree for that level.</li> </ul> </li> <li>■ 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.</li> </ul>

Reference: Ofqual/18/6385/4

The rationale for the marks for all of SLC components is that the assessment outcome is determined by the extent to which the learner meets the criteria for a pass or fail. Each assessment for the SLC component complies with the requirements noted in the Ofqual conditions.

In order to achieve a Pass, the learner is required to meet the subject content of the SLC via the Scope of Study criteria set out on the Assessment Observation Record Sheet. The learner is required to meet each specified criterion on most occasions within each task.

The following descriptors must be considered when assessing the learner’s performance. To achieve a pass for the assessment at Entry Level the learner must generally demonstrate the requirements for a pass.

To achieve a pass for the assessment at Entry Level the learner must generally demonstrate the requirements for the level;

- consistently
- effectively

- to an appropriate level for the qualification

The Teacher/Tutor/Assessor should insert a tick in the Assessment Observation Record Sheet if they have observed the learner doing the activity consistently, effectively, at an appropriate level for the qualification; insufficient demonstration of any individual Scope of Study is balanced by an appropriate demonstration of the same Scope of Study within either task. The Teacher/Tutor/Assessor should insert a cross if the Scope of Study is not met in a task.

The Overall column in the Assessment Observation Record Sheet should show a tick against each Scope of Study that a learner has achieved consistently, effectively, at an appropriate level for the qualification to ensure a Pass. If a cross appears in the Overall column, then the learner has failed the assessment.

It is anticipated that centres may complete the Speaking, Listening and Communicating assessment independently and on separate occasions to the Reading and Writing assessments. Centres may download the Speaking, Listening and Communicating Assessor Information and Guidance from the secure Functional Skills section of the NOCN website.

A minimum of 10% of SLC assessments must be sampled by an Internal Quality Assurer (including the observation of live assessments) and a written record made of the observation (see Appendix 2: Report on Observation of Internal Assessment). It is good practice for centres to audio or video record learners undertaking the SLC activity for internal and external quality assurance purposes. Once the assessment records are completed by the Internal Quality Assurer, the centre should complete an internal quality assurance sample of the documents.

When the centre is satisfied that the learners have achieved the criteria for Speaking, Listening and Communicating at the level required, the centre contact or Internal Quality Assurer (IQA) should complete the online RAC form and send this to NOCN to claim achievement of the Speaking, Listening and Communicating assessment.

In addition, centres must retain copies of the Speaking, Listening and Communicating assessment records including the Report on Observation of Internal Assessment and completed assessment records for each individual learner. These should be made available at the next external quality assurance visit to the centre.

NOCN will provide clear and effective arrangements in order to monitor the delivery and marking of SLC assessments. Centres will receive nominated External Quality Assurer (EQA) visits, and remote samples to ensure scrutiny of marking that is undertaken and standardisation of centre marking. The EQA reports will highlight any issues and additional training requirements for individual centres and will be addressed in line with NOCN policies and procedures.

### **Reading and Writing**

#### **Functional Skills English (Reading):**

Functional Skills Reading assessment assess the learners' ability to read with accuracy, in straightforward texts. Learners will be able to develop and their skills to read more widely, and gain confidence through Functional Skills delivery. Learners will be able to engage with text in everyday life and work. Learners will be able to read with increasing clarity, accuracy and effectiveness at the specified level.

The rubrics for Reading assessments can be read to learners at all levels by a reader; however, the main body of text may not be as the purpose of assessment is to identify the skills criteria in reading. Texts used may be taken from real life contexts and can include instructional texts, persuasive texts and informative texts, for example; leaflets, short stories/reports and articles.

The Reading assessments are set by NOCN but may be adapted by the centre to ensure that learners are not disadvantaged adhering to the guidance (see Centre Adaptations section).

Functional Skills text is defined as materials that include the use of words that are written, printed, on screen or presented using Braille. As a reasonable adjustment, learners who are classified as disabled under the terms of the Equality Act 2010 and use assistive technology as their normal way of reading, can demonstrate that they are able to independently meet the requirements of the reading criteria through use of screen reader software. A human reader cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence. As a last resort, an exemption from the reading requirements can be requested for learners who cannot use assistive technology.

All tasks must be achieved to gain a full qualification. Reading and Writing assessments at Entry Level 1, 2 and 3 are set by NOCN or centre-adapted and assessed by centres. For the Speaking, Listening and Communicating assessment, centres may use either the NOCN devised assessments or centre-set/adapted assessments in line with the guidance stated. Each component assessment has detailed guidelines which outlines how the assessment must be administered and a detailed mark scheme identifies how marks should be allocated.

### **Functional Skills English (Writing):**

Functional Skills Writing assessment assesses the learner's ability to produce straightforward writing. Learners will be able to write effectively with increasing clarity and demonstrate spelling, punctuation and grammar. The Writing assessment comprises of tasks that cover the standards and the scope of study. Learners may be asked to complete a range of activities from letter writing, email, forms or posters. The rubrics of the Writing tasks may be read in all levels by a reader.

The Writing assessments are set by NOCN but may be adapted by the centre to ensure that learners are not disadvantaged adhering to the guidance (see Centre Adaptations section).

As a reasonable adjustment, learners who are disabled under the terms of the Equality Act 2010 can use assistive technology as their way of producing written text. A human scribe cannot be used to demonstrate the requirements of the criteria as this does not meet the requirement for independence. As a last resort, an exemption from the writing requirements can be requested for learners with disabilities who cannot use assistive technology.

## Spelling, punctuation and grammar

NOCN has applied the weighting allocation within the permitted range for all levels of Functional Skills English Qualifications in order to assess the spelling, punctuation and grammar of the learners as directed through the conditions and requirements. The weighting allocation against each spelling, punctuation and grammar element within the writing component for all levels allows the learner to generate appropriate evidence that they have or have not attained the required level of knowledge, skills and understanding.

The permitted ranges of Spelling, Punctuation and Grammar stipulated are 50 - 70% for Entry Level. NOCN writing assessments fully comply with this stipulation.

**Reading and writing assessments** may be taken on different days, centres must clarify dates on the NOCN RAC form.

## Centre Marking Role

All assessments are marked by centres using the NOCN assessment mark sheet and guidance, and externally quality assured. Centres are required to notify NOCN of new markers to allow checks by the Quality Assurance team and the EQA to identify their suitability to undertake this role.

All assessments must be marked by the Functional Skills English Teachers/Tutors/Assessors at all Entry levels. NOCN permits centres to mark Entry level English assessments as per the designated mark scheme and guidance provided. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks. The assessment papers indicate how many marks are available for each question. Learners must complete the assessment in the allocated time. Mark schemes clearly indicate how marks are allocated for each subject content and skill assessment.

Entry level English assessment marking must adhere to NOCN guidance and will be monitored in line with the NOCN Risk-Based Approach to Centre Quality Monitoring Policy and Procedure. Centres are to ensure that the internal quality assurance process is adhered to and that suitable evidence is made available for external quality assurance visits. Centres are to adhere to the guidance set out in NOCN Quality Assurance Manual for Internal Quality Assurance and standardisation. These processes are in place to manage the risk of authenticity and accuracy of the centre procedures and evaluation.

**Centres must complete the Learner Tracking Sheet to track and monitor assessments undertaken including re-sits.** The Learner Tracking Sheet is to be downloaded from vLearn, NOCN's secure website and be used for internal quality assurance and must be provided for external quality assurance visits.

Speaking, Listening and Communicating assessments are marked by centres using the NOCN assessment mark sheet and guidance, and externally quality assured. 10% of the assessments

must be sampled by an Internal Quality Assurer (including observation of live assessments) and a written record produced and submitted for EQA assurance.

## Assessment Summary

To achieve a qualification, the learner must pass the assessment for each of the components at the same level. However, in some circumstances exemptions for components may be applied. Where a learner has not yet met the subject content to be awarded a pass, a result of fail will be issued.

## Certification

At the external quality assurance visit, a Recommendation for the Award of Credit form will be agreed by the External Quality Assurer to allow certification of the qualification to be carried out. Where no exemption has been granted, learners must pass the assessments of Functional Skills: Reading, Writing and Speaking, Listening and Communicating to be awarded the full qualification.

If a learner has completed one or two English components with other awarding organisations, this achievement may be acknowledged by NOCN. The Centre must complete the Application for the Transfer of Functional Skills English Components.

## 6. Offering the qualification

### Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

Use Horizon to add this qualification to your centre.

### New Centres

If you are interested in offering NOCN qualifications but not currently working with NOCN, you will need to be recognised as an NOCN approved centre. This process includes:

- Confirmation that your organisation has an adequate infrastructure in place to support the effective delivery of NOCN qualifications
- An agreement signed by the principal authority in the organisation confirming adherence to the specified terms and conditions. This safeguards the quality assurance standards, in relation the delivery and assessment process.

If you would like more information about becoming an NOCN centre and offering this qualification please see 'New centres' under the 'Centres' section on our website [www.nocn.org.uk](http://www.nocn.org.uk) or contact [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk)

## 7. How are the qualifications quality assured?

### 7.1 General Information

All providers wishing to deliver these qualifications will need to demonstrate the ability to manage and deliver the assessments, including adherence to NOCN quality assurance and assessment regulations.

NOCN will provide guidance and give support in enabling you to deliver the qualification.

All assessments are internally assessed (by centres) and externally quality assured (by NOCN).

#### **Staffing requirements**

**Teachers/Tutors/Assessors should be** competent and confident in the subject being taught. They also need a detailed understanding of the Qualification Specification and assessment requirements, in order to fully and effectively support the learners. There is no requirement to hold any specific teaching or subject specialist qualification. However, NOCN recommends that Teachers/Tutors/Assessors hold or should be working towards a teaching qualification. In addition, they should hold or should be working towards an appropriate subject specialist qualification.

**To become an IQA for Functional Skills**, an Internal Quality Assurer has to be able meet the quality assurance requirements for the specific qualification, and therefore should be confident in the subject area. They also need a detailed understanding of the Qualification Specification and assessment requirements, in order to fully support the learners and the Assurer and to be compliant with NOCN requirements. There is no requirement to hold any specific teaching or subject specialist qualification. However, NOCN recommends that an IQA holds or should be working towards an Internal Quality Assurer qualification. A teaching qualification would be desirable to fully support the role requirements. In addition, they should ensure that their Continuous Professional Development record evidences recent and ongoing upskilling in Functional Skills. Ideally this should show a minimum of two years' experience in Skills for Life or Key Skills or Functional Skills delivery.

#### **Direct Claims Status (DCS)**

##### **Entry Level**

Centres may be granted DCS for all Entry Level provision once the requirements as detailed in the NOCN Direct Claims Status Policy and Procedure have been met. However, even when DCS has been attained, all assessments must be retained for a period of at least 3 years and be available to NOCN upon request. Centres must submit a current Curriculum Vitae (CV) for all Teachers/Tutors/Assessors and Internal Quality Assurers for Functional Skills qualifications to NOCN to be held on file. External Quality Assurers will recommend that the centre is approved for DCS for Functional Skills if the centre meets all direct claims status requirements. Internal Quality Assurers will normally be approved for specific subject areas and levels.

The centre should release at least one centre representative to NOCN Functional Skills Centre Events/training on an annual basis which should then be cascaded within the centre. The training will be available at a number of venues throughout the country. In addition, training will be available on an ongoing basis i.e. centre visit, EQA intervention or remote activity. Additional bespoke training is available on demand.

## **The role of the IQA**

The IQA will monitor and evaluate assessment practices to ensure compliance with requirements, consistent assessment decisions and advise on improvements. IQAs must sample a minimum of 10% of assessments including those carried out by new markers.

A key duty is to conduct observations of the assessment process for Speaking, Listening and Communicating and complete a written record of their findings. The IQA will quality assure a 10% sample of assessed work and completed mark schemes, including the observation of live assessments. They will lead standardisation across the Teachers/Tutors/Assessors to ensure that the mark schemes are being applied consistently. They will be able to sign off the RAC once DCS has been approved.

## **Withdrawal of Direct Claims Status (DCS)**

Where there is evidence that the required standards have not been met, NOCN may decide to withdraw DCS.

## **7.2 Standardisation**

Standardisation is a process that promotes consistency in the understanding and application of standards, as it:

- establishes statements on the standard of evidence required to meet the assessment subject content for the units in NOCN qualifications
- makes recommendations on assessment practice and produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the qualifications must contribute assessment materials and learners' evidence for NOCN standardisation if requested.

NOCN will notify Centres of the required sample for standardisation purposes. Assessment materials, learners' evidence and Teacher/Tutor/Assessor feedback will be collected by External Quality Assurers on behalf of NOCN.



## **APPENDIX 1**

### **FUNCTIONAL SKILLS CRITERIA: ENGLISH**

## 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**

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|--|
| 16. Communicate information in words, phrases and simple sentences |
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## Subject Content: Entry Level 2

### Speaking, Listening and Communicating

#### Scope of study

Text: 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

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. 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

Text: 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

## Expectations for Word Reading Entry Levels 1-3

Students are expected to read words which consist of the letter-sound correspondences<sup>1</sup> in the following table. The words in brackets are examples of words to illustrate these correspondences. They are not specific words to be learned.

At each level, 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 <sup>2</sup>	Sounds <sup>3</sup>
<b>p</b> ( <u>p</u> an), <b>pp</b> (sup <u>pp</u> er)	/p/
<b>t</b> ( <u>t</u> ap), <b>tt</b> (lett <u>er</u> )	/t/
<b>c</b> ( <u>c</u> at), <b>k</b> ( <u>k</u> ey), <b>ck</b> (du <u>ck</u> )	/k/
<b>ch</b> ( <u>ch</u> ip), <b>tch</b> (fet <u>ch</u> )	/tʃ/
<b>f</b> ( <u>f</u> ish), <b>ff</b> (coff <u>ee</u> ), <b>ph</b> ( <u>ph</u> oto)	/f/
<b>th</b> ( <u>th</u> in)	/θ/
<b>s</b> ( <u>s</u> un), <b>ss</b> (dress <u>ss</u> ), <b>c</b> ( <u>c</u> ity) <sup>4</sup>	/s/
<b>sh</b> ( <u>sh</u> ip)	/ʃ/

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

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

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

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

<b>h</b> ( <u>h</u> at)	/h/
<b>r</b> ( <u>r</u> un), <b>rr</b> (ch <u>er</u> ry), <b>wr</b> ( <u>w</u> rite)	/r/
<b>l</b> ( <u>l</u> ip), <b>ll</b> (be <u>ll</u> )	/l/
<b>b</b> ( <u>b</u> oy), <b>bb</b> (rab <u>bb</u> it)	/b/
<b>d</b> ( <u>d</u> og), <b>dd</b> (l <u>ad</u> der)	/d/
<b>g</b> ( <u>g</u> o), <b>gg</b> (big <u>g</u> er)	/g/
<b>j</b> ( <u>j</u> et), <b>g</b> ( <u>g</u> em) <sup>1</sup> , <b>ge</b> (lar <u>g</u> e), <b>dge</b> (brid <u>g</u> e)	/dʒ/
<b>v</b> ( <u>v</u> et), <b>ve</b> (hav <u>e</u> )	/v/
<b>th</b> ( <u>th</u> en)	/ð/
<b>z</b> ( <u>z</u> ip), <b>zz</b> (fizz), <b>s</b> (hi <u>s</u> ), <b>se</b> (chees <u>e</u> ), <b>ze</b> (snee <u>z</u> e)	/z/
<b>m</b> ( <u>m</u> an), <b>mm</b> (ham <u>mm</u> er)	/m/
<b>n</b> ( <u>n</u> ut), <b>nn</b> (d <u>inn</u> er), <b>kn</b> ( <u>k</u> nee)	/n/
<b>ng</b> ( <u>ng</u> ), <b>n</b> (si <u>nk</u> )	/ŋ/
<b>w</b> ( <u>w</u> et), <b>wh</b> ( <u>w</u> heel)	/w/
<b>y</b> ( <u>y</u> es)	/j/
<b>ee</b> (fe <u>e</u> t), <b>ea</b> (be <u>ea</u> ch), <b>e</b> (m <u>e</u> ), <b>y</b> (pon <u>y</u> ), <b>e-e</b> (the <u>ee</u> ), <b>ey</b> (ke <u>y</u> ), <b>ie</b> (ch <u>ie</u> f)	/i:/
<b>i</b> (bi <u>g</u> ) <b>y</b> (g <u>y</u> m)	/ɪ/
<b>e</b> ( <u>e</u> gg), <b>ea</b> (he <u>ea</u> d)	/e/
<b>a</b> (m <u>a</u> t)	/æ/
<b>u</b> ( <u>u</u> t) <sup>2</sup>	/ʌ/

<sup>1</sup> '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.

<sup>2</sup> In some accents, both 'u' and 'oo' are pronounced /ʊ/, e.g. 'but' is pronounced to rhyme with 'foot'.

<b>o</b> ( <u>o</u> n), <b>a</b> ( <u>w</u> ant)	/ɒ/
<b>oo</b> ( <u>b</u> ook), <b>u</b> ( <u>p</u> ut)	/ʊ/

<b>Table 1: Letter/s-sound correspondences</b>	
<b>oo</b> ( <u>m</u> oon), <b>ue</b> ( <u>cl</u> ue), <b>u-e</b> ( <u>fl</u> ute), <b>ew</b> ( <u>f</u> lew), <b>ou</b> ( <u>s</u> oup)	/u:/
<b>ai</b> ( <u>r</u> ain), <b>ay</b> ( <u>pl</u> ay), <b>a</b> ( <u>b</u> aby), <b>a-e</b> ( <u>a</u> pe), <b>ey</b> ( <u>th</u> ey)	/eɪ/
<b>igh</b> ( <u>l</u> ight), <b>i</b> ( <u>m</u> ind), <b>y</b> ( <u>f</u> ly), <b>ie</b> ( <u>pie</u> ), <b>i-e</b> ( <u>k</u> ite)	/aɪ/
<b>ou</b> ( <u>o</u> ut), <b>ow</b> ( <u>d</u> own)	/aʊ/
<b>oa</b> ( <u>b</u> oat), <b>ow</b> ( <u>s</u> now), <b>o</b> ( <u>g</u> o), <b>oe</b> ( <u>to</u> e), <b>o-e</b> ( <u>b</u> one)	/əʊ/
<b>oi</b> ( <u>co</u> in), <b>oy</b> ( <u>bo</u> y)	/ɔɪ/
<b>aw</b> ( <u>l</u> aw), <b>au</b> ( <u>s</u> auce), <b>al</b> ( <u>t</u> alk)	/ɔ:/
<b>or</b> ( <u>for</u> k) <sup>3</sup> , <b>oor</b> ( <u>do</u> or), <b>ore</b> ( <u>sto</u> re)	/ɔ:/ or /ɔ:r/
<b>er</b> ( <u>per</u> son), <b>ur</b> ( <u>bu</u> rn), <b>ir</b> ( <u>bir</u> d), <i>or after 'w'</i> ( <u>wo</u> rk)	/ɜ:/ or /ɜ:r/
<b>ar</b> ( <u>far</u> ), <b>a</b> ( <u>fas</u> t) <sup>4</sup>	/ɑ:r/ or /ɑ:/
<b>air</b> ( <u>hair</u> ), <b>are</b> ( <u>squ</u> are), <b>ear</b> ( <u>be</u> ar)	/ɛə/ or /ɛər/
<b>ear</b> ( <u>ne</u> ar)	/ɪə/ or /ɪər/
<b>a</b> ( <u>zebr</u> a)	/ə/
<b>qu</b> ( <u>qu</u> een)	/kw/
<b>x</b> ( <u>bo</u> x)	/ks/
<b>u</b> ( <u>u</u> nit), <b>ue</b> ( <u>du</u> e), <b>u-e</b> ( <u>t</u> une), <b>ew</b> ( <u>f</u> ew)	/ju:/
<b>-le</b> ( <u>litt</u> le), <b>-il</b> ( <u>pencil</u> ), <b>-al</b> ( <u>met</u> al), <b>-el</b> ( <u>tunnel</u> )	/əl/

<sup>3</sup> 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent.

<sup>4</sup> In some words 'a' may be pronounced as either /ɑ:/ 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 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.<sup>9</sup>

Table 2: Letter/s-sound correspondences	
Letters <sup>10</sup>	Sounds <sup>11</sup>
<u>c</u> an, <u>a</u> ct, <u>l</u> ook, <u>b</u> ack, <u>s</u> chool	/k/
<u>o</u> ff	/f/
<u>m</u> iss, <u>c</u> ross, <u>h</u> ouse	/s/
<u>w</u> ho	/h/
<u>w</u> rite, <u>w</u> rote, <u>w</u> rong	/r/
<u>w</u> ill, <u>w</u> ell, <u>t</u> ell, <u>s</u> till, <u>h</u> ello	/l/
<u>g</u> et, <u>g</u> ive	/g/
<u>c</u> hange, <u>l</u> arge	/dʒ/
<u>h</u> ave, <u>g</u> ive, <u>l</u> ive, <u>o</u> f	/v/
<u>i</u> s, <u>h</u> is, <u>a</u> s, <u>h</u> as, <u>W</u> ed <u>n</u> es <u>d</u> ay	/z/
<u>c</u> ome, <u>s</u> ome	/m/

<sup>9</sup> The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are differences due to regional accent.

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

<sup>11</sup> As in the table for Word Reading Expectations, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary 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.

<b><u>k</u>now, <u>d</u>one, <u>o</u>ne, <u>g</u>one</b>	/n/
<b>th<u>i</u>nk</b>	/ŋ/
<b><u>w</u>hen, <u>w</u>hich, <u>w</u>hat, <u>w</u>hile, <u>w</u>hite</b>	/w/
<b><u>s</u>ee, <u>s</u>eem, <u>f</u>eel, <u>m</u>eet, <u>w</u>eek, <u>e</u>at, <u>r</u>eal, <u>b</u>e, <u>h</u>e, <u>m</u>e, <u>w</u>e, <u>s</u>he, <u>e</u>ven, every,</b>	/i:/
<b><u>e</u>njoy</b>	/ɪ/
<b><u>h</u>ead, <u>a</u>ny, <u>m</u>any, <u>a</u>nyone, th<u>a</u>nk, s<u>a</u>id, ag<u>a</u>in, s<u>a</u>ys</b>	/e/
<b><u>c</u>ome, <u>d</u>one, <u>s</u>ome, <u>o</u>ther, br<u>o</u>ther, m<u>o</u>ney, M<u>o</u>nday, <u>d</u>oes</b>	/ʌ/
<b><u>w</u>as, <u>w</u>ant, <u>w</u>hat, bec<u>a</u>use</b>	/ɒ/
<b><u>p</u>ut, <u>p</u>ush, <u>p</u>ull <u>w</u>ould, <u>c</u>ould, <u>s</u>hould, <u>f</u>ull, <u>l</u>ook, <u>g</u>ood</b>	/ʊ/
<b><u>d</u>o, <u>t</u>o, <u>i</u>nto, <u>w</u>ho, <u>t</u>oo, <u>y</u>ou, gr<u>o</u>up, <u>t</u>wo, r<u>o</u>om</b>	/u:/
<b><u>d</u>ay, <u>s</u>ay, <u>w</u>ay, <u>m</u>ade, <u>m</u>ake, <u>t</u>ake, <u>c</u>ame, <u>s</u>ame, <u>l</u>ate, <u>t</u>hey</b>	/eɪ/
<b><u>h</u>igh, <u>r</u>ight, <u>m</u>ight, <u>f</u>ind, <u>m</u>ind, <u>c</u>hild, Fr<u>i</u>day, <u>b</u>y, <u>m</u>y, <u>m</u>yself, reply, <u>l</u>ike, <u>t</u>ime, <u>l</u>ife, <u>w</u>hile, I, <u>w</u>rite</b>	/aɪ/
<b><u>o</u>ut, <u>a</u>bout, <u>w</u>ithout, <u>a</u>round, <u>n</u>ow, <u>h</u>ow, <u>d</u>own</b>	/aʊ/
<b><u>o</u>wn, <u>f</u>ollow, <u>s</u>o, <u>n</u>o, <u>g</u>o, <u>o</u>ld, <u>o</u>ver, <u>o</u>pen, <u>m</u>ost, <u>o</u>nly, <u>b</u>oth, <u>t</u>old, <u>h</u>old, <u>d</u>on't, <u>c</u>lose, <u>s</u>how</b>	/əʊ/
<b><u>b</u>oy</b>	/ɔɪ/
<b><u>s</u>aw, <u>d</u>raw, <u>w</u>alk, <u>a</u>ll, <u>c</u>all, <u>s</u>mall, <u>a</u>lso, <u>w</u>ater</b>	/ɔ:/
<b><u>o</u>r, <u>f</u>or, <u>m</u>orning, <u>d</u>oor, <u>f</u>loor, <u>p</u>oor, <u>m</u>ore, <u>b</u>efore, <u>w</u>arm, <u>f</u>our, <u>y</u>our</b>	/ɔ:/ or /ɔ:r/
<b><u>h</u>er, <u>p</u>erson, Th<u>u</u>r<u>s</u>day, Sat<u>u</u>r<u>d</u>ay, <u>g</u>irl, <u>f</u>irst, <u>w</u>ork, <u>w</u>ord, <u>w</u>orld, <u>w</u>ere</b>	/ɜ:/ or /ɜ:r/
<b><u>f</u>ast, <u>l</u>ast, <u>p</u>ast, <u>p</u>lant, <u>p</u>ath, <u>a</u>sk, <u>a</u>fter</b>	/æ/ or /a:/

<u>are</u> , <u>our</u>	/ɑ:/ or /ɑ:r/
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<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:/
<b>Table 2: Letter/s-sound correspondences</b>	
<u>little</u>	/əl/
<u>one</u> , <u>someone</u> , <u>anyone</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 words<sup>5</sup> with one or two syllables, where the most probable correspondences between sounds and letters 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's<sup>6</sup>)

<sup>5</sup> For a definition of 'common words', see glossary.

<sup>6</sup> '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.<sup>14</sup>

<b>Table 3: Letter/s-sound correspondences</b>	
<b>Letters<sup>15</sup></b>	<b>Sounds<sup>16</sup></b>
<b>l<u>e</u>tt<u>e</u>r, b<u>e</u>tt<u>e</u>r</b>	/t/
<b>d<u>i</u>ff<u>e</u>r, d<u>i</u>ff<u>e</u>rent, d<u>i</u>ff<u>i</u>cult,</b>	/f/
<b>ad<u>a</u>ress, prom<u>i</u>se, <u>c</u>ity, <u>c</u>ircle, dec<u>e</u>ide, not<u>i</u>ce, s<u>i</u>nce, sentence, on<u>c</u>e, ans<u>w</u>er,</b>	/s/
<b><u>s</u>ure, <u>s</u>ugar, press<u>u</u>re, mach<u>i</u>ne, spec<u>i</u>al</b>	/ʃ/
<b><u>w</u>hole</b>	/h/
<b>arr<u>i</u>ve, carr<u>y</u></b>	/r/
<b>ad<u>d</u>, ad<u>a</u>dress</b>	/d/
<b><u>g</u>uard, <u>g</u>uide</b>	/g/
<b>ag<u>e</u>, pag<u>e</u>, strang<u>e</u>,</b>	/dʒ/
<b>breath<u>e</u></b>	/ð/
<b>pos<u>i</u>tion, poss<u>e</u>ss, potat<u>o</u>es, caus<u>e</u></b>	/z/
<b>imagin<u>e</u>,</b>	/n/
<b>me<u>a</u>n, peop<u>e</u>, belie<u>v</u>e, complet<u>e</u>, extrem<u>e</u>, everyth<u>i</u>ng, everyb<u>o</u>dy</b>	/i:/

*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.*

<sup>14</sup> The letters underlined in the first column correspond to the sounds in the second column.

<sup>15</sup> 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.

<b>b<u>u</u>sy, b<u>u</u>siness, min<u>u</u>te, b<u>u</u>ild, w<u>o</u>men, pret<u>u</u>ty</b>	/ɪ/
<b>f<u>r</u>iend, a<u>n</u>ything</b>	/e/
<b>w<u>o</u>n, s<u>o</u>n, am<u>o</u>ng, y<u>o</u>ung, t<u>o</u>uch, d<u>o</u>uble, t<u>ro</u>uble, c<u>o</u>untry, s<u>o</u>me<u>th</u>ing, m<u>o</u>n<u>th</u></b>	/ʌ/
<b>w<u>a</u>tch, kn<u>o</u>wledge</b>	/ɒ/
<b>w<u>o</u>man</b>	/ʊ/
<b>m<u>o</u>ve, bl<u>u</u>e, bl<u>e</u>w, tr<u>u</u>ly, fr<u>u</u>it, gr<u>o</u>up, thr<u>o</u>ugh</b>	/u:/
<b><u>e</u>ight, <u>e</u>ight<u>e</u>en, <u>e</u>ight<u>y</u>, w<u>e</u>igh, w<u>e</u>igh<u>t</u>, d<u>a</u>ily, gr<u>e</u>at, br<u>e</u>ak, <u>o</u>bey, str<u>a</u>ight</b>	/eɪ/
<b>f<u>i</u>nd, beh<u>i</u>nd, qui<u>e</u>t, qui<u>t</u>e, <u>e</u>ye, he<u>i</u>ght,</b>	/aɪ/
<b>th<u>o</u>ught, ca<u>u</u>ght, na<u>u</u>ghty, c<u>a</u>use, a<u>l</u>ways</b>	/ɔ:/
<b>f<u>o</u>ward(s), f<u>o</u>rty, f<u>o</u>urteen, q<u>u</u>arter, theref<u>o</u>re</b>	/ɔ:/ or /ɔ:r/
<b>p<u>e</u>rhaps, th<u>i</u>rteen, th<u>i</u>rty, s<u>u</u>rprise, y<u>e</u>ar, <u>e</u>arly, h<u>e</u>ard, l<u>e</u>arn, <u>e</u>arth</b>	/ɜ:/ or /ɜ:r/
<b>rem<u>e</u>mber, gr<u>a</u>mm<u>a</u>r, cal<u>e</u>nd<u>a</u>r, s<u>u</u>rn<u>a</u>me, p<u>r</u>ess<u>u</u>re, f<u>o</u>rw<u>a</u>rd</b>	/ə/ or /ɜ:r/
<b>h<u>a</u>lf</b>	/ɑ:/ or /æ/
<b>c<u>a</u>re, b<u>e</u>ar, b<u>a</u>re,</b>	/ɛə/ or /ɛər/
<b><u>o</u>ur, h<u>o</u>ur</b>	/aʊə/ or /aʊr/
<b>se<u>v</u>en, d<u>e</u>cide, a<u>d</u>dress, a<u>r</u>rive, imp<u>o</u>rt<u>a</u>nt, prob<u>a</u>bly, w<u>o</u>man, se<u>c</u>ond, diff<u>i</u>c<u>u</u>lt,</b>	/ə/
<b>id<u>e</u>a, mat<u>e</u>rial</b>	/ɪə/
<b>s<u>i</u>x, n<u>e</u>xt</b>	/ks/
<b>m<u>u</u>sic, b<u>e</u>aut<u>i</u>ful, c<u>o</u>mput<u>e</u>r</b>	/ju:/
<b>possib<u>l</u>e, exampl<u>e</u>, anim<u>a</u>l</b>	/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 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, libruary, oftun, everuy, everuthing, interuest, ordinuary)
- 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.<sup>17</sup>

<b>Table 4: Letter/s-sound correspondences</b>	
<b>Letters<sup>18</sup></b>	<b>Sounds<sup>19</sup></b>
<u>a</u> pp <u>e</u> ar, <u>o</u> pp <u>o</u> site, <u>a</u> pp <u>y</u>	/p/
<u>d</u> oub <u>t</u> , <u>d</u> eb <u>t</u> , <u>a</u> tt <u>a</u> ch, min <u>u</u> te	/t/
<u>s</u> ch <u>e</u> me, <u>o</u> cc <u>a</u> sion, <u>a</u> cc <u>o</u> rding,	/k/
<u>p</u> ict <u>u</u> re, <u>a</u> ct <u>u</u> al	/tʃ/
<u>r</u> ough, <u>t</u> ough, <u>c</u> ough, en <u>o</u> ugh	/f/
<u>l</u> isten, <u>f</u> ast <u>e</u> n, <u>w</u> hist <u>l</u> e, <u>c</u> ritic <u>i</u> se, <u>r</u> ec <u>e</u> ive, <u>_</u> pur <u>o</u> se, in <u>cr</u> ease, <u>r</u> ec <u>e</u> nt, <u>_</u> cent <u>r</u> e, <u>e</u> xerc <u>i</u> se, <u>m</u> edic <u>i</u> ne, <u>e</u> xper <u>i</u> ence	/s/
<u>e</u> specially, <u>a</u> pprec <u>i</u> ate,	/ʃ/
<u>g</u> uarantee	/g/
<u>k</u> nowledge, <u>c</u> olleg <u>e</u>	/dʒ/
<u>e</u> ase, <u>c</u> ritic <u>i</u> se, <u>p</u> osit <u>i</u> on, <u>c</u> aus <u>e</u>	/z/
<u>m</u> ea <u>s</u> ure, <u>t</u> reas <u>u</u> re, <u>p</u> leas <u>u</u> re	/ʒ/
<u>c</u> ommit <u>t</u> ee, <u>b</u> omb, <u>t</u> h <u>u</u> mb, <u>c</u> ru <u>m</u> b, <u>c</u> lim <u>b</u> , <u>c</u> on <u>d</u> em <u>n</u> , <u>c</u> olum <u>n</u> , <u>a</u> utum <u>n</u>	/m/

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.

<sup>17</sup> The letters underlined in the first column correspond to the sounds in the second column.

<sup>18</sup> As in Entry Levels 1 and 2, 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 4: Letter/s-sound correspondences	
<b><u>k</u>not, <u>k</u>nee, <u>k</u>nife, <u>k</u>nowledge</b>	/n/
<b>comm<u>i</u>tee, achie<u>v</u>e</b>	/i:/
<b>aver<u>a</u>ge, <u>e</u>quip, barg<u>a</u>in</b>	/ɪ/
<b>cur<u>i</u>osity, qual<u>i</u>fy, qual<u>i</u>fication</b>	/ɒ/
<b><u>i</u>sland</b>	/aɪ/
<b>th<u>o</u>ugh, alth<u>o</u>ugh,</b>	/əʊ/
<b>b<u>o</u>ught, br<u>o</u>ught, <u>o</u>ught, there<u>fo</u>re</b>	/ɔ:/
<b>sug<u>a</u>r, popul<u>a</u>r, particul<u>a</u>r, regul<u>a</u>r, centr<u>e</u></b>	/ə/ or /ɜ:r/
<b>comp<u>e</u>tition, corres<u>p</u>ond, det<u>e</u>rmin<u>e</u>d, dev<u>e</u>lop, frequent<u>l</u>y, explan<u>a</u>tion, diction<u>a</u>ry, defin<u>i</u>te, th<u>o</u>rough, bor<u>o</u>ugh, des<u>cr</u>ibe, exper<u>i</u>ment, purpos<u>e</u>, oppos<u>i</u>te, sup<u>po</u>se, fam<u>o</u>us, vari<u>o</u>us, cert<u>a</u>in</b>	/ə/
<b>exper<u>i</u>ence</b>	/ɪə/
<b>ex<u>ce</u>llent</b>	/ks/
<b>comm<u>u</u>nicate, comm<u>u</u>nity, educ<u>a</u>tion</b>	/ju:/
<b>avail<u>a</u>ble</b>	/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., competitionion, discussionion)
  - 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, busininess, favoururite, governument, environument)
- 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



## **APPENDIX 2**

### **OBSERVATION OF INTERNAL ASSESSMENT RECORD SHEET**

## **NOCN Functional Skills**

### **Report on Observation of Internal Assessment**

#### **Instructions for Centres**

Centres must ensure that an IQA carries out formal observation of a sample of live SLC assessments and compiles a written report of performance for the Teacher/Tutor/Assessor. This is to ensure that the assessments, which produce no written evidence by the learner, are being conducted appropriately.

When more than one Teacher/Tutor/Assessor conducts the assessments, the observation of assessments should be spread proportionately across all Teachers/Tutors/Assessors.

Although there is no requirement to make an audio/video recording of the assessment, this may be done to further strengthen the quality assurance process.

A separate copy of this Report on Observation of Internal Assessment should be completed by the observer for each Teacher/Tutor/Assessor carrying out assessment

The report must be retained and made available for the external quality assurer.

**NOCN Functional Skills**

**Report on Observation of Internal Assessment**

Name of Centre	
Regional NOCN	
Functional Skill	
Functional Skill Level	
Date(s) of assessment	
Name of Tutor/Assurer	
Name of Observer	
Learners observed (names and ULNs)	
Were assessments conducted in accordance with the NOCN Functional Skills guidance?	
Do you agree with the assurer's decisions? Give details of any adjustments applied to the assurer's assessment of the performance of the learners as an outcome of this observation process (with reference to specific learners)	
Other comments or feedback to assurer	
Have you attached a list of all learners (at the same level) in this assessment cohort? (This can be a copy of the CLRF, class list or RAC.)	
Observer's signature and date	
Tutor/Assurer's signature and date	

## **APPENDIX 3**

### **CENTRE GUIDANCE AND INSTRUCTIONS FOR CONDUCTING ENTRY LEVEL ASSESSMENTS**

## Guidance and Instructions for Conducting Entry Level Assessments

### 1. Role of the Teacher/Tutor/Assessor

The Teacher/Tutor/Assessor is the person with responsibility for conducting a particular assessment session for learners.

Teachers/Tutors/Assessors have a key role in upholding the integrity of the assessment process.

The role of the Teacher/Tutor/Assessor is to ensure that assessments are conducted in accordance with NOCN requirements, in order to:

- Ensure that all learners have an equal opportunity to demonstrate their abilities.
- Ensure the security of the assessments and scripts (before, during and after the assessment).
- Prevent possible learner malpractice.
- Prevent possible administrative failures.
- Ensure that NOCN identified requirements are adhered to.

The Teacher/Tutor/Assessor must:

- Be appropriately trained in their duties and responsibilities.
- Give due diligence in conducting the assessment.
- Be able to observe the learners undertaking the assessment at all times.
- Be fully conversant with NOCN and regulatory requirements for confirming learner identity.
- Inform the head of the centre if they are suspicious about the security of assessments, scripts or any other issue that threatens the integrity of the assessment process. (In such cases, the head of the centre must inform NOCN immediately, and send a full written report within five working days of the suspicion arising).

#### 1.1 Who can assess Entry Level assessments?

Teachers/Tutors/Assessors must be responsible and appropriately trained in their duties. It is inappropriate for Teachers/Tutors/Assessors to carry out assessments with a learner who is related.

The Teacher/Tutor/Assessor must:

- Advise learners of the emergency/evacuation procedures.
- Ensure that learners have the correct versions of the assessment (re-sit learners must have a different assessment to previous versions).
- Inform learners that they must follow instructions on the assessment document.
- Advise learners that they should write in blue or black ink (written assessments).
- Advise the learners that they should not use correction fluid (written assessments).

- Inform the learners that they should not make any other marks on the assessments (written assessments).
- Instruct the learners that they must not have access to items other than those stated in the instructions on the assessment, the stationery list or the specification for that subject.
- Inform that mobile phones, electronic communication or storage devices are not permitted.
- Record timings for any assessments that are taken in more than one sitting.

This means that:

- Any course material should be removed from desks and placed at the front of the room.
- The Teacher/Tutor/Assessor should distribute assessments to learners.

The Teacher/Tutor/Assessor must:

- Specify the length, start and finish time of the assessment.
- Announce clearly to learners when they may begin.
- Be present in the room at all times.
- Not leave assessments or scripts unattended at any time.
- Read a word or words printed on the assessments to any learners.

### 1.2 During the Assessment

The Teacher/Tutor/Assessor must not:

- Comment on the content of the assessments.
- Offer any advice or comment on the work of a learner.

Teachers/Tutors/Assessors must supervise candidates throughout the whole time that an assessment is in progress.

This means that:

- Teachers/Tutors/Assessors must be vigilant and remain aware of emerging situations.
- Teachers/Tutors/Assessors should give regular time checks.

At the end of the assessment the Teacher/Tutor/Assessor should:

- Collect all assessment documents.
- Learners are NOT allowed to keep the assessments.



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