

# Qualification Specification

**NCFE Entry Level 1 Functional Skills  
Qualification in English**

**QN: 603/5059/3**

**NCFE Entry Level 2 Functional Skills  
Qualification in English**

**QN: 603/5056/8**

**NCFE Entry Level 3 Functional Skills  
Qualification in English**

**QN: 603/5052/0**

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 NCFE Entry Level 2 Functional Skills Qualification in English (603/5056/8)  
 NCFE Entry Level 3 Functional Skills Qualification in English (603/5052/0)

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## Qualification summary

<b>Qualification titles</b>	Entry Level 1 Functional Skills Qualification in English Entry Level 2 Functional Skills Qualification in English Entry Level 3 Functional Skills Qualification in English
<b>Qualification numbers (QNs)</b>	603/5059/3 603/5056/8 603/5052/0
<b>Aim references</b>	60350593 60350568 60350520
<b>Total Qualification Time (TQT)</b>	61
<b>Guided Learning Hours (GLH)</b>	55
<b>Minimum age</b>	There is no minimum age requirement for registration.
<b>Qualification purpose</b>	<p>From the Department for Education's Functional Skills English Subject Content:</p> <p>A key aim for Functional Skills English specifications is that they should enable the learner to develop confidence and fluency in, and a positive attitude towards, English. Learners should be able to demonstrate their competence in English by using it in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills.</p> <p>The purpose of Functional Skills English Entry Level qualifications is to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English, and to apply this knowledge and these skills in familiar situations.</p>

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<b>Aims and objectives</b>	<p>From the Department for Education's Functional Skills English Subject Content:</p> <p>Functional Skills English qualifications at these levels indicate that learners should be able to speak, listen, communicate, read and write with increasing clarity, accuracy and effectiveness at each level. They should be able to:</p> <ul style="list-style-type: none"> <li>• Listen, understand and respond to verbal communicating in a range of familiar contexts</li> <li>• Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts</li> <li>• Read with accuracy straightforward texts encountered in everyday life and work and develop confidence to read more widely</li> <li>• Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar</li> </ul> <p>Learners should, with some direction and guidance, be able to apply these Functional Skills to informal and some formal contexts, in familiar situations.</p>
<b>Grading</b>	Pass/Fail
<b>Resits</b>	Resits are available
<b>Assessment method</b>	<p>These qualifications are assessed via one internal assessment and two controlled assessments:</p> <p>Internal assessment:</p> <ul style="list-style-type: none"> <li>• Speaking, Listening and Communicating</li> </ul> <p>Controlled assessments:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul> <p>The Speaking, Listening and Communicating assessment is internally set, internally assessed, internally quality assured and externally quality assured.</p> <p>The Reading and Writing assessments are externally set, internally assessed, internally quality assured and externally quality assured.</p>
<b>Additional assessment requirements</b>	<p>Assessments can be held over different sittings.</p> <p>For each component, a range of assessments are available for selection.</p>
<b>Staffing requirements</b>	<p>Entry Level English 1, 2 and 3 do not require additional staffing requirements. Please refer to the NCFE Support Handbook for guidance on staffing requirements.</p>

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<b>NCFE support</b>	<p>Support with Functional Skills delivery includes:</p> <ul style="list-style-type: none"> <li>• support from an allocated external quality assurer (EQA)</li> <li>• sample papers</li> <li>• access to Skills Assessment initial and diagnostic assessment tools</li> <li>• Provider Development team webinars and events, in which advice and guidance is provided to assist with the delivery of Functional Skills</li> </ul>
<b>Progression</b>	<p>Learners who achieve these qualifications could progress to:</p> <ul style="list-style-type: none"> <li>• NCFE Level 1 Functional Skills Qualification in English (603/5059/3)</li> <li>• NCFE Level 1 Certificate in Essential English in Everyday Life (610/0676/2)</li> </ul>
<b>Regulation information</b>	<p>These are regulated qualifications. The regulated numbers for these qualifications are 603/5059/3, 603/5056/8 and 603/5052/0.</p>
<b>Funding</b>	<p>These qualifications may be eligible for funding. You can find out if any NCFE qualification is eligible for funding from the Department for Education (DfE).</p>

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## Section 1: about these qualifications

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

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

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

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- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information.
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The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

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

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## Direct Claim Status (DCS)

These qualifications are eligible for DCS.

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

## Entry guidance

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

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

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

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

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

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

## Achieving these qualifications

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

- Speaking, Listening and Communicating
- Reading
- Writing

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

The Speaking, Listening and Communicating component is designed with exemplars by NCFE and is completed by the learner under controlled assessment conditions. The Reading and Writing components are supplied by NCFE and completed by the learner under controlled assessment conditions.

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

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## Mixing component levels

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

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## Transfer of achievement

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

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

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

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

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## How the qualifications are assessed

The Reading and Writing components are externally set, internally assessed and externally quality assured.

Guidance for centres on the delivery of Speaking, Listening and Communicating can be found on the NCFE website. Centres must comply with the information provided in the guidance document. Centres may use or adapt exemplar tasks provided in the guidance document or create their own, but they must not alter the overall level of demand.

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

Unless stated otherwise in this Qualification Specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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## Controlled assessment

The following components are internally assessed:

- Speaking, Listening and Communicating
- Reading

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- Writing

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

## Speaking, Listening and Communicating

This assessment is internally assessed and is subject to quality control measures.

Guidance for centres on the delivery of Speaking, Listening and Communicating can be found on the NCFE website. Centres must comply with the information provided in the guidance document. Centres may use or adapt exemplar tasks provided in the guidance or create their own, but they must not alter the overall level of demand.

Speaking, Listening and Communicating	Task	Duration (per learner)
Entry Level 1	Make requests, follow single-step instructions and state letter names One-to-one discussion with assessor	3 to 5 minutes
		3 to 5 minutes
Entry Level 2	One-to-one discussion Group discussion	3 to 5 minutes
		8 to 10 minutes
Entry Level 3	Question and answer session Group discussion	5 to 10 minutes
		8 to 15 minutes

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

Centres can devise and internally verify their own Speaking, Listening and Communicating tasks, but they must comply with the information and guidance provided by NCFE. Each learner is required to undertake **one** assessment for this component; each task can be delivered over more than one sitting.

Individual Speaking, Listening and Communicating tasks cannot be broken down and delivered across more than one sitting except for Entry Level 1, Task 1. This is because Task 1 consists of multiple parts at Entry Level 1.

There are no numerical marks awarded for Speaking, Listening and Communicating assessments. A Learner Observation and Assessment Record (LOAR) form must be completed for each learner. Exemplar completed LOAR forms are available on the NCFE website.

Assessors must use the LOAR form to assign an outcome of Pass or Fail. To obtain a Pass, the learner is required to sufficiently evidence their ability to meet each scope of study in line with the Pass level grade descriptor.

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## Reading and Writing components

Controlled assessments for Reading and Writing components must be attempted within controlled conditions under the supervision of an assessor, as per the Regulations for the Conduct of Functional Skills Controlled Assessments.

The component level assessments for Writing (the spelling test and the written assessment paper) must be delivered in one sitting.

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

The centre may choose the date, time and location of the controlled assessment. Once learners are ready to sit a controlled assessment, a declaration in the Portal must be made up to 6 weeks beforehand to inform NCFE for monitoring purposes.

Following completion of the assessment, the assessor is to mark all learner responses using the Mark Schemes provided, in line with any Mark Scheme instructions.

Any work submitted for controlled assessment must be completed during scheduled assessment hours; submitted work must be authenticated and attributable to the learner. All work produced must be the learner's own.

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

Reading	Assessment	Duration	Writing	Assessment	Duration
Entry Level 1	Question Paper	40 minutes	Entry Level 1	Question Paper, including Spelling Test	45 minutes
Entry Level 2	Question Paper	40 minutes	Entry Level 2	Question Paper, including Spelling Test	50 minutes
Entry Level 3	Question Paper	40 minutes	Entry Level 3	Question Paper, including Spelling Test	55 minutes

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## Accessing assessment materials

Assessments are downloadable on the NCFE website, where materials are hosted and contained within password-locked files.

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

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

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## Controlled assessment retirement cycle

New assessments will be made available during each academic session.

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

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## Section 2: subject content and assessment guidance

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

The Functional Skills subject content is provided by the Department for Education (DfE), who stipulate that awarding organisations must create Functional Skills qualifications that adhere to this content.

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

Referencing for the subject content uses the following coding:

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

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

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

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## English Entry Level 1 subject content and assessment

### Entry Level 1 Speaking, Listening and Communicating

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

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

### Pass level descriptor:

Learners generally demonstrate the requirements for the level:

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

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

Reference	Subject content statement	Assessment weighting
EL1.1.1	Say the names of the letters of the alphabet	Each subject content statement is equally weighted
EL1.1.2	Identify and extract the main information from short statements and explanations	
EL1.1.3	Follow single-step instructions, asking for them to be repeated if necessary	
EL1.1.4	Make requests and ask straightforward questions using appropriate terms and registers	
EL1.1.5	Respond to questions about specific information	
EL1.1.6	Make clear statements about basic information and communicate feelings and opinions on straightforward topics	
EL1.1.7	Understand and participate in simple discussions or exchanges with another person about a straightforward topic	

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## Entry Level 1 Speaking, Listening and Communicating assessment

Task	Task content	Duration
1	<p><b>Make requests, follow single-step instructions and state letter names</b></p> <p>Learners must state alphabet letter names, from a minimum of three different letters up to a maximum of 10. The learner may read from a piece of text, such as a simple shopping list. Simple role-play tasks may be appropriate, where learners can demonstrate the ability to follow single-step instructions and ask questions.</p>	3 to 5 minutes
2	<p><b>One-to-one discussion</b></p> <p>The one-to-one discussion may take place with the assessor or with another learner. Assessors should make sure that topics provide learners with the opportunity to participate and communicate clearly. Topics must be simple and functional and provide the learner with opportunities to respond to questions and express opinions and feelings.</p>	3 to 5 minutes

Learners should be made aware of the assessment structure and its requirements (the need to ask questions) but **they are not required to prepare in advance**. However, if role-play is used, learners may need time to prepare\*, and this preparation should take place directly before the assessment begins.

The question brief for the topic of discussion must be shared with the learner at **least one week before the assessment**.

\*There is no time limit for any preparation. However, if a learner requires more than 20 minutes, assessors should consider whether the learner is ready for assessment.

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## Entry Level 1 Reading

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

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

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

Reference	Subject content statement	Assessment weighting (approx.)
EL1.2.8	Read correctly words designated for Entry Level 1 (see <a href="#">Entry Level word lists</a> )	34%
EL1.2.9	Read simple sentences containing one clause	33%
EL1.2.10	Understand a short piece of text on a simple subject	33%

## Entry Level 1 Reading assessment

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

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

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## Entry Level 1 Writing

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

Reference	Subject content statement – Spelling, Punctuation and Grammar	Assessment weighting (approx.)
EL1.3.11	Punctuate simple sentences with a capital letter and a full stop	27%
EL1.3.12	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns	
EL1.3.13	Use lower case letters when there is no reason to use capital letters	
EL1.3.14	Write the letters of the alphabet in sequence and in both upper and lower case	
EL1.3.15	Spell correctly words designated for Entry Level 1 (see <a href="#">Entry Level word lists</a> )	40%

Reference	Subject content statement – Composition	Assessment weighting (approx.)
EL1.3.16	Communicate information in words, phrases and simple sentences	33%

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## Entry Level 1 Writing assessment

Section	Section contents		Marks	Duration
1	<b>Spelling assessment</b> The spelling test is presented as 10 gap-fill sentences with multiple-choice responses. Learners are required to select the correct option from those given to complete the sentences. Sentences may be read out loud by the assessor.		10	10 minutes
2	<b>Letters, alphabetical order, and capital letters for the personal pronoun, I, and proper nouns</b> The tasks in this section provide sequences of letters from the alphabet. Two sequences are involved, one in all upper case, and the other in all lower case. The learner is instructed to complete the sequence using the correct capital letters for the personal pronoun, I, and proper nouns.		4	5 minutes
3	<b>Writing composition</b> The learner is tasked with completing extended-response questions, based on contextualised scenarios.	Composition	10	30 minutes
		SPaG	6	
			30	45 minutes

The spelling test is incorporated into the main Writing assessment paper and forms section 1. Assessors may read out the sentences for learners to select the correct spelling from the options presented.

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

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## English Entry Level 2 subject content and assessment

### Entry Level 2 Speaking, Listening and Communicating

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

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

#### Pass level descriptor:

Learners generally demonstrate the requirements for the level:

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

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

Reference	Subject content statement	Assessment weighting
EL2.1.1	Identify and extract the main information and detail from short explanations	Each subject content statement is equally weighted
EL2.1.2	Make requests and ask clear questions appropriately in different contexts	
EL2.1.3	Respond appropriately to straightforward questions	
EL2.1.4	Follow the gist of discussions	
EL2.1.5	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	
EL2.1.6	Make appropriate contributions to simple group discussions with others about straightforward topics	

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## Entry Level 2 Speaking, Listening and Communicating assessment

Task	Task content	Duration
1	<b>One-to-one discussion</b> This short discussion may take place with the assessor or with another learner. Assessors should make sure that topics are purposeful and provide learners with the opportunity to participate fully and communicate clearly. Topics must be straightforward, functional (relate to work, life skills, study or leisure) and allow for each assessed subject content statement to be achieved.	3 to 5 minutes
2	<b>Group discussion</b> A group of a minimum of three learners is instructed to discuss a topic designed to elicit discussion. The topic must enable learners to achieve against all relevant subject content statements.	8 to 10 minutes

Learners should be made aware of the assessment structure and its requirements (the need to ask questions) but **they are not required to prepare in advance**. However, if role-play is used in Task 1, learners may need time to prepare\*, and this preparation should take place directly before the assessment begins.

The question brief for the topic of discussion must be shared with the learner at least **one week before the assessment**.

\*There is no time limit for any preparation. However, if a learner requires more than 20 minutes, assessors should consider whether the learner is ready for assessment.

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## Entry Level 2 Reading

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

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

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

Reference	Subject content statement	Assessment weighting (approx.)
EL2.2.7	Read correctly words designated for Entry Level (see <a href="#">Entry Level word lists</a> )	58%
EL2.2.8	Understand the main points in texts	
EL2.2.11	Read and understand sentences with more than one clause	
EL2.2.9	Understand organisational markers in short, straightforward texts	14%
EL2.2.10	Use effective strategies to find the meaning of words and check their spelling (eg a simple dictionary, spell-checker)	21%
EL2.2.12	Use illustrations, images and captions to locate information	7%

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## Entry Level 2 Reading assessment

Section	Section content	Marks	Duration
1	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple-choice and short-answer questions based on the document contents.	6 to 8	40 minutes
2	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple-choice and short-answer questions based on the document contents.	6 to 8	
		14	

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

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## Entry Level 2 Writing

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

Reference	Subject content statement – Spelling, Punctuation and Grammar	Assessment weighting (approx.)
EL2.3.13	Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks)	11.4%
EL2.3.14	Form regular plurals	5.7%
EL2.3.15	Use the first and second letters to sequence words in alphabetical order	2.9%
EL2.3.16	Spell correctly words designated for Entry Level 2 (see <a href="#">Entry Level word lists</a> )	37.1%

Reference	Subject content statement – Composition	Assessment weighting (approx.)
EL2.3.17	Communicate information using words and phrases appropriate to audience and purpose	22.9%
EL2.3.18	Complete a form asking for personal information (eg first name, surname, address, postcode, age, date of birth)	8.6%
EL2.3.19	Write in compound sentences, using common conjunctions (eg or, and, but) to connect clauses	5.7%
EL2.3.20	Use adjectives and simple linking words in the appropriate way	5.7%

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## Entry Level 2 Writing assessment

Section	Section content		Marks	Duration
1	<b>Spelling assessment</b> The spelling test is presented as 10 gap-fill sentences with multiple-choice responses. Learners are required to select the correct option from those given to complete the sentences. Sentences may be read out loud by the assessor.		10	10 minutes
2	<b>Plurals, alphabetical order and correct use of punctuation</b> This section comprises of four separate tasks. Two tasks provide separate singular words, each of which the learner is to convert to plural. The learner is provided with an unordered sequence of words that they must sort into alphabetical order. The learner is also provided with a sentence to which they must correctly add full stops, capital letters, and question marks, or exclamation marks.		5	10 minutes
3	<b>Writing composition</b> The learner is to complete writing tasks based on contextualised scenarios.	Composition	15	30 minutes
		SPaG	5	
			35	50 minutes

The spelling test is incorporated into the main Writing assessment paper and forms section 1. Assessors may read out the sentences for learners to select the correct spelling from the options presented.

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

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## English Entry Level 3 subject content and assessment

### Entry Level 3 Speaking, Listening and Communicating

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

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

#### Pass level descriptor:

Learners generally demonstrate the requirements for the level:

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

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

Reference	Subject content statement	Assessment weighting
EL3.1.1	Identify and extract relevant information and detail in straightforward explanations	Each subject content statement is equally weighted
EL3.1.2	Make requests and ask concise questions using appropriate language in different contexts	
EL3.1.3	Communicate information and opinions clearly on a range of straightforward topics	
EL3.1.4	Respond appropriately to questions on a range of straightforward topics	
EL3.1.5	Follow and understand the main points of discussions	
EL3.1.6	Make relevant contributions to group discussions about straightforward topics	
EL3.1.7	Listen to and respond appropriately to other points of view, respecting conventions of turn-taking	

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

Task	Task content	Duration
1	<b>Question and answer session (one-to-one or small group)</b> The question and answer session <b>must</b> follow a short talk, presentation or explanation (for example, the assessor may give a short talk or show a video clip on a given topic). This short talk, explanation or video clip should be between 4 to 8 minutes (this time is not part of the assessment). Topics <b>must</b> be straightforward. The question and answer session may be a one-to-one with the assessor or a small group activity, which the assessor facilitates. Learners can make notes during the talk, film clip or presentation, but this is not a requirement.	5 to 10 minutes
2	<b>Group discussion</b> A group of a minimum of three learners is instructed to discuss a topic designed to elicit discussion. The topic must be straightforward, functional (relate to work, life skills, study or leisure) and enable learners to achieve against all relevant subject content statements.	8 to 15 minutes

Learners should be made aware of the assessment structure and its requirements (such as the need to ask questions and make contributions) but they are **not required to prepare in advance**. A short talk, explanation, presentation or video clip must precede the question and answer session. Learners can make notes during the short talk or explanation, but this is not a requirement.

Assessors must make sure that topics provide learners with the opportunity to participate meaningfully. The question brief for the topic of discussion must be shared with the learner **at least one week before the assessment**.

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## Entry Level 3 Reading

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

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

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

Reference	Subject content statement	Assessment weighting (approx.)
EL3.2.8	Read correctly words designated for Entry Level 3 (see <a href="#">Entry Level word lists</a> )	56.25%
EL3.2.9	Identify, understand and extract the main points and ideas in and from texts	
EL3.2.10	Identify different purposes of straightforward texts	12.5%
EL3.2.11	Use effective strategies to find the meaning of words (eg a dictionary, working out meaning from context, using knowledge of different word types)	18.75%
EL3.2.12	Understand organisational features and use them to locate relevant information (eg contents, index, menus, tabs and links)	12.5%

## Entry Level 3 Reading assessment

Section	Section content	Marks	Duration
1	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple-choice and short-answer questions based on the document contents.	7 to 9	40 minutes
2	<b>Reading component</b> The learner is tasked with reading one contextualised source document. To gain marks, the learner is required to answer a mixture of multiple-choice and short-answer questions based on the document contents.	7 to 9	
		16	

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

## Entry Level 3 Writing

Learners must be taught using a variety of texts.

Reference	Subject content statement – Spelling, Punctuation and Grammar	Assessment weighting (approx.)
EL3.3.13	Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas)	7.5%
EL3.3.14	Form irregular plurals	5%
EL3.3.15	Use mostly correct grammar (eg subject-verb agreement, consistent use of tense, definite and indefinite articles)	5%
EL3.3.16	Use the first, second and third place letters to sequence words in alphabetical order	2.5%
EL3.3.17	Spell correctly words designated for Entry Level 3 (see <a href="#">Entry Level word lists</a> )	30%

Reference	Subject content statement – Composition	Assessment weighting (approx.)
EL3.3.18	Communicate information, ideas and opinions clearly and in a logical sequence (eg chronologically, by task)	15%
EL3.3.19	Write text of an appropriate level of detail and of appropriate length (including where this is specified)	5%
EL3.3.20	Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	10%
EL3.3.21	Write in compound sentences and paragraphs where appropriate	10%
EL3.3.22	Use language appropriate for purpose and audience	10%

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### Entry Level 3 Writing assessment

Section	Section content		Marks	Duration
1	<b>Spelling assessment</b> The spelling test is presented as 10 gap-fill sentences with multiple-choice responses. Learners are required to select the correct option from those given to complete the sentences. Sentences may be read out loud by the assessor.		10	10 minutes
2	<b>Plurals, alphabetical order and punctuation</b> This section comprises of four separate tasks. Two tasks provide separate singular words, each of which the learner is to convert to plural. The learner is provided with an unordered sequence of words that they must sort into alphabetical order. The learner is also provided with a multiple-choice question in which they must choose the correctly punctuated sentence.		4	10 minutes
3	<b>Writing composition</b> The learner is to complete writing tasks based on contextualised scenarios.	Composition	20	35 minutes
		SPaG	6	
			40	55 minutes

The spelling test is incorporated into the main Writing assessment paper and forms Section 1. Assessors may read out the sentences for learners to select the correct spelling from the options presented.

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

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## Entry Level word lists

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

Learners are expected to read words which consist of the letter-sound correspondences in the following table. The words in brackets are examples of words to illustrate these correspondences. They are not specific words to be learned.

At each level, learners are expected to read these words in texts of increasing complexity. They are not expected to spell all these words correctly. The words they are expected to read *and* spell correctly are in separate lists for each of Entry Levels 1, 2 and 3.

Table 1: letter/s – sound correspondences			
Letters	Sounds	Letters	Sounds
<b>p</b> (pan), <b>pp</b> (supper)	/p/	<b>i</b> (big) <b>y</b> (gym)	/ɪ/
<b>t</b> (tap), <b>tt</b> (letter)	/t/	<b>e</b> (egg), <b>ea</b> (head)	/e/
<b>c</b> (cat), <b>k</b> (key), <b>ck</b> (duck)	/k/	<b>a</b> (mat)	/æ/
<b>ch</b> (chip), <b>tch</b> (fetch)	/tʃ/	<b>u</b> (but) <i>In some accents, both 'u' and 'oo' are pronounced /ʊ/, eg 'but' is pronounced to rhyme with 'foot'</i>	/ʌ/
<b>f</b> (fish), <b>ff</b> (coffee), <b>ph</b> (photo)	/f/	<b>o</b> (on), <b>a</b> (want)	/ɒ/
<b>th</b> (thin)	/θ/	<b>oo</b> (book), <b>u</b> (put)	/ʊ/
<b>s</b> (sun), <b>ss</b> (dress), <b>c</b> (city) <i>'c' is pronounced /s/ when followed by 'e', 'i' or 'y' (face, city, fancy)</i>	/s/	<b>oo</b> (moon), <b>ue</b> (clue), <b>u-e</b> (flute), <b>ew</b> (flew), <b>ou</b> (soup)	/u:/
<b>sh</b> (ship)	/ʃ/	<b>ai</b> (rain), <b>ay</b> (play), <b>a</b> (baby), <b>a-e</b> (ape), <b>ey</b> (they)	/eɪ/
<b>h</b> (hat)	/h/	<b>igh</b> (light), <b>i</b> (mind), <b>y</b> (fly), <b>ie</b> (pie), <b>i-e</b> (kite)	/aɪ/
<b>r</b> (run), <b>rr</b> (cherry), <b>wr</b> (write)	/r/	<b>ou</b> (out), <b>ow</b> (down)	/aʊ/
<b>l</b> (lip), <b>ll</b> (bell)	/l/	<b>oa</b> (boat), <b>ow</b> (snow), <b>o</b> (go), <b>oe</b> (toe), <b>o-e</b> (bone)	/əʊ/
<b>b</b> (boy), <b>bb</b> (rabbit)	/b/	<b>oi</b> (coin), <b>oy</b> (boy)	/ɔɪ/
<b>d</b> (dog), <b>dd</b> (ladder)	/d/	<b>aw</b> (law), <b>au</b> (sauce), <b>al</b> (talk)	/ɔ:/
<b>g</b> (go), <b>gg</b> (bigger)	/g/	<b>or</b> (fork), <b>oor</b> (door), <b>ore</b> (store) <i>'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent</i>	/ɔ:/ or /ɔ:r/
<b>j</b> (jet), <b>g</b> (gem), <b>ge</b> (large), <b>dge</b> (bridge) <i>'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', eg gem, gist, stingy, but there are several exceptions, eg get, give</i>	/dʒ/	<b>er</b> (person), <b>ur</b> (burn), <b>ir</b> (bird), or after <b>'w'</b> (work)	/ɜ:/ or /ɜ:r/
<b>v</b> (vet), <b>ve</b> (have)	/v/	<b>ar</b> (far), <b>a</b> (fast) <i>In some words 'a' may be pronounced as either /ɑ:/ or /æ/, depending on accent, eg 'a' in 'fast' may be pronounced as 'ar' in 'far' without the /r/ sound or as 'a' in 'fat'</i>	/ɑ:r/ or /ɑ:/

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Table 1: letter/s – sound correspondences			
Letters	Sounds	Letters	Sounds
th ( <u>th</u> en)	/ð/	air ( <u>h</u> air), are ( <u>squ</u> are), ear ( <u>b</u> ear)	/ɛə/ or/ɛər/
z ( <u>z</u> ip), zz ( <u>fizz</u> ), s ( <u>h</u> is), se ( <u>chee</u> se), ze ( <u>snee</u> ze)	/z/	ear ( <u>n</u> ear)	/ɪə/or /ɪər/
m ( <u>m</u> an), mm ( <u>ham</u> mer)	/m/	a ( <u>z</u> ebra)	/ə/
n ( <u>n</u> ut), nn ( <u>dinn</u> er), kn ( <u>k</u> nee)	/n/	qu ( <u>q</u> ueen)	/kw/
ng ( <u>r</u> ing), n ( <u>s</u> ink)	/ŋ/	x ( <u>b</u> ox)	/ks/
w ( <u>w</u> et), wh ( <u>w</u> heel)	/w/	u ( <u>u</u> nit), ue ( <u>d</u> ue), u-e ( <u>t</u> une), ew ( <u>f</u> ew)	/ju:/
y ( <u>y</u> es)	/j/	-le ( <u>l</u> ittle), -il ( <u>p</u> encil), -al ( <u>m</u> etal), -el ( <u>t</u> unnel)	/əl/
ee ( <u>f</u> ee), ea ( <u>b</u> ea <u>ch</u> ), e ( <u>m</u> e), y ( <u>p</u> ony), e-e ( <u>the</u> se), ey ( <u>k</u> ey), ie ( <u>ch</u> ief)	/i:/		

### Entry Level 1 expectations for both reading and spelling

Learners are expected to both read and spell correctly all the words listed in the following table. They are not examples. They have been chosen because they are common words.

Some of these words include only the letter/s – sound correspondences in Table 1, while others include unusual or unique correspondences, for example, 'ai' in 'said'.

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

Table 2: letter/s – sound correspondences			
Letters	Sounds	Letters	Sounds
<u>c</u> an, <u>a</u> ct, lo <u>o</u> k, ba <u>ck</u> , <u>s</u> chool	/k/	<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, lo <u>o</u> k, <u>g</u> ood	/ʊ/
<u>o</u> ff	/f/	<u>d</u> o, <u>t</u> o, <u>i</u> nto, <u>w</u> ho, <u>t</u> oo, <u>y</u> ou, <u>g</u> roup, <u>t</u> wo, <u>r</u> oom	/u:/
<u>m</u> iss, <u>c</u> ross, <u>h</u> ouse	/s/	<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	/eɪ/
<u>w</u> ho	/h/	<u>h</u> igh, <u>r</u> ight, <u>m</u> ight, <u>f</u> ind, <u>m</u> ind, <u>ch</u> ild, <u>F</u> riday, <u>b</u> y, <u>m</u> y, <u>m</u> yself, <u>r</u> e <u>p</u> ly, <u>l</u> ike, <u>t</u> ime, <u>l</u> ife, <u>w</u> hile, <u>I</u> , <u>w</u> rite	/aɪ/
<u>w</u> rite, <u>w</u> rote, <u>w</u> rong	/r/	<u>o</u> ut, <u>a</u> bout, <u>w</u> ith <u>o</u> ut, <u>a</u> round, <u>n</u> ow, <u>h</u> ow, <u>d</u> own	/aʊ/
<u>w</u> ill, <u>w</u> ell, <u>t</u> ell, <u>s</u> till, <u>h</u> ello	/l/	<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	/əʊ/
<u>g</u> et, <u>g</u> ive	/g/	<u>b</u> oy	/ɔɪ/
<u>c</u> hange, <u>l</u> arge	/dʒ/	<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	/ɔ:/
<u>h</u> ave, <u>g</u> ive, <u>l</u> ive, <u>o</u> f	/v/	<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	/ɔ:/ or /ɔ:r/
<u>i</u> s, <u>h</u> is, <u>a</u> s, <u>h</u> as, <u>W</u> ed <u>ne</u> s <u>da</u> y	/z/	<u>h</u> er, <u>p</u> erson, <u>T</u> h <u>ur</u> s <u>da</u> y, <u>S</u> at <u>ur</u> day, <u>g</u> irl, <u>f</u> irst, <u>w</u> ork, <u>w</u> ord, <u>w</u> orld, <u>w</u> ere	/ɜ:/ or /ɜ:r/

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<u>c</u> ome, <u>s</u> ome	/m/	<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	/æ/ or /a:/
<u>k</u> now, <u>d</u> one, <u>o</u> ne, <u>g</u> one	/n/	<u>a</u> re, <u>o</u> ur	/a:/ or /a:r/
<u>t</u> hink	/ŋ/	<u>a</u> ir, <u>w</u> here, <u>t</u> here, <u>t</u> heir	/ɛə/ or /ɛər/
<u>w</u> hen, <u>w</u> hich, <u>w</u> hat, <u>w</u> hile, <u>w</u> hite	/w/	<u>n</u> ear, <u>h</u> ere, <u>d</u> ear, <u>y</u> ear	/ɪə/ or /ɪər/
<u>s</u> ee, <u>s</u> een, <u>f</u> eel, <u>m</u> ee <u>t</u> , <u>w</u> ee <u>k</u> , <u>e</u> at, <u>r</u> ea <u>l</u> , <u>b</u> e, <u>h</u> e, <u>m</u> e, <u>w</u> e, <u>s</u> he, <u>e</u> ven, <u>e</u> very,	/i:/	<u>t</u> he, <u>b</u> etween, <u>u</u> ntil, <u>t</u> oday, <u>t</u> o <u>g</u> e <u>th</u> er, <u>n</u> um <u>b</u> er, <u>o</u> th <u>e</u> r, <u>a</u> ft <u>e</u> r, <u>n</u> ev <u>e</u> r, <u>u</u> nd <u>e</u> r	/ə/
<u>e</u> njoy	/ɪ/	<u>T</u> uesday, <u>u</u> se, <u>n</u> ew, <u>f</u> ew	/ə/
<u>h</u> ead, <u>a</u> ny, <u>m</u> any, <u>a</u> nyone, <u>t</u> h <u>a</u> nk, <u>s</u> a <u>i</u> d, <u>a</u> g <u>a</u> in, <u>s</u> a <u>y</u> s	/e/	<u>l</u> itt <u>e</u>	/əl/
<u>c</u> ome, <u>d</u> one, <u>s</u> ome, <u>o</u> ther, <u>b</u> ro <u>th</u> er, <u>m</u> one <u>y</u> , <u>M</u> on <u>d</u> ay, <u>d</u> oes	/ʌ/	<u>o</u> ne, <u>s</u> ome <u>o</u> ne, <u>a</u> ny <u>o</u> ne	/wʌ/
<u>w</u> as, <u>w</u> ant, <u>w</u> hat, <u>b</u> eca <u>u</u> se	/ɒ/		

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

- all common words with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones (for example, it, nut, and, stop, rush, thing, himself)
- common two syllable words where /i:/ at the end is spelled with 'y' (for example, 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 (for example, day, runway, boy)
- ed** for the past tense, when the root word remains unchanged (for example, wanted, opened, jumped)
- the following contractions:
  - Mr, Mrs**
  - n't** (for example, didn't)
  - 'll** (for example, I'll)
  - 're** (for example, we're)
  - 's** (for example, it's) 'it's' is correct only for contraction, for example, 'It's cold today'; 'its' is correct for possessive, for example, 'The plant is in its pot.'

## Entry Level 2 expectations for both reading and spelling

Learners are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Level 1 and the words listed in the following table. They are not examples. They have been chosen because they are common words that are not straightforward to spell. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.

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Table 3: letter/s – sound correspondences			
Letters	Sounds	Letters	Sounds
<b>letter</b> , <b>better</b>	/t/	<b>woman</b>	/ʊ/
<b>differ</b> , <b>different</b> , <b>difficult</b> ,	/f/	<b>move</b> , <b>blue</b> , <b>blew</b> , <b>truly</b> , <b>fruit</b> , <b>group</b> , <b>through</b>	/u:/
<b>address</b> , <b>promise</b> , <b>city</b> , <b>circle</b> , <b>decide</b> , <b>notice</b> , <b>since</b> , <b>sentence</b> , <b>once</b> , <b>answer</b> ,	/s/	<b>eight</b> , <b>eighteen</b> , <b>eighty</b> , <b>weigh</b> , <b>weight</b> , <b>daily</b> , <b>great</b> , <b>break</b> , <b>obey</b> , <b>straight</b>	/eɪ/
<b>sure</b> , <b>sugar</b> , <b>pressure</b> , <b>machine</b> , <b>special</b>	/ʃ/	<b>find</b> , <b>behind</b> , <b>quiet</b> , <b>quite</b> , <b>eye</b> , <b>height</b> ,	/aɪ/
<b>whole</b>	/h/	<b>thought</b> , <b>caught</b> , <b>naughty</b> , <b>cause</b> , <b>always</b>	/ɔ:/
<b>arrive</b> , <b>carry</b>	/r/	<b>forward(s)</b> , <b>forty</b> , <b>fourteen</b> , <b>quarter</b> , <b>therefore</b>	/ɔ:/ or /ɔ:r/
<b>add</b> , <b>address</b>	/d/	<b>perhaps</b> , <b>thirteen</b> , <b>thirty</b> , <b>surprise</b> , <b>year</b> , <b>early</b> , <b>heard</b> , <b>learn</b> , <b>earth</b>	/ɜ:/ or /ɜ:r/
<b>guard</b> , <b>guide</b>	/g/	<b>remember</b> , <b>grammar</b> , <b>calendar</b> , <b>surname</b> , <b>pressure</b> , <b>forward</b>	/ə/ or /ɜ:r/
<b>age</b> , <b>page</b> , <b>strange</b> ,	/dʒ/	<b>half</b>	/a:/ or /æ/
<b>breathe</b>	/ð/	<b>care</b> , <b>bear</b> , <b>bare</b> ,	/ɛə/ or /ɛər/
<b>position</b> , <b>possess</b> , <b>potatoes</b> , <b>cause</b>	/z/	<b>our</b> , <b>hour</b>	/aʊə/ or /aʊr/
<b>imagine</b> ,	/n/	<b>seven</b> , <b>decide</b> , <b>address</b> , <b>arrive</b> , <b>important</b> , <b>probably</b> , <b>woman</b> , <b>second</b> , <b>difficult</b> ,	/ə/
<b>mean</b> , <b>people</b> , <b>believe</b> , <b>complete</b> , <b>extreme</b> , <b>everything</b> , <b>everybody</b>	/i:/	<b>idea</b> , <b>material</b>	/ɪə/
<b>busy</b> , <b>business</b> , <b>minute</b> , <b>build</b> , <b>women</b> , <b>pretty</b>	/ɪ/	<b>six</b> , <b>next</b>	/ks/
<b>friend</b> , <b>anything</b>	/e/	<b>music</b> , <b>beautiful</b> , <b>computer</b>	/ju:/
<b>won</b> , <b>son</b> , <b>among</b> , <b>young</b> , <b>touch</b> , <b>double</b> , <b>trouble</b> , <b>country</b> , <b>something</b> , <b>month</b>	/ʌ/	<b>possible</b> , <b>example</b> , <b>animal</b>	/əl/
<b>watch</b> , <b>knowledge</b>	/ɒ/		

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

- words with prefixes where the root word remains unchanged (for example, **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' (for example, **illegal**, **immoral**, **impossible**, **irregular**)
- words with suffixes where the root word remains unchanged (for example, **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 (for example, **hoping**, **liked**, **safer**)

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- 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' (for example, 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 (for example, ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (for example, replying)
- words with suffixes ending in '-tion' (for example, mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (for example, February, library, often, every, everything, interest, ordinary)
- the following homophones:
  - **there, their, they're**
  - **here, hear**
  - **one, won**
  - **to, too, two**

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### Entry Level 3 expectations for both reading and spelling

Learners are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Levels 1 and 2 and the words listed in the following table. They are not examples. They have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.

Table 4: letter/s – sound correspondences			
Letters	Sounds	Letters	Sounds
<b>a</b> ppear, o <b>p</b> posite, a <b>p</b> ply	/p/	<b>c</b> ommittee, a <b>ch</b> ieve	/n/
<b>d</b> oubt, <b>d</b> ebt, a <b>t</b> tach, m <b>i</b> nute	/t/	<b>a</b> verage, <b>e</b> quip, b <b>a</b> rgain	/i:/
<b>s</b> cheme, o <b>c</b> cas <b>i</b> on, a <b>c</b> cording,	/k/	<b>c</b> ur <b>i</b> osity, q <b>u</b> alify, q <b>u</b> alification	/b/
<b>p</b> icture, a <b>c</b> t <b>u</b> al	/tʃ/	<b>i</b> sland	/aɪ/
<b>r</b> ough, <b>t</b> ough, <b>c</b> ough, e <b>n</b> ough	/f/	<b>th</b> ough, a <b>l</b> th <b>o</b> ugh,	/əʊ/
<b>l</b> isten, <b>f</b> ast <b>e</b> n, wh <b>i</b> st <b>l</b> e, cr <b>i</b> ti <b>c</b> ise, r <b>e</b> ce <b>i</b> ve, p <b>u</b> r <b>p</b> ose, <b>i</b> ncr <b>e</b> ase, r <b>e</b> c <b>e</b> nt, <b>c</b> ent <b>r</b> e, ex <b>e</b> rc <b>i</b> se, m <b>e</b> d <b>i</b> c <b>i</b> n <b>e</b> , ex <b>e</b> ri <b>e</b> nc <b>e</b>	/s/	<b>b</b> ought, <b>b</b> rought, <b>o</b> ught, <b>t</b> here <b>f</b> ore	/ɔ:/
<b>e</b> s <b>e</b> ci <b>a</b> l <b>l</b> y, a <b>p</b> pr <b>e</b> ci <b>a</b> te,	/ʃ/	<b>s</b> ugar, <b>p</b> op <b>u</b> lar, <b>p</b> art <b>i</b> c <b>u</b> lar, <b>r</b> eg <b>u</b> lar, <b>c</b> ent <b>r</b> e	/ə/ or /ɜ:r/
<b>g</b> uarantee	/g/	<b>c</b> om <b>p</b> et <b>i</b> tion, <b>c</b> or <b>r</b> es <b>p</b> ond, <b>d</b> et <b>e</b> rmin <b>e</b> d, <b>d</b> evel <b>o</b> p, <b>f</b> reque <b>n</b> tly, <b>e</b> xpl <b>a</b> nation, <b>d</b> ict <b>i</b> on <b>a</b> ry, <b>d</b> ef <b>i</b> n <b>i</b> te, <b>t</b> hor <b>o</b> ugh, <b>b</b> or <b>o</b> ugh, <b>d</b> es <b>c</b> ri <b>e</b> , <b>e</b> xper <b>i</b> ment, <b>p</b> ur <b>p</b> ose, <b>o</b> pp <b>o</b> site, <b>s</b> up <b>p</b> ose, <b>f</b> am <b>o</b> us, <b>v</b> ari <b>o</b> us, <b>c</b> ert <b>a</b> in	/ə/
<b>k</b> nowled <b>g</b> e, <b>c</b> olleg <b>e</b>	/dʒ/	<b>e</b> xper <b>i</b> ence	/ɪə/
<b>e</b> as <b>e</b> , cr <b>i</b> ti <b>c</b> ise, <b>p</b> os <b>i</b> tion, <b>c</b> aus <b>e</b>	/z/	<b>e</b> xcell <b>e</b> nt	/ks/
<b>m</b> ea <b>s</b> ure, <b>t</b> reas <b>u</b> re, <b>p</b> leas <b>u</b> re	/ʒ/	<b>c</b> omm <b>u</b> nicate, <b>c</b> omm <b>u</b> n <b>i</b> ty, <b>e</b> duc <b>a</b> tion	/ju:/
<b>c</b> om <b>m</b> ittee, <b>b</b> omb, <b>t</b> humb, <b>c</b> rumb, <b>c</b> limb, <b>c</b> on <b>d</b> em <b>n</b> , <b>c</b> olum <b>n</b> , <b>a</b> utumn	/m/	<b>a</b> vail <b>a</b> ble	/əl/
<b>k</b> not, <b>k</b> nee, <b>k</b> nife, <b>k</b> nowled <b>g</b> e	/n/		

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

- common words with the following suffixes or endings:
  - ion (for example, competition, discussion)
  - ian (for example, electrician, politician)
  - cious, -tious (for example, suspicious, cautious)
  - cial, -tial (for example, artificial, essential)
  - ation, -ant, -ance (for example, observation, observant, observance)
  - ent, -ency (for example, frequent, frequency)
  - able, -ably (for example, comfortable, comfortably)
  - able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (for example, changeable, noticeably)

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- -ible', '-ibly (for example, 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 (for example, re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced (for example, desperate, separate, history, category, natural, business, favourite, government, environment)
- the following words that are homophones or near-homophones:
 

<ul style="list-style-type: none"> <li>○ <b>who's, whose</b></li> <li>○ <b>accept, except</b></li> <li>○ <b>berry, bury</b></li> <li>○ <b>brake, break</b></li> <li>○ <b>fair, fare</b></li> <li>○ <b>groan, grown</b></li> <li>○ <b>heel, he'll</b></li> <li>○ <b>knot, not</b></li> <li>○ <b>desert, dessert</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>mail, male</b></li> <li>○ <b>meat, meet</b></li> <li>○ <b>missed, mist</b></li> <li>○ <b>peace, piece</b></li> <li>○ <b>plain, plane</b></li> <li>○ <b>scene, seen</b></li> <li>○ <b>weather, whether</b></li> <li>○ <b>farther, father</b></li> <li>○ <b>steal, steel</b></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>guessed, guest</b></li> <li>○ <b>led, lead</b></li> <li>○ <b>past, passed</b></li> <li>○ <b>aloud, allowed</b></li> </ul>
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## Evidence requirements

At each Entry Level, the following types of evidence will be sampled by the external quality assurer (EQA) during a quality assurance visit.

### Speaking, Listening and Communicating:

- Learner Observation and Assessment Record (LOAR) forms
- any audio/visual recording relating to the assessment.

### Reading:

- completed question papers

### Writing:

- completed question papers

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## Section 3: additional information and customer support

### Resource requirements

Reading assessments require the use of a dictionary.

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### Sample and exemplar materials

These are available to download on the NCFE website. New materials are added at the beginning of each academic session.

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### Reasonable Adjustments and Special Considerations Policy

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

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

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### Skills Assessment

Skills Assessment provides a comprehensive e-learning solution for Functional Skills that incorporates Ofsted and Department for Education (DfE) compliant assessments, detailed skills diagnostics, video tutorials, progression tracking and innovative resources to aid skills development and workforce productivity.

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

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

Further information can be obtained from the NCFE website.

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## Provider Development

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

Provider Development team activities include:

- upfront centre support via Microsoft Teams, phone or email
- Functional Skills delivery events
- on-demand videos

The Functional Skills Delivery Support page on the NCFE website is regularly updated and will keep centres informed on new Curriculum guidance.

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## NCFE Functional Skills news and updates

Sign up to the NCFE Functional Skills news and updates mailing list on the NCFE website in order to receive regular information regarding NCFE's Functional Skills service.

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## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to see what is available for this qualification.

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

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## Change History Record

This section summarises the changes to this Qualification Specification since the last version (version 3.0 September 2025).

Version	Publication date	Summary of amendments
<b>v1.0</b>	October 2019	First publication
<b>v1.1</b>	January 2020	p.5, information regarding the <a href="#">wellbeing and safeguarding</a> of learners added to Section 1.
<b>v1.2</b>	June 2022	<p>Further information added to the <a href="#">how the qualifications are assessed</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance section</a> to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support handbook</a> section about how to access support handbooks.</p>
<b>v1.3</b>	October 2022	<a href="#">Guidance removed regarding recording speaking and listening assessment</a>
<b>v1.4</b>	December 2022	<a href="#">Controlled assessment information</a> amended.
<b>v2.0</b>	October 2023	<p>Removed reference to Contextualisation.</p> <p>The following sections of this specification have been updated:</p> <ul style="list-style-type: none"> <li>• <a href="#">Controlled assessment</a></li> <li>• <a href="#">Speaking, Listening and Communicating</a></li> <li>• <a href="#">Reading and Writing components</a></li> <li>• <a href="#">Evidence requirements</a></li> </ul>
<b>v3.0</b>	August 2025	<p>Information has been updated in the following sections:</p> <ul style="list-style-type: none"> <li>• <a href="#">Qualification summary</a></li> <li>• <a href="#">Speaking, Listening and Communicating</a></li> <li>• <a href="#">Reading and Writing components</a></li> <li>• <a href="#">Entry Level 1 Writing</a></li> <li>• <a href="#">Entry Level 2 Reading</a></li> <li>• <a href="#">Entry Level 2 Writing</a></li> <li>• <a href="#">Entry Level 3 Reading</a></li> <li>• <a href="#">Entry Level 3 Writing</a></li> <li>• <a href="#">Section 3: additional information and customer support</a></li> </ul>

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<b>v4.0</b>	September 2025	<p>Information has been updated in the following sections:</p> <p><a href="#">Entry Level 1 Writing</a>          Subject content statement – Spelling, Punctuation and Grammar –          Assessment weightings          Entry Level 1 Writing assessment – Section content – Duration</p> <p><a href="#">Entry Level 2 Writing</a>          Plurals, alphabetical order and correct use of punctuation – Section          content          Entry Level 2 Writing assessment – Section content – Duration</p> <p><a href="#">Entry Level 3 Writing</a>          Plurals, alphabetical order and correct use of punctuation – Section          content          Entry Level 3 Writing assessment – Section content – Duration</p>
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