

Buying a TV Licence

Name _____ Date _____

Adapted from: <https://www.tvlicensing.co.uk/easy-read>



Things you need to know about the TV Licence

You will need a TV Licence if you:

- watch or record TV programmes live on any channel; or
- download or watch any BBC programmes on iPlayer – live, catch up or on demand.

You can watch TV in lots of different ways:



On a TV set



On a computer or laptop



On a mobile phone or a tablet (like an iPad or Samsung Galaxy)



Using a digital box that works with your TV (like Sky or Virgin)



Using a Blu-ray, DVD or video recorder



With a games console (like a PlayStation or Xbox)

A TV Licence costs **£154.50**



If you're aged 75 or older you could get a free TV Licence.



If you're blind you could get a half-price TV Licence.



If you live in a care home you could pay less for a TV Licence.

Getting a TV Licence

There are different ways to buy a TV Licence.



You can use your credit or debit card.



You can pay at any PayPoint using a debit card or cash.



You can set up a direct debit.



You can send us a cheque in the post.

For help or more information go to **tvlicensing.co.uk** or call **0300 790 6114**

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Entry Level 2 Functional English – reading questions

Part A – understanding the main points in a text

1) The text tells you:

Tick (✓) one answer (1 mark)

that you need to renew your TV licence right now.	<input type="checkbox"/>
to watch TV through a digital box.	<input type="checkbox"/>
to pay £154.50 immediately.	<input type="checkbox"/>
things you need to know about TV licences.	<input type="checkbox"/>

2) How many different ways can you buy a TV licence?

Tick (✓) one answer (1 mark)

one way	<input type="checkbox"/>	two ways	<input type="checkbox"/>
three ways	<input type="checkbox"/>	four ways	<input type="checkbox"/>

3) Which one of these is true?

Tick (✓) one answer (1 mark)

You must phone 0300 790 6114 to get a TV licence	<input type="checkbox"/>
You don't need a licence if you use iPlayer	<input type="checkbox"/>
You can watch TV on a laptop	<input type="checkbox"/>
A TV licence is free if you live in a care home	<input type="checkbox"/>

4) You can pay for your TV Licence using a games console.

Tick (✓) the correct answer (1 mark)

True	<input type="checkbox"/>	False	<input type="checkbox"/>
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5) How can you pay at a PayPoint?

_____ (2 marks)

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Entry Level 2 Functional English – reading questions

Part B – organisational markers and images

6) Which two layout features help to make the text easy to read?

Tick (✓) two answers (2 marks)

images	<input type="checkbox"/>	underlining	<input type="checkbox"/>
block capitals	<input type="checkbox"/>	bold print	<input type="checkbox"/>
bullet points	<input type="checkbox"/>	question marks	<input type="checkbox"/>

7) Which type of readers would find the information next to this image particularly useful?

Tick (✓) one answer (1 mark)



Readers of any age	<input type="checkbox"/>	Readers over 75 years	<input type="checkbox"/>
Readers under 75	<input type="checkbox"/>	Readers born in 1975	<input type="checkbox"/>

8) What is this image? Why is it used in the text?



(2 marks)

9) A bold font is used to highlight which items in the text?

Tick (✓) all the answers that apply (2 marks)

the cost of a licence	<input type="checkbox"/>	phone numbers and web sites	<input type="checkbox"/>
the different ways you can buy a TV licence	<input type="checkbox"/>	types of mobile phones and tablets	<input type="checkbox"/>

10) What is the name of the company that wrote the text?

(1 mark)

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Entry Level 2 Functional English – reading questions

Part C – understanding and checking the words in a text

11) You **must** use a paper dictionary for this question.

The word **cheque** is used in the text. Find **cheque** in your dictionary.
Write down its meaning and the page number where you found it.

_____ Found on page _____ (2 marks)

12) You may use a dictionary for this question. (1 mark)

“You need a TV Licence if you **watch** or record live TV programmes.”

Which word could replace **watch** in this sentence?

view	<input type="checkbox"/>
stare	<input type="checkbox"/>
clock	<input type="checkbox"/>
enjoy	<input type="checkbox"/>

13) You may use a dictionary for this question. (1 mark)

Which word could replace the word **channel** in the text?

river	<input type="checkbox"/>	network	<input type="checkbox"/>
water	<input type="checkbox"/>	force	<input type="checkbox"/>

14) You may use a dictionary for this question. (1 mark)

You can find more **detales** at tvl.co.uk.

The word detales is spelled wrongly. Write the correct spelling here:

15) There are **sevrall** ways you can buy a TV Licence.

Sevrall is spelt incorrectly. The correct spelling is:

several	<input type="checkbox"/>	sevrel	<input type="checkbox"/>
sevreal	<input type="checkbox"/>	severil	<input type="checkbox"/>

(1 mark)

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Entry Level 2 Functional English – writing questions Part D (alphabetical order)

1) Put the words in the box into alphabetical order on the lines.

console computer care cheque channel

- _____
- _____
- _____
- _____
- _____

(2 marks)

2) Arrange each set of words in alphabetical order. There is one mistake in each set.

Draw arrows to show where the incorrect word should go.

(2 marks)

a. iPad PlayStation Xbox Samsung Galaxy

b. licence different direct laptop

Part E (punctuation)

3) Rewrite the sentences. Use capital letters, full stops or question marks where you need to.

a. when does your TV licence run out

_____ (2 marks)

b. It runs out on friday

_____ (2 marks)

c. I think i can get a free one from august next year.

_____ (2 marks)

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Entry Level 2 Functional English – writing questions Part F (spelling)

4) Change the following words to plurals.

Singular	Plural
computer	
digital box	
way	
phone	

(4 marks)

5) Spelling check

Do **not** look at the text or any other pages of this resource.

Listen to ten words and write them down.

Your teacher will say the word and use the word in a sentence.

Your teacher will then say the word again before you write it down.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

(10 marks)


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Part G – form filling

6) Fill in the licence application form.

- Use **block capitals** in sections b, f and i only.

Licence application 				
a. Title				
b. Family name				
c. First name/s				
d. Date of birth DD/MM/YYYY				
e. Address				
f. Postcode				
g. Telephone				
h. Email				
i. National Insurance number				
j. Today's date (your licence will be valid from this date)				
k. Is this your first licence application? State yes or no .				
l. How will you pay? (Tick one only)	Cheque	Credit card	Debit card	Cash

(10 marks)

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Curriculum mapping, answers and teaching notes

Marking guidance / answers

READING Part A – understanding the main points in a text (6 marks)

1) option 4 2) 4 ways 3) option 3 4) false 5) debit card or cash

READING Part B – organisational features and images (8 marks)

6) images & bold print 7) readers over 75 years 8) Guide dog. Used to draw attention to the fact that blind users can get a half price licence. 9) cost. phone nos. / web sites 10) TV Licensing (*accept tvl*)

READING Part C – understanding and checking words in a text (6 marks)

11) Appropriate definition & correct page no. 12) view 13) network 14) details 15) several

WRITING Part D – alphabetical order (4 marks)

1) care, channel, cheque, computer, console. (Maximum 2 marks. 1 error – award 1 mark.)
2) a – Move **Samsung Galaxy** 1 place to the left. b – Move **licence** 3 places to the right.

WRITING Part E – punctuation (6 marks)

3) a – **W**hen does your TV licence run out? b – It runs out on **F**riday.
c – I think **I** can get a free one from **A**ugust next year.

Each sentence must be completely re-written. Award one mark for adding each correct punctuation mark or capital letter (2 per sentence). Award no marks if other original punctuation is removed (or if other incorrect capitalisation or punctuation is added) but do not penalise other copying errors.

WRITING Part F – spelling (14 marks)

4) computers, digital boxes, ways, phones

5) Teacher to say the word, say the word in the sentence and then say the word again. All words taken from the Entry 2 'Expectations for both spelling and reading' and also listed on p15 of this resource.

<https://www.gov.uk/government/publications/functional-skills-subject-content-english> (pp26-28)

- | | |
|---------------------|--|
| a. Blind | If you're blind you could get a half price licence. |
| b. Half | If you're blind you could get a half price licence. |
| c. Aged | If you're aged 75 or older you could get a free TV licence. |
| d. Older | If you're aged 75 or older you could get a free TV licence. |
| e. Care | If you live in a care home you could pay less for a TV licence. |
| f. There | There are different ways to buy a TV. |
| g. Different | There are different ways to buy a TV. |
| h. Watch | You can watch TV in lots of different ways. |
| i. Using | You can watch TV using a digital box. |
| j. Recorder | You can watch TV using a video recorder . |

WRITING Part G – form filling (10 marks)

6) All parts completed with correct information and correct punctuation (including use of block capitals where requested) – 10 marks. Deduct one mark for each omission or error (spelling; incorrect information; incorrect capitalisation in names, addresses, post code, etc.) up to maximum of 10 deductions.

WRITING Part H – writing composition (34 marks)

*For written composition (and also punctuation in Part E) I have **loosely** followed the marking method used in Pearson's E2 sample assessment materials. However, this resource is not intended to emulate formal summative assessment and does not use the same distribution of marks. E.g. I have given greater emphasis (and many more marks) to writing than reading, whereas both have equal weighting in formal assessment.*

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7) Informal email (14 marks)

Content (8 marks)

1 mark for covering each of 4 bullet points in a way that can be understood (max 4 marks).

1 mark for appropriate use of at least 1 adjective.

1 mark for appropriate use of at least one linking word.

1 mark for each compound sentence that *correctly* uses a co-ordinating conjunction (**and, or, but, so, yet**) to join clauses (maximum of 2 marks). *Use of complex sentences using subordinating conjunctions (e.g. because, when, if, unless) should also be accepted.* Note that punctuation is marked separately.

**Do not accept 'so' or 'yet' when they are used as adverbs rather than conjunctions. This is not an easy concept to grasp so you might want your learners to stick to 'or', 'and' or 'but'!*

SPaG Spelling, punctuation and grammar (6 marks)

Errors relating to end of sentence markers (full stop, question mark, exclamation mark):

0-2 errors – 2 marks. 3-5 errors – 1 mark, 6 or more errors – 0 marks. *Other punctuation (e.g. commas, possessive apostrophes, colons, speech marks) is not expected at E2. Note that misuse of omissive apostrophes (contractions) is regarded as a spelling error.*

Errors relating to use of capital letters (start of sentence, pronoun I, proper nouns):

0-2 errors – 2 marks. 3-5 errors – 1 mark, 6 or more errors – 0 marks.

Spelling errors

For spelling refer to the E2 and E1 spelling lists at the end of this document.

0-2 spelling errors – 2 marks. 3-5 errors – 1 mark, 6 or more errors – 0 marks.

Award no marks for spelling or punctuation if learner has written fewer than 3 sentences.

8) Online review (20 marks)

Content (14 marks)

1 mark for completing the nick name (screen name), product name and shading the stars.

1 mark for covering each of 5 bullet points (max 5 marks) or 5 other relevant / suitable points.

1 mark if gist of review matches the star rating (e.g. a 1-star review should not be glowing).

2 marks for appropriate use of at least 2 adjectives (1 mark for 1 adjective).

2 marks for appropriate use of at least 2 linking words (1 mark for 1 linking word).

1 mark for each compound sentence that *correctly* uses a co-ordinating conjunction (**and, or, but, so, yet**) to join clauses (to a maximum of 3 marks). *Use of complex sentences using subordinating conjunctions (e.g. although, because, if, unless, until, when, while) should also be accepted.*

**See also comment under 7) above, regarding use of 'so' and 'yet'.*

SPaG Spelling, punctuation and grammar (6 marks)

Mark as for the informal email in 7).

Award no marks for spelling or punctuation if learner has written fewer than 4 sentences.

Maximum possible marks = 20 (reading) + 68 (writing) = 88

An **editable Word version** of this resource is available, on a one to one exchange basis for your own resource contribution. If you wish to become a registered contributor, please contact Maggie using the site contact link. Thank you. 😊



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Curriculum mapping, answers and teaching notes

Background

I wrote this resource to explore the Reformed Entry Level 2 reading and writing content, and the format of the new assessments from various awarding organisations (AO). In addition to my own ideas, I studied and adapted question styles from Pearson, City & Guilds, OCR, NCFE and Open Awards; all these AO provide sample assessment materials and/or practice tests on their web sites.

This resource is not intended to emulate formal summative assessment and the reading and writing sections are not arranged as in typical exam papers. For example, I have intentionally grouped reading and writing questions under specific headings in order to familiarise learners (and tutors) with the new content expectations. Tutors can pick and choose the topics they want to focus on.

Maggie Harnew, Nov 28th 2019

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 (effective from September 2019)

Purpose and learning aims of Functional Skills English

Functional Skills English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

Levels 1 and 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 apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

Source: Subject content functional skills: English. DfE (Feb 2018),

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

This resource also covers many Adult Literacy and Adult ESOL Curriculum elements

- <http://www.excellencegateway.org.uk/content/etf1286> (Adult Literacy)
- <http://www.excellencegateway.org.uk/content/etf1194> (Adult ESOL)

Reading content descriptors

'Reading' within FS English qualifications is defined as the independent understanding of written language in specific contexts. This can be demonstrated through the use of texts on screen or on paper.

Learning aims for reading

E1, 2 & 3 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. **L1-2** Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

✓ = content covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not covered in detail in this resource but annotated to show progression across levels.

Content at each level subsumes and builds upon that at lower levels – indicated by right-pointing arrows (→). Consult the source below for a full list of descriptors at all levels.

Source: *Subject content functional skills: English. DfE (Feb 2018)*,

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
E1.8 Read correctly words designated for Entry Level 1 → - see page 16 E1.9 Read simple sentences containing one clause → E1.10 Understand a short piece of text on a simple subject →	E2.7 Read correctly words designated for E2 ✓✓ (many Qs) - see page 15 E2.8 Understand the main points in texts ✓✓ Q1, 2, 3, 4, 5 E2.9 Understand organisational markers in short, straightforward texts ✓✓ Q6, 9 E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) ✓✓ Q11, 12, 13, 14, 15 E2.11 Read and understand sentences with more than one clause ✓✓ (many Qs) E2.12 Use illustrations, images and captions to locate information ✓✓ Q7, 8, 10	E3.8 Read correctly words designated for E3 ← E3.9 Identify, understand and extract the main points and ideas in and from texts ← E3.10 Identify different purposes of straightforward texts E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types) ← E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links) ←
Scope of study – learners should read texts that include:		
short simple texts that inform, describe, narrate.	short, straightforward texts that instruct, inform , describe and narrate. ✓✓	straightforward texts that instruct, describe, narrate and explain.

Writing content descriptors		
<p>'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.</p> <p>Learning aims for Entry Level writing</p> <p>E1, 2 & 3 Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.</p> <p>L1-2 (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar (ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.</p>		
Entry Level 1 (E1)	Entry Level 2 (E2)	Entry Level 3 (E3)
<p>Spelling, punctuation & grammar</p> <p>E1.11 Punctuate simple sentences with a capital letter and a full stop →</p> <p>E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns →</p> <p>E1.13 Use lower-case letters when there is no reason to use capital letters →</p> <p>E1.14 Write the letters of the alphabet in sequence and in both upper and lower case →</p> <p>E1.15 Spell correctly words designated for Entry Level 1 → - see page 16</p> <p>Writing composition</p> <p>E1.16 Communicate information in words, phrases and simple sentences →</p>	<p>Spelling, punctuation & grammar</p> <p>E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks) ✓✓ Q3, 6, 7, 8</p> <p>2.14 Form regular plurals ✓✓ Q4</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order ✓✓ Q1, 2</p> <p>2.16 Spell correctly words designated for E2 ✓✓ Q5, 6, 7, 8</p> <p>- see page 15</p> <p>Writing composition</p> <p>E2.17 Communicate information using words and phrases appropriate to audience and purpose ✓✓ (many Qs)</p> <p>E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) ✓✓ Q6</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses ✓✓ Q7, 8</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way ✓✓ Q7, 8</p>	<p>Spelling, punctuation & grammar</p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) ←</p> <p>3.14 Form irregular plurals ←</p> <p>E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order ←</p> <p>E3.17 Spell correctly words designated for E3 ←</p> <p>Writing composition</p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) ←</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) ←</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points ←</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate ←</p> <p>E3.22 Use language appropriate for purpose and audience</p>
<p>Scope of study – learners should write texts that include:</p>		
<p>short simple texts such as messages and notes</p>	<p>short, straightforward texts such as letters, emails and simple narratives ✓✓</p>	<p>straightforward narratives, instructions, explanations and reports</p>

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Curriculum mapping, answers and teaching notes

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

The words have been chosen because they are common words that are not straightforward to spell.

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

In addition, Entry Level 2 students are expected to spell 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.

- 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) **[older]**
- 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) **[using, aged, recorder]**
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g., chopped, winner, getting, sunny)
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g., replying)
- Words with suffixes ending in '-tion' (e.g., mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary) **[different]**
- the following homophones: **there**, **their**, **they're**; **here**, **hear**; **one**, **won**; **to**, **too**, **two**.

Words highlighted in yellow are used in spelling check (p6). Those in *[italic]* added by skillworkshop.org as further examples found in TV Licence text and used in spelling check.

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Curriculum mapping, answers and teaching notes

Each FS level subsumes lower levels so E2 learners are also expected to be able to spell all the words on this page.

Functional Skills Entry Level 1 – Expectations for reading & spelling The words have been chosen because they are common words.

Letters	Sound	Letters	Sound(s)
<u>can</u> , <u>act</u> , <u>look</u> , <u>back</u> , <u>school</u>	/k/	<u>put</u> , <u>push</u> , <u>pull</u> <u>would</u> , <u>could</u> , <u>should</u> , <u>full</u> , <u>look</u> , <u>good</u>	/ʊ/
<u>off</u>	/f/	<u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> , <u>room</u>	/u:/
<u>miss</u> , <u>cross</u> , <u>house</u>	/s/	<u>day</u> , <u>say</u> , <u>way</u> , <u>made</u> , <u>make</u> , <u>take</u> , <u>came</u> , <u>same</u> , <u>late</u> , <u>they</u>	/eɪ/
<u>who</u>	/h/	<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u>	/aɪ/
<u>write</u> , <u>wrote</u> , <u>wrong</u>	/r/	<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u>	/aʊ/
<u>will</u> , <u>well</u> , <u>tell</u> , <u>still</u> , <u>hello</u>	/l/	<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>old</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>	/əʊ/
<u>get</u> , <u>give</u>	/g/	<u>boy</u>	/ɔɪ/
<u>change</u> , <u>large</u>	/dʒ/	<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>	/ɔ:/
<u>have</u> , <u>give</u> , <u>live</u> , <u>of</u>	/v/	<u>or</u> , <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u>	/ɔ:/ or /ɔ:r/
<u>is</u> , <u>his</u> , <u>as</u> , <u>has</u> , <u>Wednesday</u>	/z/	<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u>	/ɜ:/ or /ɜ:r/
<u>come</u> , <u>some</u>	/m/	<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u>	/æ/ or /a:/
<u>know</u> , <u>done</u> , <u>one</u> , <u>gone</u>	/n/	<u>are</u> , <u>our</u>	/a:/ or /a:r/
<u>think</u>	/ŋ/	<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>	/ɛə/ or /ɛər/
<u>when</u> , <u>which</u> , <u>what</u> , <u>while</u> , <u>white</u>	/w/	<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>	/ɪə/ or /ɪər/
<u>see</u> , <u>seem</u> , <u>feel</u> , <u>meet</u> , <u>week</u> , <u>eat</u> , <u>real</u> , <u>be</u> , <u>he</u> , <u>me</u> , <u>we</u> , <u>she</u> , <u>even</u> , <u>every</u>	/i:/	<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>enjoy</u>	/ɪ/	<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>	/ju:/
<u>head</u> , <u>any</u> , <u>many</u> , <u>anyone</u> , <u>thank</u> , <u>said</u> , <u>again</u> , <u>says</u>	/e/	<u>little</u>	/əl/
<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u>	/m/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ɒ/		

In addition, Entry Level 1 students are expected to spell 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 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)

Source (pages 15&16): Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>