



The Royal School

Wolverhampton

Curriculum 2025

Functional Skills English

Curriculum Concepts

Functional Skills English

Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk**— our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

Sequencing & Progression: Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and 'The Royal Way' framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

Adaptive teaching & Assessment: Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

Retrieval Practice & Interleaving: We embed retrieval throughout lessons using 'Think Backs', 'Do Now' activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

Engagement: Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

Challenge & Aspiration: Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

Context: Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

Personal Development: Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

Impact

The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

How Functional Skills English enables all students to thrive and achieve

How inclusive lessons have been planned
- Clear learning intentions as part of a learning journey - Content chunked into achievable steps - Use of modelled examples so that all learners can see what is expected of them - Appropriate scaffolding - Retrieval opportunities - Teaching of new vocabulary alongside visuals - Group work - Alternative ways of recording learning
How an inclusive environment has been created
- Smaller group sizes - A safe and supportive classroom - High expectations but recognising and accommodating different starting points - Relationships - Learners encouraged to take risks and build confidence
How the curriculum has been considered for pupils with additional needs
- Functional Skills English has a differentiated pathway for learners ranging from Entry Level 1 to Level 2 - Links to real life contexts - Topics chosen to reflect students' experience and interests - Reading and writing taught through meaningful contexts such as letters, emails, job applications, reports and instruction writing

Adaptive teaching strategies

How learners are supported with literacy
• Key vocabulary in each lesson – targeted teaching of this • Do Now focusing on spelling, punctuation and grammar • Oracy opportunities before writing • Modelled writing tasks • Sentence starters • Word banks
How learners are supported to retain vocabulary
• Key vocabulary regularly revisited • Dual coding • Student-friendly definitions • Word walls • Glossaries • Vocabulary taught in context
How learners are supported with numeracy
• Where texts or tasks include numerical content, explicit teaching links are made
How learners are supported to develop conceptual understanding
• Focus on understanding the <i>why</i> behind communication – what the purpose is, who the audience is, and how tone, format and vocabulary change accordingly. • Students taught to analyse and apply these concepts
How teaching is adapted for learners who struggle with attention
• Learning chunked into short, focused sections • Varied tasks

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| <ul style="list-style-type: none">• Clear routines within the lessons• Personalised seating plans |
| How teaching is adapted for learners who struggle with change and transition |
| <ul style="list-style-type: none">• Routines with the lessons• Clear communication• Helping students to manage anxiety• Embellished countdowns |

Functional Skills English Curriculum Mapping – Year 9, 10 and 11

The Functional Skills English programme covers 3 components across 5 levels: Entry Level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2.

The 3 components are:

- Speaking, listening and communicating
- Reading
- Writing

Entry Level 1

Learners should practise different types of speaking, listening and communicating activities. This should include simple narratives, information and instructions; and short statements, explanations, discussions, questions and exchanges.

Learners should practise reading different types of text. This should include short, simple texts that inform, describe and narrate.

Learners should practise writing different types of text. This should include short, simple texts such as messages and notes

Speaking, listening and communicating	Reading	Writing
Say the names of the letters of the alphabet	Read correctly words designated for Entry Level 1 (see Appendix A)	Spelling, punctuation and grammar
Follow single-step instructions, asking for them to be repeated if necessary	Read simple sentences containing one clause	Punctuate simple sentences with a capital letter and a full stop
Make requests and ask straightforward questions using appropriate terms and registers	Understand a short piece of text on a simple subject	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
Respond to questions about specific information		Use lower-case letters when there is no reason to use capital letters
Make clear statements about basic information and communicate feelings and opinions on straightforward topics		Write the letters of the alphabet in sequence and in both upper and lower case
Understand and participate in simple discussions or exchanges with another person about a straightforward topic		Spell correctly words designated for Entry Level 1 (see Appendix A)
		Composition Communicate information in words, phrases and simple sentences

Entry Level 2

Learners should practise different types of speaking, listening and communicating activities. This should include short narratives and explanations and instructions, discussions and straightforward information and instructions.

Learners should practise reading different types of text. This should include short, straightforward texts that instruct, inform, describe and narrate.

Learners should practise writing different types of text. This should include short straightforward texts such as letters, e-mails and simple narratives.

Speaking, listening and communicating	Reading	Writing
Identify and extract the main information and detail from short explanations	Read correctly words designated for Entry Level 2 (Appendix A)	Spelling, punctuation and grammar
Make requests and ask clear questions appropriately in different contexts	Understand the main points in texts	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
Respond appropriately to straightforward questions	Understand organisational markers in short, straightforward texts	Form regular plurals
Follow the gist of discussions	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)	Use the first and second letters to sequence words in alphabetical order
Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics	Read and understand sentences with more than one clause	Spell correctly words designated for Entry Level 2 (Appendix A)
Make appropriate contributions to simple group discussions with others about a straightforward topic	Use illustrations, images and captions to locate information	Composition Communicate information in words, phrases and simple sentences Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses Use adjectives and simple linking words in the appropriate way

Entry Level 3

Learners should practise different types of speaking, listening and communicating activities. This should include straightforward narratives, accounts, explanations, discussions instructions, information and descriptions.

Learners should practise reading different types of text. This should include straightforward texts that instruct, describe, narrate and explain.

Learners should practise writing different types of text. This should include straightforward texts such as narratives, instructions, explanations and reports.

Speaking, listening and communicating	Reading	Writing
Identify and extract relevant information and detail in straightforward explanations	Read correctly words designated for Entry Level 3 (see Appendix A)	Spelling, punctuation and grammar
Make requests and ask concise questions using appropriate language in different contexts	Identify, understand and extract the main points and ideas in and from texts	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
Communicate information and opinions clearly on a range of topics	Identify different purposes of straightforward texts	Form irregular plurals
Respond appropriately to questions on a range of straightforward topics	Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)	Use mostly correct grammar (e.g. subject–verb agreement, consistent use of tense, definite and indefinite articles)
Follow and understand the main points of discussions	Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)	Use the first, second and third place letters to sequence words in alphabetical order
Make relevant contributions to group discussions about straightforward topics		Spell correctly words designated for Entry Level 3 (see Appendix A)
Listen to and respond appropriately to other points of view, respecting conventions of turn-taking		Composition
		Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)
		Write text of an appropriate level of detail and of appropriate length (including where this is specified)
		Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

		Write in compound sentences and paragraphs where appropriate Use language appropriate for purpose and audience
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Level 1

Learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life. A key aspect of developing knowledge and skills in English, at Level 1 is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

Texts should include narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths.

Texts should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

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

Speaking, listening and communicating	Reading	Writing
Identify relevant information and lines of argument in explanations or presentations Make requests and ask relevant questions to obtain specific information in different contexts Respond effectively to detailed questions Communicate information, ideas and opinions clearly and accurately on a range of topics Express opinions and arguments and support them with evidence Follow and understand discussions and make contributions relevant to the situation and the subject	Identify and understand the main points, ideas and details in texts Compare information, ideas and opinions in different texts Identify meanings in texts and distinguish between fact and opinion Recognise that language and other textual features can be varied to suit different audiences and purposes Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words Understand organisational and structural features and use them to locate relevant	Spelling, punctuation and grammar Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles) Spell words used most often in work, study and daily life, including specialist words Composition Communicate information, ideas and opinions clearly, coherently and accurately Write text of an appropriate level of detail and of appropriate length (including

Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium Respect the turn-taking rights of others during discussions, using appropriate language for interjection	information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts Infer from images meanings not explicit in the accompanying text Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) Read and understand a range of specialist words in context Use knowledge of punctuation to aid understanding of straightforward texts	where this is specified) to meet the needs of purpose and audience Use format, structure and language appropriate for audience and purpose Write consistently and accurately in complex sentences, using paragraphs where appropriate
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Level 2

Learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness. Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life. A key aspect of developing knowledge and skills in English, at Level 2 is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

Texts should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

Texts should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

Texts should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths

Speaking, listening and communicating	Reading	Writing
Identify relevant information from extended explanations or presentations Follow narratives and lines of argument Respond effectively to detailed or extended questions and feedback	Identify the different situations when the main points are sufficient and when it is important to have specific details Compare information, ideas and opinions in different texts, including how they are conveyed	Spelling, punctuation and grammar Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required Express opinions and arguments and support them with relevant and persuasive evidence Use language that is effective, accurate and appropriate to context and situation Make relevant and constructive contributions to move discussion forward Adapt contributions to discussions to suit audience, purpose and medium Interject and redirect discussion using appropriate language and register	Identify implicit and inferred meaning in texts Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias Follow an argument, identifying different points of view and distinguishing fact from opinion Identify different styles of writing and writer's voice	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) Spell words used in work, study and daily life, including a range of specialist words Composition Communicate information, ideas and opinions clearly, coherently and effectively Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) Convey clear meaning and establish cohesion using organisational markers effectively Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. Construct complex sentences consistently and accurately, using paragraphs where appropriate.
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Functional Skills English Curriculum Mapping – range of text types

Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
Short information texts Invitations Simple biography Simple instructions e.g. how to make a cup of tea Description of a person Simple job advert Be able to write 2 or 3 sentences about a chosen topic: - a place they like to visit - where they live - food they like to eat - about their family - their favourite dat	Short biography of a celebrity Short autobiography Simple recipe and instructions e.g. making a cup of tea, feeding a pet, how to get to school from their home Simple description e.g. a house, their hometown, a person, a celebrity Job advert Write 3-4 sentences using correct punctuation e.g. about a hobby Text about a local attraction Short explanation of a news event Short paragraph about a chosen topic e.g. hometown Email – formal and informal e.g. asking a friend to the cinema or asking an employer for a day's holiday Filling in a form e.g. college application,	Instructions e.g. how to change a printer cartridge, how to prepare for an exam Leaflets Description e.g. of an interesting place to visit Job application Explanation e.g. of how glass bottles are recycled Informal email to a friend Restaurant review Straightforward narrative Short text about a given topic e.g. -An article about a sporting event -an article about how to prepare for an interview Non-fiction text with organisational features My ideal job Short report e.g. about a traffic accident, advantages of an apprenticeship Narrative about a favourite holiday	Information/advice sheets e.g. about a course, revision tips Leaflets Instructions Descriptions Adverts Explanation texts Email – formal and informal Reviews e.g. of an experience Report writing e.g. advantages and disadvantages of working while studying Letter writing e.g. a complaint, letter of application Diary entry Persuasive speech Forum contributions e.g. about a topic that interests them e.g. whether corporal punishment should be re-introduced Blogs Articles for a newsletter, newspaper or magazine e.g. about global warming, their opinion about a current event,	Leaflets Emails – formal and informal Reviews e.g. a detailed account of a film that they have seen Report writing e.g. advantages and disadvantages of volunteering abroad Complaint letter/formal and informal Forum contributions e.g. would National Service reduce anti-social behaviour Blogs Articles Diary entries Information/advice sheet Letters e.g. letter of application Persuasive writing skills through a variety of text types

	library membership	or about a celebrity	persuading others to attend an event	
	Review e.g. of a film, a restaurant	Letter e.g. cover letter for a job, applying for a job		
	Short narrative			
	Write about their dream job	Write about someone they admire		
		Write about a favourite holiday		
		Write about their short term goals for the future		

Functional Skills English Curriculum Mapping – spelling, punctuation and grammar

Entry Level 1	Entry Level 2	Entry Level 3	Level 1	Level 2
Letters of the alphabet	Question marks and exclamation marks	Commas	Brackets and apostrophes	Colons and inverted commas
Upper and lower case letters	Proofreading and checking for basic punctuation	Proofread and check for punctuation	Effect of different types of punctuation	Proofreading texts for spelling, grammar and punctuation
Circle the nouns, proper nouns, verbs and pronouns in a list or sort words into categories	Sequence words in alphabetical order	Sequence words in alphabetical order	Proofread a short text for punctuation	Fact vs opinion
Write definitions of word classes	Use a dictionary	Spell Entry Level 3 words	Proofread a short text for spelling	Language features e.g. metaphors, similes, cliché, alliteration
Spelling Entry Level 1 words	Spelling Entry Level 2 words	Joining two clauses with a conjunction	Formal and informal language	Different sentence types: statements, commands, questions and exclamations
Two-syllable words	Identify simple conjunctions e.g. or, and, but	Subject-verb agreement	Homophones	Adjectives
Capital letters and full stops to demarcate a sentence	Choosing the correct conjunction to connect clauses	Tenses	Complex sentences	Formal vs informal language
Use capital letter for 'I' and proper nouns	Identify adjectives	Definite/indefinite articles	Using is and are correctly	Use a dictionary
	Spelling of plurals ending in -s and -es	Spelling common irregular plurals e.g. men, mice, teeth	Definite and indefinite articles	
		Use a dictionary	Use a dictionary	

Spelling days of the week	Words with prefixes	Suffix endings - ion, -ian, -able, -ibly		Using is and are correctly
Spelling numbers	Words with suffixes	Prefixes e.g. re-, co-		Tense
Spelling past tense words where the root word stays the same	Words with silent letters	Homophones		Definite and indefinite article
Spell simple contractions	Homophones	Compound sentences		Modality devices – would, could, should

Functional Skills English Assessment Calendar 2025-2026

	Year 9	Year 10	Year 11
Learning Cycle 1	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper
Learning Cycle 2	Speaking and listening assessment	Speaking and listening assessment	Speaking and listening assessment
Learning Cycle 3	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper
Learning Cycle 4	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper
Learning Cycle 5	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	Week 6: End of learning cycle reading and writing paper Week 7: Individual feedback and response to each paper	

At the end of each learning cycle, pupils will complete a sample English paper for either Entry Level 1, 2, 3 or Level 1 or 2 based on informal assessments taking place throughout each term. Following completion of a reading and writing paper, pupils will be given a learning cycle review highlighting their areas of strength in reading and writing, and areas that require additional learning.

Functional Skills Assessment criteria 2025-2026

Pupils in years 9, 10 and 11 will be assessed on their knowledge, understanding and skills of the curriculum. Pupils will be entered for their external assessments throughout each year at an appropriate point (Pearson allow for on-demand assessments throughout the school year) and will be entered for either Entry Level 1, Entry Level 2, Entry Level 3, Level 1 or Level 2 based on assessment information. Assessments for each level will be based on the specific curriculum objectives listed within this document.

Entry Level 1

Speaking, listening and communicating	Reading	Writing
The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified. Each learner must complete two tasks: Task 1 consists of a number of discrete activities and Task 2 is a discussion. For each task, Pearson has identified which content statements are being assessed. In Task 1, learners need to show they can: - say the names of the letters of the alphabet - understand short statements and explanations follow single-step instructions - make requests and ask straightforward questions. In Task 2, learners need to show they can: - take part in a simple discussion with another person in which they answer questions and communicate information, feelings and opinions on straightforward topics	The Reading assessments are externally set, internally marked and externally verified. The duration of the assessment is 45 minutes with a maximum of 16 marks available. They are paper-based and can be downloaded from the Pearson website on demand. The texts in the Reading assessments will include a representative sample of the words and types of words given in Appendix A. Dictionaries are allowed	The Writing assessments are externally set, internally marked and externally verified. The duration of the assessment is 50 minutes with a maximum of 30 marks available. They are paper-based and can be downloaded from our website on demand. 66.7 per cent of marks are for Spelling, Punctuation and Grammar (SPaG). Half of these are for a spelling task that assesses ten spellings. The spellings are sampled from the words and word types in Appendix A. No external aids, such as dictionaries, are allowed

Entry Level 2

Speaking, listening and communicating	Reading	Writing
The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified. Each learner must complete two tasks: Task 1 consists of a number of discrete activities and Task 2 is a discussion. For each task, Pearson has identified which content statements are being assessed. In Task 1, learners need to show they can: - understand short explanations - make requests and ask clear questions In Task 2, learners need to show they can: - make appropriate contributions to discussions, in which they follow the gist of what is said, respond to questions, and clearly communicate information, feelings and opinions	The Reading assessments are externally set, internally marked and externally verified. The duration of the assessment is 45 minutes with a maximum of 20 marks available. They are paper-based and can be downloaded from our website on demand. The texts in the Reading assessments will include a representative sample of the words and types of words given in Appendix A. Dictionaries are allowed.	The Writing assessments are externally set, internally marked and externally verified. The duration of the assessment is 50 minutes with a maximum of 35 marks available. They are paper-based and can be downloaded from our website on demand. 57 per cent of marks are for Spelling, Punctuation and Grammar (SPaG). Half of these are for a spelling task that assesses ten spellings. The spellings are sampled from the words and word types in Appendix A.

Entry Level 3

Speaking, listening and communicating	Reading	Writing
The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified. Each learner must complete two tasks: In Task 1, learners take turns to give explanations and then ask and answer questions. Task 2 is a discussion. For each task,	The Reading assessments are externally set, internally marked and externally verified. The duration of the assessment is 45 minutes with a maximum of 24 marks available.	The Writing assessments are externally set, internally marked and externally verified. The duration of the assessment is 50 minutes with a maximum of 36 marks available.

Pearson has identified which content statements are being assessed. In Task 1, learners need to show they can: - give straightforward explanations that communicate information clearly and then respond to questions from another learner about their explanation - listen to another learner's explanation, extracting information that allows them to make ask follow-up questions. In Task 2, learners need to show they can: - make relevant contributions to group discussions about straightforward topics in which they communicate information and opinions - while doing this, they will show that they can understand the main points of the discussion, listen to and respond appropriately to other points of view, and respect the conventions of turn taking	They are paper-based and can be downloaded from our website on demand. The texts in the Reading assessments will include a representative sample of the words and types of words given in Appendix A. Dictionaries are allowed.	They are paper-based and can be downloaded from our website on demand. 56 per cent of marks are for Spelling, Punctuation and Grammar (SPaG). Half of these are for a spelling task that assesses ten spellings. The spellings are sampled from the words and word types in Appendix A.
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Level 1

Speaking, listening and communicating	Reading	Writing
The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified. Each learner must complete two tasks: Task 1 is a talk to a small peer group and a linked question and answer session	Reading is assessed through a test comprised of controlled response and open response questions. The test is 60 minutes in duration with a maximum of 30 marks available.	Writing is assessed through a test comprised of two tasks (42% of marks assesses spelling, punctuation and grammar) The test is 60 minutes in duration with a maximum of 36 marks available.

In Task 1, learners need to show that they can: - talk about a topic for 3 to 4 minutes - answer questions about the topic for 2 minutes - respond to questions on specific information - ask relevant questions in relation to their peers' talks Task 2 is a formal discussion. In Task 2, learners need to show that they can: - discuss a straightforward topic for 10 minutes - express opinions and arguments - adapt contributions to take account of audience, purpose and medium - respect the turn-taking rights of others.		
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Level 2

Speaking, listening and communicating	Reading	Writing
The Speaking, Listening and Communicating assessment is internally set, internally assessed and externally verified. Each learner must complete two tasks: Task 1 is a presentation on a topic of the learner's choice; followed by a question and answer session. In Task 1, in a group of three to four learners, each learner needs to show that they can: - give a presentation of a topic of their choice for 4 to 5 minutes - answer questions on their presentation for 3 minutes - communicate information, ideas and opinions clearly and effectively, providing	Reading is assessed through a test comprised of multiple choice, short open response and medium open response questions. The test is 75 minutes in duration with a maximum of 35 marks available.	Writing is assessed through a test comprised of two tasks. (42% of marks assesses spelling, punctuation and grammar). The test is 60 minutes in duration with a maximum of 36 marks available.

further detail and development - if required-express opinions and arguments, supported by relevant and persuasive evidence - ask detailed and pertinent questions Task 2 is a discussion. In Task 2, in a group of three to five learners, each learner needs to show that they can: - take part in a group discussion for 15 minutes - adapt contributions to discussions to suit audience, purpose and medium - interject and redirect discussion using appropriate language and register		
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Appendix A

Reading and spelling lists for Entry Level 1, 2 and 3

Expectations for both Reading and Spelling at Entry Level 1			
about	call	fast	hello
act	came	feel	her
after	can	few	here
again	change	find	high
air	child	first	his
all	close	floor	hold
also	come	follow	house
any	could	for	how
anyone	cross	four	I
are	day	Friday	into
around	dear	full	is
as	do	get	know
ask	does	girl	large
back	don't	give	last
be	done	go	late
because	door	gone	life
before	down	good	like
between	draw	group	little
both	eat	has	live
boy	enjoy	have	look
brother	even	he	made
by	every	head	make

Expectations for both Reading and Spelling at Entry Level 1

many	out	so	water
me	over	some	way
meet	own	someone	we
might	past	still	Wednesday
mind	path	take	week
miss	person	tell	well
Monday	plant	thank	were
money	poor	the	what
more	pull	their	when
morning	push	there	where
most	put	they	which
my	real	think	while
myself	reply	Thursday	white
near	right	time	who
never	room	to	will
new	said	today	without
no	same	together	word
now	Saturday	told	work
number	saw	too	world
of	say	Tuesday	would
off	says	two	write
old	school	under	wrong
one	see	until	wrote
only	seem	use	year
open	she	walk	you
or	should	want	your
other	show	warm	
our	small	was	

Expectations for both Reading and Spelling at Entry Level 2

add	calendar	everything	knowledge
address	care	example	learn
age	carry	extreme	letter
always	caught	eye	machine
among	cause	find	material
animal	circle	forty	mean
answer	city	forward(s)	minute
anything	complete	fourteen	month
arrive	computer	friend	move
bare	country	fruit	music
bear	daily	grammar	naughty
beautiful	decide	great	next
behind	differ	group	notice
believe	different	guard	obey
better	difficult	guide	once
blew	double	half	our
blue	early	heard	page
break	earth	height	people
breathe	eight	hour	perhaps
build	eighteen	idea	position
business	eighty	imagine	possess
busy	everybody	important	possible

Expectations for both Reading and Spelling at Entry Level 2

potatoes	sentence	sure	truly
pressure	seven	surname	watch
pretty	since	surprise	weigh
probably	six	therefore	weight
promise	something	thirteen	whole
quarter	son	thirty	woman
quiet	special	thought	women
quite	straight	through	won
remember	strange	touch	year
second	sugar	trouble	young

Expectations for both Reading and Spelling at Entry Level 3

according	communicate	experience	popular
achieve	community	experiment	position
actual	competition	explanation	purpose
although	condemn	famous	qualification
appear	correspond	fasten	qualify
apply	cough	frequently	receive
appreciate	criticise	guarantee	recent
attach	crumb	increase	regular
autumn	curiosity	island	rough
available	debt	knee	scheme
average	definite	knife	sugar
bargain	describe	knot	suppose
bomb	determined	knowledge	therefore
borough	develop	listen	thorough
bought	dictionary	measure	though
brought	doubt	medicine	thumb
cause	ease	minute	tough
centre	education	occasion	treasure
certain	enough	opposite	various
climb	equip	ought	whistle
college	especially	particular	
column	excellent	picture	
committee	exercise	pleasure	