



Appendix

Functional Skills Entry Levels 1-3 Expectations for word reading

Students are expected to read words which consist of the letter-sound correspondences¹ in the following table. The words in brackets are examples of words to illustrate these correspondences. They are not specific words to be learned.

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

Letters²	Sounds³
p (p <u>a</u> n), pp (sup <u>pp</u> er)	/p/
t (t <u>a</u> p), tt (lett <u>er</u>)	/t/
c (c <u>a</u> t), k (k <u>e</u> y), ck (du <u>ck</u>)	/k/
ch (c <u>h</u> ip), tch (f <u>et</u> ch)	/tʃ/
f (f <u>i</u> sh), ff (coff <u>e</u> e), ph (p <u>h</u> oto)	/f/
th (t <u>h</u> in)	/θ/
s (s <u>u</u> n), ss (dress <u>ss</u>), c (c <u>it</u> y) ⁴	/s/
sh (s <u>h</u> ip)	/ʃ/

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

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

³ The sounds listed in this table are the sounds of spoken English. They are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Letter-sound correspondences should be taught in the order used in a reputable, structured phonics programme and not in the order presented in this table.

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

Table 1: Letter/s-sound correspondences	
h (<u>h</u> at)	/h/
r (<u>r</u> un), rr (ch <u>er</u> ry), wr (<u>w</u> rite)	/r/
l (<u>l</u> ip), ll (<u>l</u> bell)	/l/
b (<u>b</u> oy), bb (<u>r</u> ab <u>bb</u> it)	/b/
d (<u>d</u> og), dd (<u>l</u> ad <u>dd</u> er)	/d/
g (<u>g</u> o), gg (<u>b</u> ig <u>gg</u> er)	/g/
j (<u>j</u> et), g (<u>g</u> em) ⁵ , ge (<u>l</u> ar <u>g</u> e), dge (<u>b</u> ri <u>dg</u> e)	
v (<u>v</u> et), ve (<u>h</u> av <u>e</u>)	/v/
th (<u>th</u> en)	/ð/
z (<u>z</u> ip), zz (<u>f</u> iz <u>z</u>), s (<u>h</u> is), se (<u>ch</u> ees <u>e</u>), ze (<u>s</u> nee <u>z</u> e)	/z/
m (<u>m</u> an), mm (<u>h</u> am <u>mm</u> er)	/m/
n (<u>n</u> ut), nn (<u>d</u> inn <u>nn</u> er), kn (<u>k</u> nee)	/n/
ng (<u>r</u> in <u>ng</u>), n (<u>s</u> in <u>kn</u>)	/ŋ/
w (<u>w</u> et), wh (<u>w</u> heel)	/w/
y (<u>y</u> es)	/j/
ee (<u>f</u> ee <u>t</u>), ea (<u>b</u> ea <u>ch</u>), e (<u>m</u> e), y (<u>p</u> on <u>y</u>), e-e (<u>th</u> es <u>e</u>), ey (<u>k</u> ey), ie (<u>ch</u> ief)	/i:/
i (<u>b</u> ig) y (<u>g</u> ym)	/ɪ/
e (<u>e</u> gg), ea (<u>h</u> ea <u>d</u>)	/e/
a (<u>m</u> at)	/æ/
u (<u>b</u> ut) ⁶	/ʌ/
o (<u>o</u> n), a (<u>w</u> ant)	/ɒ/
oo (<u>b</u> oo <u>k</u>), u (<u>p</u> ut)	/ʊ/

⁵ 'g' is usually pronounced /dʒ/ when followed by 'e', 'i' or 'y', e.g., gem, gist, stingy, but there are several exceptions, e.g., get, give.

⁶ In some accents, both 'u' and 'oo' are pronounced /ʊ/, e.g. 'but' is pronounced to rhyme with 'foot'.

Table 1: Letter/s-sound correspondences	
oo (<u>moon</u>), ue (<u>clue</u>), u-e (<u>flute</u>), ew (<u>flew</u>), ou (<u>soup</u>)	/u:/
ai (<u>rain</u>), ay (<u>play</u>), a (<u>baby</u>), a-e (<u>ape</u>), ey (<u>they</u>)	/eɪ/
igh (<u>light</u>), i (<u>mind</u>), y (<u>fly</u>), ie (<u>pie</u>), i-e (<u>kite</u>)	/aɪ/
ou (<u>out</u>), ow (<u>down</u>)	/aʊ/
oa (<u>boat</u>), ow (<u>snow</u>), o (<u>go</u>), oe (<u>toe</u>), o-e (<u>bone</u>)	/əʊ/
oi (<u>coin</u>), oy (<u>boy</u>)	/ɔɪ/
aw (<u>law</u>), au (<u>sauce</u>), al (<u>talk</u>)	/ɔ:/
or (<u>fork</u>) ⁷ , oor (<u>door</u>), ore (<u>store</u>)	/ɔ:/ or /ɔ:r/
er (<u>person</u>), ur (<u>burn</u>), ir (<u>bird</u>), <i>or after 'w'</i> (<u>work</u>)	/ɜ:/ or /ɜ:r/
ar (<u>far</u>), a (<u>fast</u>) ⁸	/ɑ:r/ or /ɑ:/
air (<u>hair</u>), are (<u>square</u>), ear (<u>bear</u>)	/ɛə/ or /ɛər/
ear (<u>near</u>)	/ɪə/ or /ɪər/
a (<u>zebra</u>)	/ə/
qu (<u>queen</u>)	/kw/
x (<u>box</u>)	/ks/
u (<u>unit</u>), ue (<u>due</u>), u-e (<u>tune</u>), ew (<u>few</u>)	/ju:/
-le (<u>little</u>), -il (<u>pencil</u>), -al (<u>metal</u>), -el (<u>tunnel</u>)	/əl/

⁷ 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' may be pronounced with or without the sound /r/, depending on accent.

⁸ In some words 'a' may be pronounced as either /ɑ:/ or /æ/, depending on accent, e.g. 'a' in 'fast' may be pronounced as 'ar' in 'far' without the /r/ sound or as 'a' in 'fat'.

Functional Skills Entry Level 1 Expectations for both reading and spelling

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

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

The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.⁹

Letters¹⁰	Sounds¹¹
<u>c</u> an, <u>a</u> ct, lo <u>o</u> k, ba <u>ck</u> , <u>s</u> chool	/k/
o <u>ff</u>	/f/
mi <u>ss</u> , cro <u>ss</u> , ho <u>u</u> se	/s/
<u>wh</u> o	/h/
<u>w</u> rite, <u>w</u> rote, <u>w</u> rong	/r/
<u>w</u> ill, <u>w</u> e <u>ll</u> , te <u>ll</u> , sti <u>ll</u> , he <u>ll</u> o	/l/
<u>g</u> et, <u>g</u> ive	/g/
<u>ch</u> ange, lar <u>g</u> e	/dʒ/
<u>h</u> ave, <u>g</u> ive, <u>l</u> ive, o <u>f</u>	/v/
<u>i</u> s, <u>h</u> is, <u>a</u> s, <u>h</u> as, <u>W</u> ed <u>n</u> es <u>d</u> ay	/z/
<u>c</u> ome, <u>s</u> ome	/m/

⁹ The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference dues to regional accent.

¹⁰ The letters underlined in the first column correspond to the sounds in the second column.

¹¹ As in the table for Word Reading Expectations, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Table 2: Letter/s-sound correspondences	
<u>k</u> now, <u>d</u> one, <u>o</u> ne, <u>g</u> one	/n/
th <u>u</u> nk	/ŋ/
<u>w</u> hen, <u>w</u> hich, <u>w</u> hat, <u>w</u> hile, <u>w</u> hite	/w/
<u>s</u> ee, <u>s</u> eem, <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> eal, <u>b</u> e, <u>h</u> e, <u>m</u> e, <u>w</u> e, <u>s</u> he, <u>e</u> ven, every	/i:/
<u>e</u> njoy	/ɪ/
<u>h</u> ead, <u>a</u> ny, <u>m</u> any, <u>a</u> nyone, <u>th</u> ank, <u>s</u> aid, <u>a</u> gain, <u>s</u> ays	/e/
<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> oney, <u>M</u> onday, <u>d</u> oes	/ʌ/
<u>w</u> as, <u>w</u> ant, <u>w</u> hat, <u>b</u> eca <u>u</u> se	/ɒ/
<u>pu</u> t, <u>pu</u> sh, <u>pu</u> ll <u>w</u> ould, <u>c</u> ould, <u>sh</u> ould, <u>fu</u> ll, <u>lo</u> ok, <u>go</u> od	/ʊ/
<u>do</u> , <u>to</u> , <u>in</u> to, <u>wh</u> o, <u>to</u> o, <u>yo</u> u, <u>gr</u> ou <u>p</u> , <u>tw</u> o, <u>ro</u> om	/u:/
<u>da</u> y, <u>sa</u> y, <u>wa</u> y, <u>ma</u> de, <u>ma</u> ke, <u>ta</u> ke, <u>ca</u> me, <u>sa</u> me, <u>la</u> te, <u>th</u> ey	/eɪ/
<u>hi</u> gh, <u>ri</u> ght, <u>mi</u> ght, <u>fi</u> nd, <u>mi</u> nd, <u>ch</u> ild, <u>Fr</u> iday, <u>by</u> , <u>my</u> , <u>my</u> self, <u>re</u> ply, <u>li</u> ke, <u>ti</u> me, <u>li</u> fe, <u>wh</u> ile, <u>I</u> , <u>w</u> rite	/aɪ/
<u>ou</u> t, <u>ab</u> out, <u>with</u> out, <u>ar</u> ound, <u>no</u> w, <u>ho</u> w, <u>do</u> wn	/aʊ/
<u>ow</u> n, <u>fo</u> llow, <u>so</u> , <u>no</u> , <u>go</u> , <u>ol</u> d, <u>ov</u> er, <u>op</u> en, <u>mo</u> st, <u>on</u> ly, <u>bo</u> th, <u>to</u> ld, <u>ho</u> ld, <u>do</u> n't, <u>cl</u> ose, <u>sh</u> ow	/əʊ/
<u>bo</u> y	/ɔɪ/
<u>sa</u> w, <u>dra</u> w, <u>w</u> alk, <u>al</u> l, <u>ca</u> ll, <u>sm</u> all, <u>al</u> so, <u>wa</u> ter	/ɔ:/
<u>or</u> , <u>fo</u> r, <u>mo</u> rning, <u>do</u> or, <u>fl</u> oor, <u>po</u> or, <u>mo</u> re, <u>be</u> fore, <u>wa</u> rm, <u>fo</u> ur, <u>yo</u> ur	/ɔ:/ or /ɔ:r/
<u>her</u> , <u>pe</u> rson, <u>Th</u> ur <u>s</u> day, <u>Sa</u> tur <u>d</u> ay, <u>gi</u> rl, <u>fi</u> rst, <u>wo</u> rk, <u>wo</u> rd, <u>wo</u> rd, <u>wo</u> ld, <u>w</u> ere	/ɜ:/ or /ɜ:r/
<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>are</u> , <u>ou</u> r	/a:/ or /a:r/
<u>air</u> , <u>w</u> here, <u>th</u> ere, <u>th</u> eir	/ɛə/ or /ɛər/
<u>near</u> , <u>h</u> ere, <u>d</u> ear, <u>ye</u> ar	/ɪə/ or /ɪər/
<u>th</u> e, <u>be</u> tween, <u>un</u> til, <u>to</u> day, <u>to</u> gether, <u>nu</u> mer, <u>o</u> ther, <u>a</u> fter, <u>ne</u> ver, <u>un</u> der	/ə/

Tuesday, use, new, few	/ju:/
little	/əl/
one, someone, anyone	/wʌ/

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

- all common words¹² 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's¹³)

¹² For a definition of 'common words', see glossary.

¹³ 'it's' is correct only for contraction, e.g. 'It's cold today.', 'its' is correct for possessive, e.g. 'The plant is in its pot.'

Functional Skills Entry Level 2

Expectations for both reading and spelling

Students are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Level 1 and the words listed in the following table. They are not examples. They have been chosen because they are common words that are not straightforward to spell. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.¹⁴

Table 3: Letter/s-sound correspondences	
Letters ¹⁵	Sounds ¹⁶
<u>l</u> etter, be <u>t</u> ter	/t/
di <u>f</u> fer, di <u>f</u> ferent, di <u>f</u> fic <u>u</u> lt	/f/
ad <u>dr</u> ess, prom <u>is</u> e, <u>c</u> ity, <u>c</u> ircle, de <u>ci</u> de, not <u>ic</u> e, si <u>nc</u> e, sen <u>te</u> nce, <u>o</u> nce, an <u>s</u> wer	/s/
<u>s</u> ure, <u>s</u> ugar, <u>pr</u> ess <u>ur</u> e, <u>m</u> ach <u>in</u> e, <u>sp</u> eci <u>a</u> l	/ʃ/
<u>w</u> hole	/h/
<u>ar</u> rive, <u>car</u> ry	/r/
<u>ad</u> d, <u>ad</u> dress	/d/
<u>g</u> uard, <u>g</u> uide	/g/
<u>a</u> ge, <u>p</u> age, <u>str</u> ange	/dʒ/
<u>br</u> eath <u>e</u>	/ð/
<u>p</u> osi <u>ti</u> on, <u>po</u> ssi <u>ss</u> e <u>s</u> s, <u>po</u> tato <u>e</u> s, <u>ca</u> u <u>s</u> e	/z/
<u>i</u> mag <u>in</u> e	/n/
<u>m</u> ea <u>n</u> , <u>p</u> eo <u>pl</u> e, <u>bel</u> ie <u>v</u> e, <u>com</u> pl <u>e</u> t <u>e</u> , <u>ext</u> re <u>m</u> e, <u>ev</u> er <u>y</u> thing, <u>ev</u> er <u>y</u> bo <u>d</u> y	/i:/

¹⁴ The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are differences due to regional accent.

¹⁵ The letters underlined in the first column correspond to the sounds in the second column.

¹⁶ As in Entry Level 1, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to

understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Table 3: Letter/s-sound correspondences	
b <u>u</u> s <u>y</u> , b <u>u</u> s <u>i</u> n <u>e</u> s <u>s</u> , m <u>i</u> n <u>u</u> t <u>e</u> , b <u>u</u> i <u>l</u> d, w <u>o</u> m <u>e</u> n, p <u>r</u> e <u>t</u> t <u>y</u>	/ɪ/
f <u>r</u> i <u>e</u> n <u>d</u> , a <u>n</u> y <u>t</u> h <u>i</u> n <u>g</u>	/e/
w <u>o</u> n, s <u>o</u> n, a m <u>o</u> n <u>g</u> , y <u>o</u> u <u>n</u> g, t <u>o</u> u <u>c</u> h, d <u>o</u> u b l <u>e</u> , t <u>r</u> o <u>u</u> b <u>le, c<u>o</u>n<u>t</u>r<u>y</u>, s<u>o</u>m<u>e</u>t<u>h</u>i<u>n</u>g, m<u>o</u>n<u>t</u>h</u>	/ʌ/
w <u>a</u> t <u>c</u> h, k <u>n</u> o <u>w</u> l <u>e</u> d <u>g</u> e	/ɒ/
w <u>o</u> m <u>a</u> n	/ʊ/
m <u>o</u> v <u>e</u> , b <u>l</u> u <u>e</u> , b <u>l</u> e <u>w</u> , t <u>r</u> u <u>l</u> y, f <u>r</u> u <u>i</u> t, g <u>r</u> o <u>u</u> p, t <u>h</u> ro <u>u</u> g <u>h</u>	/u:/
e i <u>g</u> h <u>t</u> , e i <u>g</u> h <u>t</u> e <u>e</u> n, e i <u>g</u> h <u>t</u> y, w e <u>i</u> g <u>h</u> , w e <u>i</u> g <u>h</u> t, d a <u>i</u> l <u>y</u> , g r <u>e</u> a <u>t</u> , b r <u>e</u> a <u>k</u> , o b <u>e</u> y, s t <u>r</u> a <u>i</u> g <u>h</u> t	/eɪ/
f i <u>n</u> d, b e <u>h</u> i <u>n</u> d, q u <u>i</u> e <u>t</u> , q u <u>i</u> t <u>e</u> , e y <u>e</u> , h e <u>i</u> g <u>h</u> t,	/aɪ/
t h <u>o</u> u <u>g</u> h <u>t</u> , c a <u>u</u> g <u>h</u> t, n a <u>u</u> g <u>h</u> t <u>y</u> , c a <u>u</u> s <u>e</u> , a l <u>w</u> a <u>y</u> s	/ɔ:/
f o <u>r</u> w <u>a</u> r <u>d</u> (s), f o <u>r</u> t <u>y</u> , f o <u>r</u> t <u>e</u> e <u>n</u> , q u <u>a</u> r <u>t</u> e <u>r</u> , t h <u>e</u> r <u>e</u> f <u>o</u> r <u>e</u>	/ɔ:/ or /ɔ: r/
p e <u>r</u> h <u>a</u> p <u>s</u> , t h <u>i</u> r <u>t</u> e <u>e</u> n, t h <u>i</u> r <u>t</u> y, s u <u>r</u> p <u>r</u> i <u>s</u> e, y e <u>a</u> r, e a <u>r</u> l <u>y</u> , h e <u>a</u> r <u>d</u> , l e <u>a</u> r <u>n</u> , e a <u>r</u> t <u>h</u>	/ɜ:/ or /ɜ:r/
r e <u>m</u> e <u>m</u> b <u>e</u> r, g r <u>a</u> m <u>m</u> a <u>r</u> , c a <u>l</u> e <u>n</u> d <u>a</u> r, s u <u>r</u> n <u>a</u> m <u>e</u> , p r <u>e</u> s <u>s</u> u <u>r</u> e, f o <u>r</u> w <u>a</u> r <u>d</u>	/ə/ or /ɜ:r/
h a <u>l</u> f	/ɑ:/ or /æ/
c a <u>r</u> e, b e <u>a</u> r, b a <u>r</u> e	/ɛə/ or /ɛər/
o u <u>r</u> , h o <u>u</u> r	/aʊə/ or /aʊr/
s e <u>v</u> e <u>n</u> , d e <u>c</u> i <u>d</u> e, a d <u>d</u> r <u>e</u> s <u>s</u> , a r <u>r</u> i <u>v</u> e, i m <u>p</u> o <u>r</u> t <u>a</u> n <u>t</u> , p r <u>o</u> b <u>a</u> b <u>l</u> y, w o <u>m</u> a <u>n</u> , s e <u>c</u> o <u>n</u> d, d i <u>f</u> f <u>i</u> c <u>u</u> l <u>t</u>	/ə/
i d <u>e</u> a, m a <u>t</u> e <u>r</u> i <u>a</u> l	/ɪə/
s i <u>x</u> , n e <u>x</u> t	/ks/
m u <u>s</u> i <u>c</u> , b e <u>a</u> u <u>t</u> i <u>f</u> u <u>l</u> , c o <u>m</u> p <u>u</u> t <u>e</u> r	/ju:/
p o <u>s</u> s <u>i</u> b <u>l</u> e, e x <u>a</u> m <u>p</u> l <u>e</u> , a n <u>i</u> m <u>a</u> l	/əl/

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

- words with prefixes where the root word remains unchanged (e.g., **u**nsure, **d**isappoint, **m**istake, **r**eturn, **s**ubject, **i**nteract, **s**upermarket, **a**utograph)

- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g., illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly)
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, saferer)
- 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, everthing, interest, ordinary)
- the following homophones:
 - **there, their, they're**
 - **here, hear**
 - **one, won**
 - **to, too, two**

Functional Skills Entry Level 3

Expectations for both reading and spelling

Students are expected to both read and spell correctly all the words listed for Reading and Spelling for Entry Levels 1 and 2 and the words listed in the following table. They are not examples. They have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt. The letters underlined in the first column correspond to the sounds in the second column. These letters may need special attention for spelling.¹⁷

Table 4: Letter/s-sound correspondences	
Letters¹⁸	Sounds¹⁹
<u>a</u> pp <u>e</u> ar, oppo <u>s</u> ite, app <u>l</u> y	/p/
doub <u>t</u> , deb <u>t</u> , att <u>a</u> ch, minu <u>t</u> e	/t/
<u>s</u> ch <u>e</u> me, occa <u>s</u> ion, acco <u>r</u> ding	/k/
pic <u>t</u> ure, act <u>u</u> al	/tʃ/
rou <u>g</u> h, tou <u>g</u> h, cou <u>g</u> h, enou <u>g</u> h	/f/
lis <u>t</u> en, fast <u>e</u> n, whis <u>t</u> le, critic <u>i</u> se, rece <u>i</u> ve, purpo <u>s</u> e, in <u>cr</u> ease, rec <u>e</u> nt, c <u>e</u> ntre, exerc <u>i</u> se, medic <u>i</u> ne, experie <u>n</u> ce	/s/
espe <u>ci</u> ally, appreci <u>a</u> te,	/ʃ/
<u>g</u> uarantee	/g/
knowled <u>g</u> e, colle <u>g</u> e	/dʒ/
ea <u>s</u> e, critic <u>i</u> se, posit <u>i</u> on, caus <u>e</u>	/z/
meas <u>u</u> re, treas <u>u</u> re, pleas <u>u</u> re	/ʒ/
comm <u>i</u> tee, bomb <u>o</u> , th <u>u</u> mb, crumb <u>o</u> , clim <u>b</u> , condem <u>n</u> , column <u>n</u> , aut <u>u</u> mn	/m/

¹⁷ The correspondences between sounds and letters shown in this table are not exact and should be interpreted flexibly, especially where there are difference dues to regional accent.

¹⁸ The letters underlined in the first column correspond to the sounds in the second column.

¹⁹ As in Entry Levels 1 and 2, the sounds are shown using the symbols of the International Phonetic Alphabet (IPA) for clarity. It is not necessary for those using the programme of study to understand the symbols, as the letters underlined in the word examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

Table 4: Letter/s-sound correspondences	
k not, k nee, k nife, k nowledge	/n/
commi t tee, achi e ve	/i:/
aver a ge, e quip, barg a in	/ɪ/
curi o sity, quali f y, quali f ication	/ɒ/
i sland	/aɪ/
th o ugh, alth o ugh,	/əʊ/
b ought, b rought, o ught, there f ore	/ɔ:/
sug a r, popul a r, particul a r, regul a r, centr e -	/ə/ or /ɜ:r/
comp e tition, corres p ond, det e rmin e d, de v elop, frequent l y, explan a tion, diction a ry, definit e , th o rough, bor o ugh, descri b e, exper i ment, purpos e , oppos i te, sup o se, fam o us, vari o us, cert a in	/ə/
exper i ence	/ɪə/
e xcellent	/ks/
comm u nicate, comm u nity, educ o ation	/ju:/
avail a ble	/ə/

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

- common words with the following suffixes or endings
 - i**on (e.g., comp**e**tition, discuss**i**on)
 - i**an (e.g., electric**i**an, politic**i**an)
 - o**us, -**i**ous (e.g., susp**i**cious, caut**i**ous)
 - o**cial, -**i**al (e.g., artific**i**al, essent**i**al)
 - a**tion, -**a**nt, -**a**nce (e.g., observ**a**tion, observ**a**nt, observ**a**nce)
 - e**nt, -**e**ncy (e.g., frequent, frequ**e**ncy)
 - a**ble, -**a**bly (e.g., comfort**a**ble, comfort**a**bly)
 - a**ble, -**a**bly, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (e.g., change**a**ble, notice**a**bly)
 - i**ble', -**i**bly (e.g., poss**i**ble, poss**i**bly)

- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (e.g., re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)
- the following words that are homophones or near-homophones:
 - **who's, whose**
 - **accept, except**
 - **berry, bury**
 - **brake, break**
 - **fair, fare**
 - **groan, grown**
 - **heel, he'll**
 - **knot, not**
 - **mail, male**
 - **meat, meet**
 - **messed, mist**
 - **peace, piece**
 - **plain, plane**
 - **scene, seen**
 - **weather, whether**
 - **farther, father**
 - **guessed, guest**
 - **led, lead**
 - **past, passed**
 - **aloud, allowed**
 - **desert, dessert**
 - **steal, steel**