

Annexe B: Word lists for Entry Level 1

The Department for Education (DfE) recommends that the structured teaching of phonics should be used to teach students at Entry Level. Centres should familiarise themselves with the *Expectations for Word Reading Entry Levels 1-3* and *Functional Skills Entry Level 1 Expectations for both Reading and Spelling*, both of which can be found in the Appendix of DfE's *Subject content functional skills: English* document, available on the DfE website.

The words that learners at Entry Level 1 are required to read and spell correctly have been sorted alphabetically in the following table. Full details of the sound/spelling correspondences can be found in the same document.

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	

Annexe C: Word lists for Entry Level 2

The Department for Education (DfE) recommends that the structured teaching of phonics should be used to teach students at Entry Level. Centres should familiarise themselves with the *Expectations for Word Reading Entry Levels 1-3* and *Functional Skills Entry Level 2 Expectations for both Reading and Spelling*, both of which can be found in the Appendix of DfE's *Subject content functional skills: English* document, available on the DfE website.

The words that learners at Entry Level 2 are required to read and spell correctly have been sorted alphabetically in the following table. Full details of the sound/spelling correspondences can be found in the same document.

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

In addition, learners at Entry Level 2 are expected to read and spell correctly:

- the following homophones:
 - hear/here
 - one/won
 - there/their/they're
 - to/too/two.
- words with prefixes where the root word remains unchanged (e.g. unsure, disappoint, mistake, return, interact, supermarket, autograph)
- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r' (e.g. illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g. payment, witness, careful, careless, partly)
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel (e.g. hoping, liked, safer)
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y' (e.g. chopped, winner, getting, sunny)
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel (e.g. ladies, replied, happier, happiest), but not before '-ing' to avoid 'ii' (e.g. replying)
- words with suffixes ending in '-tion' (e.g. mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g. February, library, often, every, everything, interest, ordinary)

Annexe D: Word lists for Entry Level 3

The Department for Education (DfE) recommends that the structured teaching of phonics should be used to teach students at Entry Level. Centres should familiarise themselves with the *Expectations for Word Reading Entry Levels 1-3* and *Functional Skills Entry Level 3 Expectations for both Reading and Spelling*, both of which can be found in the Appendix of DfE's *Subject content functional skills: English* document, available on the DfE website.

The words that learners at Entry Level 3 are required to read and spell correctly have been sorted alphabetically in the following table. Full details of the sound/spelling correspondences can be found in the same document.

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	