

## Mike and Ben

Mike: Ben, can I ride the pit bike?

Ben: OK, Mike, you can ride the red pit bike.

Mike: Well, is the red bike big?

Ben: No, it is OK.

After ...

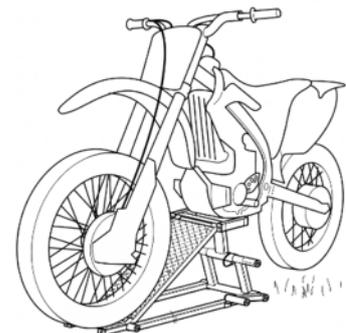
Mike: Ben! I went fast, but I did not hit a hen!

I just missed it.

Ben: Fun!

Mike: Yes, fun. Is the hen OK?

Ben: Yes. Bess the hen is OK.





Put a tick  in the correct box.

1 Who rides the pit bike?

<b>A</b>	Ben	<input type="checkbox"/>
<b>B</b>	Bess	<input type="checkbox"/>
<b>C</b>	Mike	<input type="checkbox"/>

2 The pit bike is red.

<b>True</b>	<input type="checkbox"/>	<b>False</b>	<input type="checkbox"/>
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3 The pit bike is too big.

<b>True</b>	<input type="checkbox"/>	<b>False</b>	<input type="checkbox"/>
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4 Mike went fast.

<b>True</b>	<input type="checkbox"/>	<b>False</b>	<input type="checkbox"/>
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5 The bike hit the hen.

<b>True</b>	<input type="checkbox"/>	<b>False</b>	<input type="checkbox"/>
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**Your teacher will read some sentences.**

 **Fill in the gaps.**

Ben, can I \_\_\_\_\_ the red \_\_\_\_\_ bike?

Is the red bike \_\_\_\_\_?

No, \_\_\_\_\_ is OK.

Ben! I went \_\_\_\_\_ but I did not \_\_\_\_\_ a hen.

I \_\_\_\_\_ missed it.

I had \_\_\_\_\_.

 **Rewrite the sentences.**

Use **capital letters** where you need to.

mike and ben are friends.

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Bess and i are OK.

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# Make words - Entry Level 1 Functional English

## Teaching notes and curriculum mapping

The text, written for a motorbike-loving student who was not secure in his reading of short and long vowel sounds, focuses on words with short vowels, with just a couple of long 'i' words. The comprehension and writing tasks were added later and reflect those used in the reformed Functional English Entry 1 assessments.

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

✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher. → 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.* **Source:** Subject content functional skills: English. DfE (Feb 2018), <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

#### Reading content descriptors

'Reading' within Functional Skills 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.

#### Entry Level 1 (E1)

E1.8 Read correctly words designated for Entry Level 1 - **see yellow highlighting on pages 4-5** ✓  
 E1.9 Read simple sentences containing one clause ✓  
 E1.10 Understand a short piece of text on a simple subject ✓

#### Entry Level 2 (E2)

E2.7 Read correctly words designated for E2 ←  
 E2.8 Understand the main points in texts ←  
 E2.9 Understand organisational markers in short, straightforward texts  
 E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)  
 E2.11 Read and understand sentences with more than one clause ←  
 E2.12 Use illustrations, images and captions to locate information

#### 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.

#### Writing content descriptors

'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. **Learning aims for Entry Level writing: E1, 2 & 3** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

#### Entry Level 1 (E1)

##### Spelling, punctuation & grammar

E1.11 Punctuate simple sentences with a capital letter and a full stop ✓  
 E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns ✓  
 E1.13 Use lower-case letters when there is no reason to use capital letters ✓  
 E1.14 Write the letters of the alphabet in sequence and in both upper and lower case  
 E1.15 Spell correctly words designated for Entry Level 1 - **see yellow highlighting on page 5** ✓

##### Writing composition

E1.16 Communicate information in words, phrases and simple sentences

#### Entry Level 2 (E2)

##### Spelling, punctuation & grammar

E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)  
 E2.14 Form regular plurals  
 E2.15 Use the first and second letters to sequence words in alphabetical order  
 E2.16 Spell correctly words designated for E2 ←  
 E2.17 Communicate information using words and phrases appropriate to audience and purpose  
**Writing composition**  
 E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)  
 E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses  
 E2.20 Use adjectives & simple linking words in the appropriate way

#### Scope of study – learners should write texts that include:

short simple texts such as messages and notes

short, straightforward texts such as letters, emails and simple narratives

**PLEASE NOTE:** an editable Word version of this document 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 [www.skillsworkshop.org](http://www.skillsworkshop.org) site contact link. Thank you. 😊

# Make words - Entry Level 1 Functional English Curriculum mapping

## Expectations for word reading Entry Levels 1-3.

Students are expected to read words which consist of the letter-sound correspondences<sup>1</sup> shown below. The words in brackets are examples 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 Entry Level.

*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.*

Letters <sup>2</sup>	Sound <sup>3</sup>	Letters	Sound(s)
<b>p</b> (pan), <b>pp</b> (supper)	/p/	<b>i</b> (big) <b>y</b> (gym)	/ɪ/
<b>t</b> (tap), <b>tt</b> (letter)	/t/	<b>e</b> (egg), <b>ea</b> (head)	/e/
<b>c</b> (cat), <b>k</b> (key), <b>ck</b> (duck)	/k/	<b>a</b> (mat)	/æ/
<b>ch</b> (chip), <b>tch</b> (fetch)	/tʃ/	<b>u</b> (but) <sup>6</sup>	/ʌ/
<b>f</b> (fish), <b>ff</b> (coffee), <b>ph</b> (photo)	/f/	<b>o</b> (on), <b>a</b> (want)	/ɒ/
<b>th</b> (thin)	/θ/	<b>oo</b> (book), <b>u</b> (put)	/ʊ/
<b>s</b> (sun), <b>ss</b> (dress), <b>c</b> (city) <sup>4</sup>	/s/	<b>oo</b> (moon), <b>ue</b> (clue), <b>u-e</b> (flute), <b>ew</b> (flew), <b>ou</b> (soup)	/u:/
<b>sh</b> (ship)	/ʃ/	<b>ai</b> (rain), <b>ay</b> (play), <b>a</b> (baby), <b>a-e</b> (ape), <b>ey</b> (they)	/eɪ/
<b>h</b> (hat)	/h/	<b>igh</b> (light), <b>i</b> (mind), <b>y</b> (fly), <b>ie</b> (pie), <b>i-e</b> (kite)	/aɪ/
<b>r</b> (run), <b>rr</b> (cherry), <b>wr</b> (write)	/r/	<b>ou</b> (out), <b>ow</b> (down)	/aʊ/
<b>l</b> (lip), <b>ll</b> (bell)	/l/	<b>oa</b> (boat), <b>ow</b> (snow), <b>o</b> (go), <b>oe</b> (toe), <b>o-e</b> (bone)	/əʊ/
<b>b</b> (boy), <b>bb</b> (rabbit)	/b/	<b>oi</b> (coin), <b>oy</b> (boy)	/ɔɪ/
<b>d</b> (dog), <b>dd</b> (ladder)	/d/	<b>aw</b> (law), <b>au</b> (sauce), <b>al</b> (talk)	/ɔ:/
<b>g</b> (go), <b>gg</b> (bigger)	/g/	<b>or</b> (fork) <sup>7</sup> , <b>oor</b> (door), <b>ore</b> (store)	/ɔ:/ or /ɔ:r/
<b>j</b> (jet), <b>g</b> (gem) <sup>5</sup> , <b>ge</b> (large), <b>dge</b> (bridge)	/dʒ/	<b>er</b> (person), <b>ur</b> (burn), <b>ir</b> (bird), <i>or</i> <i>after 'w'</i> (work)	/ɜ:/ or /ɜ:r/
<b>v</b> (vet), <b>ve</b> (have)	/v/	<b>ar</b> (far), <b>a</b> (fast) <sup>8</sup>	/ɑ:/ or /ɑ:r/
<b>th</b> (then)	/ð/	<b>air</b> (hair), <b>are</b> (square), <b>ear</b> (bear)	/ɛə/ or /ɛər/
<b>z</b> (zip), <b>zz</b> (fizz), <b>s</b> (his), <b>se</b> (cheese), <b>ze</b> (sneeze)	/z/	<b>ear</b> (near)	/ɪə/ or /ɪər/
<b>m</b> (man), <b>mm</b> (hammer)	/m/	<b>a</b> (zebra),	/ə/
<b>n</b> (nut), <b>nn</b> (dinner), <b>kn</b> (knee)	/n/	<b>qu</b> (queen)	/kw/
<b>ng</b> (ring), <b>n</b> (sink)	/ŋ/	<b>x</b> (box)	/ks/
<b>w</b> (wet), <b>wh</b> (wheel)	/w/	<b>u</b> (unit), <b>ue</b> (due), <b>u-e</b> (tune), <b>ew</b> (few)	/ju:/
<b>y</b> (yes)	/j/	<b>-le</b> (little), <b>-il</b> (pencil), <b>-al</b> (metal), <b>-el</b> (tunnel)	/əl/
<b>ee</b> (feet), <b>ea</b> (beach), <b>e</b> (me), <b>y</b> (pony), <b>e-e</b> (these), <b>ey</b> (key), <b>ie</b> (chief)	/i:/		

<sup>1</sup> In this document the word 'sound' usually means 'phoneme', the smallest 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.

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

<sup>3</sup> 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 teachers to understand the symbols, as the letters underlined in the examples give the sounds represented by the symbols. Students are not expected to understand or use IPA symbols.

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

<sup>5</sup> '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.

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

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

<sup>8</sup> 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'.

# Make words - Entry Level 1 Functional English Curriculum mapping

**Functional Skills Entry Level 1 – Expectations for reading & spelling** *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>	/ʌ/	<u>one</u> , <u>someone</u> , <u>anyone</u>	/wʌ/
<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u>	/ɒ/	<sup>*1</sup> <i>Mike, Ben, can, I, ride, pit, bike, red, big, it, went, but, did, not, hit, a, hen, just, fun, yes, Bess, (OK).</i> <sup>*2</sup> <i>missed</i>	

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 \*1 (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) \*2
- 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)

**Notes** the correspondences between sounds and letters shown in the tables are not exact and should be interpreted flexibly, especially where there are difference due to regional accent. The letters underlined in the 'Letters' columns correspond to the 'Sound(s)' in the adjacent column. These letters may need special attention for spelling. 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.

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