

Make words - Entry Level 1 Functional English

Name _____ Date _____



Task 1

c n a	n f a	a n m
n a v	n r a	t a n
a s t	t f a	t a h
b t a	t r a	a t c

Task 2

t n u	n b u	b t u
n r u	n s u	u m h
b c u	u f n	t u h
b t e	t l e	e t w

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Task 3

p n a	n p i	e n p
a g p	p g i	e p g
d i p	p p i	i p h
p c a	c p u	o f g

Task 4

s p i	i p z	f g i
l g e	g r a	m u g
h m e	j e t	e s y
r m a	l g o	i t k

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Teaching notes and curriculum mapping



Name _____ Date _____

Make (mostly) cvc words from jumbled groups of 3 letters. Learners can say the word and/or write it in the space to the righthand side of each group of letters. Some letter-groups will make more than one word – this can lead to useful discussion. Aimed at Entry Level 1 students, or E2 learners who have literacy gaps.

Answers

Task 1	Task 2	Task 3	Task 4
can fan man	nut bun/nub tub/but	pan/nap pin/nip pen	sip zip fig
van ran tan	run sun hum	gap pig peg	leg/gel rag mug/gum
sat fat hat	cub fun hut	dip pip hip	hem jet yes
bat/tab rat/tar cat/act	bet let wet	cap cup fog	ram/arm log kit

Alphabetical list of all words:

arm	cat / act	fig	hip	let	peg	ran	tan
bat / tab	cub	fog	hum	log	pen	rat / tar	tub / but
bet	cup	fun	hut	man	pig	run	van
bun / nub	dip	gap	jet	mug / gum	pin / nip	sat	wet
can	fan	hat	kit	nut	pip	sip	yes
cap	fat	hem	leg / gel	pan / nap	rag	sun	zip

Subject content - FUNCTIONAL SKILLS ENGLISH 2018 (comes into effect 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. **Only relevant content descriptors** are included – consult the source below for a full list of descriptors. *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 ✓

Entry Level 2 (E2)

E2.7 Read correctly words designated for E2 ←

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

E1.15 Spell correctly words designated for Entry Level 1 ✓

Entry Level 2 (E2)

Spelling, punctuation & grammar

2.16 Spell correctly words designated for E2 ←

Entry Level 3 (E3)

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 site contact link. Thank you. 😊