Read words – board games

Name _____ Date _____

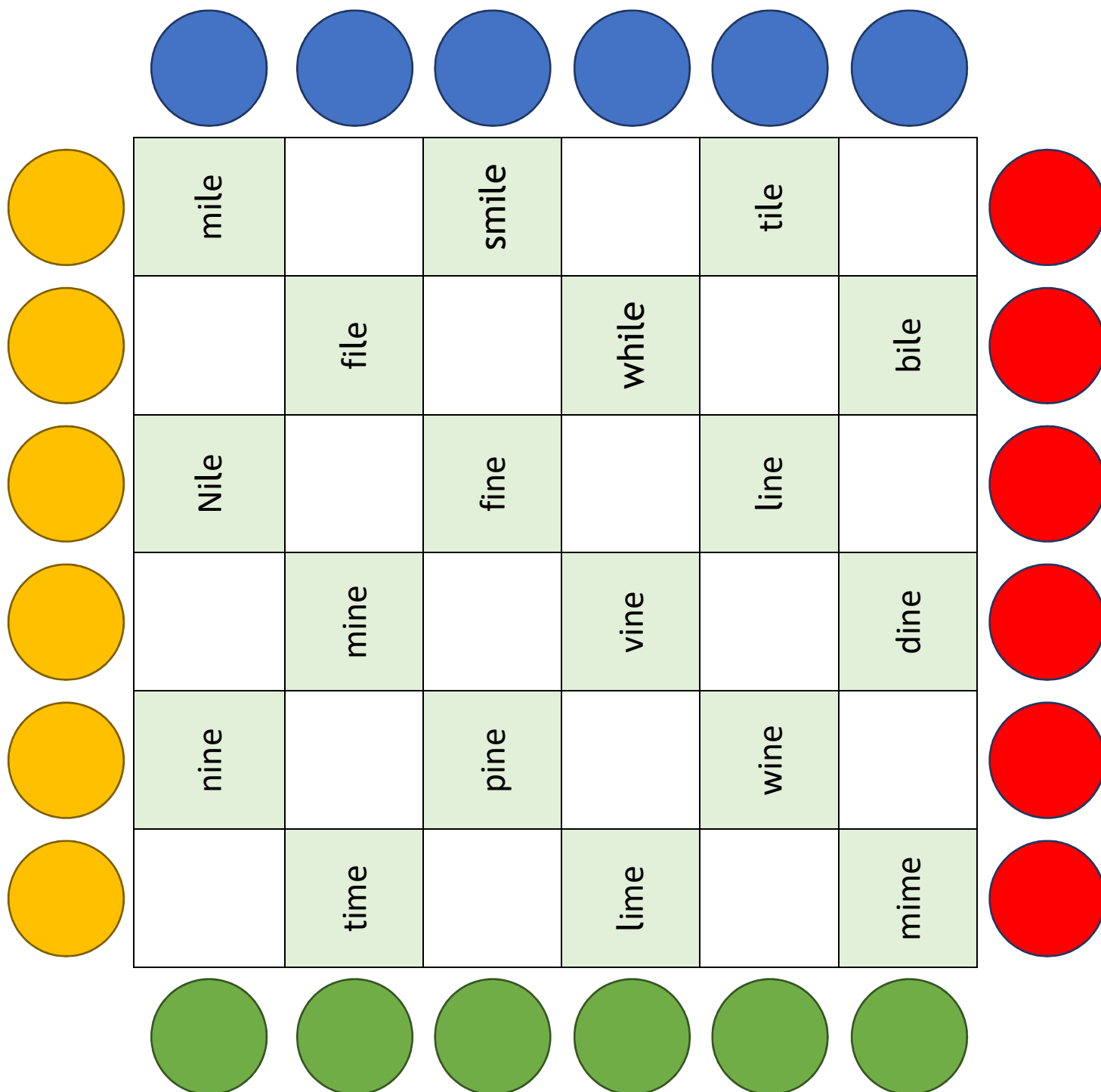## Board 1: Dolch words

but		and		the	
	had		to		I
of		a		he	
	it		on		his
you		they		said	
	was		in		she

Read words – board games

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Board 2: i _ e words
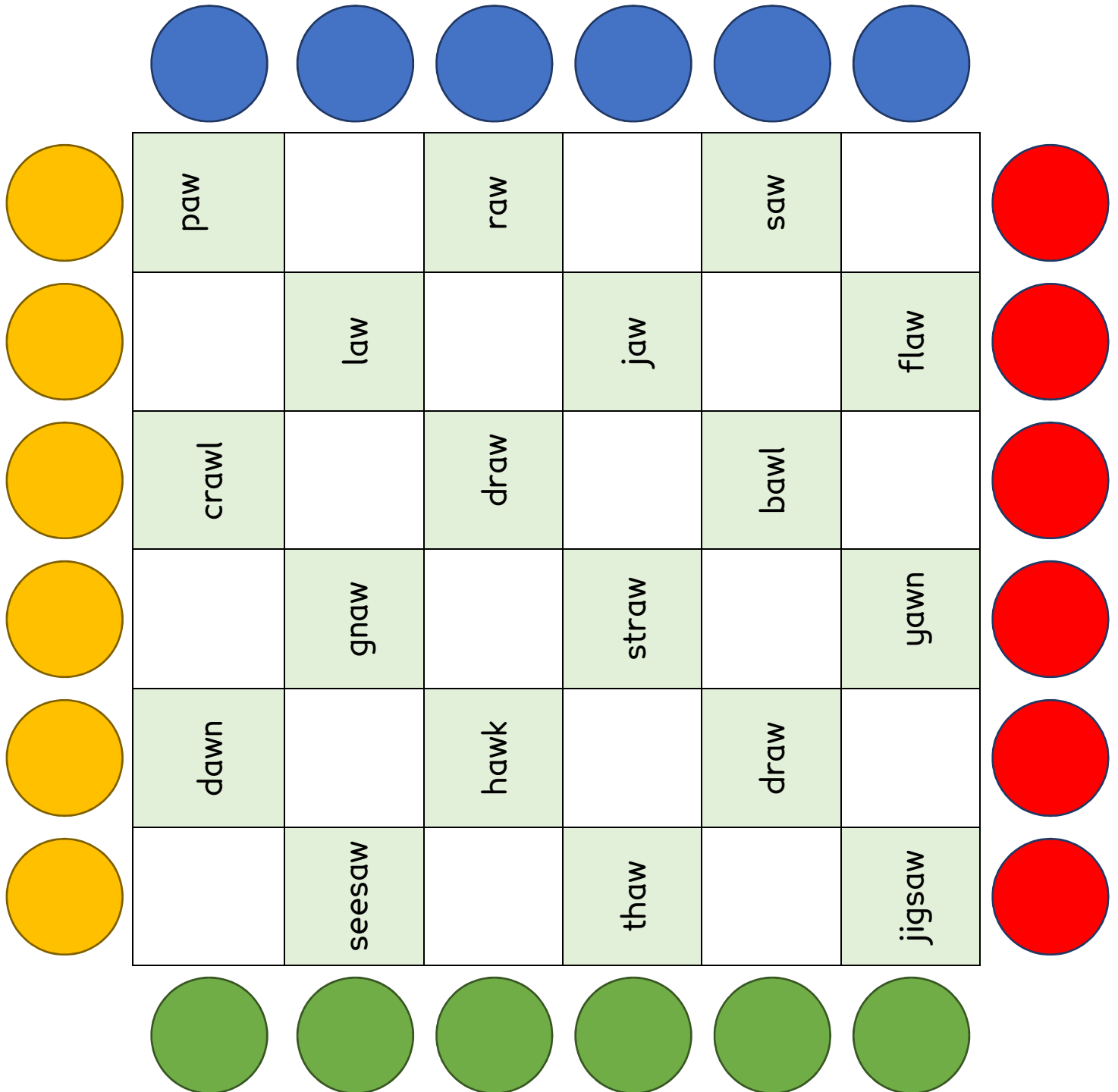
mile		smile		tile	
	file		while		bile
Nile		fine		line	
	mine		vine		dine
nine		pine		wine	
	time		lime		mime

Read words – board games

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Board 3 – aw words
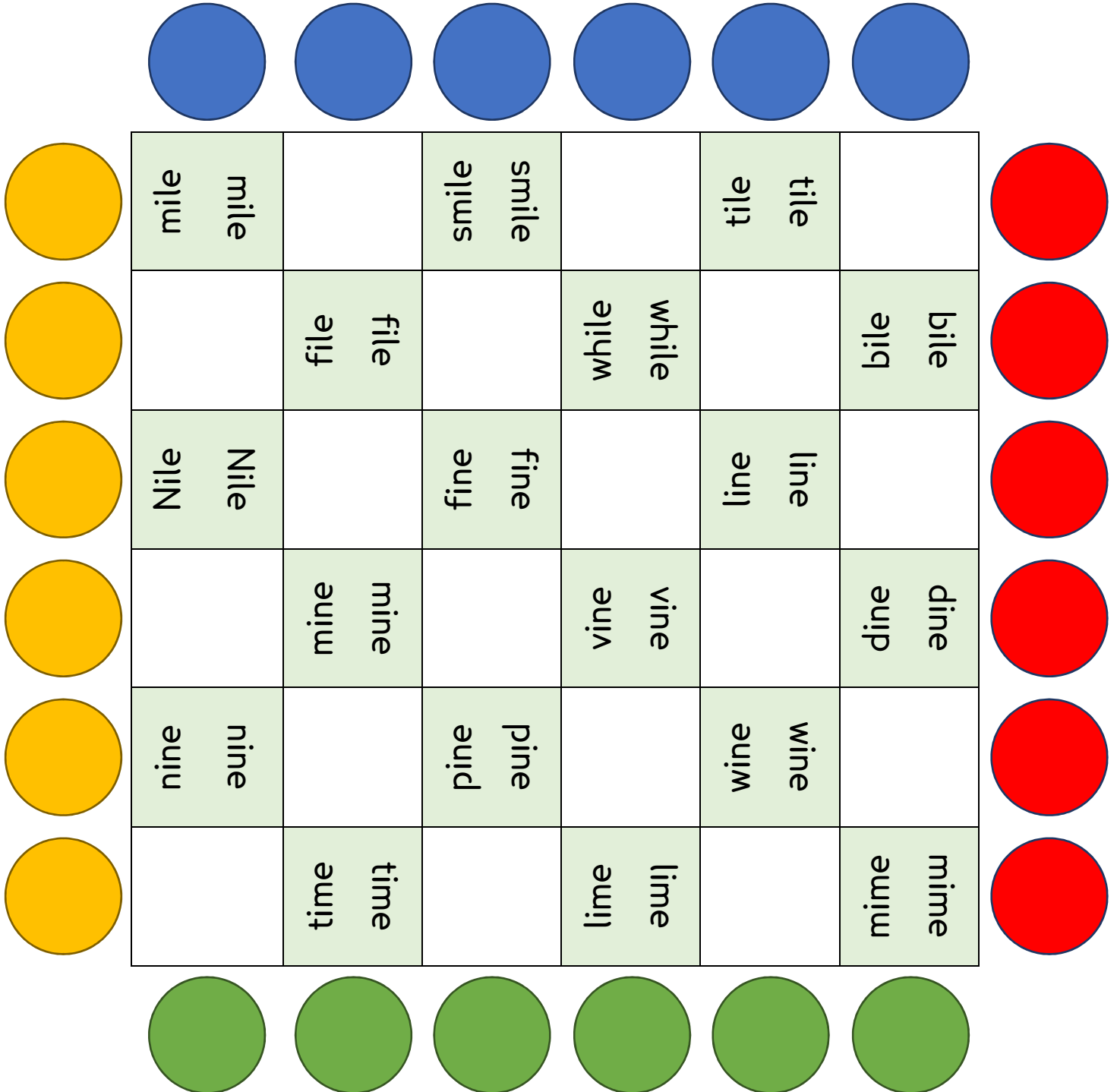
paw		raw		saw	
	law		jaw		flaw
crawl		draw		bawl	
	gnaw		straw		yawn
dawn		hawk		draw	
	seesaw		thaw		jigsaw

Read words – board games

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Board 4: i _ e words

mile		smile		tile	
	file		while		bile
Nile		fine		line	
	mine		vine		dine
nine		pine		wine	
	time		lime		mime

Board 5 – blank for your own words
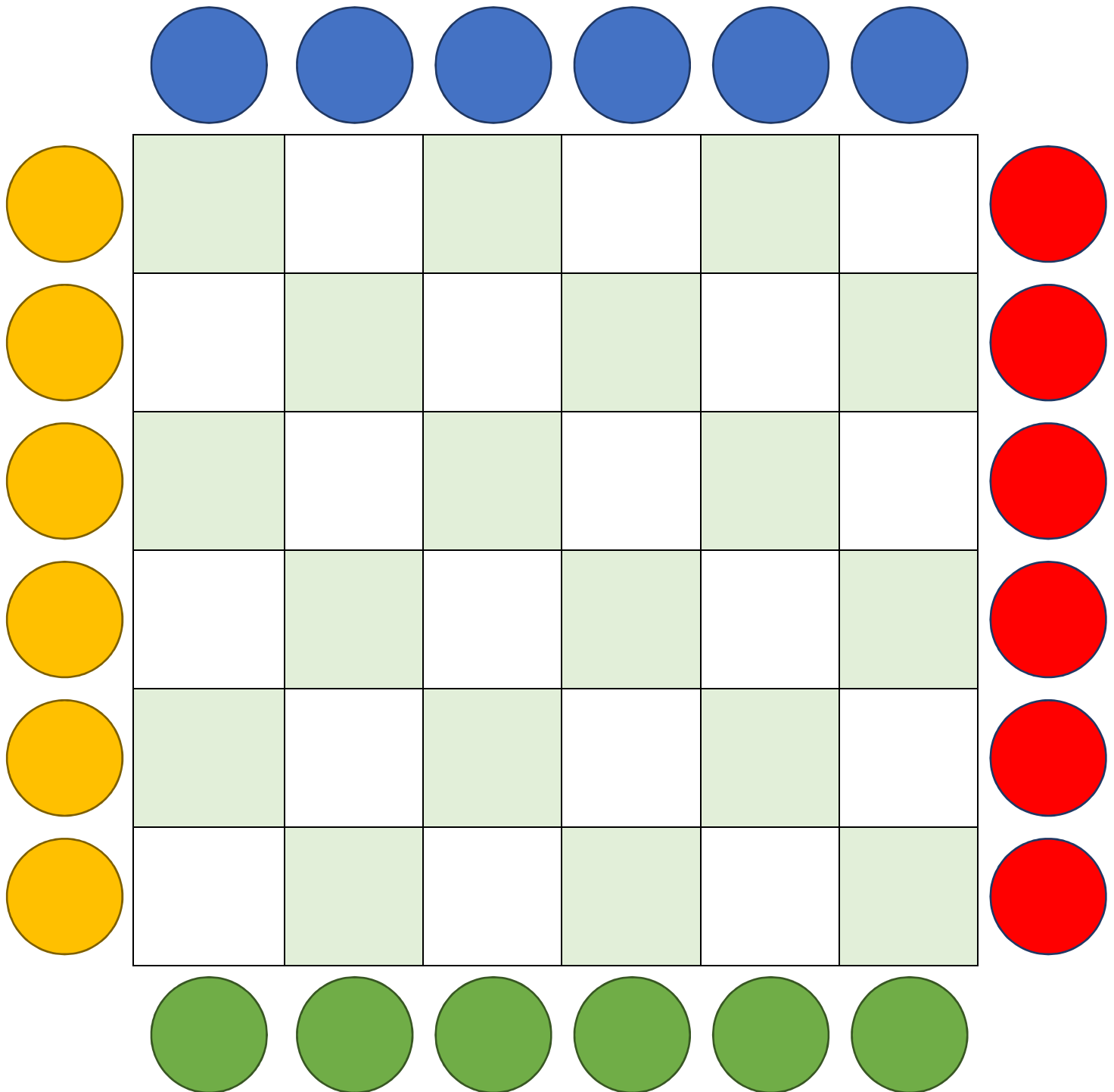
Read words – board games

Name _____ Date _____

Instructions x4

You need
- 6 counters for each player
- 1 die

How to play
The object is to get your counters across the board into the opposite player's home

- Players to throw the die in turn and move across the board for the number of jumps shown on the die.
- If you land on a shaded square – read the word. Read the words from your own direction – NOT upside down. Rotate the board or move if necessary.
- If someone else is already in the square – SEND THEM HOME!
- The first player with all their counters across the board and safely in the opposite home is the winner.

You need
- 6 counters for each player
- 1 die

How to play
The object is to get your counters across the board into the opposite player's home

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The first player with all their counters across the board and safely in the opposite home is the winner.

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Tables to write the words in after the game (or use for spelling / dictation work).

Make words - Entry Level 1 Functional English
Teaching notes and curriculum mapping

Name _____ Date _____

A board game for 2-4 players based on Annie Hammersley's *Dolch Words game 2009* (still available on skillsworkshop.org). A selection of boards are provided or you can make your own.

Board 1 – as Annie's original Dolch words board but the words only appear in two directions rather than four.

Boards 2 & 4 – words with a long i and a silent e. Board 2 has words in one direction, board 4 has the same words but in two directions. Boards 3 – aw words, note that a few of these words are Entry 2 or higher (e.g. gnaw). Board 5 is blank so you can make customized games. If you would like an editable Word version you will need to share one of your own resources on skillsworkshop.org (see yellow box below).

Preparation: laminate the A4 sheet and then cut out the square playing board. The board can then be used in any orientation without the distraction of the other information (title, header, footer etc.) found on the A4 sheet. The instructions can also be laminated and cut into 4. If used, page 7 should be cut into 4 (one grid per learner).

Each group of 2-4 learners needs a board, a set of instructions and a die. Each player needs 6 counters and a blank word grid (optional – see page 7). See page 6 for further instructions on playing the game.

Extension: after the game learners can write the words in a grid (page 7) or the teacher can dictate the words to the learners as a follow-up spelling check.

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. C*ontent 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)	Entry Level 2 (E2)
E1.8 Read correctly words designated for Entry Level 1 ✓✓ *See yellow highlighted words on pages 9-10.*	E2.7 Read correctly words designated for E2 ← *A few words such as gnaw and bawl are E2 or higher.*
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)	Entry Level 2 (E2)
Spelling, punctuation & grammar E1.15 Spell correctly words designated for Entry Level 1 ✓	**Spelling, punctuation & grammar** 2.16 Spell correctly words designated for E2 ←
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 **in exchange for your own resource contribution**. If you wish to become a registered contributor, please contact Maggie using the 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[1] 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[2]	Sound[3]	Letters	Sound(s)
p (pan), **pp** (supper)	/p/	**i** (big) **y** (gym)	/ɪ/
t (tap), **tt** (letter)	/t/	**e** (egg), **ea** (head)	/e/
c (cat), **k** (key), **ck** (duck)	/k/	**a** (mat)	/æ/
ch (chip), **tch** (fetch)	/tʃ/	**u** (but)[6]	/ʌ/
f (fish), **ff** (coffee), **ph** (photo)	/f/	**o** (on), **a** (want)	/ɒ/
th (thin)	/θ/	**oo** (book), **u** (put)	/ʊ/
s (sun), **ss** (dress), **c** (city)[4]	/s/	**oo** (moon), **ue** (clue), **u-e** (flute), **ew** (flew), **ou** (soup)	/u:/
sh (ship)	/ʃ/	**ai** (rain), **ay** (play), **a** (baby), **a-e** (ape), **ey** (they)	/eɪ/
h (hat)	/h/	**igh** (light), **i** (mind), **y** (fly), **ie** (pie), **i-e** (kite)	/aɪ/
r (run), **rr** (cherry), **wr** (write)	/r/	**ou** (out), **ow** (down)	/aʊ/
l (lip), **ll** (bell)	/l/	**oa** (boat), **ow** (snow), **o** (go), **oe** (toe), **o-e** (bone)	/əʊ/
b (boy), **bb** (rabbit)	/b/	**oi** (coin), **oy** (boy)	/ɔɪ/
d (dog), **dd** (ladder)	/d/	**aw** (law), **au** (sauce), **al** (talk)	/ɔ:/
g (go), **gg** (bigger)	/g/	**or** (fork)[7], **oor** (door), **ore** (store)	/ɔ:/ or /ɔ:r/
j (jet), **g** (gem)[5], **ge** (large), **dge** (bridge)	/dʒ/	**er** (person), **ur** (burn), **ir** (bird), *or after* **'w'** (work)	/ɜ:/ or /ɜ:r/
v (vet), **ve** (have)	/v/	**ar** (far), **a** (fast)[8]	/a:/ or /a:r/
th (then)	/ð/	**air** (hair), **are** (square), **ear** (bear)	/ɛə/ or /ɛər/
z (zip), **zz** (fizz), **s** (his), **se** (cheese), **ze** (sneeze)	/z/	**ear** (near)	/ɪə/ or /ɪər/
m (man), **mm** (hammer)	/m/	**a** (zebra)	/ə/
n (nut), **nn** (dinner), **kn** (knee)	/n/	**qu** (queen)	/kw/
ng (ring), **n** (sink)	/ŋ/	**x** (box)	/ks/
w (wet), **wh** (wheel)	/w/	**u** (unit), **ue** (due), **u-e** (tune), **ew** (few)	/ju:/
y (yes)	/j/	**-le** (little), **-il** (pencil), **-al** (metal), **-el** (tunnel)	/əl/
ee (feet), **ea** (beach), **e** (me), **y** (pony), **e-e** (these), **ey** (key), **ie** (chief)	/i:/		

[1] 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.

[2] 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.

[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 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.

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

[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'.

[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 /a:/ 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'.

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

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)
can, act, look, back, school	/k/	put, push, pull would, could, should, full, look, good	/ʊ/
off	/f/	do, to, into, who, too, you, group, two, room	/u:/
miss, cross, house	/s/	day, say, way, made, make, take, came, same, late, they	/eɪ/
who	/h/	high, right, might, find, mind, child, Friday, by, my, myself, reply, like, time, life, while, I, write	/aɪ/
write, wrote, wrong	/r/	out, about, without, around, now, how, down	/aʊ/
will, well, tell, still, hello	/l/	own, follow, so, no, go, old, over, open, most, only, both, told, hold, don't, close, show	/əʊ/
get, give	/g/	boy	/ɔɪ/
change, large	/dʒ/	saw, draw, walk, all, call, small, also, water	/ɔ:/
have, give, live, of	/v/	or, for, morning, door, floor, poor, more, before, warm, four, your	/ɔ:/ or /ɔ:r/
is, his, as, has, Wednesday	/z/	her, person, Thursday, Saturday, girl, first, work, word, world, were	/ɜ:/ or /ɜ:r/
come, some	/m/	fast, last, past, plant, path, ask, after	/æ/ or /a:/
know, done, one, gone	/n/	are, our	/a:/ or /a:r/
think	/ŋ/	air, where, there, their	/ɛə/ or/ɛər/
when, which, what, while, white	/w/	near, here, dear, year	/ɪə/or /ɪər/
see, seem, feel, meet, week, eat, real, be, he, me, we, she, even, every	/i:/	the, between, until, today, together, number, other, after, never, under	/ə/
enjoy	/ɪ/	Tuesday, use, new, few	/ju:/
head, any, many, anyone, thank, said, again, says	/e/	little	/əl/
come, done, some, other, brother, money, Monday, does	/ʌ/	one, someone, anyone	/wʌ/
was, want, what, because	/ɒ/		

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 (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'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