

Word sets for alphabetical sorting

Teaching notes, mapping and answers

This resource can be used with Functional English or ESOL learners. It works well at the start of a session when learners are still arriving into the class, and can be used individually or for paired work.

The first set (pages 1-2, main document) works best when each list is cut up and laminated as individual words in each group, so learners can sort them kinaesthetically. The second set (pages 3-4) are best printed and cut up into groups so learners can write the order number in the left-hand column. This is obviously harder to do and is not kinaesthetic so is suitable for higher level learners or as an extension exercise for differentiation.

Subject content – Reformed FUNCTIONAL SKILLS ENGLISH Writing

✓ = **content** covered although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not the main objective but annotated to show progression across levels. *Content (and *scope of study) at each level subsumes and builds upon that at lower levels.* Consult the DfE Subject Content document for more information and a full list of descriptors at all levels.

Source: Subject content functional skills: English. DfE (Feb 2018),

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Entry Level 1	Entry Level 2	Entry Level 3
<p>Spelling, punctuation and grammar</p> <p>E1.11 Punctuate simple sentences with a capital letter and a full stop</p> <p>E1.12 Use a capital letter for the personal pronoun ‘I’ and the first letter of proper nouns</p> <p>E1.13 Use lower-case letters when there is no reason to use capital letters</p> <p>E1.14 Write the letters of the alphabet in sequence and in both upper and lower case →</p> <p>E1.15 Spell correctly words designated for Entry Level 1</p> <p>Writing composition</p> <p>E1.16 Communicate information in words, phrases and simple sentences</p>	<p>Spelling, punctuation and grammar</p> <p>E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)</p> <p>E2.14 Form regular plurals</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order →</p> <p>E2.16 Spell correctly words designated for Entry Level 2</p> <p>Writing composition</p> <p>E2.17 Communicate information using words and phrases appropriate to audience and purpose</p> <p>E2.18 Complete a form asking for personal information (e.g., first name, surname, address, postcode, age, date of birth)</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g., or, and, but) to connect clauses</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way</p>	<p>Spelling, punctuation and grammar</p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.14 Form irregular plurals</p> <p>E3.15 Use mostly correct grammar (e.g., subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order ✓✓</p> <p>E3.17 Spell correctly words designated for Entry Level 3</p> <p>Writing composition</p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (inc. where this is specified)</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate</p> <p>E3.22 Use language appropriate for purpose/audience</p>
<p>*Scope of study – learners should write:</p>		
<p>short simple texts such as messages and notes.</p>	<p>short, straightforward texts such as letters, e-mails & simple narratives.</p>	<p>straightforward narratives, instructions, explanations and reports</p>

Word sets for alphabetical sorting

Teaching notes, mapping and answers



Answers

art
artery
artful
article
artist
artistic

bat
batch
bath
bathe
bathroom
battery

earl
early
earn
earning
earring
earth

grand
granddad
grandfather
grandly
grandson
grandstand

note
nothing
notice
notify
notion
Nottingham

pun
punch
punctual
punctuation
puncture
punish

run
rung
runner
running
runny
runway

tow
towards
towel
tower
town
towpath