


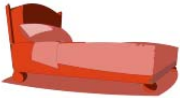








CVC Words

Name _____ Date _____

1. Circle the **consonants** and underline the **vowels**.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

2. Write the cvc words and draw a line to match the pictures.

r _ d b _ d	
f _ t c _ t	
h _ t s _ n	
p _ g	
b _ g o n a m _ g	
w _ t d _ g	
h _ n	
t _ p	
r _ t	
m _ t	

CVC Words

Name _____ Date _____

3. My pet hen

I have a pet. Her name is Peg.

You met my pet. It is a hen.

My pet hen is big. She lives in a hut. She likes her hut.

Peg has a friend. Her name is Meg.

Meg is a cat. She is fat.



Questions

- a) What animal is the pet? _____
- b) What is the pet's name? _____
- c) Is it big or small? _____
- d) Where does she live? _____
- e) What is her friend's name? _____
- f) What animal is her friend? _____

True or false? Circle the correct answer.

- a) The hen is called Tim. True / False
- b) Peg is a cat. True / False
- c) There are two eggs in the hut. True / False
- d) The hut has legs. True / False

CVC Words

Name _____ Date _____

4. Meg the cat

Tim has a cat. The cat's name is Meg.
The sun is hot so Meg has a nap on the mat.
Tim fed Meg. The cat had a lot to eat. It is fat.
Meg sat on Tim's lap.
She had another nap.



Questions

- a) Who has a cat? _____
- b) What is the cat's name? _____
- c) Why is the cat fat? _____
- d) Where did the cat have her nap? _____
- e) Did Meg go to sleep again? _____

5. Underline all the CVC word in texts 3 and 4.

6. Do you have a pet? Write about a cat or a dog.

Entry Level 1-2 Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. ✓ Indicates the main coverage and range skills that are (or can be) covered in this resource and/or in the suggested extension ideas and tips. However, these will vary with the student group and how the resource is used by the teacher.

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.* <http://www.ofqual.gov.uk/>

Entry 1 Skill standard	Entry 1 Coverage and range Ofqual (2009), p9.
<p>Speaking, listening and communication Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation</p>	<ul style="list-style-type: none"> • Understand the main points of short explanations • Understand and follow instructions • Respond appropriately to comments and requests • Make contributions to be understood • Ask simple questions to obtain specific information
<p>Reading Read and understand short, simple texts that explain or recount information</p>	<ul style="list-style-type: none"> • Read and understand simple regular words and sentences ✓ • Understand short texts on familiar topics and experiences ✓
<p>Writing Write short, simple sentences</p>	<ul style="list-style-type: none"> • Use written words and phrases to present information ✓ • Construct simple sentences using full stops • Spell correctly some personal or very familiar words ✓
Entry 2 Skill standard	Entry 2 Coverage and range Ofqual (2009), p7.
<p>Speaking, listening and communication Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p>	<ul style="list-style-type: none"> • Identify the main points of short explanations and instructions • Make appropriate contributions that are clearly understood • Express simply feelings or opinions and understand those expressed by others • Communicate information so that the meaning is clear • Ask and respond to straightforward questions • Follow the gist of discussions
<p>Reading Read and understand straightforward texts that explain, inform or recount information</p>	<ul style="list-style-type: none"> • Understand the main events in chronological texts ✓ • Read and understand simple instructions & directions ✓ • Read / understand high frequency words & words with common spelling patterns ✓ • Use knowledge of alphabetical order to locate information
<p>Writing Write short texts with some awareness of the intended audience</p>	<ul style="list-style-type: none"> • Use written words and phrases to record and present information ✓ • Construct compound sentences using common conjunctions • Punctuate correctly, using upper and lower case, full stops and question marks • Spell correctly all high frequency words and words with common spelling patterns

** This resource also covers many adult literacy <http://www.excellencegateway.org.uk/content/etf1286> and adult ESOL <http://www.excellencegateway.org.uk/content/etf1194> curriculum elements.