

Reading and writing letters



Name: _____ Date: _____

34 New Street

Chatham

Kent

ME4 5TY

30th March 2011

Dear

Hi! How are you?

I just thought I'd write to let you know that we have finally moved. My new address is at the top of the letter. I am really tired as I have done so much unpacking this week!

I am pleased with the new house. It is great to have a garden for the children to play in.

I must go now.

Please write back soon and tell me all your news

Love from Sarah

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Task 1

Answer the questions.

- 1) Who is writing the letter?
- 2) Who is the letter for?
- 3) Why has the letter been sent?
- 4) What has the sender of the letter just done?
- 5) Why is the sender tired?
- 6) What is good about the new house?
- 7) Which town has the sender moved to?
- 8) When was the letter sent?

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Task 2

Answer **true** or **false** or **can't tell** to these questions.

- 1) The letter was sent by Susie.
- 2) The letter is to Sarah's sister
- 3) Sarah has just moved to Rochester.
- 4) Sarah used to live in London.
- 5) Sarah has 2 children.
- 6) Sarah lives on New Street
- 7) Sarah has just moved house.
- 8) Sarah is married
- 9) Sarah would like to hear Susie's news.
- 10) Susie has known Sarah for a long time.

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Task 3

Now write a reply to Sarah and tell her all your news.

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Teaching notes | Curriculum links



Notes: The recipient's name is blank as I tend to fill in the name of the learner that I give the activity to. Task 3 requires knowledge of Functional Writing Criteria to mark (see below).

Functional English criteria (relevant areas are highlighted but exact coverage will depend on the learner group and how the resource is used by the tutor).

Entry 1 Skill standard	Entry 1 Coverage and range Ofqual (2009), p9.
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	<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.
Reading Read and understand short, simple texts that explain or recount information	<ul style="list-style-type: none"> • Read and understand simple regular words and sentences • Understand short texts on familiar topics and experiences
Writing Write short, simple sentences	<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.
Speaking, listening and communication Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations	<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
Reading Read and understand straightforward texts that explain, inform or recount information	<ul style="list-style-type: none"> • Understand the main events in chronological texts • Read and understand simple instructions and directions • Read and understand high frequency words and words with common spelling patterns • Use knowledge of alphabetical order to locate information
Writing Write short texts with some awareness of the intended audience	<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

Reference: Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*.
<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Adult Literacy curriculum Also covers many Entry 1 and Entry 2 curriculum elements – visit the download page for this resource on www.skillsworkshop.org for further curriculum links.

To obtain an editable Word version of this resource: upload and share your own resources at www.skillsworkshop.org THANK YOU