

# Spellings for Functional English

Name \_\_\_\_\_ Date \_\_\_\_\_



## Introduction

Many of these common spellings used to crop up regularly in the former Level 1 literacy tests. They will also be useful for Level 1 and Level 2 Functional Skills students.

They have been categorised to make learning more manageable for learners, but some spellings will fit into more than one group.

## Editor's note

Use in conjunction with **Look, say cover, write , check** or other spelling strategies.

See Jill Machin's **Spelling techniques** for a comprehensive listing of spelling strategies.

<http://www.skillsworkshop.org/resources/spelling-techniques>

Functional Skills levels are suggestions only. Please refer to the Functional Skills criteria on page 8 for more information.

# Spellings for Functional English

Name \_\_\_\_\_ Date \_\_\_\_\_



**1) Days of the week (Entry 1) and very familiar words such as name and address.**

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**2) Months of the year (Entry 2) and the first 200 Dolch words**

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**3) -ing suffix (Entry 3)**

beginning

coming

decorating

hoping

hopping

taking

writing

**4) -ed suffix (Entry 3 upwards)**

filed

filled

fitted

questioned

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Name \_\_\_\_\_ Date \_\_\_\_\_



## 5) Confusing pairs (Entry 3)

are/our

of/off

quite/quiet

## 6) -ful suffix (Entry 3 upwards)

cheerful

grateful

peaceful

successful

useful

## 7) -ly suffixes (Entry 3 upwards)

briefly

definitely

formally

immediately

probably

really

sincerely

unfortunately

usually

# Spellings for Functional English

Name \_\_\_\_\_ Date \_\_\_\_\_



## 8) Silent letters (Entry 3 upwards)

answer

chemist

knowledge

wrist

## 9) Double consonants (Level 1)

allowed

accommodation

officers

necessary

business

disappeared

disappointing

# Spellings for Functional English

Name \_\_\_\_\_ Date \_\_\_\_\_



## 10) Homophones (Level 1 upwards)

break/brake

for/four

forward/foreword

here/hear

now/know

past/passed

their/there/they're

to/too/two

way/weigh/whey

wear/where

whether/weather

write/right

## 11) Single vowels + consonant (Level 1 upwards)

emergency

further

holiday

insured

projects

surprise

# Spellings for Functional English

Name \_\_\_\_\_ Date \_\_\_\_\_



## 12) Two different vowels in the middle (Level 1 upwards)

available

biscuits

certain

decisions

enormous

guided

industrial

information

interior

position

radiators

received

special

## 13) /s/ or /c/? (Level 1 upwards)

absences

recent

scenery

## 14) /c/ or /k/? (Level 1 upwards)

panic / panicked

picnic

# Spellings for Functional English

Name \_\_\_\_\_ Date \_\_\_\_\_



## 15) Unstressed vowels (Level 1 upwards)

chocolate

difference

interesting

reference

## 16) Other (Level 1 upwards)

activities

atmosphere

estimates

information

tranquillity

# Spellings for Functional English

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## 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. *The ticked ✓ Functional Skills Writing coverage and range statements can be reinforced or assessed whilst using this resource. Exact coverage will vary with the student group and how the resource is used by the teacher.*

**Each level subsumes previous levels so do not ignore the skills in lower levels.**

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

### WRITING Coverage and Range statements

**Entry Level 1** Write short, simple sentences

- a) Use written words and phrases to present information
- b) Construct simple sentences using full stops
- c) Spell correctly some personal or very familiar words ✓

**Entry Level 2** Write short texts with some awareness of the intended audience

- a) Use written words and phrases to record and present information
- b) Construct compound sentences using common conjunctions
- c) Punctuate correctly, using upper and lower case, full stops and question marks
- d) Spell correctly all high frequency words and words with common spelling patterns ✓

**Entry Level 3** Write texts with some adaptation to the intended audience

- a) Plan, draft and organise writing
- b) Sequence writing logically and clearly
- c) Use basic grammar including appropriate verb-tense and subject-verb agreement
- d) 4 Check work for accuracy, including spelling ✓

**Level 1** Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

- a) Write clearly and coherently, including an appropriate level of detail
- b) Present information in a logical sequence
- c) Use language, format and structure suitable for purpose and audience
- d) Use correct grammar, including correct and consistent use of tense
- e) Ensure written work includes generally accurate punctuation / spelling & that meaning is clear ✓

**Level 2** Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

- a) Present information on complex subjects clearly and concisely
- b) Present information/ideas concisely, logically, and persuasively
- c) Use a range of writing styles for different purposes
- d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
- e) Punctuate written text using commas, apostrophes and inverted commas accurately
- f) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that supports clear meaning ✓