

# MISSING TIGGY-WINKLE

## Rural hedgehog numbers have halved since 2000 with just 750,000 hedgehogs left in the UK, report claims.



The British hedgehog, famed as Beatrix Potter's Mrs Tiggly-Winkle, is under threat from intensive farming and the use of pesticides.

Urban figures for the creature famed as Beatrix Potter's Mrs Tiggly-Winkle are down by a third. They face problems from intensive farming, including a loss of hedgerows and bigger fields which reduce available habitat, and use of pesticides and tillage which reduces prey such as grubs and earthworms.



Campaigners have urged households to put out wet pet food and allow gaps in their fences to allow the animals to move between gardens.

The British Hedgehog Preservation Society (BHPS) and the People's Trust for Endangered Species, plan to engage with farming communities to halt declines. The 36.5million in 1955 fell to 1995's 1.5million and 750,000 now.

Emily Wilson, hedgehog officer for Hedgehog Street, a public action campaign run by the two groups, says: "Urban and suburban areas are becoming increasingly important for hedgehogs, so we need more people in those locations to sign up as hedgehog champions."

"Hedgehogs are a generalist species, so the more people can do to help them in their own back garden, the more they will also benefit other wildlife."

Adapted from: <https://www.thesun.co.uk/news/5518353/rural-hedgehog-numbers-drop/> (Feb 7 2018)

## Reading questions

1. How many rural hedgehogs are left within the UK?

\_\_\_\_\_ (1 mark)

2. By what fraction have they reduced by since 2000?

\_\_\_\_\_ (1 mark)

3. What was the name of the hedgehog in Beatrix Potter's books?

\_\_\_\_\_ (1 mark)

4. What problems do hedgehogs face?

\_\_\_\_\_ (3 marks)

5. What are campaigners urging people to do?

\_\_\_\_\_ (2 marks)

6. Which organisations are going to work with farming communities to halt the decline of the rural hedgehog population?

\_\_\_\_\_ (2 marks)

7. How many rural hedgehogs were there in 1955?

\_\_\_\_\_ (1 mark)

8. How many rural hedgehogs were there in 1995?

\_\_\_\_\_ (1 mark)

9. Who is the hedgehog officer for Hedgehog Street?

\_\_\_\_\_ (1 mark)

10. What does Hedgehog Street want people to do in urban and suburban areas?

\_\_\_\_\_ (1 mark)

## Writing Activity - email

Your friend James loves hedgehogs and you want to tell him about Hedgehog Street and how he can become a hedgehog champion.

**Your task:** Write to James to tell him about Hedgehog Street and how he can sign up to be a hedgehog champion in his local area.

Include the following information

- What is happening to rural hedgehogs
- What people can do to help hedgehogs
- Who Hedgehog Street are

**Write 70-100 words**

**Plan**

## Draft - email

To:
Subject:

<b>Writing activity checklist</b>	
My writing makes sense.	
I have used at least 5 adjectives. Please circle these in your draft.	
I have used conjunctions to write compound sentences. Underline the conjunctions in your draft.	
I have used paragraphs and have written at least 70 words.	
I have used capital letters, question marks, exclamation marks, full stops and commas correctly.	
I have checked my spellings.	



## Proof reading

Your friend James has become a hedgehog champion. He wants you to check the poster below. Proof read the poster and identify the mistakes he has made.

Do you like hedgehogs. if u do u should  
come along to the meeting on monday at  
the community club On monday i will let u  
know how u can help hedgehogs more.

## Adjectives

Write three sentences using adjectives to describe hedgehogs

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Grammar

Rewrite these sentences. Add either **can** or **have** to make them complete.

1. The rural hedgehog population numbers halved since 2000.  
\_\_\_\_\_
2. Hedgehogs be fed on wet pet food.  
\_\_\_\_\_
3. We make our back gardens hedgehog friendly.  
\_\_\_\_\_

## FUNCTIONAL SKILLS ENGLISH 2018 (takes effect from September 2019)

### Purpose and learning aims of Functional Skills English

**Functional Skills English** specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

**Entry Levels:** a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

**Levels 1 and 2:** a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

### Functional English – Speaking, listening and communicating

'Speaking, listening and communicating' within Functional Skills English qualifications is non-written communication, normally conducted face-to-face, and can also include 'virtual' communication methods such as telephone or spoken web-based technologies. The terms 'speaking, listening and communicating' are intended to be interpreted in a broad, inclusive way and are not intended to create any unnecessary barriers to students with speech or hearing impairment.

#### Learning aims for speaking, listening and communicating

**E1, 2 & 3** Listen, understand and respond to verbal communication in a range of familiar contexts. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts.

**L1-2** Listen, understand and make relevant contributions to discussions with others in a range of contexts. Apply their understanding of language to adapt delivery and content to suit audience and purpose.

### Functional English - Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. 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.

**L1-2** Apply their understanding of language to adapt delivery and content to suit audience and purpose. Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

### Functional English - Writing

'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 writing

**E1,2 & 3** Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

**L1-2** (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar  
(ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

<sup>1</sup>**Source:** DfE (Feb 2018), *Subject content functional skills:*

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

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

# Hedgehogs Decline – E3 Functional English Tasks

Answers and curriculum mapping.

## Subject content - FUNCTIONAL SKILLS ENGLISH 2018

**Only relevant content descriptors** are included – consult the <sup>1</sup>DfE Subject Content document for a full list of descriptors. ✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). → or ← = not covered in detail in this resource but included to show progression across levels. *Content (and \*text types) at each level subsumes and builds upon that at lower levels.*

### Reading content descriptors

Entry Level 2 (E2)	Entry Level 3 (E3)	Level 1 (L1)
E2.7 Read correctly words designated for E2 → E2.8 Understand the main points in texts → E2.9 Understand organisational markers in short, straightforward texts → E2.11 Read and understand sentences with more than one clause → E2.12 Use illustrations, images and captions to locate information →	E3.8 Read correctly words designated for E3 ✓ E3.9 Identify, understand and extract the main points and ideas in and from texts ✓✓ E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs, links) ✓	L1.9 Identify and understand the main points, ideas and details in texts ←
<b>Scope of study – learners should read *texts that include:</b> short straight-forward texts that instruct, inform, describe, narrate.	straightforward texts that instruct, describe, narrate and explain. ✓	straightforward texts on a range of topics and of varying lengths that instruct, describe, explain, persuade.

### Writing content descriptors

Entry Level 1 & 2	Entry Level 3	Level 1
E1.11 Punctuate simple sentences with a capital letter & full stop → E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns → E1.13 Use lower-case letters when there is no reason to use capital letters → E2.16 Spell correctly words designated for E2 → E2.17 Communicate information using words and phrases appropriate to audience and purpose → E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses → E2.20 Use adjectives and simple linking words in the appropriate way ✓	E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) ✓ E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) ✓ E3.17 Spell correctly words designated for E3 ✓ E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) ✓✓ E3.19 Write text of an appropriate level of detail and of appropriate length (inc. where this is specified) ✓✓ E3.21 Write in compound sentences and paragraphs where appropriate ✓	L1.22 Communicate information, ideas and opinions clearly, coherently & accurately ← L1.23 Write text of an appropriate level of detail and of appropriate length (inc. where this is specified) to meet the needs of purpose and audience ← L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate ←
<b>Scope of study – learners should write *texts that include:</b> short, straightforward letters, emails and simple narratives	straightforward narratives, instructions, explanations and reports ✓	straightforward narratives, instructions, explanations and reports of varying lengths



## Reading questions

1. How many rural hedgehogs are left within the UK? **750,000**
2. By what fraction have they reduced by since 2000? **½**
3. What was the name of the hedgehog in Beatrix Potter's books? **Mrs Tiggy-Winkle**
4. What problems do hedgehogs face?  
**Intensive farming (1), loss of hedgerows (1), bigger fields (1), pesticides (1) and tillage (1). Any 3 (max of 3 marks).**
5. What are campaigners urging people to do?  
**Put out wet pet food (1) and make fence holes so hedgehogs can switch gardens (1)**
6. Which organisations are going to work with farming communities to halt the decline of the rural hedgehog population? **The British Hedgehog Preservation Society (1) and The People's Trust for Endangered Species (1)**
7. How many rural hedgehogs were there in 1955? **36.5 million**
8. How many rural hedgehogs were there in 1995? **1.5 million**
9. Who is the hedgehog officer for Hedgehog Street? **Emily Wilson**
10. What does Hedeghog Street want people to do in urban and suburban areas?  
**Sign up as hedgehog champions.**

## Proof reading

Do you like hedgehogs? **If you** do, you should come along to the meeting on **Monday** at the community club. On **Monday I** will let **you** know how **you** can help hedgehogs more.

## Adjectives – examples.

Accept any suitable sentences that include at least one adjective.

The hedgehog has very **prickly** spines. Hedgehogs have **long coarse** hair.

Hedgehogs are a **generalist** species. Hedgehogs are an **endangered** species.

Hedgehogs are **nocturnal**. Hedgehogs are **brown** in colour.

I realised that the **round spiky** ball was a **young** hedgehog.

## Grammar

1. The rural hedgehog population numbers **have** halved since 2000.
2. Hedgehogs **can** be fed on wet pet food.
3. We **can** make our back gardens hedgehog friendly.