St Patrick’s Day in London

By Things To Do Editors and Katie McCabe

You don’t have to go to Ireland to enjoy the party atmosphere of St Patrick’s Day, there’s plenty going on right here in London.

The Irish really know how to celebrate, so when it comes to St Patrick’s Day in London the city’s Irish community have no problem showing us how it’s done. A day to celebrate the patron saint of Ireland, the occasion is always one big welcoming bash. Expect lots of dancing, hearty traditional dishes, a huge parade and as many pints as you can handle.

The official holiday lands annually on March 17, but this year the main London celebrations take place in Trafalgar Square on March 13-17.

At this year’s three-day shindig, more than 50,000 revellers are expected to descend on Trafalgar Square for a lively parade of music and ceilidh dancing, plus plenty of things to do with the kids, from an Irish folk show and film festival to Irish walking tours. Feeling peckish? Fill up on traditional grub from the Irish Street Food Market.

Heading 1
It’s always March 17 but, in true Irish fashion, St Patrick’s Day sessions usually run throughout Paddy’s weekend.

Heading 2
The date marks the death of St Patrick, who travelled to Ireland in the fifth century to convince Irish pagans that Christianity is where it’s at.

Do you associate Ireland with shamrocks? That’s down to him too: the story goes that St Patrick used the three-leaved clover to describe the Holy Trinity to non-believers. Oh, and legend says he banished snakes from the country by chasing them into the sea.

Heading 3
London’s St Patrick’s Day parade lines the streets from Piccadilly to Trafalgar Square and cheers on a stream of leprechaun floats, traditional musicians and squads of Irish dancers. The main stage at Trafalgar Square will be surrounded by a street food market and a ‘tea tent’. Basically, it’s a big, rip-roaring one-day festival, only the pints are a shade of Gaelic green.
A. Purpose and organisational features

1) The most likely place to find Text A is:

a in a magazine.  

b on the internet.  

c in an email.  

d in a printed newspaper.  

Tick (✓) the correct answer. (E3.12R, 1 mark)

2) List 2 organisational features that helped you decide on your answer to 1) above. Explain why each feature has been used.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

E3.12R(2), L1.14R(2), 4 marks

3) What is the main purpose of the text?

a To inform you about St Patrick’s Day events across the UK.  

b To describe the history of Saint Patrick.  

c To advertise various St Patrick’s Day events in London.  

d To persuade you to visit Ireland on St Patrick’s Day.

Tick (✓) the correct answer. (L1.16R, 1 mark)

4) Explain why some items in the text are underlined.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

E3.12R, 1 mark

5) Three headings are missing in Text A. Write in the correct numbers below.

<table>
<thead>
<tr>
<th>Heading ___ is</th>
<th>Where is the London St Patrick's Day Parade?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heading ___ is</td>
<td>When is St Patrick's Day?</td>
</tr>
<tr>
<td>Heading ___ is</td>
<td>What is St Patrick's Day?</td>
</tr>
</tbody>
</table>

L1.14R, 2 marks
B. Style and tone

1) Which two quotations from the text are examples of informal language?

a the occasion is always one big welcoming bash
b legend says he banished snakes from the country
c the Irish really know how to celebrate
d to convince Irish pagans that Christianity is where it’s at

2) Which two words best describe the style of the text?

a conversational  
b technical  
c informative  
d instructive

3) Explain why you chose the two answers to question 2) above.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4) Which word best describes the writer’s tone?

a impersonal  
b chatty  
c critical  
d serious

5) Provide two quotations from Text A that helped you decide on your answer to 4).

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Saint Patrick’s Day
Name ____________  Date ________

C. Using punctuation

1) There is a punctuation error in the first paragraph of the text. (The one that starts with “You don’t have…”). Find the error and write a correct version of the paragraph.
___________________________________________________________________
________________________________________________________(L1.18R, 2 marks)

2) “The official holiday lands annually on March 17, but this year the main London celebrations take place in Trafalgar Square on March 13-17.”

The comma in the quotation above is separating:

<table>
<thead>
<tr>
<th>items in a list</th>
<th>two clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tick one answer. (L1.18R, 1 mark)

3) There are three apostrophes in this sentence:
The Irish really know how to celebrate, so when it comes to St Patrick’s Day in London the city’s Irish community have no problem showing us how it’s done.

Which apostrophe is representing a missing letter?

<table>
<thead>
<tr>
<th>the first apostrophe</th>
<th>the second</th>
<th>the third</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tick one answer. (L1.18R, 1 mark)

4) That’s down to him too: the story goes that St Patrick used the three-leaved clover to describe the Holy Trinity to non-believers.
The colon in the sentence above is introducing:

<table>
<thead>
<tr>
<th>a list</th>
<th>an explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a quotation</th>
<th>someone’s words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tick one answer. (L1.18R, 1 mark)

5) It’s always March 17 but, in true Irish fashion, St Patrick’s Day sessions usually run throughout Paddy’s weekend.
The commas in the sentence above could be replaced with:

<table>
<thead>
<tr>
<th>dashes</th>
<th>quotation marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>apostrophes</th>
<th>full stops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tick one answer. (L1.18R, 1 mark)
Saint Patrick’s Day
Name ____________  Date ____________

D. Using images

1) Give one reason why the image has been used in Text A. (L1.15R, 1 mark)

2) What extra information does the image suggest to the reader? Suggest two points. (L1.15R, 2 marks)

E. Facts, opinions and bias

1) Write an F (fact) or an O (opinion) next to each quotation from the text.

The Irish really know how to celebrate
The official holiday lands annually on March 17
the occasion is always one big welcoming bash

2) Find one more fact in the text. (L2.18R, 1 mark)

3) Which of the following is an example of bias?

You don’t have to go to Ireland to enjoy the party atmosphere
Do you associate Ireland with Shamrocks?
legend says he banished snakes from the country

(L2.17R, 1 mark)
F. Language and textual features

1) In the text, find four **adjectives** that are used in a positive way.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E2.20W, L1.12R, 4 marks

2) **The parade lines the streets from Piccadilly to Trafalgar Square and cheers on a stream of leprechaun floats, traditional musicians and squads of Irish dancers.**

a. The text above includes an example of what language feature?

_____________________________________________________________________

L1.12R, 1 mark

b. Explain the effect this feature has on the reader.

_____________________________________________________________________
_____________________________________________________________________

L2.14R, 1 mark

3) Draw lines to match each quotation to the most appropriate language feature.

<table>
<thead>
<tr>
<th>You don’t have to go to Ireland</th>
<th>a shade of Gaelic green</th>
<th>Feeling peckish?</th>
</tr>
</thead>
<tbody>
<tr>
<td>rhetorical question</td>
<td>direct address</td>
<td>alliteration</td>
</tr>
</tbody>
</table>

L1.12R, 2 marks

4) **Name** one other language feature used in text, **give a quotation** from the text and **explain its effect** on the reader.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

L1.12R (1), L2.14R (2), 3 marks.
G. Alphabetical order, plurals and dictionaries

a) Put the words in the box into alphabetical order on the lines.

<table>
<thead>
<tr>
<th>celebrate</th>
<th>ceilidh</th>
<th>century</th>
</tr>
</thead>
<tbody>
<tr>
<td>community</td>
<td>country</td>
<td>clover</td>
</tr>
</tbody>
</table>

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________

E3.16W, 2 marks

b) Change the following words to plurals.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>country</td>
<td></td>
</tr>
<tr>
<td>century</td>
<td></td>
</tr>
<tr>
<td>leprechaun</td>
<td></td>
</tr>
<tr>
<td>bash</td>
<td></td>
</tr>
<tr>
<td>fifth</td>
<td></td>
</tr>
</tbody>
</table>

E2.14W, E3.14W, 5 marks

c) Find the meaning of the word banish in a dictionary.
Write the meaning here and the page number of the dictionary.

_____________________________________________________________________
_____________________________________________________________________
E3.11R, 1 mark

d) Find the meaning of the word ceilidh in a dictionary.
Write the meaning here and the page number of the dictionary.

_____________________________________________________________________
E3.11R, 1 mark
H. Spelling

Do not look at the text or any other pages of this resource.

a. Listen to ten words and write them down.

Your teacher will say the word and use the word in a sentence.

Your teacher will then say the word again before you write it down.

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

7. __________________________________________

8. __________________________________________

9. __________________________________________

10. __________________________________________

b. What do all the spellings have in common?

_________________________________________________________ (1 mark)

c. Use your answer to b. to help you check your spellings before handing them in.
I. Detailed reading

a) Which statement is **not** true about the London St Patrick’s Day parade?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>It takes place on the streets, from Piccadilly to Trafalgar Square.</td>
</tr>
<tr>
<td>B</td>
<td>It only happens on March 17.</td>
</tr>
<tr>
<td>C</td>
<td>It includes dancing and music.</td>
</tr>
<tr>
<td>D</td>
<td>Food is available.</td>
</tr>
</tbody>
</table>

(b) Find three details about St Patrick.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(L2.11R, 3 marks)

J. Working out word meanings

If you wish, you may use a dictionary, thesaurus or other reference materials for these questions.

a) ‘stream of leprechaun floats’ means that people dressed up as leprechauns are:

<table>
<thead>
<tr>
<th>Walking in the parade.</th>
<th>Suspended from wires or ropes</th>
<th>Carried along on the back of trucks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking in the parade.</td>
<td>Suspended from wires or ropes</td>
<td>Carried along on the back of trucks</td>
</tr>
</tbody>
</table>

(E3.11R, L1.13R, 1 mark)

b) ‘At this year’s three-day shindig, more than 50,000 revellers are expected’
Which word would best replace the word **shindig** in the text?

<table>
<thead>
<tr>
<th>Feast</th>
<th>Concert</th>
<th>Funfair</th>
<th>Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feast</td>
<td>Concert</td>
<td>Funfair</td>
<td>Party</td>
</tr>
</tbody>
</table>

(L1.13R, 1 mark)

c) Suggest a word or phrase to replace the word **revellers** in the text.

________________________________________________________________________

(L1.13R, 1 mark)
St Patrick’s Day in London
By Things To Do Editors and Katie McCabe

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At this year’s three-day shindig, more than 50,000 revellers are expected to descend on Trafalgar Square for a lively parade of music and ceilidh dancing, plus plenty of things to do with the kids, from an Irish folk show and film festival to Irish walking tours. Feeling peckish? Fill up on traditional grub from the Irish Street Food Market.

When is St Patrick’s Day?
It’s always March 17 but, in true Irish fashion, St Patrick’s Day sessions usually run throughout Paddy’s weekend.

What is St Patrick’s Day?
The date marks the death of St Patrick, who travelled to Ireland in the fifth century to convince Irish pagans that Christianity is where it’s at.

Do you associate Ireland with shamrocks? That’s down to him too: the story goes that St Patrick used the three-leaved clover to describe the Holy Trinity to non-believers. Oh, and legend says he banished snakes from the country by chasing them into the sea.

Where is the London St Patrick’s Day Parade?
London’s St Patrick’s Day parade lines the streets from Piccadilly to Trafalgar Square and cheers on a stream of leprechaun floats, traditional musicians and squads of Irish dancers. The main stage at Trafalgar Square will be surrounded by a street food market and a ‘tea tent’. Basically, it’s a big, rip-roaring one-day festival, only the pints are a shade of Gaelic green.
Background
I’ve been aware for many years that skillsworkshop had no St Patrick’s Day resources so I wrote this in haste a few days before St Patrick’s Day. Sadly, the London 2020 St Patrick’s Day parade was later cancelled due to the Covid-19 outbreak. (I have removed some dates from the text so it can be used in future years – or indeed at any time of year!).

Aimed at Level 1 (L1) and Level 2 (L2) Reformed Functional Skills (FS) English learners but includes some Entry Level questions. There is no answer sheet – one might appear later for skillsworkshop contributors – but see below for general marking guidance. If you are stuck, please ask for help via Twitter @skillsworkshop https://twitter.com/skillsworkshop or Facebook https://www.facebook.com/skillsworkshop.org/.

Purpose
Some questions are deliberately challenging and slightly beyond the curriculum: I hope they prompt discussion. The resource is not intended to emulate formal exams. Unlike formal assessment papers, questions are arranged by curriculum area. Teachers can pick and choose the areas they want; the headings help learners focus on the relevant topic.

Learners do not necessarily need to work through every page. However, I do recommend that all learners attempt the spelling questions. Remember that each FS level subsumes lower levels so L1/L2 learners should be getting close to 100% in this check. I also recommend that the teacher thoroughly introduces the task, finding out what learners already know about St Patrick’s Day and discussing any local events.

Levels
There is also no detailed mapping page – except for spelling. However, most questions include relevant content descriptors in a grey font, along with suggested marks. E.g.

Question C1 on page 4: L1.18R = Level 1 Reading descriptor 18: Use knowledge of punctuation to aid understanding of straightforward texts.


An editable Word version of this resource is available, on a one to one exchange basis for your own resource contribution. If you wish to become a registered contributor, please contact Maggie using the site contact link. Thank you.
St Patrick’s Day
Curriculum mapping, answers and teaching notes

Marking guidance

Marks (in grey) are suggestions only but do give learners an idea of the detail required in answers. Some questions are mapped to more than one level – in these cases the number of marks you award may depend on the level in the answer and/or the level of the learner.

A: Purpose and organisational features  E3/L1  9 marks
B: Style and tone      L1/L2  9 marks
C: Using punctuation  L1  6 marks
D: Using images   L1  3 marks
E: Facts, opinions and bias L1/L2  5 marks
F: Language and textual features   E2/L1/L2 11 marks
G: Alphabetical order, plurals, dictionaries E2/E3  9 marks
H: Spelling        E2/E3  11 marks
I: Detailed reading   L1/L2  4 marks
J: Working out word meanings  E3/L1  3 marks

Maximum possible marks = 70.
Suggested pass marks (if using for formal assessment):  E3 14/70, L1 – 40/70, L2 – 55/70.

Spelling Task H (11 marks)

All words occur in the text and include a set of double letters (two sets in annually).
Teacher to say the word, say the word in the sentence and then say the word again.
Words are based on those in Entry Level 2/3 ‘Expectations for both spelling and reading’: https://www.gov.uk/government/publications/functional-skills-subject-content-english (pp26-31) and also listed on pages 13-14 of this resource.

1. **Travelled.** St Patrick travelled to Ireland.
2. **Occasion.** The occasion is always one big welcoming bash.
3. **Official.** The official holiday is on March 17\(^{th}\).
4. **Annually.** The official holiday lands annually on March 17\(^{th}\).
5. **Reveller.** More than 50,000 revellers are expected.
6. **Sessions.** The sessions usually run throughout the weekend.
7. **Surrounded.** The main stage is surrounded by a food market.
8. **Basically.** Basically, it’s a big rip-roaring one-day festival.
9. **Usually.** The sessions usually run throughout the weekend.
10. **Community.** The Irish community show us how it’s done.

Remember that each FS level subsumes lower levels so L1/L2 learners should be getting close to 100% for spelling.
St Patrick’s Day  
Curriculum mapping, answers and teaching notes

Functional Skills Entry Level 2 – Expectations for both reading and spelling

The words have been chosen because they are common words that are not straightforward to spell.

<table>
<thead>
<tr>
<th>Letters</th>
<th>Sound(s)</th>
<th>Letters</th>
<th>Sound(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>letter, better</td>
<td>/t/</td>
<td>woman</td>
<td>/u/</td>
</tr>
<tr>
<td>differ, different, difficult</td>
<td>/t/</td>
<td>move, blue, blew, truly, fruit, group, through</td>
<td>/u:/</td>
</tr>
<tr>
<td>address, promise, city, circle, decide, notice, since, sentence, once, answer</td>
<td>/s/</td>
<td>eight, eighteen, eighty, weigh, weight, daily, great, break, obey, straight</td>
<td>/ei/</td>
</tr>
<tr>
<td>sure, sugar, pressure, machine, special</td>
<td>/l/</td>
<td>find, behind, quiet, quite, eye, height,</td>
<td>/ai/</td>
</tr>
<tr>
<td>whole</td>
<td>/h/</td>
<td>thought, caught, naughty, cause, always</td>
<td>/ɔ:/</td>
</tr>
<tr>
<td>arrive, carry</td>
<td>/r/</td>
<td>forward(s), forty, fourteen, quarter, therefore</td>
<td>/ɔ:/ or /ɔ:rz/</td>
</tr>
<tr>
<td>add, address</td>
<td>/d/</td>
<td>perhaps, thirteen, thirty, surprise, year, early, heard, learn, earth</td>
<td>/3ː/ or /3ːr/</td>
</tr>
<tr>
<td>guard, guide</td>
<td>/g/</td>
<td>remember, grammar, calendar, surname, pressure, forward</td>
<td>/æ/ or /3ːr/</td>
</tr>
<tr>
<td>age, page, strange</td>
<td>/dʒ/</td>
<td>half</td>
<td>/a:/ or /æ:/</td>
</tr>
<tr>
<td>breathe</td>
<td>/ð/</td>
<td>care, bear, bare</td>
<td>/eə/ or /eər/</td>
</tr>
<tr>
<td>position, possess, potatoes, cause</td>
<td>/z/</td>
<td>our, hour</td>
<td>/æə/ or /æər/</td>
</tr>
<tr>
<td>imagine</td>
<td>/n/</td>
<td>seven, decide, address, arrive, important, probably, woman, second, difficult</td>
<td>/æ/</td>
</tr>
<tr>
<td>mean, people, believe, complete, extreme, everything, everybody</td>
<td>/i:/</td>
<td>idea, material</td>
<td>/ɪəl/</td>
</tr>
<tr>
<td>busy, business, minute, build, women, pretty</td>
<td>/t/</td>
<td>six, next</td>
<td>/ks/</td>
</tr>
<tr>
<td>friend, anything</td>
<td>/e/</td>
<td>music, beautiful, computer</td>
<td>/juː/</td>
</tr>
<tr>
<td>won, son, among, young, touch, double, trouble, country, something, month</td>
<td>/n/</td>
<td>possible, example, animal</td>
<td>/əl/</td>
</tr>
<tr>
<td>watch, knowledge</td>
<td>/p/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, Entry Level 2 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.

- words with prefixes where the root word remains unchanged (e.g., unsure, disappoint, mistake, return, subject, interact, supermarket, autograph) [sur/round]
- words with prefixes where in-, changes to il-, im-, ir- before root words that begin with ‘l’, ‘m’, ‘p’, ‘r’ (e.g., illegal, immoral, impossible, irregular)
- words with suffixes where the root word remains unchanged (e.g., payment, witness, careful, careless, partly) [basic(ally)]
- words with suffixes where the last ‘e’ in a root word is dropped before adding a suffix beginning with a vowel (e.g., hoping, liked, safer)
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or ‘y’ (e.g., chopped, winner, getting, sunny) [reveller, travelled]
- words with suffixes where ‘y’ at the end of the root word is changed to ‘i’ before adding a suffix beginning with a vowel (e.g., ladies, replied, happier, happiest), but not before ‘-ing’ to avoid ‘ii’ (e.g., replying)
- Words with suffixes ending in ‘-tion’ (e.g., mention, question, position, action)
- common words with letters corresponding to sounds that are often not pronounced (e.g., February, library, often, every, everything, interest, ordinary) [usual(ly)]
- the following homophones: there, their, they’re; here, hear; one, won; to, too, two.

Words highlighted in yellow are used in spelling check (p8). Those in italic added by skillworkshop.org as further examples found in St Patrick’s Day text.
### Functional Skills Entry Level 3 – Expectations for both reading and spelling

The words have been chosen because they build on Entry Level 2 by including more of the common words that are often misspelt.

<table>
<thead>
<tr>
<th>Letters</th>
<th>Sound</th>
<th>Letters</th>
<th>Sound(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>appear, opposite, apply</td>
<td>/p/</td>
<td>committee, achieve</td>
<td>/i:/</td>
</tr>
<tr>
<td>doubt, debt, attach, minute</td>
<td>/t/</td>
<td>average, equip, bargain</td>
<td>/ə/</td>
</tr>
<tr>
<td>scheme, occasion, according,</td>
<td>/k/</td>
<td>curiosity, qualify, qualification</td>
<td>/ə/</td>
</tr>
<tr>
<td>picture, actual</td>
<td>/f/</td>
<td>island</td>
<td>/ət/</td>
</tr>
<tr>
<td>rough, tough, cough, enough</td>
<td>/t/</td>
<td>though, although,</td>
<td>/eu/</td>
</tr>
<tr>
<td>listen, fasten, whistle, criticise, receive, purpose, increase, recent, centre, exercise, medicine, experience</td>
<td>/s/</td>
<td>bought, brought, ought, therefore</td>
<td>/ə:/</td>
</tr>
<tr>
<td>especially, appreciate,</td>
<td>/l/</td>
<td>sugar, popular, particular, regular, centre</td>
<td>/æ/ or /3:ri/</td>
</tr>
<tr>
<td>guarantee</td>
<td>/g/</td>
<td>competition, correspond, determined, develop, frequently, explanation, dictionary, definite, thorough, borough, describe, experiment, purpose, opposite, suppose, famous, various, certain</td>
<td>/æ/</td>
</tr>
<tr>
<td>knowledge, college</td>
<td>/d3/</td>
<td>experience</td>
<td>/e/</td>
</tr>
<tr>
<td>ease, criticise, position, cause</td>
<td>/z/</td>
<td>excellent</td>
<td>/ks/</td>
</tr>
<tr>
<td>measure, treasure, pleasure</td>
<td>/z/</td>
<td>communicate, community, education</td>
<td>/ju:/</td>
</tr>
<tr>
<td>committee, bomb, thumb, crumb, climb, condemn, column, autumn</td>
<td>/m/</td>
<td>available</td>
<td>/el/</td>
</tr>
<tr>
<td>knot, knee, knife, knowledge</td>
<td>/n/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition, Entry Level 3 students are expected to spell the words described below. Words in brackets are examples. Words and letters in bold are not examples; they are specific words or spellings that students are expected to both read and spell.

- **common words with the following suffixes or endings**
  - -ion (e.g., competition, discussion) [session(s)]
  - -ian (e.g., electrician, politician)
  - -ious, -tious (e.g., suspicious, cautious)
  - -cial, -tial (e.g., artificial, essential) [official(ly)]
  - -ation, -ant, -ance (e.g., observation, observant, observance)
  - -ent, -ency (e.g., frequent, frequency)
  - -able, -ably (e.g., comfortable, comfortably)
  - -able, -ably (e.g., changeable, noticeably)

- **common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one** (e.g., re-enter, co-operate)

- **common words with letters representing sounds that are often not pronounced (e.g., desperate, separate, history, category, natural, business, favourite, government, environment)** [annual(ly)]

- **the following words that are homophones or near-homophones:**
  - who’s, whose
  - accept, except
  - berry, bury
  - brake, break
  - fair, fare
  - groan, grown
  - heel, he’ll
  - knot, not
  - mail, male
  - meat, meet
  - missed, mist
  - peace, piece
  - plain, plane
  - scene, seen
  - weather, whether
  - farther, father

- **guessed, guest**
- **led, lead**
- **past, passed**
- ** aloud, allowed**
- **desert, dessert**
- **steal, steel**


Words highlighted in yellow are used in spelling check (p8). Those in italic added by skillworkshop.org as further examples found in St Patrick’s Day text (I have used a best fit method – some could have been added to several categories).