

What is Remembrance Day?

Name _____ Date _____



Remembrance Day is on 11th November. It is a special day set aside to remember all those men and women who were killed during the two World Wars and in other wars.

Remembrance Sunday is on the second Sunday in November. This is usually the Sunday nearest to 11th November. Special services are held at war memorials and churches all over Britain.

Remembrance Day is also known as **Poppy Day**. It is traditional to wear a paper poppy. The Royal British Legion sells them. They are a charity that helps soldiers.

Put these words in alphabetical order:

Sunday war special soldiers Britain churches poppy
charity November

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Answer the questions:

When is Remembrance Day?

When is Remembrance Sunday?

What is Remembrance Day also called?

What is the name of the charity that helps old soldiers?

What do people wear to help them remember?

Highlight all the capital letters.

Why do the words have capital letters?

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Fill in the missing vowels:

r _ m _ m b r _ n c _

B r _ t _ _ n

s _ l d _ _ r s

c h _ r _ t y

N _ v _ m b _ r

p _ p p y

Put the sentences in order so that they make the best sense:

The Royal British Legion sell paper poppies.

People wear poppies on Remembrance Day.

That is why it is sometimes called Poppy Day.

They are a charity that helps soldiers.

Remembrance Day is on November 11th.

What do you think?

Is Remembrance Day a good idea?

Talk to the others in your group. Ask people questions.

What do they think?

What is Remembrance Day? Functional English mapping and teaching notes

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

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

Reading
Read and understand short, simple texts that explain or recount information

Writing
Write short, simple sentences

Entry 1 Coverage and range Ofqual (2009), p9.

- 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 ✓
- Read and understand simple regular words and sentences ✓
- Understand short texts on familiar topics and experiences ✓
- 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

Speaking, listening and communication
Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations

Reading
Read and understand straightforward texts that explain, inform or recount information

Writing
Write short texts with some awareness of the intended audience

Entry 2 Coverage and range Ofqual (2009), p7.

- 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 ✓
- Understand the main events in chronological texts ✓
- Read and understand simple instructions and directions
- Read / understand high frequency words & words with common spelling patterns ✓
- Use knowledge of alphabetical order to locate information ✓
- 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 ✓



Skillsworkshop tips and extension ideas.

If you have further ideas please share them by leaving a comment on the download page for this resource at www.skillsworkshop.org

Paired discussion (as page 3). Ask each other how they feel. Do they buy a poppy? Why (not)? Encourage learners to highlight any unfamiliar words. Discuss sentence structures and boundaries (full stops). Encourage use of full sentences to answer questions on age 2. Use the text on page 1 to discuss full stops and capital letters before E1 learners attempt question on page 2.

As E1 but with a larger discussion group of 3-4 people. Encourage turn taking and appropriate methods of interruption. Learners to plan the questions they are going to ask each other in advance. Discuss the use of paragraphs in the text. Use a dictionary to check spellings on page 3. Extend some of the sentences on page 3 using conjunctions or extra details. E.g. People wear poppies on Remembrance Day because....

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