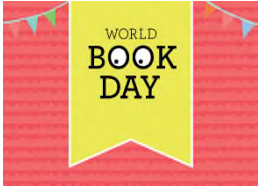


World Book Day – discussion points

Name _____ Date _____



How important do you think it is that children are able to read?

Why?

Do you think that it is enough for children to learn to read at school?

When you were a child did you have a favourite book?

Why did you like it so much?

If you had to suggest an activity to your friend to help their child to read, what would you suggest?

World Book Day – discussion points for parents

Name _____ Date _____



How important do you think it is for your child to be able to read?

Why?

Do you think that it is enough for your child to learn to read at school?

Does your child have a favourite book?

Why do you think they like it so much?

What do you do at home to encourage reading?

If you had to suggest an activity to your friend to help their child to read, what would you suggest?



Teaching notes - discussion

Before the discussion, tutors might want to share this Share a Story A4 poster or other information from <https://www.worldbookday.com> with learners. This PDF file is also available on skillsworkshop.org

There are two sets of similar discussion prompts. Page 1 is for general use and page 2 for learners who are parents. Before the discussion starts, encourage learners of all levels to jot down their thoughts and ideas on these sheets

This activity is not directly mapped to the revised SL&C content as this will depend on the learner group and how the discussion is led by the teacher. However, for teacher guidance, the most likely content descriptors are in normal typeface, other content is greyed out.

Speaking, Listening and Communicating content descriptors (SL&C)

‘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.

| Entry Level 2 (E2) | Entry Level 3 (E3) | Level 1 (L1) |
|--|--|--|
| E2.1 Identify and extract the main information and detail from short explanations E2.2 Make requests and ask clear questions appropriately in different contexts E2.3 Respond appropriately to straightforward questions E2.4 Follow the gist of discussions E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics [was E3/L1] E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic [was E3] | E3.1 Identify and extract relevant information and detail in straightforward explanations E3.2 Make requests and ask concise questions using appropriate language in different contexts E3.3 Communicate information and opinions clearly on a range of topics E3.4 Respond appropriately to questions on a range of straightforward topics E3.5 Follow and understand the main points of discussions E3.6 Make relevant contributions to group discussions about straightforward topics E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking | L1.1 Identify relevant information and lines of argument in explanations or presentations L1.2 Make requests and ask relevant questions to obtain specific information in different contexts L1.3 Respond effectively to detailed questions L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics L1.5 Express opinions and arguments and support them with evidence L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection |

Scope of study should include:

| | | |
|---|--|--|
| short narratives and explanations and instructions, discussions and straightforward information and instructions. | include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions. | narratives, explanations, discussions, instructions, information, descriptions and presentations all of varying lengths. |
|---|--|--|

Source: DfE (Feb 2018), Subject content functional skills:

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