

# Sleep, screen & activity time for children

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

To answer the questions on these pages you need: "Five texts about children's screen time, physical activity & sleep" (skillsworkshop.org), Text A pages 3-4 OR *Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age*. WHO 2019, pp10-11 <https://apps.who.int/iris/handle/10665/311664>

## Text A questions

### A. Purpose and audience

1) The main purpose of the text is to:

A	tell you about recommendations for children's sleep and daily activity.	
B	explain the reasons for sedentary behaviour.	
C	describe the benefits of good sleeping habits in children.	
D	advise you about children's screen time.	

(L1.12R, L2.14R, 1 mark)

2) The intended audience of the text is:

A	children.	
B	parents, health professionals and other interested adults.	
C	functional skills teachers.	
D	members of WHO (World Health Organisation).	

(L1.12R, L2.14R, 1 mark)

### B. Style and tone

1) Which word best describes the style of the text?

A	stilted	
B	formal	
C	informal	
D	casual	

(L2.19R, 1 mark)

2) Which word best describes the writer's tone?

A	angry	
B	impersonal	
C	sarcastic	
D	urgent	

(L2.19R, 1 mark)

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## C. Detailed reading

1) According to the text, which statement is **true** about the recommendations?

<b>A</b>	They are for health professionals.	
<b>B</b>	They are for children with medical conditions.	
<b>C</b>	They are for all healthy children aged under five.	
<b>D</b>	They are for everyone in a family.	

(L1.9R, L2.11R, 1 mark)

2) List three examples (in the text) of a 'restrained' child.

A child in a \_\_\_\_\_, \_\_\_\_\_

or \_\_\_\_\_ (L1.9R, L2.11R, 3 marks)

3) The text suggests that caregivers should engage children in reading and storytelling. Which age group does this apply to?

<b>A</b>	Children aged 0-1 year	
<b>B</b>	Children aged 1-2 years	
<b>C</b>	Children aged 3-4 years	
<b>D</b>	All of the above	

(L1.9R, 1 mark)

4) Give two examples of sedentary screen time.

\_\_\_\_\_

\_\_\_\_\_ (L1.9R, L2.11R, 2 marks)

5) Use the information in the text to complete the missing information in the table.

Age group	Hours of good quality sleep including naps
	14-17
Children aged 4-11 months	
Children aged 1-2 years	
	10-13

(L1.9R, 4 marks)

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## D. Using reference materials and knowledge of word types

1) Find the meaning of the word **sufficient** in a paper dictionary.

Write the meaning here and the page number of the dictionary.

\_\_\_\_\_

\_\_\_\_\_ Page: \_\_\_\_\_

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

2) The word **recommend** is part of two longer, closely related words in Text A.

Write these words below by adding suffix(es). State if each word is a verb or a noun.

a. recommend \_\_\_\_\_

V or N?

b. recommend \_\_\_\_\_

V or N?

(L1.13R, 4 marks)

3) Complete the missing information in the glossary. All the words / phrases are in Text A.

Word or phrase	Definition
	Supervised play for infants, where children move on the floor and develop motor skills.
	Period of sleep, usually during the daytime in addition to usual night time sleep.
	Movement of the body that uses energy over and above resting. For young children, this can include walking, crawling, running, jumping, balancing, climbing in, through and over objects, dancing, riding wheeled toys, cycling, jumping rope, etc.
<i>prone position</i>	Child lying on their front. See “tummy time”.
	Time when an infant or child is strapped or harnessed in a pram, stroller, high chair, or on an adult’s body (front or back) and unable to move freely
	Time spent passively watching screen-based entertainment (TV, computer, mobile devices). Does not include active screen-based games where physical activity or movement is required.
	Time an infant spends lying on their front (in prone position) while awake with unrestricted movement of limbs.

(L2.15R, 6 marks)

Adapted from Glossary of Terms, Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age. WHO (2019)

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## E. Working out word meanings

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

Replacing restrained or sedentary screen time with more moderate- to vigorous-intensity physical activity, while preserving sufficient sleep, can provide additional health benefits.

- 1) a. Suggest a word to replace the word **additional** in the text. \_\_\_\_\_  
(L1.13R, 1 mark)

b. Which word would best replace the word **preserving** in the text?

jam making	<input type="checkbox"/>	preventing	<input type="checkbox"/>
conserving	<input type="checkbox"/>	decreasing	<input type="checkbox"/>

(L1.13R, 1 mark)

- 2) As used in the first paragraph of Text A, '**guidelines**' means:

recommendations.	<input type="checkbox"/>	ruled paper.	<input type="checkbox"/>
instructions.	<input type="checkbox"/>	steps.	<input type="checkbox"/>

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

## F. Sentence structure

Use these sentences, adapted from the text, to answer questions 1) and 2).

You can use your own words but the meaning must stay the same.

A. For children aged 2 years, sedentary screen time should be no more than 1 hour; less is better.

B. Children aged 3-4 years of age should spend at least 180 minutes in a variety of types of physical activities at any intensity, of which at least 60 minutes is moderate- to vigorous-intensity, spread throughout the day; more is better.

- 1) Re-write A as two separate sentences (use **simple, compound** or **complex sentences**).

\_\_\_\_\_  
\_\_\_\_\_  
(L1.25W, L2.28W, 2 marks)

- 2) Re-write B as two or three separate sentences (**simple, compound** or **complex**).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(L1.25W, L2.28W, 4 marks)

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## G. Using punctuation to help understanding

- 1) Explain why **wake-up times** and **one-year-olds** are spelt with hyphens.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (L1.18R, 1 mark)

- 2) **For one-year-olds, sedentary screen time (such as watching TV or videos, playing computer games) is not recommended.**

The brackets in the sentence above could be replaced by:

dashes	<input type="checkbox"/>	quotation marks	<input type="checkbox"/>
apostrophes	<input type="checkbox"/>	full stops	<input type="checkbox"/>

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

Use this sentence from the text to help answer questions 3) and 4).

These guidelines are for all healthy children under 5 years of age, irrespective of gender, cultural background or socio-economic status of families and are relevant for children of all abilities; caregivers of children with a disability or those with a medical condition, however, may seek additional guidance from a health professional.

- 3) This is a very long sentence. You want to create two shorter sentences.  
Which punctuation mark in the sentence could you replace with a full stop?

\_\_\_\_\_  
\_\_\_\_\_ (L1.18R, 1 mark)

- 4) The comma straight after the word gender is separating:

items in a list	<input type="checkbox"/>	unimportant information	<input type="checkbox"/>	a noun and a conjunction	<input type="checkbox"/>
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(L1.18R, 1 mark)

- 5) Discuss the purpose of the hyphen in **socio-economic** with your teacher.

\_\_\_\_\_  
\_\_\_\_\_ (L1.18R, 1 mark)

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## H. Using images



1) What effect does this image have on the reader?





\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (L1.15R – 1 mark)

2a) What do these images represent?

(L1.15R – 4 marks)

 1. _____ _____	 2. _____ _____
 3. _____ _____	 4. _____ _____

2b) What is the purpose of the images? \_\_\_\_\_

\_\_\_\_\_ (L1.15R, L2.16R – 1 mark)

## I. Organisational and structural features

1) Images and several other features are used to organise the text. Name two other organisational or textual features that are used. Explain the **effect each one has** and **which information** they help the reader find.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ (E3.12(2), L1.14R(2), L2.16R(2), 6 marks)

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## J. Spelling and word building

1a) Draw lines to match each prefix to a root word and create a new word.

All new words **must** be in text. Use each prefix and root **once**. One has been done for you.

prefix	root word	new word
en	strain(ed)	
re	respective	
ir	courage(d)	
pre	ability	
ex	serving	
dis	tend(ed)	<b>extended</b>

(E3.17W, 5 marks)

1b) Can you make other new words (not in the text) using the roots and prefixes above.

HINT: you can make at least 2 more words using **dis**, and one more using **re**.

\_\_\_\_\_ (E3.17W, 3 marks)

1c) Now write a **spelling rule for adding prefixes to a root word**.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (E3.17W, 1 mark)

## 2) Plurals

Fill in the missing words

Singular	Plural
	children
variety	
	activities
caregiver	

(E2.14W, E3.14W, 4 marks)

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## J. Spelling and word building (continued)

### 3) Spelling check

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

Listen to ten words and write them down.

Your teacher will say the word and use the word in a sentence or phrase from the text.

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

1. \_\_\_\_\_ (E2-E3)
2. \_\_\_\_\_ (E3)
3. \_\_\_\_\_ (E3)
4. \_\_\_\_\_ (E3)
5. \_\_\_\_\_ (E3)
6. \_\_\_\_\_ (L1-2)
7. \_\_\_\_\_ (L1-2)
8. \_\_\_\_\_ (L1-2)
9. \_\_\_\_\_ (L2)
10. \_\_\_\_\_ (L2)

(E2.16W, E3.17W, L1.21W, L2.22W, 10 marks)



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## Teaching notes



### Spelling Words

Teacher to say the word, say the word in the sentence and then say the word again. All words occur in the text. Words 1-5 are Entry Level, the remainder are L1-2. Explicit spelling words are not defined beyond Entry Level 3 in the Functional Skills Content. See Entry Level 'Expectations for both spelling and reading' at: <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

1. **Activity.** Children should meet all the recommendations for physical activity.
2. **Particularly.** Interactive floor-based play is particularly important.
3. **Additional.** Caregivers may need to seek additional guidance.
4. **Recommendations.** Children should meet all the recommendations.
5. **Guidance.** Caregivers may need to seek additional guidance.
6. **Sedentary.** Sedentary screen time is not recommended.
7. **Physical.** Children should meet all the recommendations for physical activity.
8. **Vigorous.** Moderate to vigorous activity should last for at least 60 minutes
9. **Behaviour.** The official holiday lands annually on March 17<sup>th</sup>.
10. **Sufficient.** Preserving sufficient sleep is important.

### Background

Sparked after reading various newspaper articles about screen time, this resource is aimed at Level 1-2 learners and beyond (e.g. embedded English for T Levels, GCSE) but includes E3 underpinning tasks.

### Answers

There is no answer sheet – one *might* appear later for skillsworkshop contributors – but see below for general marking guidance. If you are stuck you can ask for help using my Twitter tag @skillsworkshop <https://twitter.com/skillsworkshop>. There is also no detailed mapping page – although, again, mapping might appear later. However, most questions include relevant content descriptors in a grey font, along with suggested marks. E.g. G 1) *L1.18R = Level 1 Reading descriptor 18: Use knowledge of punctuation to aid understanding of straightforward texts.* For full details of the Reformed Functional Skills English content, refer to: <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

### Structure and teaching ideas

This resource is not intended to emulate formal L1-2 summative assessment papers as it also includes underpinning spelling and sentence structure tasks. In addition, some questions are deliberately challenging and beyond the Level 2 Functional English curriculum and, unlike formal assessment papers, questions are arranged by topic.

Teachers can pick and choose the topics they want to focus on: the headings help the learners understand which part of the curriculum they are looking at. Learners **do not** necessarily need to work through every page. However, I do recommend that all learners attempt the spelling questions. I also recommend that the teacher thoroughly introduces the task, checking that learners are familiar with WHO and its work before they read the text. For pre-reading activities please refer to page 1 of “*Five texts about children’s screen time, physical activity & sleep*” ([www.skillsworkshop.org](http://www.skillsworkshop.org)).

### 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 level – in these cases the number of marks you award may depend on the detail in the answer and the level of the learner.

### Maximum possible marks = 75 (46 for reading 46, 29 for writing)

**Reading** A Purpose and audience – 2. B Style and tone – 2. C Detailed reading – 11. D Using reference materials and knowledge of word types – 11. E Working out word meanings – 3. G Using punctuation to help understanding – 5. H Using Images – 6. I – Organisational and structural features – 6.

**Writing** F Sentence structure – 6. J Spelling and word building – 23.

### REFORMED FUNCTIONAL SKILLS ENGLISH

#### Purpose and learning aims of Functional Skills English (all levels and all components)<sup>1</sup>

**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 (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.

#### 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** 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> Subject content functional skills: English. DfE (Feb 2018) <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Further pages of this resource (**answer sheet** and **detailed curriculum mapping** including E3 spellings) **will be available** at a later date if you are a skillsworkshop contributor. If you are a contributor, or would like to become one, please contact Maggie using the site contact link.

Thank you for your support of [www.skillsworkshop.org](http://www.skillsworkshop.org) ☺.