

Pearson English Guide: Reading Lesson Plans

Functional Skills : English Level 1

This Planning document is to aid in teaching and learning and should be used as a guide only.

Approaches to teaching reading

Introduction

The Reading section of the Edexcel Functional Skills English Level 1 qualification targets all of the skills standards and coverage and range required for the teaching of Level 1 Reading. Reading is divided into thirteen sections, each with an introduction, important information and activities designed to develop the skills as described in the Ofqual Functional Skills Subject Criteria.

It is important to explain to students that Reading is one of three components that they need to pass in order to gain a Level 1 qualification in Functional English. Use the opportunities as they present themselves in the lessons to refer to the structure of the question paper, including texts, question types and rubric.

The lessons

The activities outlined in these lesson plans will help students to become confident readers at Level 1 and act as preparation for their assessment. Encourage them to make connections between lessons, as this will help them to contextualise their learning and develop transferable skills.

Helping students to engage with the texts

In order to become confident readers, students need to engage in reading as an active process. To assist their development as active readers, it is suggested that copies of the text are made so that students can annotate, highlight and underline as they carry out activities. This is helpful to the reading process and can be used to reinforce learning in feedback to their peers. Encourage students to make brief notes as they read, focusing on:

- words/phrases that help them to answer a question
- words that need their meaning clarified
- topic sentences in paragraphs
- identifying main points/ideas that link with the purpose of paragraphs
- connectives that link ideas and will help them to see how ideas are linked in a text
- features of a text.

Modelling reading skills/how to be an active reader

Particularly in the early lessons, modelling how to read and understand different text types and purposes is a useful teaching tool. Displaying a text on an overhead or digital projector, working through a task or question and talking through your thought processes as you do so, will

enhance their understanding. There are opportunities for students to work in groups and independently, and to share their ideas in whole-class discussions. Where it is recommended that you take students through a task or a text, sharing your own thought processes with them will help them to become increasingly independent readers.

Use an overhead or digital projector for modelling your reading skills and explain:

- how you read a task/question
- what reading skills you are using and why
- how you make sense of difficult/unfamiliar words
- how to solve problems with a question by engaging with the text in order to overcome any obstacles.

A good starting point is to ask students to identify the main purpose of a text. This is a feature of Reading assessments; it is also part of the skills standard, as students need to be able to identify the main points.

Identify the main points and ideas and how they are presented in a variety of texts

Throughout the Reading lessons there are questions that ask students to establish how main points and ideas are presented. A combination of independent, collaborative and teacher-mediated activities will help them to be proficient. As students progress, they will explore features that make a text a particular text type. This is reinforced in the Writing lessons, where texts are used as the basis for students to develop their own writing skills. Use opportunities as they present themselves to engage students with the main points/ideas and presentational features of texts. Encourage them to ask themselves questions about the effect of layout, use of language, uses of bullets, paragraphing and images. Encourage them also to consider different ways of presenting information, such as tables. Take them through the uses of keys, symbols, titles and headings.

Read and understand texts in detail

Where you model your own reading, you will also be drawing students' attention to the appropriate detail. Where possible, provide copies of texts so that students can annotate and work with the text, focusing on details as required. Annotated texts can later be displayed for revision purposes. Ask students to bring to the lesson examples of other texts that they have worked on, as a preparation for further reading for detail. Encourage students to annotate their texts collaboratively and to share their ideas with the rest of the class through discussion and display.

Utilise information contained in texts

In your teaching, encourage students to regard reading as a dynamic activity, as in everyday life they read texts to make use of information. Invite students to think of and find examples of texts from which we select and utilise information. These can be shared in lessons, and discussions about how we utilise information will help to reinforce learning. Timetables, menus and television/cinema schedules are some sources that can be used for this purpose.

Identify suitable responses to texts

The ability to identify suitable responses requires more demanding application of reading skills, so it is advisable to teach this aspect of the 'standards' at a later stage in the course. Wherever possible, gather examples of texts that require some sort of action on the part of the reader, and ask students to find examples of their own. As a learning activity, students could show the others an example of such a text and explain the response that needs to be made, e.g. a local authority leaflet about a new recycling system.

Use of resources

As the course progresses, encourage students to bring in different text types to exemplify form, audience and purpose. These could be displayed as annotated collages to reinforce their learning. Again, where possible, use an overhead or digital projector to demonstrate key teaching points and encourage students to present their work to the class where appropriate.

Preparing for the Reading component/test

As part of students' preparation for the assessment, encourage them to read the questions as closely as the source text, ensuring that they are familiar with the different styles of questioning. Teach them to look for key words in the question to help them to locate specific information/detail in the text. Draw their attention also to questions where the number of features required is specified, for example: 'Find **two** features that show that this text is from a webpage.' Share mark schemes with the students as soon as possible. Use the sample reading assessment and mark scheme as definitive guidance for your students; they need to be familiar with the style of assessment, so you should share not only texts, questions and mark schemes with them, but also which part of the standard is being assessed.

Give students practice or 'mock' examination opportunities so that they become accustomed to responding appropriately and managing time.

Encourage students to make the links with their own writing and with speaking, listening and communication skills. They should also learn to make links with the Writing lessons as consideration of text types requires transferable skills. Although the three components are separately assessed, students need to understand that the language modes interrelate.

The lesson plans include opportunities for individual and collaborative learning. Working with their peers to a shared understanding is a powerful learning tool for students.

Reading a range of texts

Aim

- Learn to read different types of texts.

Lesson learning objectives

- Understand what kind of text you are reading.
Find the information you need in a text.

Lesson starter: individual/pair work

Individually or in pairs, ask students to list as many different kinds of texts as they can on a sheet of A4 paper. Encourage them to regard texts in the broadest sense, e.g. the ingredients on a cereal packet. Take feedback in class discussion and display the lists that students have produced.

Main teaching and learning

Introduce students to the key concepts related to reading a range of texts and identifying different text types. Make sure they understand how to identify features and form in order to understand what information or ideas are given in the text.

Model thinking aloud how to look at features, form, ideas and information. On a whiteboard, draw a rough outline of the layout of a magazine article and ask pairs to identify the features, form, ideas and information. Through feedback, introduce the concepts of audience and purpose.

In order to make sure students understand features and forms, show them a different kind of text (e.g. letter, product packaging, poster, briefing note). Direct pairs to list the particular features found in the text (e.g. paragraphs, charts, lists, headings, greetings, slogans, images). Pairs could present their findings to the class using A3/poster paper to identify the text, its purpose and audience, and the features that are representative of that particular text type. Take whole-class feedback.

Plenary

Show students a variety of different text types and ask them to identify the forms and features of each text. Extend the activity if necessary by asking students to make explicit links between text types and purpose.

Homework

Ask students to bring in at least one example of a text type to share with the class. You may want them to work in pairs and be prepared to present ideas to the class. Presentation should be in the form of question/answer and brief discussion, as this will also help them in their preparations for Speaking, listening and communication. (Presentations are not a requirement at L1.)

Working out what a text is about

Aim

- Read and understand the points and ideas in a text.

Lesson learning objectives

- Work out what a text is about and what its purpose is.

Lesson starter: pair/small group work

Give students copies of a short text of your choice. Encourage students to engage in close reading and to read in pairs or threes, looking over every part of the text and questioning what it is about and why it has been written.

For feedback, direct students to discuss 1) what the text is about, 2) its purpose and 3) the evidence for their decisions.

Plenary

Share texts brought in as directed in the homework activity from the previous lesson.

Have a class feedback session to discuss students' texts and evidence for their ideas.

Homework

Ask students to find a text showing a food menu, such as a takeaway leaflet or restaurant menu, to bring to the next lesson.

Main teaching and learning

Give students an example of an advert, and give them a multiple-choice style question with four options regarding its main purpose. Explain that multiple-choice questions on a text's main purpose are *one* style of question they will find on the Reading paper.

Use the opportunity to talk students through how they made their selection. You could ask them to discuss this in pairs or small groups.

Provide students with another example of a short promotional text, and ask them to write down what the author of the text wants the reader to do. Explain that they will be told in the examination that they do not have to write in sentences. Either explain the reason for this, or ask them to suggest a reason.

Direct students to work in pairs. Provide copies of two different kinds of texts on paper so that students can annotate them. Alternatively, provide paper and ask students to mind-map by putting the texts in the centre and making notes on the main purpose and the writer's intentions for both texts. Relate the notes to the relevant parts of the skills standard. Take feedback, summarising form, audience and purpose.

Finding the information you need in a text

Aim

- Use different techniques to search for information in texts.

Lesson learning and objectives

- Use different ways of finding information in a text. Identify key words in a task. Find the key words in a text.

Lesson starter: individual/pair work

Ask students in pairs to think of key words that link with the word 'pizza'. Make a class list of their suggestions.

Explain that this lesson will help students to use different ways of finding information in a text and to identify the key words in a task or text. Make sure that they can recognise and distinguish between these elements. Draw their attention to when they do or do not need to read every word of a text, but emphasise that close reading is also needed as a skill. Make links with the previous lessons.

Main teaching and learning

Encourage students to look closely at this selection of key words: pepperoni, onion, red peppers, olives, mozzarella cheese, minced beef, spicy chilli, tomatoes, egg, cheese crust, plain. How well do these key words match their own ideas from the Starter activity? Go through the key words with them. Ask pairs or small groups to identify the words on a menu that indicate meat, cheese and hot spices. Ask them to group the words into the three categories, then take feedback.

Discuss with students how to deal with unfamiliar terms, e.g. by a process of elimination. Remind them that dictionaries are allowed and encourage their use.

Direct pairs or small groups to look at these words to do with cupcakes: vanilla, peanut butter, chocolate, lemon, coffee, banana, coconut, strawberry. Ask students which of these words they would search for if they wanted fruit on their cake. Then ask them to list the words that tell you if a cupcake contains nuts.

Give students an example of a basic menu. Ask students to use the menu to find certain kinds of items, and then to choose food for people with specific needs or preferences. Encourage them to discuss their answers and the evidence they used before moving onto the plenary.

Plenary

Ask students to share the food leaflets brought in as homework and discuss how the strategies used in the lesson could be used when reading 'real' texts. Have some spare leaflets available in case some students don't have one.

Go back to the basic menu used in the main part of the lesson. Encourage students to look at how the text is organised, including symbols and important additional information in brackets, e.g. regarding food allergies. Draw attention again to strategies used to gain information and discuss how this is a useful reading skill in the 'real world'. Relate this to the food leaflets that students have been looking at.

Homework

Ask students to find a text about growing up to bring to the next lesson. At this stage, you should be able to ask them to work in pairs and list the key points of their texts to share in the next lesson. Ask them to be prepared to report on **two** areas: key ideas, and two examples of information that need close reading.

Reading closely for detailed understanding

Aim

- Read a text closely to understand texts in detail.

Lesson learning and objectives

- Use close reading to find and understand details in a text.

Lesson starter: whole class

Explain to students that this lesson will help them to read a text closely, and to use close reading to find and understand details in a text. Remind them that marks in exams are often lost through failing to read the question carefully and subsequently not understanding the task. Link this with the importance of finding key words in tasks and questions as identified in the previous lesson.

Give copies of a substantial text containing conflicting opinions to students to scan in pairs. Ask a question based on information in the text that students will need to skim, scan and close read in order to answer. Take class feedback. Ask students what they looked for as they scanned the text. Responses should include, for example, looking anywhere where they could see a key word. Ask the class how long it took them to find the answer, and what the answer is.

Plenary

Either record students' responses to the following questions on the whiteboard, **or** provide A3 paper and ask them to record and share their responses. Ask: What are your mistakes? How have you corrected them? In what two ways have you had to read the texts in this lesson to complete the tasks?

Homework

Ask students to go through the text you gave them in the main part of the lesson and write a list of the main points in each paragraph.

Main teaching and learning

Ask further similarly detailed questions to students in pairs or small groups, who should decide which lines of the text they needed to read in order to answer the questions. Take feedback. Discuss with the class how they read the text to arrive at their answers.

Give students some false statements regarding the details of the text you have given them. Students must now read both the statements and the text closely to correct the mistakes. As far as possible, draw out from the students the fact that close reading is required, rather than giving them the 'answer.' Direct pairs to carry out three activities:

- 1 Look at what the statements say.
- 2 Go back to the text and read closely.
- 3 Identify any mistakes and correct them.

Ask students who worked together on the previous lesson's homework task to present their chosen text. Ask them to report on key ideas and to provide two examples of information that needed close reading.

Identifying the main point in a paragraph

Aim

- Identify the main points and ideas and how they are presented in a variety of texts.

Lesson learning objectives

- Identify the main point in a paragraph. Explain what the main ideas are in a text.

Lesson starter: whole class

Take students back to the text you used in the previous lesson. In pairs, ask them to share their homework activity ideas about the main point in each paragraph. Link this activity to their own writing – how a paragraph takes a main point and develops it. Take class feedback to ensure understanding.

Explain clearly that copying words directly from a text does not show understanding and will not be rewarded. Students must take care to use their own words and only use quotations from a text as evidence to support their own ideas.

Give students a short text to read about a couple of local traditions or customs. In pairs, students should decide what the text is about overall. Discuss the main ideas of the text as a class.

Plenary

Discuss the order of the points made in the second text and ask students how they decided on the order. Explain that in writing we sequence our ideas, and as readers the students have read and recognised the sequence in this text. Reiterate that the main ideas are to be found in each paragraph. This will reinforce the function of paragraphing in reading as well as in students' own writing.

Homework

Ask students to bring in a text (article/leaflet etc.) promoting a tour, e.g. a sightseeing, entertainment or sports tour.

Main teaching and learning

Give students a multiple-choice question regarding the content of the first paragraph. In pairs, ask students to decide on the answer to the question and discuss how they made their choice. In class feedback, encourage students to discuss how they arrived at the answer, including the grounds on which they dismissed some distractors and any problems they had choosing between two likely answers. Elicit from students the importance of reading the choices closely.

Direct pairs to read about and understand the second tradition described. Emphasise that they need to read the whole paragraph, as a heading gives only a partial answer and is intended to structure writing and generate interest.

Give students another short text to read, or read it to them if they need support. Provide another multiple-choice question on the main points in this text. Encourage students to read the question closely and elicit from them that the key word in the question is 'main'.

Summarise the main points of the text in a few short sentences. Jumble these up, and ask students in pairs to discuss together and put them in the order they are made in the text.

Understanding main points and ideas

Aim

- Identify the main points and ideas and how they are presented in a variety of texts.

Lesson learning objectives

- Find and understand a text's main ideas.

Lesson starter: individual/pair work

Remind students that the features of texts include headings, pictures and captions. Link back to reading strategies previously used. Remind students that they will be looking at each paragraph in turn and use this opportunity to reinforce the importance and the function of paragraphing.

Select a suitable tour leaflet/article from the previous lesson's homework task and either display using projector and whiteboard or duplicate for one copy between two students.

Ask students to decide:

- The main idea of the text.
- What the first two paragraphs are about.

Take feedback through class discussion. If the Starter activity is successful, you could engage in a brief second Starter activity before moving on to the main teaching and learning: ask pairs to show each other their homework leaflets. Ask them to briefly consider the main ideas and how paragraphing is used. Take feedback through class discussion.

Main teaching and learning

Give pairs or small groups a text containing various features, headings and images to look at. If possible, distribute A3 copies of the text so that students can highlight/annotate over the course of the lesson. Read the text with them. Ask students what the main idea of the text is. Remind them to use the text's features to help them decide. In feedback, encourage them to refer to the features when discussing what they consider to be the main idea of the whole text.

In small groups, ask students to identify what each paragraph is about and ask them questions on individual parts of the text. Groups to feed back to the class.

When the students give feedback, ask them to identify the relevant section of the text and how they used the features to help them find their answers.

Ask students to summarise the key points of each paragraph to reinforce their learning of how texts and paragraphs work.

Plenary

Discuss the key messages of each paragraph as a class. Concluding comments should involve relating what students have done in this lesson to being functional readers, and how these skills are essential when we need to access information in a text. You could ask them to think of examples of when they have needed to do this.

Homework

Ask students to write up the main idea of the text used in this lesson and the key messages of each paragraph in their exercise book/files.

Identifying details

Aim

- Read and understand texts in detail.

Lesson learning objectives

- Identify details in a text.

Lesson starter: individual/pair work

Introduce students to this lesson by explaining that in order to find a specific detail in a text, you need to:

- decide what you need to find out
- look at the text to decide where that information is likely to be
- scan that part of the text for key words to find the relevant sentence
- finally, read that part of the text carefully, searching for your detail.

Emphasise that this guidance is good to refer to when reading for detail and will also be a helpful revision tool.

Give out copies of a fairly substantial trip itinerary text with plenty of details (e.g. an excerpt from a website), and read it with the class. Ask pairs or threes to decide what features suggest it is a particular form (i.e. a webpage, an article etc.). Take class feedback, encouraging students to make links between what makes it that form and the features identified. (This will link with lessons 9 and 10.)

Plenary

Discuss the details of each section, looking at how students have identified the details and what skills they have used.

Self/peer assessment

Ask students to write a postcard about one element of the trip, based on the information in the text from the lesson, including **six** details. Provide blank copies of the gap-filling postcard so they can complete it and put it in their file. This will help to link their Reading and Writing skills.

Main teaching and learning

Direct students to work in pairs to find a specific detail in the text, note down the detail and its location, and then feed back in a class discussion. Encourage students to share the detail from the text and to recognise this as an essential part of being a functional reader.

Ask students to find another different detail using the strategies applied above. Take feedback as a class discussion. Carry out a similar exercise for a third detail and take feedback as a class discussion.

Prepare copies of a postcard-style gap-filling exercise that relates to the text used in this lesson. Give students copies of the blank postcard and read the postcard with the class. As an individual activity, ask them to fill in the details on the postcard using the itinerary text. Ask students to share their answers to complete the postcard as a class discussion. Encourage students to support all ideas with evidence from the text.

As an additional activity, ask small groups to look at different sections of the text. Give each group an A3 copy of the text and ask them to underline/highlight details for each paragraph.

Understanding texts in detail

Aim

- Read and understand texts in detail. Utilise information contained in texts.

Lesson learning objectives

- Understand the main points and the details in a text.

Lesson starter: individual/pair work

Share the learning objective and emphasise that finding appropriate details is part of being a functional reader. Take students through strategies such as:

- Asking yourself after every sentence and paragraph: 'What did that tell me?'
- If you don't understand something, read through that part of the text again, slowly and carefully. Use the sentences before and after it to help you understand.
- Use pictures, headings and captions to help you understand a text.

Point out that these strategies are also useful as a revision tool.

Ask pairs to identify the features of a text that uses paragraphs, headings, quotations and images, e.g. a description of the work of an organisation or charity. Make sure students can support their answers by referring to features and purpose.

Take feedback through class discussion and draw out uses of these features. Read the whole of the text with the class.

Plenary

As a class, discuss the details taken from the text, and stress that the need to be able to read closely for detail is an important life skill.

Homework

Ask students to list their thoughts about how the text is presented.

Main teaching and learning

In pairs, ask students to list three different facts about the organisation or charity detailed in the text. Explain that they only need to write the facts in note form (not sentences) and that they need three points to answer the question fully. Individually, students should identify two roles that the organisation or charity performs, so that they are confident in responding to a question independently. Take class feedback.

Ask students in pairs a multiple-choice true/false style question relating to the content of the text; remind them of the strategies they need to use to answer multiple-choice questions. During feedback, go through each distractor and discuss why it might/might not be the correct answer.

Provide students with a couple of alternative responses to the text. Ask students whether or not they agree with these responses, and discuss their views before moving on to the next task. Ask which view they think is the most accurate. This is a good opportunity for close-reading the text.

Small groups find details in the text to support their views. Ask them to discuss the evidence in the text and to list the details about the organisation or charity. Use this small group discussion as a Speaking, listening and communication opportunity and share this connection with the students.

Identifying how texts are presented

Aim

- Identify how the main points and ideas are presented in a variety of texts.

Lesson learning objectives

- Identify the different presentation features used in a text. Understand why they are used.

Lesson starter: pair work

Remind students of their work in the previous lesson and ask them to discuss the features of the text used. Explain how this leads into the current lesson and draw their attention to the fact that they need to work out *why* a presentational feature has been used. Also share and discuss the following strategies and reinforce their value:

- Skim the text to see how it is organised and what presentation features have been used.
- See where a presentation feature is used, and work out what that part of the text is telling you. Ask yourself: 'How does this feature help the writer to convey their ideas to the readers?'

In particular, draw students' attention to the question above. Encourage students to look more objectively at how a text is constructed and the possible reasons/purpose for this. Make links between this and students' own writing in Functional English, which has purpose and audience.

Give pairs of students three different types of text (e.g. an advert, a poster and an email), and, looking at the different features of each one, decide which is which, making links between the features and the different text types. Take feedback through class discussion. Take the opportunity to encourage students to look at the purpose of a particular text type.

Main teaching and learning

Ask several questions on the different texts, involving identifying specific features (e.g. headings, references, images), explaining why the writer has used each one, and how they benefit the reader. Students should work in small groups for this exercise, linking each answer with the features of the text identified. Give a few minutes for each task followed by feedback, so that this part of the lesson falls into several sections as per the questions. Discuss any points arising from these activities.

Small groups revisit each text and comment on its features and presentation. Direct students to make some notes as they discuss the texts, as there will be homework arising from this activity.

Plenary

Discuss each text again and summarise the presentation and features that make each a particular text type.

Homework

Write about how each text is presented, using ideas shared during the lesson.

Understanding how texts are presented

Aim

- Read and understand texts in detail. Identify the main points and ideas and how they are presented in a variety of texts.

Lesson learning objectives

- Understand presentation features. Explain what effect they have on readers.

Lesson starter: individual/pair work

Use the homework set in the previous lesson as an introductory discussion for this lesson and to reinforce what was learnt in the previous lesson. Remind students that when they are asked to find the purpose of a text, they should think about who is likely to read it, and if the reader is expected to do anything after reading it. Explain that students now need to show their understanding of why a particular text is presented using specified features, and share strategies such as the following:

- Identify what presentation features have been used, such as headings, pictures, blocks of text, different types of print and coloured backgrounds.
- Look at the whole page and ask yourself: 'What stands out most? Why?' Pictures and brightly coloured print can stand out more than text and pale print, for example.
- Ask yourself: 'Why does the writer want their audience to notice this feature? How does it help to achieve the text's purpose?'

Give out copies of a short text that uses several different presentation features, a slogan and large images (e.g. a poster for a club or team), and read it with the class. Provide a multiple-choice question on the main purpose of the text, and remind students that they will be asked a question about the main purpose of a text in the examination.

Pairs decide what is the main purpose of the text. Remind them of the strategies they need to use to select the correct answer from the distractors in the multiple-choice question.

Discuss the answer in feedback and ask students how they discounted the other distractors. As before, look at each distractor and discuss why it is not the correct answer.

Main teaching and learning

Provide students with copies of a blank table, or direct students to create a table with three columns, headed 'Presentation feature', 'What does it make readers notice?' and 'How does this help the text to achieve its purpose?' Read through the Feature/What/How sections of the table with them to ensure that they know what they need to do, and fill in a sample row of the table together as a class, referring to the text used in the Starter. Emphasise that being able to explain *how* shows understanding. Talk to students about how useful it can be to record information in a table (linking with Lesson 11).

In pairs, students find three more presentation features that the writer has used in the text to list in their tables. Pairs may need help finding other presentation features.

Direct pairs to join up with another pair and exchange ideas before the Plenary, making modifications to their tables where necessary.

Plenary

As a class, discuss students' answers from their pair and group work and what could go into the 'What' and 'How' columns of the table. Highlight the link with their Speaking, listening and communication skills so that they recognise the value of sharing ideas and being able to express them in a discussion.

Discuss how to move from simply identifying features to showing understanding of *how* they are used. Motivate students by showing how they are making progress.

Homework

Ask students to find their own text and identify one feature, what it makes the reader notice and how it helps the text achieve its purpose.

Finding information in tables

Aim

- Read, understand and utilise information contained in tables.

Lesson learning objectives

- Find and use information presented in tables.

Lesson starter: pair work

Ask students to share their example texts from the homework set in the previous lesson. If possible, make links with information in tables and remind students how the table in the previous lesson helped to present information and ideas more clearly. Then ask pairs to briefly list examples of information they have seen set out as a table. Take feedback in class discussion.

Remind students to use all their reading skills to find information in a table: they should scan the layout to work out where to look, then look closely at the details to find out what they need to know. Point out two different ways in which students will use reading skills they have practised in previous lessons. Take them through the following strategies for finding information in tables:

- Read the column and row headings to find out how the information is organised.
- Search for the right row and column relevant to what you need to find out.
- Move your finger along the row or column until you find the information you need.

Reinforce the value of these strategies, both in the real world and as a useful revision tool.

Plenary

Take feedback in a class discussion. Ask students to discuss the importance of being able to use and understand tables in real-life situations, e.g. you might miss a job opportunity if you do not read a timetable correctly.

Homework

Ask students to find an example of a different type of table to keep in their file/book. Ask them to note the type and purpose of the information in the table they have chosen in their file/book.

Main teaching and learning

Prepare copies of two information tables for this lesson (e.g. a selection of films available to rent with various details, and a transport timetable). Provide several questions to answer using various aspects of the first table, and read through them with students. If possible, make copies of the two tables and stick them on A3 paper so that students can annotate/highlight them. These could later be displayed for revision purposes.

Pairs work through the questions. Ask them to discuss how they are using their reading skills to find information. Take feedback in class discussion: talk about the functionality of the task as well as going through the answers to the questions. Focus on the structure of the table and ask students what features are used to present the information.

Provide another set of questions to answer using the second table, and read through these with students. Direct pairs to find the information needed by looking at the table. Take feedback in a class discussion.

Explain that the next task is an example of where students can apply their understanding of how to use information in realistic scenarios. Provide three imaginary situations, for instance, schedules for three different individuals, that students will need to plan journeys for using a transport timetable. Read the three situations to the students.

Direct small groups to find suitable solutions to the given situations. Make sure that they can give reasons for their decisions. They might choose earlier journeys to allow extra time, for example.

Finding information in charts

Aim

- Read, understand and utilise information contained in charts.

Lesson learning objectives

- Find and use information presented in charts.

Lesson starter: whole class

Display three examples of simple charts, e.g. pie charts, bar charts. Ask pairs to think about when they use charts, then take suggestions. Draw students' attention to the need to understand text types using a chart. Students may refer to subjects such as Maths, Science and Geography, but charts are used in all sorts of contexts.

Plenary

Discuss how information is presented in a variety of ways and text types, and evaluate the user-friendliness of each of the charts.

Homework

Ask each student to find an example of a text with information in a chart and bring it to the next lesson.

Main teaching and learning

Direct students to look at the first chart and note the information given in it. Ask students in pairs to answer a multiple-choice true/false question regarding the information given in the chart. Draw their attention to the fact that it is a multiple-choice question and ask them to approach it in a similar way as before. Hold a quick class discussion about which is the correct answer.

Ask students to look at the distractor answers and explain why they are wrong. Ask them to look at the presentational features of the chart and how they are used. This will reinforce previous lessons about how and why texts are presented in a particular way.

Ask pairs to look at the second chart and answer another multiple-choice true/false question on the information presented, according to the chart. Draw their attention to the wording 'According to the chart', and discuss what this instruction means, i.e. that their answer must be based on what is in the chart. Point out similarities and differences in the features of the two charts examined so far.

Ask pairs to identify the third chart and list two points they can draw from what the chart tells them. Direct pairs to share their ideas with another pair and then take feedback as a class discussion.

Ask pairs to discuss which chart they found most helpful for finding information.

Reading a text and responding to it

Aim

- Read and understand texts in detail. Identify suitable responses to texts.

Lesson learning objectives

- Decide how to respond to a text.

Lesson starter: whole class

Share charts brought in from the previous lesson's homework task. Remind students about Lesson 11, where they were asked to use a timetable to find suitable transport to fit with three individuals' schedules. Link this with the idea that we not only need to read and understand texts, but that there are also times when we need to respond to what we have read.

Take students through the learning objective for this lesson and the following strategies for reading and responding to a text:

- Work out the purpose of the text, for example is it selling you something or telling you how to do something?
- Look for instructions that tell you what you have to do.
- Plan the best way to respond. For instance, if you need to find specific information, go through the text and underline or note down the details you need.

Remind students to look closely at the question for information about how to respond: the number of marks and the answer space provided give clues about how much they need to write.

Provide pairs with a short informative text that requires a response, e.g. a note from a parcel distributor to explain the failed delivery of a parcel, and ask them to decide what is the text's main purpose, giving a reason for their answer.

Main teaching and learning

Ask pairs to answer three questions on the information contained in the text and the response required of the reader, then to share their answers with another pair. Discuss the answers to the questions as a whole class. Ask students to locate the relevant part of the text that gave them the answer. In small groups, look again at the text and identify presentational features. Share ideas through class discussion.

Give students copies of a second short text that requires a response, e.g. instructions from a charity collection bag of the kind that is posted through letterboxes and collected later (if possible, bring in an example), and ask them to decide what its main purpose is. Ask pairs to look at presentational features of the text and feed back to the class. Pairs to answer a couple of questions on the wording of the text, what key words tell the readers what they are supposed to do, and how best to respond to the text. Feed back in class discussion. Use this as an opportunity to reinforce the importance of understanding the precise demands of the question and looking at the number of marks allocated to it.

Plenary

Share the answer on how best to respond to the second text. Look at how we are often required to respond to something that we have read and link this with the L1 Reading skill standard and coverage and range.

Homework

Ask students to find a similar text to the second one used above, and note its main purpose and the actions or responses needed.