



# Bonfire night

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



Hello. My name is Mona.  
I am about twelve years old.  
That is old for a cat.  
I like peace and quiet, now that I am old.  
I do not like Bonfire Night.  
The noise frightens me.  
I do not like going outside on Bonfire Night.  
I stay behind the sofa until it is over.



Hello. I am Craig.  
I am eight years old.  
I like playing outside and I love adventure.  
I love Bonfire Night. It is exciting.  
I like eating treacle toffee and jacket potatoes on Bonfire Night.  
I like watching the fireworks. My favourite is the Catherine Wheel.  
I am going to write my name with a sparkler.  
I have made a Guy and I have some money for sweets.

Photo (labelled by Google images as "Suitable for re-use": <http://www.flickr.com/photos/sk8ngdad/4335833216/>)



# Bonfire night

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

## Reading

### Mona

How old is Mona?

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Why doesn't she like Bonfire Night?

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Where does Mona go on Bonfire Night?

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### Craig

What is Craig's favourite firework?

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What food does he like to eat on Bonfire Night?

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What did Craig make?

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

## Writing and spelling

What do you think? Do you like Bonfire Night?

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Put the vowels in the words.

s p \_ r k l \_ r

b \_ n f \_ r \_

f \_ r \_ w \_ r k

t r \_ \_ c l \_ t \_ f f \_ \_

G \_ y

j \_ c k \_ t

Write down what you will do this Bonfire Night.

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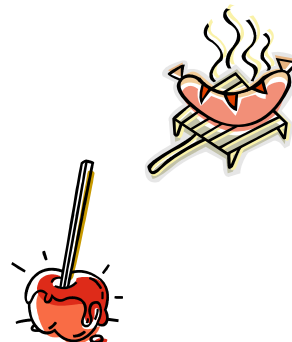
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## Discussion

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

Find out if they like Bonfire Night.

What do they eat? What do they drink?



# Bonfire night – 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](http://www.skillsworkshop.org)

Paired discussion (as page 3). Pros and cons of fireworks: fun, tradition v cost, safety, noise. Ask each other about favourite fireworks, Bonfire Night food, etc.

Encourage learners to highlight any unfamiliar words. Discuss sentence structures and boundaries (full stops). Use the two texts on page 1 to discuss full stops and capital letters before E1 learners attempt page 3.

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.

Extend by reading firework instructions and firework H&S posters. Use a dictionary to check spellings on page 3.

Extend some of the sentences on page 1 using conjunctions. E.g. My favourite is the Catherine Wheel but ... I do not like Bonfire Night because ...

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