

# Dream Big lesson plan

## Literacy at work

<b>Learning objective(s)</b> <ul style="list-style-type: none"> <li>To make connections between literacy and the world of work</li> <li>To identify how reading, writing, speaking and listening are used by people at work</li> </ul>	
<b>Success criteria</b> <ul style="list-style-type: none"> <li>I can identify how some given examples of jobs use reading, writing, speaking and listening</li> <li>I can think of my own examples of when grown-ups need literacy at work</li> </ul>	
<b>National curriculum objective(s)</b> <ul style="list-style-type: none"> <li>Draw on what pupils already know or on background information and vocabulary provided by the teacher</li> <li>Participate in discussions and consider the opinions of others</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul>	<b>Gender equality objective(s)</b> <ul style="list-style-type: none"> <li>Understand that gender does not determine job choice</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>Literacy at work slides</li> <li>Class whiteboard or flipchart</li> </ul>	<b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>literacy, reading, writing, speaking, listening, communication</li> <li>fashion designer, studio, customers, tailor, clothing, fit, measurement, fabric</li> <li>firefighter, fire station, emergency services, respond, instructions, address, report</li> <li>receptionist, office/school, greet, welcome, direct, call, email, letters</li> </ul>
<b>Lesson starter</b> (15 min)	Display a table with two categories on the board (see corresponding slides for some visual prompts to help): <ul style="list-style-type: none"> <li>Jobs that involve helping people</li> </ul>

	<ul style="list-style-type: none"> <li>Jobs that involve creating/making things</li> </ul> <p>In pairs, give the children 5 minutes to think of as many jobs in each category as they can (encourage them not to worry about not knowing exact job titles, e.g. people who make furniture, people who work for a charity).</p> <p>Take feedback and write some examples of jobs in each category, providing correct job titles where unknown.</p> <p>Clarify that while lots of jobs fit into these two categories, there are many more categories and jobs than those mentioned here.</p>
<b>Main teaching and learning task</b> (30 min)	<p>Tell the children that they are going to explore some of the different jobs that grown-ups do and think about how the literacy skills that they learn in school (reading, writing, speaking and listening) are used by people at work.</p> <p>Show the images of the fashion designer, firefighter and receptionist (see slides).</p> <p>Ask the children to identify the job each person does and how they know this. Take feedback then reveal the job titles.</p> <p>Share the job description for each role (see slides).</p> <p>In pairs, ask the children which one of these jobs involves <b>reading</b>. Take feedback and discuss ideas. Clarify that they all involve reading (instructions, measurements, addresses, emails/letters).</p> <p>Repeat this question for <b>writing</b> (descriptions of clothes and their purpose, reports of incidents, emails/letters).</p> <p>Repeat this question for <b>speaking and listening</b> (all examples usually work in a team rather than alone, or need to communicate to clients/visitors)</p> <p>Either as a class or independently, make notes under the three job titles on how each job uses key literacy skills.</p>
<b>Plenary</b> (10 min)	<p>Ask the children to think of another job that they know of (refer back to the jobs thought of in the starter if they are struggling).</p> <p>In pairs, share how that job uses reading, writing, speaking and listening.</p> <p>Take feedback on a couple of examples. Emphasise that literacy skills are useful for everybody and can help them to do any job they want to do in the future.</p>

## Suggested follow-up activities

### Role play

Create a role play area for chosen jobs and allow the children to act out how reading, writing, speaking and listening are used at work (see Dream Big at Home resources for further flashcards and examples of literacy at work: [literacytrust.org.uk/resources/dream-big-home/](https://literacytrust.org.uk/resources/dream-big-home/)).

### Job hunt

Go on a tour around the local area (or around different parts of the school) and identify different jobs (in school, this could involve kitchen, maintenance and reception staff). Think of ways in which each of these roles requires literacy.

### Interview a grown-up

Either in small groups or as a class, prepare some questions to ask a willing volunteer (parent, local community member, member of school staff) about what their job involves and how they use their literacy skills at work.