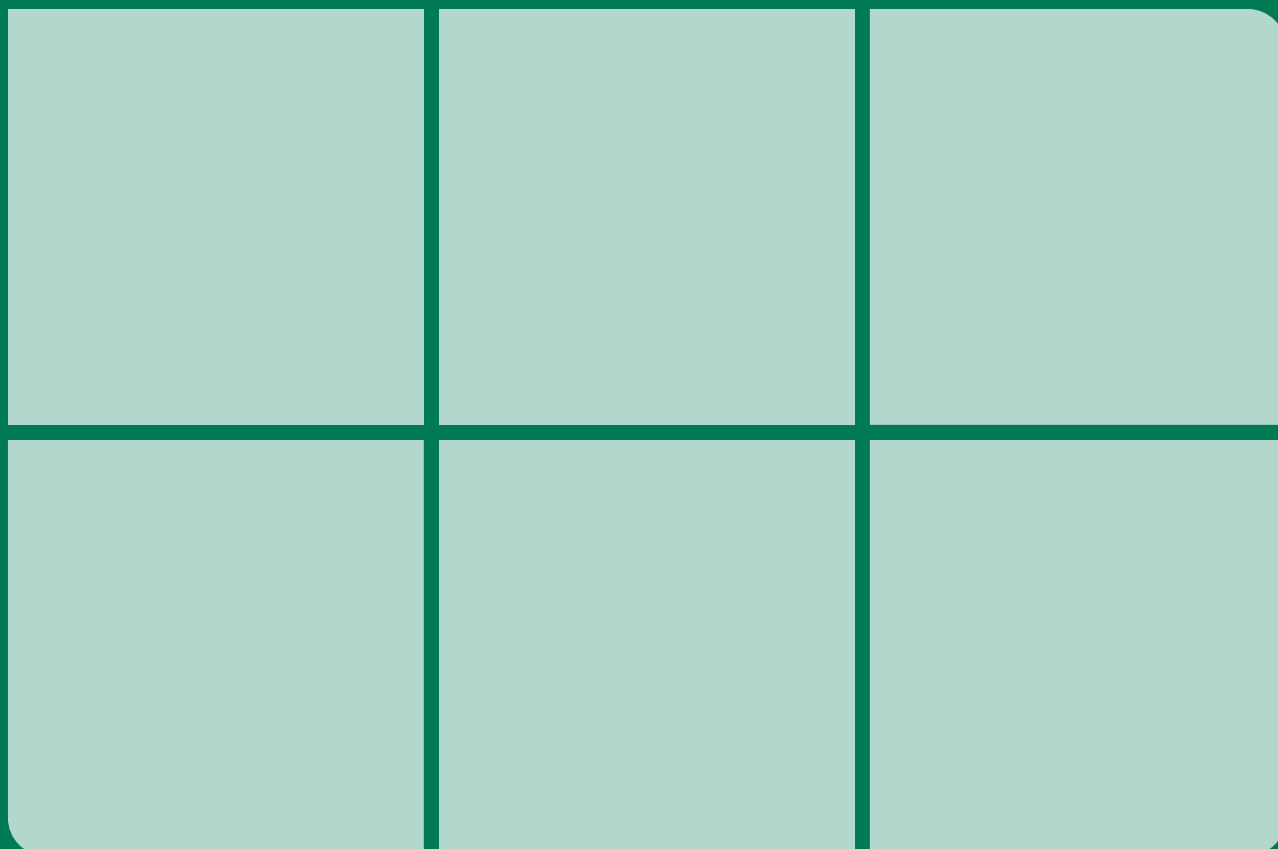


National standards for adult literacy



Acknowledgements

The *National standards for adult literacy and numeracy* (in English) were developed by the DfES and QCA. The Basic Skills Agency is grateful for their permission to incorporate the English standards into a suite of bilingual standards for use in Wales.

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Standards for adult literacy

(including spoken communication)

Standards for adult literacy

(including spoken communication)

Speaking and listening

At this level, adults can:

listen and respond

to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate

basic information, feelings and opinions on familiar topics

engage in discussion

with another person in a familiar situation about familiar topics

An adult will be expected to:

- listen for the gist of short explanations
- listen for detail using key words to extract some specific information
- follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary
- listen and respond to requests for personal information
- speak clearly to be heard and understood in simple exchanges
- make requests using appropriate terms
- ask questions to obtain specific information
- make statements of fact clearly
- speak and listen in simple exchanges and everyday contexts

in simple and familiar formal exchanges connected with education, training, work and social roles

Reading

At this level, adults can:

read and understand

short texts with repeated language patterns on familiar topics

read and obtain information

from common signs and symbols

An adult will be expected to:

- follow a short narrative on a familiar topic or experience
- recognise the different purposes of texts at this level
- possess a limited, meaningful sight vocabulary of words, signs and symbols
- decode simple, regular words
- recognise the letters of the alphabet in both upper and lower case

in texts such as public signs and notices, lists, forms, records, simple narratives

Entry level

Entry 1

Writing

At this level, adults can:

write to communicate

information to an intended audience

An adult will be expected to:

- use written words and phrases to record or present information
- construct a simple sentence
- punctuate a simple sentence with a capital letter and a full stop
- use a capital letter for personal pronoun 'I'
- spell correctly some personal key words and familiar words
- write the letters of the alphabet using upper and lower case

in documents such as forms, lists, messages, notes, records

Guidance and examples

Literacy (including spoken communication) entry level, entry 1

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples


Citizen and community

- listening for relevant information in a public announcement at a station, e.g. *platform number*
- understanding common public signs, e.g. *public toilets, entrance, exit, no smoking*
- recognising familiar destination names on the front of a bus or a platform indicator
- writing own name and address on an official form

Economic activity, including paid and unpaid work

- asking for items in a shop
- following an instruction from a supervisor
- understanding signs in the workplace
- writing own name and address for employer

Domestic and everyday life

- introducing yourself to others
- asking service representatives, e.g. *gas, electric, telephone*, for identification
- understanding the meaning of symbols on household products, e.g. 
- writing a short message to a family member, partner, flatmate or friend

Leisure

- following verbal instructions made to a group, e.g. *in a keep-fit class*
- buying tickets at the cinema or theatre
- recognising titles of videos, magazines, newspapers
- writing greetings cards accurately

Education and training

- asking a tutor or trainer to repeat an instruction
- getting to know other learners in the group
- recounting a personal experience
- writing words to practise spellings
- reading short texts to develop reading skills

Using ICT in social roles

- understanding symbols on a television remote control device or on a video
- logging on to a familiar computer system
- entering text using a computer keyboard
- recognising icons to load familiar computer software, e.g. *a word processor, a game*
- entering and editing simple text using a word processor
- understanding simple graphical navigation buttons in multimedia software, e.g. *forward and back arrows*

At this level an individual possesses the ability to use the skills specified in the standards in familiar contexts and situations.

Access statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

Standards for adult literacy

(including spoken communication)

Standards for adult literacy

(including spoken communication)

Speaking and listening

At this level, adults can:

listen and respond

to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate

information, feelings and opinions on familiar topics

engage in discussion

with one or more people in a familiar situation to establish shared understanding about familiar topics

An adult will be expected to:

- listen for and follow the gist of explanations, instructions and narratives
- listen for detail in short explanations, instructions and narratives
- listen for and identify the main points of short explanations or presentations
- listen to and follow short, straightforward explanations and instructions
- listen to and identify simply expressed feelings and opinions
- speak clearly to be heard and understood in straightforward exchanges
- make requests and ask questions to obtain information in everyday contexts
- respond to straightforward questions
- express clearly statements of fact and short accounts and descriptions
- ask questions to clarify understanding
- follow the gist of discussions
- follow the main points and make appropriate contributions to the discussion

in straightforward familiar formal exchanges connected with education, training, work and social roles

Reading

At this level, adults can:

read and understand

short, straightforward texts on familiar topics

read and obtain information

from short documents, familiar sources and signs and symbols

An adult will be expected to:

- trace and understand the main events of chronological and instructional texts
- recognise the different purposes of texts at this level
- identify common sources of information
- use illustrations and captions to locate information
- read and understand linking words and adverbials in instructions and directions, *e.g. next, then, right, straight on*
- read and understand words on forms related to personal information, *e.g. first name, surname, address, postcode, age, date of birth*
- recognise high frequency words and words with common spelling patterns
- use phonic and graphic knowledge to decode words
- use a simplified dictionary to find the meaning of unfamiliar words
- use initial letters to find and sequence words in alphabetical order

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

Writing

At this level, adults can:

write to communicate

information with some awareness of the intended audience

An adult will be expected to:

- use written words and phrases to record or present information
- construct simple and compound sentences, using common conjunctions to connect two clauses, *e.g. as, and, but*
- use adjectives
- use punctuation correctly, *e.g. capital letters, full stops and question marks*
- use a capital letter for proper nouns
- spell correctly the majority of personal details and familiar common words
- produce legible text

in documents such as forms, lists, messages, notes, records, e-mails, simple narratives

Guidance and examples

Literacy (including spoken communication) entry level, entry 2

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- asking for or giving directions to a particular destination or venue
- understanding the main points on the local and national news on television or radio
- knowing when, where and how to vote from information given on a polling card
- filling out a change of address form at the post office

Economic activity, including paid and unpaid work

- responding to a question from others and knowing when to ask a colleague for help
- following simple instructions on vending machines
- signing-in at work or as a visitor
- writing a message to a colleague on work issues

Domestic and everyday life

- describing a child's symptoms to a doctor
- reading out a brief item of interest from a newspaper to a friend or family member
- following dosage instructions on prescribed medicines
- writing a shopping list for use by others

Leisure

- ordering food from a simple menu in a bar or café
- finding out what is on television from a newspaper or magazine
- obtaining information from a poster publicising an event, *e.g. a concert or a film*
- filling in a form to enrol in a club or society
- writing a brief letter or postcard
- phoning to invite friends or family to a party; giving date, time, place

Education and training

- following instructions to carry out a task
- taking part in an informal group discussion
- using a simplified dictionary to find word meanings and spellings
- filling in a learning record or log

Using ICT in social roles

- using a cashpoint machine to withdraw cash
- using e-mail to send and reply to simple messages
- understanding common function buttons on a graphical interface, *e.g. save, print, send*

At this level an individual possesses the ability to use the skills specified in the standards in familiar contexts and situations.

Access statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

Standards for adult literacy

(including spoken communication)

Standards for adult literacy

(including spoken communication)

Speaking and listening

At this level, adults can:

listen and respond

to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone

speak to communicate

information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone

engage in discussion

with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

An adult will be expected to:

- listen for and follow the gist of explanations, instructions and narratives in different contexts
- listen for detail in explanations, instructions and narratives in different contexts
- listen for and identify relevant information and new information from discussions, explanations and presentations
- use strategies to clarify and confirm understanding, *e.g. facial expressions or gestures*
- listen to and respond appropriately to other points of view
- speak clearly to be heard and understood using appropriate clarity, speed and phrasing
- use formal language and register when appropriate
- respond to a range of questions about familiar topics
- express clearly statements of fact and give short explanations, accounts and descriptions
- make requests and ask questions to obtain information in familiar and unfamiliar contexts
- follow and understand the main points of discussions on different topics
- make contributions to discussions that are relevant to the subject
- respect the turn-taking rights of others during discussions

in familiar formal exchanges connected with education, training, work and social roles

Reading

At this level, adults can:

read and understand

short, straightforward texts on familiar topics accurately and independently

read and obtain information

from everyday sources

An adult will be expected to:

- trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph
- recognise the different purposes of texts at this level
- recognise and understand the organisational features and typical language of instructional texts, *e.g. use of imperatives and second person*
- identify the main points and ideas and predict words from context
- understand and use organisational features to locate information, *e.g. contents, index, menus*
- skim read title, headings and illustrations to decide if material is of interest
- scan texts to locate information
- obtain specific information through detailed reading
- relate an image to print and use it to obtain meaning
- recognise and understand relevant specialist key words
- read and understand words and phrases commonly used on forms
- use a dictionary to find the meaning of unfamiliar words
- use first and second place letters to find and sequence words in alphabetical order

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

Writing

At this level, adults can:

write to communicate

information and opinions with some adaptation to the intended audience

An adult will be expected to:

- plan and draft writing
- organise writing in short paragraphs
- sequence chronological writing
- write in complete sentences
- use correct basic grammar, *e.g. appropriate verb tense, subject-verb agreement*
- use punctuation correctly, *e.g. capital letters, full stops, question marks, exclamation marks*
- spell correctly common words and relevant key words for work and special interest
- proof-read and correct writing for grammar and spelling
- produce legible text

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Guidance and examples

Literacy (including spoken communication) entry level, entry 3

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- using telephone helplines for information or advice
- asking for information in the local library
- reading a local newspaper, newsletter or magazine
- writing a letter to a local newspaper, magazine or newsletter

Economic activity, including paid and unpaid work

- ordering goods or services by telephone
- understanding key points in health and safety notices at work
- reading job advertisements in the local paper or job centre
- writing a cheque
- writing a short memo or letter to colleagues
- provide a short description of main responsibilities for a job application

Domestic and everyday life

- explaining a technical problem or fault to a service engineer
- finding a telephone number for a local service from a directory
- following cooking instructions on packaged food
- filling in payment slips for bills
- writing down directions or drawing a simple map for a friend or family member

Leisure

- making a telephone booking for a sports activity or a table in a restaurant
- following explanations on a television programme for a hobby or interest, *e.g. for cooking or gardening*
- selecting reading material for pleasure in a newsagents, bookshop or library
- expressing personal feelings in a poem or story

Education and training

- discussing and agreeing a learning programme with a tutor or trainer
- making relevant points in a group discussion
- following straightforward written instructions to complete a task
- using a dictionary to find word meanings and spellings

Using ICT in social roles

- using a range of banking services or a cashpoint machine
- using touch-screen information points
- finding information on teletext
- using on-screen menus to locate information
- using scroll-bars to view different parts of a document or page
- formatting text in a word processor
- using a spellchecker on a word processor

At this level an individual possesses the ability to use the skills specified in the standards in familiar contexts and situations.

Access statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

Level 1

Standards for adult literacy

(including spoken communication)

Standards for adult literacy

(including spoken communication)

Speaking and listening

At this level, adults can:

listen and respond

to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context

speak to communicate

information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion

with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

An adult will be expected to:

- listen for and identify relevant information from explanations and presentations on a range of straightforward topics
- listen for and understand explanations, instructions and narratives on different topics in a range of contexts
- use strategies to clarify and confirm understanding, *e.g. facial expressions, body language and verbal prompts*
- provide feedback and confirmation when listening to others
- make contributions relevant to the situation and the subject
- speak clearly in a way which suits the situation
- make requests and ask questions to obtain information in familiar and unfamiliar contexts
- respond to questions on a range of topics
- express clearly statements of fact, explanations, instructions, accounts and descriptions
- present information and ideas in a logical sequence and include detail and develop ideas where appropriate
- follow and contribute to discussions on a range of straightforward topics
- respect the turn-taking rights of others during discussions
- use appropriate phrases for interruption

in formal exchanges connected with education, training, work and social roles

Reading

At this level, adults can:

read and understand

straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information

from different sources

An adult will be expected to:

- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- recognise how language and other textual features are used to achieve different purposes, *e.g. to instruct, explain, describe, persuade*
- identify the main points and specific detail, and infer meaning from images which is not explicit in the text
- use organisational and structural features to locate information, *e.g. contents, index, menus, subheadings, paragraphs*
- use different reading strategies to find and obtain information
- use reference material to find the meaning of unfamiliar words

in reports, instructional, explanatory and persuasive texts

Writing

At this level, adults can:

write to communicate

information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

An adult will be expected to:

- plan and draft writing
- judge how much to write and the level of detail to include
- present information in a logical sequence, using paragraphs where appropriate
- use language suitable for purpose and audience
- use format and structure for different purposes
- write in complete sentences
- use correct grammar, *e.g. subject-verb agreement, correct use of tense*
- punctuate sentences correctly and use punctuation so that meaning is clear
- spell correctly words used most often in work, studies and daily life
- proof-read and revise writing for accuracy and meaning
- produce legible text

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Guidance and examples

Literacy (including spoken communication) level 1

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- seeking support from an official such as a councillor or an MP at a local surgery
- working as a committee member of a community association
- taking part in a residents' or tenants' association meeting
- filling in an application form for a driving licence or passport

Economic activity, including paid and unpaid work

- obtaining information from a trade union representative
- taking responsibility for a visitor to the workplace
- participating effectively in an annual appraisal or job interview
- reading an employment contract and seeking clarification where necessary
- filling in a customer service questionnaire
- recording information in an accident report form

Domestic and everyday life

- expressing opinions at a parents' meeting at school
- reading an estimate or report from a builder or garage
- following a simple procedure in a first-aid manual
- following and completing a service agreement for a household appliance

Leisure

- following instructions to use equipment in a gym
- reading and recording factual information related to a hobby or interest
- selecting a book to read for pleasure from a library or bookshop
- writing down contact details following a radio or television programme

Education and training

- obtaining specific information from a talk or presentation
- explaining something to another learner
- finding relevant information in reference material and making notes for a written task
- carrying out written tasks for assessment purposes

Using ICT in social roles

- understanding and using buttons on an internet browser
- using hypertext links on websites and in multimedia software to locate information
- using key words to find information on a website
- using drop-down menus on computer software
- formatting documents on a word processor
- reading and posting messages on electronic bulletin boards

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context and are able to do this using a range of straightforward strategies.

Access statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

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Level 2

Standards for adult literacy

(including spoken communication)

Standards for adult literacy

(including a spoken communication)

Speaking and listening

At this level, adults can:

listen and respond

to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate

straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion

with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

An adult will be expected to:

- listen for and identify relevant information from extended explanations or presentations on a range of topics
- listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts
- speak clearly and confidently in a way which suits the situation
- respond to detailed or extended questions on a range of topics
- respond to criticism and criticise constructively
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
- express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary
- present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
- make relevant contributions and help to move discussions forward
- adapt contributions to discussions to suit audience, context, purpose and situation
- use appropriate phrases for interruption and change of topic
- support opinions and arguments with evidence
- use strategies intended to reassure, *e.g. body language and appropriate phraseology*

in a wide range of formal and social exchanges

Reading

At this level, adults can:

read and understand

a range of texts of varying complexity accurately and independently

read and obtain information

of varying length and detail from different sources

An adult will be expected to:

- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- identify the purpose of a text and infer meaning which is not explicit
- identify the main points and specific detail
- read an argument and identify the points of view
- read critically to evaluate information and compare information, ideas and opinions from different sources
- use organisational features and systems to locate texts and information
- use different reading strategies to find and obtain information, *e.g. skimming, scanning, detailed reading*
- summarise information from longer documents
- read and understand technical vocabulary
- use reference materials to find the meanings of unfamiliar words

in a wide range of text types

Writing

At this level, adults can:

write to communicate

information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

An adult will be expected to:

- plan and draft writing
- judge how much to write and the level of detail to include
- present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate
- use format and structure to organise writing for different purposes
- use formal and informal language appropriate to purpose and audience
- use different styles of writing for different purposes, *e.g. persuasive techniques, supporting evidence, technical vocabulary*
- construct complex sentences
- use correct grammar, *e.g. subject-verb agreement, correct and consistent use of tense*
- use pronouns so that their meaning is clear
- punctuate sentences correctly and use punctuation accurately, *e.g. commas, apostrophes, inverted commas*
- spell correctly words used most often in work, studies and daily life, including familiar technical words
- proof-read and revise writing for accuracy and meaning
- produce legible text

in a wide range of documents

Guidance and examples

Literacy (including spoken communication) level 2

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

Examples

Citizen and community

- expressing an opinion among strangers at a public meeting
- handling negotiations and expressing views about a controversial issue
- finding information in the local library to clarify an issue or support a position
- writing a formal letter of complaint or advice to an official or an organisation

Economic activity, including paid and unpaid work

- handling a difficult situation at work
- finding information in an instruction manual or a technical handbook
- reading and comparing service contracts, *e.g. for photocopiers or cleaning services*
- summarising information from a document in preparation for a meeting
- replying to a business letter requesting specific information
- making positive contributions to a meeting at work

Domestic and everyday life

- putting forward a proposal at a parents' meeting at school
- following instructions for self-assembly furniture or other equipment
- following written instructions and advice for post-operative care for self or others
- describing an event on an insurance claim

Leisure

- coaching a local sports team and making appropriate arrangements
- following a debate on a topical issue on television or radio and discussing with others
- reading extended texts for pleasure
- composing and producing information for a local club, *e.g. events, newsletters, committee meetings*

Education and training

- making a short presentation to other learners in the group
- making constructive comments about another learner's presentation
- locating relevant information in the library and making records for personal use
- summarising information from a range of documents
- preparing and revising for assessments

Using ICT in social roles

- using a computer system in a library or bookshop to find out if a book is in stock
- searching for information on the Internet
- locating files on a familiar computer system

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context, and are able to do this using a range of straightforward strategies.

Access Statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.

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