

Awards/Certificates in English Skills (3847-01/02/03)

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ASSESSMENT PACK

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1 Introduction

This assessment pack should be read in conjunction with the Awards/Certificates in English Skills (3847) Qualification Handbook for centres, which contains the following important information:

- Who the qualifications are for
- What the qualifications cover
- Progression
- Structure
- Centre requirements
- Approval
- Resource requirements
- Centre staffing
- Learner entry requirements
- Initial assessment and induction
- Support materials
- Recording documents
- Summary of assessment methods
- Access arrangements
- Barred combinations

1.1 Qualifications and qualification pathways

The Awards and Certificates in English Skills (3847) have been developed to provide learners with a flexible approach to developing and demonstrating the skills in English which will enable them to build confidence and provide a foundation for further study towards a GCSE A*-C in English, a Functional Skill in English at level 2 or move into employment or higher level study.

The qualifications are available with different credit values to ensure learners have a highly flexible route towards these aims. The qualifications are built by combining an appropriate blend of units which meet the needs of a learner. The qualifications available at entry 1, entry 2, entry 3, level 1 and level 2 are:

- Single Unit Awards
- Certificate in English Skills

In addition, some learners may wish to focus on developing a discrete skill area, eg reading. To meet this need, we have also developed a range of themed awards (6 credits) which cover each of the three skill areas in English at entry 1, entry 2, entry 3, level 1 and level 2.

- Award in English Skills - Reading
- Award in English Skills - Writing
- Award in English Skills - Speaking and Listening

The Qualification Handbook provides further guidance on the structures for each qualification.

1.2 Units

There are 45 units available in the English Skills (3847) suite. The units align to the National Standards for Adult Literacy and have been mapped to the Adult Literacy Core Curriculum and the Functional Skills subject criteria. Where appropriate, they are also signposted to GCSE subject criteria for English.

Units can be taken as stand-alone assessments or form part of any of the qualification pathways described above.

The list of available units is as follows:

Unit No.	Level	Title	GLH	Credit value
001	Entry 1	Reading - reading words, signs and symbols	20	2
002	Entry 1	Reading - using reading skills	20	2
003	Entry 1	Reading - reading for meaning	20	2
004	Entry 1	Speaking and listening - speaking and listening to provide information	20	2
005	Entry 1	Speaking and listening - speaking and listening to obtain information	20	2
006	Entry 1	Speaking and listening - speaking and listening to take part in a conversation	20	2
007	Entry 1	Writing - using grammar and punctuation in writing	20	2
008	Entry 1	Writing - writing letters of the alphabet and spelling words	20	2
009	Entry 1	Writing - using structure in writing	20	2
101	Entry 2	Reading - reading and understanding the meaning of words	20	2
102	Entry 2	Reading - using reading skills	20	2
103	Entry 2	Reading - reading for meaning	20	2
104	Entry 2	Speaking and listening - speaking and listening to provide information	20	2
105	Entry 2	Speaking and listening - speaking and listening to obtain information	20	2
106	Entry 2	Speaking and listening - speaking and listening in a conversation	20	2
107	Entry 2	Writing - using grammar and punctuation in writing	20	2
108	Entry 2	Writing - using spelling methods in writing	20	2
109	Entry 2	Writing - using structure to write simple text	20	2
201	Entry 3	Reading - using different reading strategies for words and phrases	20	2

Unit No.	Level	Title	GLH	Credit value
202	Entry 3	Reading - using reading strategies	20	2
203	Entry 3	Reading - reading for meaning	20	2
204	Entry 3	Speaking and listening - speaking and listening to provide information	20	2
205	Entry 3	Speaking and listening –speaking and listening to obtain information	20	2
206	Entry 3	Speaking and listening - speaking and listening to take part in a discussion	20	2
207	Entry 3	Writing -using grammar punctuation and spelling in writing	20	2
208	Entry 3	Writing -using planning and organisation in writing	20	2
209	Entry 3	Writing - writing to communicate	20	2
301	Level 1	Reading -using reading to extend vocabulary	20	2
302	Level 1	Reading - using reading strategies	20	2
303	Level 1	Reading - reading for meaning	20	2
304	Level 1	Speaking and listening - presenting information by speaking and listening	20	2
305	Level 1	Speaking and listening -speaking and listening to obtain information	20	2
306	Level 1	Speaking and listening - speaking and listening to take part in a discussion	20	2
307	Level 1	Writing -using grammar, punctuation and spelling in writing	20	2
308	Level 1	Writing - planning and organising writing	20	2
309	Level 1	Writing -using structure and content in writing	20	2
401	Level 2	Reading -using reading to develop vocabulary	20	2
402	Level 2	Reading - using reading strategies	20	2
403	Level 2	Reading - reading for meaning	20	2
404	Level 2	Speaking and listening - presenting information by speaking and listening	20	2
405	Level 2	Speaking and listening - obtaining information by speaking and listening	20	2
406	Level 2	Speaking and listening -speaking and listening to take part in a discussion	20	2
407	Level 2	Writing - using grammar, punctuation and spelling in writing	20	2
408	Level 2	Writing - planning and organising writing	20	2
409	Level 2	Writing - writing for clear communication	20	2

Initial assessment and induction

Initial and diagnostic assessment of each learner should be conducted before the start of their programme to ensure they are working at the correct level, and that specific skills in need of development are clearly identified.

We recommend that centres provide an induction programme so that learners fully understand:

- the units/qualifications they will be working towards and how these relate to any identified skills in need of development
- the requirements of the units/qualifications
- their responsibilities as a learner
- the responsibilities of the centre
- any possible progression routes.

This information can be recorded on a learning contract.

Learners also need to understand relevant centre policies and procedures, including health and safety and equality and diversity statements.

2 Delivery

2.1 Learning programmes

A learning programme must ensure that for every learner there is an opportunity for progression.

Learning programmes are not prescribed by City & Guilds. Centres are free to design their own and are encouraged to draw as widely as possible on resources both within and outside the centre.

Units are designed to allow active learning by learners. The training and learning style adopted within a centre will depend on the maturity of the learners and the stage in the programme. At the start of a programme, it is likely that learners will need more guidance on how to meet the requirements. Some learners will need specialised tuition to overcome specific learning difficulties.

If attainment of English Skills (3847) qualifications is to be effective in developing the skills which learners have, as well as recording the level(s) they have reached, it is important that learning activities are both realistic and challenging.

Effective Learning for English Skills (3847) Qualifications

- learning programmes should relate to the learners, reflecting a variety of life and work experiences appropriate to adult learners
- theory and practice components should be sequenced carefully to help learners learn the techniques and knowledge underpinning the units
- explicit tuition and practice in using learning strategies within a wide range of contexts
- careful structuring of tasks that promote the ability to think by creating problems of sufficient challenge to stretch, but not deter, the learners
- systematic variation of tasks in order that learners can see how, and to what extent, existing skills can be applied to good effect in less familiar tasks and identify when new learning is required
- opportunities to work with others (eg reciprocal teaching, discussion groups, pair problem solving) so that learners are encouraged to express their reasons for adopting particular approaches and thus learn from each other what works and what doesn't work
- providing learners with precise feedback, not only on how they are doing, but also on what to do to improve
- encouraging self-assessment and reflection by learners (to think about their own thinking)
- where appropriate, the introduction of problem solving strategies and techniques to experiment with skills in real life task-based situations.

3 Assessment

At all levels, learners must complete a portfolio of evidence, demonstrating they have met the outcome(s) of each unit they have completed. This could be a paper based or electronic portfolio.

Role of the Assessor

The assessor is responsible for judging the learners' evidence against the assessment requirements. Assessors help learners identify opportunities for assessment and can provide guidance of the nature of evidence that can be produced. It is possible that a learner may have more than one assessor, each assessing different units or aspects of units.

The assessor is responsible for:

- managing the assessment process
- agreeing, recording and reviewing assessment plans with the learner
- judging the evidence against the assessment requirements
- using appropriate assessment methods
- ensuring that assessments are fair
- recording the assessment process and all assessment outcomes
- providing feedback to the learner following each assessment
- passing all assessment records, with recorded outcomes, to the internal quality assurer
- contributing to continuous improvements within the assessment process
- maintaining own subject specialist knowledge and competence
- contributing to the evaluation of the assessment process
- contributing to standardisation meetings.

Assessment planning

Effective planning for assessment by the learner and their assessor is essential if the learner is to succeed within an appropriate timescale. The purpose of assessment planning is to help learners identify how and when they will provide the evidence required to demonstrate their competence. Planning should be a joint activity between the learner and assessor.

Assessment plans are successful when they:

- specify the units being assessed
- include agreements about the learning activities to be created/used in the learning programme
- give an outline of the settings in the programme which prove the most appropriate contexts for assessment
- provide a relatively detailed breakdown of where and when assessments will take place
- include the method of assessment that will be undertaken
- make clear the types of evidence to be collected
- make note of others who need to be informed of or involved in the planned assessment
- contain space to review each assessment
- include signatures of learners and assessors.

When planning assessments, the assessor should aim to identify opportunities for holistic assessment, that is, to assess across elements of a unit, a full unit or clusters of units. They should also include on-going and continuous assessment as appropriate.

Preparing for assessment

Before starting work towards the qualification, learners will need support and guidance to enable them to:

- identify which units and which route through the qualification is best suited to their needs
- understand what the selected units cover
- understand what will be required of them
- understand the assessment process and identify the people who will be involved
- understand how to identify suitable evidence
- understand how to compile their portfolio of evidence
- understand the appeal process
- understand any alternative assessment arrangements
- understand the support they can access during the learning and assessment process.

Marking assessments and providing feedback to learners

When marking assessments, assessors should consider whether evidence is:

- valid – Does evidence demonstrate what is claimed? Does evidence meet the minimum assessment requirement?
- authentic – Is evidence the real work of the learner?
- currency – Is the evidence current?
- sufficient – Does the evidence cover all of the assessment criteria? Is the evidence of an appropriate quality?

Feedback should be provided to learners following an assessment. Feedback should support learners to improve the quality of their work. This is an important part of the assessment process and should be provided whether the learner has been successful or unsuccessful in meeting the assessment criteria. City & Guilds has provided a sample assessment feedback sheet for this purpose. This can be found in the Candidate Logbook which is available from www.cityandguilds.com.

Evidence requirements

This Assessment Pack explains the types, and minimum amount, of evidence learners must produce to demonstrate they have met the assessment requirements.

Building a portfolio of evidence

The term portfolio is used to describe the organised collection of a learner's evidence for assessment. Although learners are generally responsible for gathering the evidence to demonstrate their competence, centres will need to provide guidance and support to help learners develop the necessary skills to produce/gather evidence, particularly at lower levels where learners could require considerable support. During induction, learners should be taken through the process of building a portfolio of evidence, including the documentation that the centre is using.

As well as the evidence, the portfolio must contain full learner details and those of other people involved in the assessment process.

City & Guilds has developed a separate Candidate Logbook for this suite of qualifications. This is downloadable from the City & Guilds website www.cityandguilds.com. It contains evidence recording and summary sheets. Centres may develop and use an alternative logbook, but it must include information equivalent to that recorded in the Candidate Logbook.

The learner owns the portfolio throughout the assessment and quality assurance process and after certification. Assessors may review the portfolio at the centre following an assessment, returning it later to the learner. It will be held at the centre for internal quality assurance purposes.

To safeguard portfolios and remove the risk of them becoming mislaid, centres should consider a system of portfolio management during the assessment and verification process.

Portfolios of evidence may be returned to learners after certification, but may sometimes need to be retained to be viewed as part of a visit by a City & Guilds Qualification Consultant. Further details are provided in the document 'Our Quality Assurance Requirements'.

Quality assurance

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Co-ordinator
- Trainer/Tutor
- Assessor(for internally assessed components)
- Internal Quality Assurer(s)(for internally assessed components).

These roles are defined more fully in the document 'Qualification and Systems Consultant Roles'.

Further supporting quality assurance documents can be found here:

<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>

4 Specimen unit guidance

This section of the assessment pack provides guidance to support those working with and/or assessing the English Skills (3847) units.

It includes:

- City & Guilds unit title and number
- UAN
- Level
- Unit credit value
- Recommended guided learning hours
- Learning outcomes with related assessment criteria
- Explanation of evidence and assessment criteria
- Evidence requirements
- How does this unit go beyond requirements at this level?

Unit 001

Reading - reading words, signs and symbols

UAN:	L/504/4991
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner's skills to decode, understand and respond to some simple, familiar, regular written words.

Learning outcomes

There is **one** learning outcome to this unit:

1. understand written words, signs and symbols

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 001

Reading - reading words, signs and symbols

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 understand written words, signs and symbols

The learner can:

- 1.1 recognise some familiar social sight words, signs and symbols (Rw/E1.1, Rt/E1.2)
- 1.2 use simple regular words (Rw/E1.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: know and apply techniques for recognising key words and symbols on sight which are personal and relevant to them and their situation.

Social sight words, signs and symbols are those seen in everyday life eg bus stop, no entry, no smoking, toilet.

Learners might:

- highlight their own name, street, town or city in a list
- highlight the days of the week in familiar material, such as a newspaper or timetable
- explain workplace/place of study signs and symbols to a colleague or teacher
- match symbols from household products to their meaning.

Evidence requirements

Outcome 1: two occasions in different contexts.

Unit 002

Reading - using reading skills

UAN:	R/504/4992
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner's basic reading skills to enable the learner to obtain information from some simple texts.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to read simple texts

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 002

Reading - using reading skills

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to read simple texts

The learner can:

- 1.1 identify letters of the alphabet in upper and lower case (Rw/E1.3)
- 1.2 identify capital letters and full stops in sentences (Rs/E1.1)
- 1.3 read text from left to right and top to bottom (Rt/E1.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: follow a short narrative on a familiar topic; recognise simple sentences containing a capital letter and full stop as sentence structure; recognise upper and lower case letters, and alphabetical ordering.

Learners might:

- identify capital letters and their use in a short narrative on a familiar topic
- identify punctuation for sentence endings in a short narrative on a familiar topic
- highlight the same letters printed in a variety of sizes and fonts in a newspaper
- use a word processor to break a text into sentences
- discuss the concept of sentence with their teacher.

Evidence requirements

Outcome 1: two occasions in different contexts.

Unit 003

Reading – reading for meaning

UAN:	R/504/1557
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills enabling the learner to read and gain meaning from a short piece of text phrased in simple sentences, on a familiar topic.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to read a piece of text and gain meaning from it

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 003

Reading – reading for meaning

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to read a piece of text and gain meaning from it

The learner can:

- 1.1 recognise the meaning of simple sentences (Rs/E1.1)
- 1.2 identify the purpose of a short written narrative on a familiar topic or experience (Rt/E1.1)
- 1.3 recognise the different purposes of texts (Rt/E1.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: follow a short narrative and recognise the different purposes of texts at this level.

Learners might:

- answer questions about a text, such as a postcard or a short story
- identify simple texts encountered in everyday life, for example, greetings cards, adverts, public signs
- make a collection of short texts from home, work or leisure and discuss their purpose and relevance
- sort different short texts into categories, according to their purpose.

Evidence requirements

Outcome 1: two occasions in different contexts.

Unit 004

Speaking and listening – speaking and listening to provide information

UAN:	Y/504/4993
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to speak to others to provide information on simple, straightforward, familiar topics.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to provide and obtain information to others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 004

Speaking and listening – speaking and listening to provide information

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to provide and obtain information to others by speaking and listening

The learner can:

- 1.1 speak to be heard and understood in simple exchanges (SLc/E1.1)
- 1.2 make statements of fact on straightforward topics (SLc/E1.4)
- 1.3 respond to requests for personal information (SLlr/E1.4)
- 1.4 make requests in everyday contexts (SLc/E1.2)

Explanation of criteria and examples of evidence

Speaking and listening can be oral/aural or through a suitable alternative, such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

To meet the assessment criteria for Outcome 1 learners need to: explain a straightforward task/activity encountered in the context of work, leisure or study; make requests appropriately and give informative statements clearly.

Learners might:

- describe symptoms of an illness and request advice
- order a takeaway meal over the counter and request additional information, for example, 'How long it will take?'
- record an answerphone message giving relevant information and request caller details
- explain how to make a cup of tea or coffee and ask if the listener would be willing to make one.

Evidence requirements

Outcome 1: two occasions in different contexts.

Unit 005

Speaking and listening – speaking and listening to obtain information

UAN:	D/504/4994
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to listen to obtain information from others from short explanations and single step instructions.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to obtain information from others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 005

Speaking and listening – speaking and listening to obtain information

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to obtain information from others by speaking and listening

The learner can:

- 1.1 listen for the gist of short explanations in familiar situations (SLlr/E1.1)
- 1.2 listen for detail using key words to extract some specific information (SLlr/E1.2)
- 1.3 follow single-step instructions (SLlr/E1.3)
- 1.4 ask questions to obtain straightforward information (SLc/E1.3)

Explanation of criteria and examples of evidence

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

To meet the assessment criteria for Outcome 1 learners need to: listen for the gist of a short explanation in a familiar context; listen for specific detail in simple single step instructions; ask questions to clarify understanding.

Learners might:

- listen to an explanation by the teacher before listening to a simple instructional recording and completing the task outlined, including making a request to the teacher for additional information to ensure the task is completed successfully
- follow information in short announcements, for example, changes of platform/times of trains and ask for clarification
- listen to instructions about how to operate a piece of equipment or machinery correctly, follow the instructions and ask for information to be repeated to clarify own understanding.

Evidence requirements

Outcome 1: criteria can be evidenced in one or more activities as a whole or individually. A minimum of one occasion for each of the criteria is required.

Unit 006

Speaking and listening – speaking and listening to take part in a conversation

UAN:	H/504/4995
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to take part in short simple exchanges with others, in familiar situations.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to take part in a simple conversation

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 006

Speaking and listening – speaking and listening to take part in a conversation

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to take part in a simple conversation

The learner can:

- 1.1 listen and respond to spoken information in simple exchanges (SLlr/E1.4)
- 1.2 speak to be heard in simple exchanges (SLc/E1.1)
- 1.3 make simple requests using appropriate terms (SLc/E1.2)
- 1.4 ask questions to obtain specific information (SLc/E1.3)
- 1.5 give statements of fact clearly (SLc/E1.4)

Explanation of criteria and examples of evidence

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

To meet the assessment criteria for Outcome 1 learners need to: engage in a discussion or conversation with known people in a familiar situation at work, leisure or study and give informative statements.

Learners might:

- meet and greet visitors/guests and engage in appropriate polite conversation
- request assistance from a group member for a simple task/activity at work or study, for example, completing a form
- assist a friend or colleague with an activity where they are experiencing difficulty by explaining basic details and asking simple questions to establish understanding of the situation.

Evidence requirements

Outcome 1: criteria can be evidenced in one or more activities as a whole or individually. A minimum of one occasion for each of the criteria is required.

Unit 007

Writing – using grammar and punctuation in writing

UAN:	K/504/4996
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills in punctuation and grammar to enable the learner to aid understanding when writing simple subject/verb sentences.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to use grammar to aid understanding when writing
2. be able to use punctuation to aid understanding when writing

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 007

Writing – using grammar and punctuation in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 be able to use grammar to aid understanding when writing

The learner can:

1.1 construct simple sentences using a subject and verb (Ws/E1.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: produce a grammatically correct simple sentence about themselves or others in familiar situations.

Learners might:

- look at a simple story board and write a simple sentence to explain/label each picture
- write a note to a family member
- write a description of themselves
- write an account of a day they remember well.

Outcome 2 be able to develop reading strategies

The learner can:

2.1 punctuate simple sentences with capital letters and full stops (Ws/E1.2)

2.2 capitalise the personal pronoun 'I' (Ws/E1.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: punctuate simple sentences with a capital letter and full stop; use capital I for the personal pronoun.

Learners might:

- write a description of themselves
- write an account of a day they remember well.

Evidence requirements

Outcome 1: at least two occasions.

Outcome 2: at least two occasions.

Unit 008

Writing – writing letters of the alphabet and spelling words

UAN:	J/504/5959
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to help build learner's confidence in using letters of the alphabet and sound/symbol relationships to spell words.

Learning outcomes

There are **three** learning outcomes to this unit:

1. be able to write the letters of the alphabet
2. be able to use sound/symbol associations to spell words
3. be able to spell personal and familiar words

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 008

Writing – writing letters of the alphabet and spelling words

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means, provided that automatic spell checking has been turned off.

Outcome 1 be able to write the letters of the alphabet

The learner can:

- 1.1 write the letters of the alphabet in upper and lower case (Ww/E1.2)
- 1.2 use upper and lower case letters of the alphabet when spelling (Ww/E1.2)
- 1.3 write vowels and consonants (Ww/E1.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: understand that letters can be written in upper and lower case and that the case used varies with context and purpose.

Learners might:

- write their own name and address using upper and lower case letters
- enter names and numbers of family and friends on a mobile device using upper and lower case letters.

Outcome 2 be able to use sound/symbol associations to spell words

The learner can:

- 2.1 use vowels and consonants (Ww/E1.3)
- 2.2 use common initial consonant clusters (Ww/E1.3)
- 2.3 use common final consonant clusters (Ww/E1.3)
- 2.4 use common digraphs (Ww/E1.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: hear, identify and write initial and final phonemes in words; hear and segment initial consonant clusters and consonant digraphs.

Learners might:

- compose a rap/rhyme and share with the teacher/group
- identify and write words with the same consonant clusters/digraphs.

Outcome 3 be able to spell personal and familiar words

The learner can:

- 3.1 copy correct spellings accurately (Ww/E1.1)
- 3.2 use personal spelling strategies (Ww/E1.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 3 learners need to: identify at least one spelling strategy appropriate to their learning style and use it; spell some personal and familiar words.

Learners might:

- discuss with the teacher/group member what spelling strategies they use and explain how these assist them
- write a shopping list
- write a simple note to a family member/friend
- write their own name and address on a simple form.

Evidence requirements

Outcome 1: at least one occasion.

Outcome 2: at least one occasion.

Outcome 3: at least one occasion.

Unit 009

Writing – using structure in writing

UAN:	J/504/4990
Level:	Entry 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner's skills to write to communicate using words, phrases and simple sentences.

Learning outcomes

There are **two** learning outcomes to this unit:

1. know different ways in which writing can be structured
2. be able to structure simple written information

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 009

Writing – using structure in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 know different ways in which writing can be structured

The learner can:

- 1.1 identify writing structures for different contexts (Wt/E1.1) (Ws/E1.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: understand that writing can be structured and presented in different ways for different contexts and audiences.

Learners might:

- identify friends, colleagues or family members and choose appropriately illustrated cards/notelets to suit each person from a selection
- match different types of text to different purposes/audiences, for example a shopping list, a note, mobile text message, tweets, forms.

Outcome 2 be able to structure simple written information

The learner can:

- 2.1 use written words and simple phrases to record or present information (Wt/E1.1)
- 2.2 construct simple sentences to record or present information (Ws/E1.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: compose simple texts using grammatically correct simple sentences.

Learners might:

- write a note to a friend, an email to a colleague, a text message to a family member
- produce a grammatically correct Tweet/post on Facebook.

Evidence requirements

Outcome 1: at least two occasions.

Outcome 2: at least two occasions.

Unit 101

Reading – reading and understanding the meaning of words

UAN:	T/504/4998
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of the unit is to develop the learner's skills in decoding, understanding and responding to some written, high frequency words and in using simple reference tools to find meanings.

Learning outcomes

There are **two** learning outcome to this unit:

1. understand written words
2. be able to use simple reference tools

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 101

Reading – reading and understanding the meaning of words

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 understand written words

The learner can:

- 1.1 recognise high frequency words and words with common spelling patterns (Rw/E2.2)
- 1.2 recognise words on forms relating to personal information (Rw/E2.1)
- 1.3 deduce the meaning of words from phonic and graphic information (Rw/E2.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: read and understand words related to personal information, common signs in the workplace and daily life; read a simple text using appropriate strategies to attempt every word.

Learners might:

- insert familiar words into gaps in sentences
- highlight words in a text that have the same letter pattern
- identify the meaning of words used on signage in the workplace/place of study, for example, wet paint, private, way out.

Outcome 2 be able to use simple reference tools

The learner can:

- 2.1 use a simplified dictionary to find the meaning of unfamiliar words (Rw/E2.4)
- 2.2 use initial letters to locate and sequence words in alphabetical order (Rw/E2.5)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: look up unknown words in a simplified dictionary.

Learners might:

- put lists of words/names into alphabetical order
- find their own name in a class list
- look up unknown words from their own reading in a simplified dictionary and use the word in their own sentence.

Evidence requirements

Outcome 1: at least two occasions.

Outcome 2: at least two occasions.

Unit 102

Reading – using reading skills

UAN:	D/504/5000
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s reading strategies to enable the learner to find information for specific purposes from a range of common sources.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to find information for a specific purpose
2. be able to develop reading strategies

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 102

Reading – using reading skills

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to find information for a specific purpose

The learner can:

- 1.1 identify **common sources** of information (Rt/E2.3)
- 1.2 use **illustrations and captions** to locate information (Rt/E2.4)

Range

Common sources: for example, where to find out what is on television – newspapers, websites

Illustrations and captions: for example, headlines, graphics, straplines

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: identify common sources of information. Use illustrations and captions to locate information.

Learners might:

- sort and match information to its source, for example, football results to a newspaper sports section
- use the home page of a website to find specific information, for example, BBC website to find a particular news article
- match statements to illustrations, for example, newspaper headlines to photographs.

Outcome 2 be able to develop reading strategies

The learner can:

- 2.1 recognise meaning of **linking words** and **adverbials** in instructions and directions (Rs/E2.1)
- 2.2 predict meaning of unfamiliar words using knowledge of simple sentence structure and word order (Rs/E2.2)
- 2.3 provide plausible meanings for a sentence as a whole when decoding unfamiliar words (Rs/E2.3)
- 2.4 use punctuation and capitalisation to help understanding (Rs/E2.4)

Range

Linking words: for example, next, then right, straight on

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: read information in instructional texts, identify adverbials and linking words used to follow instructions and directions; make sense of general simple continuous text encountered in daily life, even if they are not able to read every word; check plausible meanings in their own reading, for example, in a sentence in a letter; recognise and take account of full stops, question marks and exclamation marks.

Learners might:

- follow simple written directions to get from one place to another or follow instructions to produce a product, for example, recipes
- complete a cloze activity by inserting correct words into a simple text
- read extracts from different types of text where more than one word is offered in certain places and decide which word will fit appropriately
- highlight full stops, question marks and exclamation marks in simple texts and identify how the punctuation affects the text.

Evidence requirements

Outcome 1: at least two occasions.

Outcome 2: at least two occasions.

Unit 103

Reading – reading for meaning

UAN:	H/504/5001
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills enabling the learner to read and gain meaning from short pieces of chronological and instructional text and recognise the purposes of different texts.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to read a piece of text and gain meaning from it

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 103

Reading – reading for meaning

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to read a piece of text and gain meaning from it

The learner can:

- 1.1 recognise the different purposes of texts (Rt/E2.2)
- 1.2 identify the main events of chronological and instructional texts (Rt/E2.1)
- 1.3 follow simple instructional texts to carry out a straightforward task (Rt/E2.1)

Range

Purposes: for example, to inform, entertain, explain, describe, persuade

Instructional texts: a simple set of instructions with or without illustrations

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: trace and understand the main events of chronological and instructional texts; recognise the different purposes of text at this level.

Learners might:

- sequence a set of instructions so they can be carried out, for example, following a basic recipe, setting up a social networking account
- read simple sequential texts/narratives and highlight the words for sequenced events, for example, first, next, after, finally
- sort different texts into categories of purpose, for example, instructions, stories, adverts
- follow simple written directions to get from one place to another or follow instructions to produce a product, for example, recipes.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 104

Speaking and listening – speaking and listening to provide information

UAN:	K/504/5002
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to speak to others to provide information on simple, straightforward, familiar topics including responding to questions.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to provide information by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 104

Speaking and listening – speaking and listening to provide information

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Exchanges can be verbal (non-written) or made using a suitable alternative such as British Sign Language (BSL).

Note: Heard could be understood as ‘received’ where a candidate uses an alternative method of communication

Outcome 1 be able to provide information by speaking and listening

The learner can:

- 1.1 speak to be heard and understood in straightforward exchanges (SLc/E2.1)
- 1.2 give information on straightforward topics (SLc/E2.3)
- 1.3 give a straightforward description (SLc/E2.3)
- 1.4 listen and respond to straightforward questions about familiar topics (SLlr/E2.6)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: speak clearly in straightforward exchanges, clearly expressing statements of fact in short accounts and descriptions; respond to straightforward questions.

Learners might:

- describe symptoms clearly to a doctor and answer questions for additional information
- describe symptoms clearly to a pharmacist and answer questions for additional information
- explain to a teacher why they cannot attend class and respond to requests for further information.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 105

Speaking and listening – speaking and listening to obtain information

UAN:	M/504/5003
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learners to obtain information from others from explanations, instructions and narratives including making requests and asking questions.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to obtain information from others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 105

Speaking and listening – speaking and listening to obtain information

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to obtain information from others by speaking and listening

The learner can:

- 1.1 listen for and identify the gist of:
 - explanations
 - instructions
 - narratives (SLlr/E2.1)
- 1.2 listen for and identify detail in short:
 - explanations
 - instructions
 - narratives (SLlr/E2.2)
- 1.3 listen for and identify the main points of short:
 - explanations
 - presentations (SLlr/E2.3)
- 1.4 follow oral instructions to carry out a task (SLlr/E2.4)
- 1.5 ask questions to clarify and confirm understanding in straightforward exchanges (SLc/E2.4)
- 1.6 make requests and ask questions to obtain information in everyday contexts. (SLc/E2.2)

Explanation of criteria and examples of evidence

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

To meet the assessment criteria for Outcome 1 learners need to: listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions.

Learners might:

- listen to an explanation by the teacher before watching an instructional video and completing the task outlined, then ask the teacher for additional information to ensure the task is completed successfully
- listen to instructions about how to operate a piece of equipment/ machinery correctly, follow the instructions and ask for information to be repeated to clarify own understanding
- listen to the recount of an incident/accident at work or place of study, then ask for additional information.

Evidence requirements

Outcome 1: two occasions in different contexts.

Unit 106

Speaking and listening – speaking and listening in a conversation

UAN:	T/504/5004
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to take part in conversations with others on straightforward topics, in familiar contexts.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to take part in conversation by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 106

Speaking and listening – speaking and listening in a conversation

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Note: At this level (Entry 2), it is anticipated that the discussion will be a simple conversation between two individuals.

Outcome 1 be able to take part in conversation by speaking and listening

The learner can:

- 1.1 follow the gist of conversation on a straightforward topic (SLd/E2.1)
- 1.2 follow the main points of conversation in a straightforward topic (SLd/E2.2)
- 1.3 make appropriate contributions to conversation on a straightforward topic (SLd/E2.2)
- 1.4 listen to and identify simply expressed feelings and opinions in familiar contexts (SLlr/E2.5)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: follow a discussion and identify the main points and make appropriate contributions.

Learners might:

- listen and contribute to a discussion about a television programme or news item
- discuss a work-based issue with a colleague and contribute to a solution.

Evidence requirements

Outcome 1: two occasions in different contexts.

Unit 107

Writing – using grammar and punctuation in writing

UAN:	A/504/5005
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills in punctuation and grammar to enable the learner to aid understanding when writing simple and compound sentences.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to use grammar to aid understanding when writing
2. be able to use punctuation to aid understanding when writing

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 107

Writing – using grammar and punctuation in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means, provided that automatic spell checking has been turned off.

Outcome 1 be able to use grammar to aid understanding when writing

The learner can:

- 1.1 construct simple and compound sentences, using common conjunctions to connect clauses (Ws/E2.1)
- 1.2 use adjectives when writing (Ws/E2.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: produce a piece of grammatically correct text. The text will contain simple and compound sentences, with common conjunctions and adjectives used appropriately.

Learners might:

- write an email or letter to a colleague/friend which describes an event they have attended
- write a review of their programme of study.

Outcome 2 be able to use punctuation to aid understanding when writing

The learner can:

- 2.1 punctuate sentences using:
 - capital letters
 - full stops
 - question marks (Ws/E2.3)
- 2.2 use capital letters for proper nouns (Ws/E2.4)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: write simple and compound sentences using correctly placed capitals for sentences, the pronoun 'I' and proper nouns, use end of sentence punctuation appropriately ie full stops and question marks.

Learners might:

- compose an email to a colleague requesting information
- post an invitation to a celebration event on Facebook.

Evidence requirements

Outcome 1: at least one occasion.

Outcome 2: at least one occasion.

Unit 108

Writing – using spelling methods in writing

UAN:	F/504/5006
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to help build the learner's confidence to use different methods to spell words independently and understand sound/symbol relationships when writing simple sentences.

Learning outcomes

There are **four** learning outcomes to this unit:

1. be able to use methods to learn how to spell words
2. be able to use sound to symbol relationships
3. be able to spell plurals, tenses and affixes
4. understand the sequence and meaning of words

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 108

Writing – using spelling methods in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means, provided that automatic spell checking has been turned off.

Outcome 1 be able to use methods to learn how to spell words

The learner can:

- 1.1 correctly spell most personal details and common words (Ww/E2.1)
- 1.2 use simple spelling rules (Ww/E2.1)
- 1.3 use personal spelling strategies (Ww/E2.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: spell their personal details and familiar common words correctly; use spelling patterns and rules to help work out correct spellings of common affixes.

Learners might:

- complete a simple form ensuring that their personal details are all spelt correctly
- identify incorrect spellings of words in a simple text
- identify plurals/negatives in own reading.

Outcome 2 be able to use sound to symbol relationships

The learner can:

- 2.1 use phonics to help work out correct spellings (Ww/E2.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: use sound to symbol relationships and make use of phonics to help work out correct spellings.

Learners might:

- listen to words read aloud and identify the correct word from a list of four words
- write down a dictated simple sentence which includes words with similar vowel phonemes.

Outcome 3 be able to spell plurals, tenses and affixes

The learner can:

- 3.1 use correct endings to show difference between simple past and present tenses (Ww/E2.2)
- 3.2 use different endings to show plurals (Ww/E2.2)
- 3.3 use common:
 - prefixes
 - suffixes (Ww/E2.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 3 learners need to: spell words with the plural ending –s, verbs with –ed and –ing endings and words with common prefixes eg, un-, dis, to indicate the negative.

Learners might:

- identify a list of nouns from their own reading/writing and write the plural forms
- read a text in the present tense and change the verbs to the past tense
- identify plurals and negatives in own reading.

Outcome 4 understand the sequence and meaning of words

The learner can:

- 4.1 look up unknown words from own reading (Rw/E2.4)
- 4.2 use initial letters to find and sequence words in alphabetical order (Rw/E2.5)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 4 learners need to: look up the meaning of unknown words in their own reading; sequence words into alphabetical order.

Learners might:

- look up unknown words from their own reading in a simplified dictionary and write out the dictionary definition or use the word in their own sentence
- put lists of words/names into alphabetical order
- find their own name in a class list.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least one occasion.

Outcome 3: at least one occasion.

Outcome 4: at least two occasions in different contexts.

Unit 109

Writing – using structure to write simple text

UAN:	A/504/4999
Level:	Entry 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s skills to write to communicate using words, phrases and simple continuous text including some simple compound sentences.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to communicate information using written words
2. be able to construct simple and compound sentences

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 109

Writing – using structure to write simple text

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 be able to communicate information using written words

The learner can:

- 1.1 use written words and phrases to record or present information (Wt/E2.1):
 - in continuous short text
 - in forms
- 1.2 write legible text which is fit for purpose (Ww/E2.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: produce a written text in an appropriate legible format which is fit for purpose and audience.

Learners might:

- exchange emails with a friend
- write some short instructions to accompany illustrations/symbols, for example, a recipe, what to do in the event of a fire, how to set up a Twitter/Facebook account
- write an absence note to a child's teacher.

Outcome 2 be able to construct simple and compound sentences

The learner can:

- 2.1 construct compound sentences using conjunctions (Ws/E2.1)
- 2.2 construct sentences to readers which can be followed easily (Ws/E2.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: construct simple and compound sentences using common conjunctions.

Learners might:

- write a letter to a friend or family member
- write a post on Facebook or Twitter
- send an email to a friend or colleague.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 201

Reading – using different reading strategies for words and phrases

UAN:	F/504/5961
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of the unit is to develop the learner's skills in understanding and responding to some written, specialist key words and phrases and common words used on forms. Also to develop a variety of strategies to decode unfamiliar words, including the use of reference tools to find meanings.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to use reading strategies to understand written words and phrases
2. be able to use a reference tool

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 201

Reading – using different reading strategies for words and phrases

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to use reading strategies to understand written words and phrases

The learner can:

- 1.1 recognise relevant **specialist words** (Rw/E3.1)
- 1.2 recognise **words and phrases commonly used on forms** (Rw/E3.2)
- 1.3 read and understand different **types of words** to include
 - connectives words
 - adverbials
 - directions (Rs/E3.2)
- 1.4 use a variety of **reading strategies** to help decode unfamiliar words (Rw/E3.5)

Range

Specialist words: for example, words used at work

Words and phrases commonly used on forms: for example, occupation, employment history

Types of words (word classes): for example, linking words, nouns, verbs, adjectives.

Reading strategies: for example, context clues, word roots, prefixes, suffixes, silent letters

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: recognise and understand relevant key specialist words; read and understand words commonly used on a form; use a variety of reading strategies to help decode a range of unfamiliar words.

Learners might:

- match key specialist words to definitions/illustrations which are relevant to their personal circumstances
- read and complete a form
- create a form using key words found on forms for a friend/colleague/peer to complete.

Outcome 2 be able to use a reference tool

The learner can:

- 2.1 use first and second place letters to find words in alphabetical order (Rw/E3.4)
- 2.2 use first and second place letters to sequence words in alphabetical order (Rw/E3.4)
- 2.3 use a reference tool to find the meaning of unfamiliar words (Rw/E3.3)

Range

Reference tool: eg, dictionary, Yellow Pages, A-Z

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: use a dictionary to find the meaning of unfamiliar words from a workplace/study text; order words alphabetically using first and second place letters.

Learners might:

- match technical/specialist words to definitions and put the unfamiliar words alphabetically into personal vocabulary book
- put a glossary of technical/specialist words into alphabetical order.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 202

Reading – using reading strategies

UAN:	L/504/5008
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s reading strategies to enable the learner to find information for specific purposes, using organisational features and different types of reading.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to find information for a specific purpose
2. be able to use strategies for understanding written text

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 202

Reading – using reading strategies

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to find information for a specific purpose

The learner can:

- 1.1 use organisational features to locate information (Rt/E3.5)
- 1.2 identify the main points and ideas in text (Rt/E3.4)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: understand and use organisational features to locate information; identify the main points and ideas in a text.

Learners might:

- read a newspaper/magazine article and highlight the main/key points
- read the back cover of a book and explain to the tutor/a peer what the book is about
- use the contents/index section of a text book related to work or study and locate specific information
- find a specific website using a search engine without the actual URL.

Outcome 2 be able to use strategies for understanding written text

The learner can:

- 2.1 highlight the organisational features of instructional texts (Rt/E3.1)
- 2.2 identify the organisational features and typical language of instructional text (Rt/E3.3)
- 2.3 skim read title, headings and illustrations to decide if materials are of interest (Rt/E3.6)
- 2.4 scan texts to locate information (Rt/E3.7)
- 2.5 obtain specific information through detailed reading (Rt/E3.8)
- 2.6 recognise punctuation and capitalisation to help understanding (Rs/E3.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: read and understand short, straightforward texts on familiar topics accurately and independently; read and obtain information from everyday sources appropriate for work, study and life.

Learners might:

- identify current items in the news then scan recent papers/texts to locate articles on the same news item. Identify different viewpoints
- read an instructional text and complete the activity
- read a letter which requires some form of action within a set time frame and identify the action and due date, eg, pay a utility bill by a particular date, enter a completion, take advantage of a discount.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 203

Reading – reading for meaning

UAN:	H/504/1563
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills enabling the learner to read and gain meaning from a short pieces of straightforward descriptive, explanatory and instructional texts and recognise the purposes of the different texts.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to read a piece of text and gain meaning from it
2. be able to use images to help understanding

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 203

Reading – reading for meaning

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Texts will consist of more than one paragraph.

Outcome 1 be able to read a piece of text and gain meaning from it

The learner can:

- 1.1 recount the main events of:
 - short **descriptive** texts
 - **explanatory** texts (Rt/E3.1)
- 1.2 follow **written instructions** to carry out an activity (Rt/E3.3)
- 1.3 recognise the different **purposes** of texts (Rt/E3.2)

Range

Descriptive: see glossary of terms

Explanatory: see glossary of terms

Written instructions: eg, recipes, DIY instructions

Purposes: eg, to inform, entertain

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: read and understand the main events in a continuous text; select appropriate texts to suit their own purposes; complete tasks using instructional texts.

Learners might:

- select a recipe from a cook book, explain why they have chosen it and cook the dish
- adapt a text by inserting organisational features appropriately, for example, bullet points, paragraphs
- identify the purpose of a selection of texts, for example, posters, leaflets, instruction manuals, letters.

Outcome 2 be able to use images to help understanding

The learner can:

2.1 relate an **image** to print and use it to obtain meaning (Rt/E3.9)

Range

Image: eg photos, illustrations, diagrams

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: relate an image to print and use it to obtain meaning.

Learners might:

- use photos and other images on the home page of a website to find a section of interest
- find information from illustrated texts, for example, weather forecasts in newspapers
- use a map of a shopping centre to locate a specific shop.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 204

Speaking and listening – speaking and listening to provide information

UAN:	R/504/5009
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to speak to others to provide information on simple, straightforward, familiar topics including responding to questions

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to provide information to others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 204

Speaking and listening – speaking and listening to provide information

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to provide information to others by speaking and listening

The learner can:

- 1.1 speak clearly and appropriately for the situation (SLc/E3.1)
- 1.2 give a description based on a straightforward topic (SLc/E3.3)
- 1.3 give an explanation based on a straightforward topic (SLc/E3.3)
- 1.4 give an account on a straightforward topic (SLc/E3.3)
- 1.5 respond to questions about different topics (SLlr/E3.6)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: give a clear explanation with the right level of detail in a work or study context; respond to straightforward questions.

Learners might:

- explain working practices within a department to a new team member, eg, break times, facilities; respond to requests for further information/clarification
- describe an incident/accident that occurred and respond to requests for further information/clarification.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 205

Speaking and listening – speaking and listening to obtain information

UAN:	J/504/5010
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable learners to obtain information from others in familiar and unfamiliar contexts from explanations, instructions and narratives including making requests and asking questions and using strategies to confirm and clarify understanding.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to obtain information from others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 205

Speaking and listening – speaking and listening to obtain information

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to obtain information from others by speaking and listening

The learner can:

- 1.1 listen for and identify the gist of explanations, instructions and narratives in different contexts (SLlr/E3.1)
- 1.2 listen for and identify detail in explanations, instructions and narratives in different contexts (SLlr/E3.2)
- 1.3 listen for and identify relevant information from:
 - explanations
 - discussions
 - presentations (SLlr/E3.3)
- 1.4 use strategies to clarify and confirm understanding (SLlr/E3.4)
- 1.5 make requests and ask questions to obtain information in familiar and unfamiliar contexts (SLc/E3.4)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1: listen and respond to spoken language, including straightforward information, narratives, explanations and instructions, which can be face to face or on the telephone.

Learners might:

- listen and follow instructions on a telephone answering service to speak to a customer advisor and ask the advisor for information, eg, bank, mobile phone company, utility provider
- follow a demonstration of some equipment, use questioning, facial expression, gesture and confirming remarks to confirm and check understanding.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 206

Speaking and listening – speaking and listening to take part in a discussion

UAN:	L/504/5011
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to take part in discussions with others on straightforward topics, in familiar contexts including listening and responding to others' points of view.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to take part in discussions on straightforward topics

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 206

Speaking and listening – speaking and listening to take part in a discussion

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to take part in discussions on straightforward topics

The learner can:

- 1.1 follow the main points of a straightforward discussion (SLd/E3.1)
- 1.2 identify relevant information from a straightforward discussion (SLlr/E3.3)
- 1.3 make contributions relevant to a discussion (SLd/E3.2)
- 1.4 listen and respond appropriately to other points of view (SLlr/E3.5)
- 1.5 respect the turn-taking rights of others in a discussion (SLd/E3.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: engage in a 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.

Learners might:

- listen and contribute to a meeting in the workplace or place of study
- discuss a work-based issue with a colleague and contribute to a solution
- discuss the organisation of an event or group project.

Evidence requirements

Outcome 1: two occasions in different contexts.

Unit 207

Writing – using grammar, punctuation and spelling in writing

UAN:	R/504/5012
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills in punctuation, grammar and spelling to enable the learner to aid understanding when writing a range of simple and compound sentences and to use reference sources to ensure accuracy.

Learning outcomes

There are **four** learning outcomes to this unit:

1. be able to use grammar and punctuation to aid understanding when writing
2. be able to refer to sources of correct spellings of common and relevant key words
3. be able to develop vocabulary relevant to own work and special interests
4. be able to use methods to improve own spelling

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 207

Writing – using grammar, punctuation and spelling in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 be able to use grammar and punctuation to aid understanding when writing

The learner can:

- 1.1 construct complete written sentences, using adjectives and conjunctions (Ws/E3.1)
- 1.2 write grammatically correct sentences with tenses (Ws/E3.2)
- 1.3 use correct punctuation in complete sentences (Ws/E3.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: produce text that uses grammatically correct complete sentences with the appropriate punctuation ie capital letters, full-stops, question marks and exclamation marks.

Learners might:

- write a descriptive story/narrative about an interesting experience in the past
- compose a review of their programme of study.

Outcome 2 be able to refer to sources of correct spellings of common and relevant key words

The learner can:

- 2.1 use dictionaries or spellcheckers on computers to find unknown spellings (Ww/E3.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: spell key words, relating to their work routines, leisure and study, correctly.

Learners might:

- use a spell checker to correct on-screen spelling errors in a text
- use a dictionary to correct paper based spelling errors in a text.

Outcome 3 be able to develop vocabulary relevant to own work and special interests

The learner can:

- 3.1 identify words relevant to work and life to learn (Ww/E3.1)
- 3.2 spell common words and relevant key words for work and special interest (Ww/E3.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 3 learners need to: develop knowledge of spelling for key technical/specialist words.

Learners might:

- add technical/specialist words to a text that have been omitted
- create a personal dictionary for key technical/specialist vocabulary.

Outcome 4 be able to use methods to improve own spelling

The learner can:

- 4.1 proof-read own written text (Wt/E3.4)
- 4.2 correct errors in own spelling (Wt/E3.4)
- 4.3 use spelling rules (Ww/E3.2)
- 4.4 use spelling strategies to extend spelling competence (Ww/E3.1)
- 4.5 use rules and patterns to spell unfamiliar words (Ww/E3.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 4 learners need to: proof read their own writing, identifying and correcting the main errors of sense and spelling.

Learners might:

- plan and draft an article for a magazine checking that all spelling errors have been corrected
- plan and draft an assignment/essay/leaflet relevant to work or study checking that all spelling errors have been corrected.
- use spelling strategies eg develop a personal glossary of technical and specialist words they commonly misspell

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Outcome 3: at least two occasions in different contexts.

Outcome 4: at least two occasions in different contexts.

Unit 208

Writing – using planning and organisation in writing

UAN:	Y/504/5013
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop learner’s skills to enable them to plan and organise writing taking note of key points, short paragraphs and sequencing, when appropriate.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to plan and organise own writing

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 208

Writing – using planning and organisation in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 be able to plan and organise own writing

The learner can:

- 1.1 plan writing, indicating key points (Wt/E3.1)
- 1.2 organise writing in short paragraphs (Wt/E3.2)
- 1.3 produce a sequenced chronological text (Wt/E3.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: plan, draft and write a sequential text to a satisfactory final standard.

Learners might:

- plan and draft a reply to a business letter
- plan and draft an assignment/essay/leaflet relevant to work or study.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 209

Writing – writing to communicate

UAN:	D/504/5014
Level:	Entry 3
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s skills to write to communicate information and opinions for a range of purposes.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to use writing to communicate information and opinions
2. be able to produce accurate writing

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 209

Writing – writing to communicate

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 be able to use writing to communicate information and opinions

The learner can:

1.1 communicate information and opinions in sequential order (Wt/E3.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: produce a written text that is fit for purpose and audience, presented in an appropriate legible format.

Learners might:

- plan and draft a short report of an incident at work presenting the events in the order they occurred
- write an account of a recent event in own experience
- write an article about a holiday destination for a travel magazine.

Outcome 2 be able to produce accurate writing

The learner can:

2.1 produce text that is legible and fit for purpose (Ww/E3.3)

2.2 proof-read and revise writing for accuracy and meaning (Wt/E3.4)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: proof-read and correct writing for grammar and spelling to a satisfactory final standard in an appropriate format.

Learners might:

- identify documents where handwriting is the most suitable and documents where word processing is more appropriate
- plan and draft a reply to a friend or family member.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 301

Reading – using reading to extend vocabulary

UAN:	H/504/5015
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of the unit is to develop the learner's skills in understanding and responding to written vocabulary on a range of topics, in different types of text, and to enable the learner to develop vocabulary using a range of strategies and reference materials.

Learning outcomes

There are **two** learning outcomes to this unit:

1. understand vocabulary relating to a variety of topics
2. be able to develop vocabulary using strategies and reference materials

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 301

Reading – using reading to extend vocabulary

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 understand vocabulary relating to a variety of topics

The learner can:

- 1.1 recognise vocabulary on a variety of topics (Rw/L1.3)
- 1.2 recognise vocabulary associated with different types of text (Rw/L1.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: recognise and understand vocabulary associated with different topics and use appropriate strategies to work out meaning and develop knowledge of an increasing range of vocabulary.

Learners might:

- match key specialist words to definitions/illustrations that are relevant to their workplace/study programme
- identify words borrowed from other languages in a common text, for example, a menu
- use an etymological dictionary (online or paper) to explore origins of own specialist/key words.

Outcome 2 be able to develop vocabulary using strategies and reference materials

The learner can:

- 2.1 read and use vocabulary in different types of text (Rw/L1.2)
- 2.2 use appropriate strategies to work out meaning (Rw/L1.1)
- 2.3 apply knowledge of word structure, related words, word route, deviations and borrowing to recognise vocabulary (Rw/L1.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: recognise, understand and develop own vocabulary in a variety of contexts.

Learners might:

- match technical/specialist words to definitions
- develop a personal dictionary of a range of relevant technical and specialist vocabulary
- use an etymological dictionary (online or paper) to explore origins of own specialist/key words.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 302

Reading – using reading strategies

UAN:	D/504/5322
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s reading strategies to enable the learner to find information for specific purposes, from descriptive, explanatory and persuasive texts, using different reading strategies.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to locate information for specific purposes
2. understand how language and other textual features contribute to meaning in different types of texts

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 302

Reading – using reading strategies

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to locate information for specific purposes

The learner can:

- 1.1 use organisational and structural features to locate information (Rt/L1.4)
- 1.2 use different reading strategies to find and obtain required information (Rt/L1.5)
- 1.3 identify different types of information within descriptive, explanatory and persuasive texts (Rt/L1.1)
- 1.4 identify the main points, specific detail and meaning conveyed by images (Rt/L1.3)

Range

Reading strategies: skimming, scanning, detailed reading

Required information: main points or events, specific details, meaning conveyed by images

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: understand and use organisational features to locate information; identify the main points and ideas in a text.

Learners might:

- read a newspaper/magazine article and highlight the main/key points
- read the synopsis on the cover of a book and explain to a colleague/peer what the book is about
- use the contents/index section of a text book related to work or study and locate specific information
- find a specific website using a search engine without the actual URL, then locate a specific tab/page on the website.

Outcome 2 understand how language and other textual features contribute to meaning in different types of texts

The learner can:

- 2.1 describe how language and other textual features contribute to the purpose of different texts (Rt/L1.2)
- 2.2 describe how the meaning of texts can be determined from:
 - component parts of a text
 - context
 - own knowledge and experience (Rt/L1.1)
- 2.3 use grammatical knowledge to predict meaning (Rs/L1.1)
- 2.4 use knowledge of punctuation to predict meanings (Rs/L1.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: read, with understanding, a variety of straightforward continuous texts on familiar topics; read and obtain information from everyday sources appropriate for work, study and life.

Learners might:

- read a selection of different types of text, identify the punctuation used and compare the incidence and usage
- compare sentence length and structures in different styles of newspaper articles, for example, The Times and The Sun
- identify different types of written documents and their purpose.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 303

Reading – reading for meaning

UAN:	M/504/5017
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills enabling the learner to read, gain and infer meaning from short pieces of straightforward texts varying in length, including instructional, persuasive and descriptive texts and recognise the purposes of the different texts.

Learning outcomes

There are **two** learning outcomes to this unit:

1. understand written texts
2. be able to use images to help understanding

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 303

Reading – reading for meaning

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 understand written texts

The learner can:

- 1.1 identify main events of a descriptive or an explanatory text (Rt/L1.1)
- 1.2 identify main points of a persuasive text (Rt/L1.2)
- 1.3 read and follow written instructions to complete an activity (Rt/L1.1)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: read and understand the main events in a continuous text; select appropriate texts to suit their own purposes; complete tasks using instructional texts.

Learners might:

- select a task from an instruction manual and follow the instructions to complete the task
- read a continuous text of at least three paragraphs on a topic of personal interest, then summarise the overall content and give an opinion.

Outcome 2 be able to use images to help understanding

The learner can:

- 2.1 determine meaning from images which is not directly stated in text (Rt/L1.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: relate an image to print and use it to obtain meaning.

Learners might:

- use photos and other images on the home page of a website to find a section of interest
- insert relevant images into a range of texts, for example, a tree into a gardening article
- match newspaper headings to images.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 304

Speaking and listening – presenting information by speaking and listening

UAN:	T/504/5018
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of the unit is to enable the learner to develop skills to present different types of straightforward information to others, adapting speech to different contexts and situations and responding to questions on a range of topics.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to present information to others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 304

Speaking and listening – presenting information by speaking and listening

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to present information to others by speaking and listening

The learner can:

- 1.1 adapt speech for **particular situations** (SLc/L1.1)
- 1.2 organise information and ideas in sequences and develop the main points (SLc/L1.4)
- 1.3 respond to questions on a range of topics (SLlr/L1.6)

Range

Particular situations: give information or descriptions for particular contexts and situations (SLc/L1.3); give explanations for particular contexts and situations (SLc/L1.3); give instructions for particular contexts and situations (SLc/L1.3).

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: speak clearly and present information and ideas in a logical sequence; answer questions appropriately about information given.

Learners might:

- prepare and present information to peers on a project/topic of interest
- take part in a mock interview, present information on own skills and experience
- give a guided tour of the workplace/place of study to new colleagues/learners.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 305

Speaking and listening – speaking and listening to obtain information

UAN:	A/504/5019
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to obtain information from a range of explanations or presentations on straightforward topics, in different familiar and unfamiliar contexts. These include making requests, asking questions and using strategies to confirm and clarify understanding.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to obtain information from others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 305

Speaking and listening – speaking and listening to obtain information

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to obtain information from others by speaking and listening

The learner can:

- 1.1 listen for and identify information from explanations or presentations on a range of straightforward topics (SLlr/L1.1)
- 1.2 listen and respond to explanations, instructions and narratives on different topics in a range of contexts (SLlr/L1.2)
- 1.3 use strategies to clarify and confirm understanding (SLlr/L1.3)
- 1.4 make requests and ask questions to obtain information in familiar and unfamiliar contexts (SLc/L1.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: listen and respond to spoken language and adapt responses to the context, for example, verbal and non-verbal.

Learners might:

- listen to a presentation by a colleague/peer and ask questions appropriate to the topic
- prepare questions to ask a visiting speaker on a pre-arranged topic, eg, a careers advisor or a health worker
- listen to, understand and complete a task, for example, follow verbal directions to find a particular shop or a specific item within a large store.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 306

Speaking and listening – speaking and listening to take part in a discussion

UAN:	M/504/5020
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to take part in discussions with others on a range of straightforward topics, in familiar and unfamiliar contexts, making contributions relevant to the situation.

Learning outcome

There is **one** learning outcome to this unit:

1. be able to take part in discussion

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 306

Speaking and listening – speaking and listening to take part in a discussion

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to take part in discussion

The learner can:

- 1.1 follow discussions on a range of straightforward topics (SLd/L1.1)
- 1.2 provide feedback and confirmation when listening to others (SLlr/L1.4)
- 1.3 make relevant contributions in a discussion (SLlr/L1.5)
- 1.4 respect the turn-taking rights of others during discussions (SLd/L1.2)
- 1.5 use phrases for interruption (SLd/L1.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: engage in discussion with one or more people making clear and relevant contributions that respond to what others say.

Learners might:

- participate in a team meeting at work or place of study
- in a team, discuss and organise a celebration event
- attend a public community meeting and contribute by expressing an opinion.

Evidence requirements

Outcome 1: at least two occasions in different contexts – one of which should be familiar and one unfamiliar.

Unit 307

Writing – using grammar, punctuation and spelling in writing

UAN:	T/504/5021
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills in punctuation, grammar and spelling to enable the learner to aid understanding when writing a range of complete sentences and to use a range of reference sources to ensure accuracy.

Learning outcomes

There are **four** learning outcomes to this unit:

1. be able to use grammar and punctuation to aid understanding when writing
2. know how to use punctuation to aid understanding
3. be able to spell words most often used in daily life
4. be able to use a range of methods to spell words

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 307

Writing – using grammar, punctuation and spelling in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 be able to use grammar and punctuation to aid understanding when writing

The learner can:

- 1.1 construct complete written **sentences** to suit the text type, audience and purpose (Ws/L1.1)
- 1.2 use correct subject-verb agreement (Ws/L1.2)
- 1.3 use correct tense for purpose (Ws/L1.2)

Guidance

Some of the sentences should include conjunctions, eg, if, so, while, though, since, when. Sentences must be consistently grammatically correct in text of at least a paragraph. Autobiographical text must include past simple, continuous and perfect tenses.

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: produce text that uses grammatically correct complete sentences. Learners are expected to write more than one paragraph.

Learners might:

- write a descriptive story/narrative about an interesting experience in the past
- compose a review of their programme of study.

Outcome 2 know how to use punctuation to aid understanding

The learner can:

- 2.1 punctuate sentences using punctuation markers (Ws/L1.3)
- 2.2 use punctuation so that meaning is clear (Ws/L1.3)

Guidance

Correct use of capital letters includes proper nouns, abbreviations, post codes, nationalities, titles.

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: write sentences that are punctuated so that meaning is clear. This includes end of sentence punctuation and the correct use of capital letters.

Learners might:

- write a letter to someone they do not know personally
- write about a personal experience.

Outcome 3 be able to spell words most often used in daily life

The learner can:

- 3.1 spell correctly words used most often (Ww/L1.1)

Guidance

Spelling rules/strategies to include: common endings for plurals; doubling consonants with suffixes, common prefixes and suffixes, silent letters; breaking words into segments.

Quantity: between 10-20 words related to work, home or study.

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 3 learners need to: spell correctly key words relating to their work routines, leisure and study.

Learners might:

- identify and correct the errors in a given piece of text, for example. a letter or article, which has a variety of mis-spelt words
- demonstrate the use of a spell checker or dictionary for common mis-spelt words, for example, homophones
- insert correctly spelt words into a cloze text.

Outcome 4 be able to use a range of methods to spell words

The learner can:

- 4.1 use a range of spelling rules (Ww/L1.1)
- 4.2 use some independent spelling strategies (Ww/L1.1)

Guidance

Acceptable methods to check spelling include dictionary, thesaurus, electronic spelling machine or computer spellchecker.

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 4 learners need to: use different strategies to check spelling in their own writing.

Learners might:

- use a spell checker to correct on-screen spelling errors in a text
- use a dictionary to correct paper based spelling errors in a text
- produce a short text and ask a peer to proofread for spelling.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Outcome 3: at least two occasions in different contexts.

Outcome 4: at least two occasions in different contexts.

Unit 308

Writing – planning and organising writing

UAN:	A/504/5022
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop learner’s skills to enable them to plan and organise their own writing taking note of key points, format structure, detail, style and sequencing when appropriate.

Learning outcome

There is **one** learning outcome to this unit:

1. be able to plan and organise own writing

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 308

Writing – planning and organising writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Text should include headings, numbering, bullet points, underlining, block letters, charts or images, depending on context, purpose and intended audience, eg, instructions, directions, an information leaflet

Outcome 1 be able to plan and organise own writing

The learner can:

- 1.1 outline a plan for own writing, indicating key points (Wt/L1.1)
- 1.2 use format and structure suitable for purpose (Wt/L1.5)
- 1.3 judge how much to write and level of detail to include (Wt/L1.2)
- 1.4 present information in a logical sequence, using paragraphs where appropriate (Wt/L1.3)
- 1.5 use style and vocabulary suitable for purpose and audience (Wt/L1.4)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience.

Learners might:

- plan and draft a letter of application for a job
- plan and draft an assignment/essay/leaflet relevant to work or study
- plan and draft an article for a community, workplace or specialist magazine.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 309

Writing – using structure and content in writing

UAN:	F/504/5023
Level:	Level 1
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s skills to communicate information and opinions for a variety of purposes, taking account of informal and specialist language and different audiences.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to communicate information and opinions when writing
2. be able to present accurate writing

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 309

Writing – using structure and content in writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Outcome 1 be able to communicate information and opinions when writing

The learner can:

- 1.1 use language at different levels of complexity in own writing (Wt/L1.4)
- 1.2 use formal and specialist language for different audiences (Wt/L1.4)

Explanation of criteria and examples of evidence

For Outcome 1:

- assessment activities could include: producing a letter, a short report or piece of descriptive writing
- assessment activities could include, producing a set of multi-step instructions or directions, eg invitations, shopping lists, leaflets.

Outcome 2 be able to present accurate writing

The learner can:

- 2.1 produce legible final text with reasonable accuracy appropriate to purpose (Ww/L1.2)
- 2.2 proof-read and revise writing for accuracy and meaning (Wt/L1.6)

Explanation of criteria and examples of evidence

For Outcome 2:

- in handwriting, using a word-processor or e-mail
- checking for content, meaning and legibility.

Evidence requirements

Outcome 1: a minimum of two texts for each criterion.

Outcome 2: two occasions in different contexts.

Unit 401

Reading – using reading to develop vocabulary

UAN:	Y/504/5027
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of the unit is to develop the learner's skills in understanding and responding to written vocabulary in a range of different texts at varying levels of complexity, and to further develop vocabulary at Level 2, using reference material.

Learning outcomes

There are **two** learning outcomes to this unit:

1. understand vocabulary used for different purposes in different types of text
2. be able to use reference materials to develop vocabulary

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 401

Reading – using reading to develop vocabulary

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 understand vocabulary used for different purposes in different types of text

The learner can:

- 1.1 recognise technical vocabulary (Rw/L2.1)
- 1.2 recognise vocabulary associated with a range of different texts of varying complexity (Rw/L2.3)
- 1.3 explain how choices about vocabulary contribute to different types of text (Rw/L2.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: recognise and understand technical vocabulary associated with different topics and use appropriate strategies to work out meaning and develop knowledge of an increasing range of vocabulary.

Learners might:

- match key specialist words to definitions/illustrations that are relevant to their workplace/study programme
- read a formal text and recognise and highlight specialist vocabulary associated with the subject and the formality of the communication, for example, a motor insurance renewal - recognise and highlight specialist vocabulary associated with the insurance industry
- make a personal glossary of technical words related to work or study and look up the meanings, usage and origins; use the glossary for reference in own reading and writing.

Outcome 2 be able to use reference materials to develop vocabulary

The learner can:

- 2.1 use reference material to identify the meaning of unfamiliar words (Rw/L2.2)
- 2.2 use reference material to find alternative words (Rw/L2.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: use reference material to find unfamiliar words and develop own vocabulary in a variety of contexts.

Learners might:

- match technical/specialist words to definitions
- look up an unfamiliar word in a variety of reference sources online and paper, eg, thesaurus, etymological dictionary
- use an etymological dictionary (online or paper) to explore origins of own specialist/key words
- look up an unfamiliar word in an appropriate dictionary and decide from a range of meanings which one best suits the context.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Unit 402

Reading – using reading strategies

UAN:	H/504/5323
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s reading strategies to enable the learner to find information for specific purposes, read critically and compare information from a range of complex texts.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to locate information for specific purposes
2. be able to use strategies for understanding written text

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 402

Reading – using reading strategies

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to locate information for specific purposes

The learner can:

- 1.1 use organisational features and systems to locate information (Rt/L2.6)
- 1.2 use different reading strategies to obtain information (Rt/L2.7)
- 1.3 identify the main points from written text (Rt/L2.3)
- 1.4 identify specific detail from written text (Rt/L2.3)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: use organisational features and systems to locate texts and information; use different reading strategies to find and obtain information.

Learners might:

- locate information/texts in a library relevant to a particular area of interest
- locate texts on a specific topic/area of study in an on-line bookstore
- use the contents/index section of a text book related to work or study and locate specific information
- find a website using a search engine without the actual URL and then locate specific information on the website (elsewhere than on the home page).

Outcome 2 be able to use strategies for understanding written text

The learner can:

- 2.1 read critically to evaluate information (Rt/L2.5)
- 2.2 compare information, ideas and opinions from different sources (Rt/L2.5)
- 2.3 use images to inform understanding (Rt/L2.2)
- 2.4 use grammar and punctuation to aid understanding (Rs/L2.1, Rs/L2.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: read with understanding a variety of straightforward continuous texts on familiar topics; read and obtain information from everyday sources appropriate for work, study and life.

Learners might:

- compare two texts with different levels of formality about the same or related subjects, then highlight the different grammatical features which convey formality/informality, eg, broadsheet and tabloid newspapers, magazines and social media forums
- highlight punctuation used in different texts, eg, a report, a newspaper article, a leaflet; identify how the punctuation used contributes to the purpose of the texts.

Evidence requirements

Outcome 1: at least one occasion.

Outcome 2: at least one occasion.

Unit 403

Reading – reading for meaning

UAN:	D/504/5031
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills enabling the learner to read, gain and infer meaning from a range of different texts varying in length, purpose and complexity, to identify points of view and summarise the information they contain for a purpose.

Learning outcomes

There are **two** learning outcomes to this unit:

1. understand written texts
2. be able to summarise information

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 403

Reading – reading for meaning

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 understand written texts

The learner can:

- 1.1 identify the main events of descriptive, explanatory and persuasive texts of varying complexity (Rt/L2.1)
- 1.2 identify the purpose of a text using explicit and implicit clues (Rt/L2.2)
- 1.3 identify points of view within an argument (Rt/L2.4)

Guidance

- Texts must be of at least five paragraphs, eg, a report, book summary
- Examples of types of text: to instruct, explain, describe, persuade; using clues in format, structure, vocabulary and style and recognising when the stated purpose is different from the actual purpose (eg, satire).

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: read a range of texts, trace and understand the main events, identify purpose and points of view within each of the texts.

Learners might:

- read various texts in detail, highlight the key points in each text and, from a list of statements of purpose and points of view, select which ones apply to each text and discuss their decisions
- from a cut up text re-assemble the sequence of an argument so that the points have a logical sequence, then read the completed text for sense, identify the viewpoints and the purpose.

Outcome 2 be able to summarise information

The learner can:

2.1 select main points and supporting detail in information to be summarised (Rt/L2.8)

Range

- In writing or verbally, eg, as part of a presentation.

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: summarise the key points from a text consisting of more than five paragraphs.

Learners might:

- summarise the main points from an area of research related to work/study or personal interest and present the information (verbally via a presentation or a written summary)
- use notes and diagrams to present a verbal or written summary to others or to complete another task.

Evidence requirements

Outcome 1: at least one occasion

Outcome 2: at least two occasions in different contexts.

Unit 404

Speaking and listening – presenting information by speaking and listening

UAN:	H/504/5032
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of the unit is to enable the learner to develop skills to present different types and complexity of information to others effectively and confidently, adapting speech to different contexts and situations and responding to external, detailed questions and criticism.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to present information to others

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 404

Speaking and listening – presenting information by speaking and listening

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Learners must:

- use appropriate speed and phrasing in formal situations.
- use appropriate structure, style and vocabulary in formal situations.
- give extended answers.
- handle delicate situations and attitudes sensitively.

Outcome 1 be able to present information to others

The learner can:

- 1.1 speak confidently in a way which suits the situation (SLc/L2.1)
- 1.2 organise information and ideas in sequences (SLc/L2.4)
- 1.3 give explanations or accounts (SLc/L2.3)
- 1.4 give multi-step instructions (SLc/L2.3)
- 1.5 respond to detailed or extended questions (SLlr/2.3)
- 1.6 respond to criticism and criticise constructively (SLlr/L2.4)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: speak clearly and present information and ideas in a logical sequence; speak at length in response to open evaluative questions.

Learners might:

- prepare and present information to peers on a work or study based project
- present information on how to use a new software package to a team at work
- put forward a proposal eg a team meeting, student forum
- give open and detailed responses to questions in an interview/appraisal/review situation.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 405

Speaking and listening – obtaining information by speaking and listening

UAN:	M/504/5034
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable learners to obtain detailed information from explanations or presentations on a range of topics, in different familiar and unfamiliar contexts. These should include making requests, asking questions and using strategies to obtain detailed information.

Learning outcome

There is **one** learning outcome to this unit:

1. be able to obtain information from others by speaking and listening

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 405

Speaking and listening – obtaining information by speaking and listening

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to obtain information from others by speaking and listening

The learner can:

- 1.1 listen for and identify **information** from extended explanations or presentations on a range of topics (SLlr/L2.1)
- 1.2 listen to and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts (SLlr/L2.2)
- 1.3 obtain detailed information in familiar and unfamiliar contexts by making requests and asking questions (SLc/L2.2)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: listen to spoken language in a range of contexts and varying lengths; adapt the response to the speaker in line with context and situation.

Learners might:

- listen to a presentation from a colleague/peer and ask detailed questions appropriate to the topic
- take part in a guided tour of a place of interest, eg, a local museum, stately home, Houses of Parliament, and ask the tour guide for additional information
- listen to an audio book or short story and compose a review or discuss with a peer/colleague.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 406

Speaking and listening – speaking and listening to take part in a discussion

UAN:	T/504/5035
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills to enable the learner to take part in purposeful discussions with others on complex topics, adapting contributions relevant to the situation, and using evidence to support opinions and arguments.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to take part in a discussion

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 406

Speaking and listening – speaking and listening to take part in a discussion

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Outcome 1 be able to take part in a discussion

The learner can:

- 1.1 make **contributions** on complex topics to produce outcomes appropriate to the purpose (SLd/L2.1)
- 1.2 **adapt contributions** to discussions to suit audience, context, purpose and **situation** (SLd/L2.2)
- 1.3 use evidence to support opinions and arguments (SLd/L2.4)
- 1.4 use phrases for interruption and change of topic (SLd/L2.3)
- 1.5 use strategies intended to reassure (SLd/L2.5)

Range

Contributions: progressing discussions towards agreed decisions, proposals and solutions making constructive contributions and interventions

Adapt contributions: in terms of number, length and level of detail

Situation: contributions should be appropriate to the situation, eg, body language, appropriate phraseology.

Guidance

Speaking and listening can be oral/aural or through a suitable alternative such as British Sign Language (BSL). Exchanges can be face-to-face or might involve remote exchanges.

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: engage in discussion with one or more people on a complex topic eg team meetings, new systems implementation, change agendas, new product. Learners will make clear and relevant contributions with evidence to support their own opinions and move the discussion forward.

Learners might:

- participate and actively contribute to a team meeting at work or place of study
- participate in a team discussion to organise a promotional/marketing event
- attend a public community meeting and contribute by expressing personal relevant and constructive opinions.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 407

Writing – using grammar, punctuation and spelling in writing

UAN:	A/504/5036
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop skills in the use of complex punctuation markers, grammar and spelling to enable the learner to aid understanding when writing a range of complex sentences and to independently use a range of reference sources to proof read and ensure accuracy.

Learning outcomes

There are **five** learning outcomes to this unit:

1. be able to use grammar correctly
2. know how to use punctuation to aid understanding
3. be able to review and revise to amend own written text
4. be able to spell words most often used in daily life
5. be able to use different methods to spell words

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 407

Writing – using grammar, punctuation and spelling in writing

Guidance

Writing can be by hand or by electronic means.

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 be able to use grammar correctly

The learner can:

- 1.1 construct complex **sentences** (Ws/L2.1)
- 1.2 use **correct grammar** (Ws/L2.2)
- 1.3 use pronouns so that their **meaning** is clear (Ws/L2.3)

Range

Sentences: must have more than one part (clause)

Correct grammar: examples of correct grammar in sentences include subject-verb agreement, correct and consistent use of tense

Meaning: sentences must avoid ambiguity

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: produce text which uses grammatically correct complex sentences; use pronouns in text with clarity so that the meaning is clear. Learners are expected to write a minimum of three paragraphs.

Learners might:

- recount an experience or incident for an Accident Report Form or insurance claim
- write a letter of complaint based on personal experiences
- compose a review of their programme of study.

Outcome 2 know how to use punctuation to aid understanding

The learner can:

2.1 punctuate sentences using complex punctuation markers (Ws/L2.4)

Range

Punctuation: commas, apostrophes, inverted commas

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 2 learners need to: write accurately punctuated sentences using a range of punctuation to support meaning, eg, commas, apostrophes, inverted commas.

Learners might:

- write about a personal experience
- write an account of an experience for a local community magazine
- write a play/script incorporating dialogue using natural speech.

Outcome 3 be able to review and revise to amend own written text

The learner can:

3.1 proof-read and revise writing for **accuracy** and meaning (Wt/L2.7)

3.2 use a variety of sources to find correct spellings (Ww/L2.1)

Range

Accuracy: acceptable methods to check spelling include dictionary, thesaurus, electronic spelling machine or computer spellchecker.

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 3 learners need to: proof-read and revise writing for spelling grammatical accuracy and meaning.

Learners might:

- use a spell checker or dictionary to correct spelling errors in a text
- use a thesaurus to find words with similar meanings to avoid repetition in longer pieces of written text
- use a personal glossary or thesaurus to ensure that the most precise specialist words are used in own writing.

Outcome 4 be able to spell words most often used in daily life

The learner can:

- 4.1 spell correctly **words** used most often in work, studies and daily life, including familiar technical words (Ww/L2.1)
- 4.2 identify a range of different **strategies** to aid spelling (Ww/L2.1)

Range

Strategies: applying knowledge of root words, prefixes and suffixes segmenting words with unstressed vowel sounds; mnemonics. (Learners should be aware that asking for help when other strategies are not sufficient is an acceptable form of checking.)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 4 learners need to: correctly spell words they use in work, study and daily life.

Learners might:

- make a number of words from a root word using prefixes and suffixes eg real – really, unreal, realistic
- identify the correct spelling and meaning of homophones eg rain, reign, rein.

Outcome 5 be able to use different methods to spell words

The learner can:

- 5.1 use a range of spelling **rules** (Ww/L2.1)
- 5.2 use a range of **strategies** (Ww/L2.1)
- 5.3 spell a **range** of words required for a particular purpose (Ww/L2.1)

Range

Rules/strategies: common endings for plurals; doubling consonants with suffixes, common prefixes and suffixes, silent letters; sounding unstressed vowel sounds

Range: between 10-20 words related to work, home or study

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 5 learners need to: use different strategies to check spelling in their own writing

Learners might:

- demonstrate the use of a spell checker or dictionary for common mis-spelt words, for example, homophones
- learners are given a piece of text (eg, a letter or news article) which has a variety of mis-spelt words which they have to identify and correct.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Outcome 2: at least two occasions in different contexts.

Outcome 3: at least two occasions in different contexts.

Outcome 4: at least two occasions in different contexts.

Outcome 5: at least two occasions in different contexts.

Unit 408

Writing – planning and organising writing

UAN:	J/504/5038
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop learner’s skills to enable the planning and organisation of their own writing, taking note of the full range of organisational features, including formal and informal language, purpose and audience.

Learning outcomes

There is **one** learning outcome to this unit:

1. be able to plan and organise own writing

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 408

Writing – planning and organising writing

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

Writing can be by hand or by electronic means.

Learners must:

- consider subject matter, type of text, purpose and audience taking into account context and intended audience.
- use textual features where appropriate.
- check content and meaning, eg, tone, persuasive techniques, supporting evidence, technical vocabulary.

Outcome 1 be able to plan and organise own writing

The learner can:

- 1.1 make a plan for own writing, indicating key points (Wt/L2.1)
- 1.2 use format and structure to organise writing for different purposes (Wt/L2.4)
- 1.3 determine how much to write and the level of detail to include (Wt/L2.2)
- 1.4 present information and ideas in a logical or persuasive sequence (Wt/L2.3)
- 1.5 use style and vocabulary suitable for purpose and audience (Wt/L2.6)
- 1.6 use formal and informal language appropriate to purpose and audience (Wt/L2.5)
- 1.7 proof-read and revise own writing for accuracy and meaning (Wt/L2.7)

Explanation of criteria and examples of evidence

To meet the assessment criteria for Outcome 1 learners need to: write to communicate information, ideas and opinions clearly, using length, format and style appropriate to purpose, content and audience.

Learners might:

- plan and draft a letter to an organisation using the format, structure and layout of a business letter
- plan and draft a leaflet for a specific purpose, eg, a political campaign, product sales, a community issue
- plan and draft an article for a local newspaper on an emotive topic, for example, cuts to NHS spending in the local area
- draft invitations to various events, eg, an 18th birthday party, a retirement presentation, a corporate event, using appropriate language and style.

Evidence requirements

Outcome 1: at least two occasions in different contexts.

Unit 409

Writing – writing for clear communication

UAN:	L/504/5039
Level:	Level 2
Credit value:	2
Relationship to other standards:	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim:	The aim of this unit is to develop the learner’s skills to communicate clearly and effectively in own writing for different purposes, making independent decisions to adapt to the audience and to the purpose.

Learning outcomes

There are **two** learning outcomes to this unit:

1. be able to communicate clearly and effectively when writing
2. be able to present appropriate writing appropriate to purpose and meaning

Guided learning hours

Although patterns of delivery are likely to vary, it is recommended that **20** hours should be allocated for this unit.

Unit 409

Writing – writing for clear communication

How is this unit assessed?

Assessment is by a learner portfolio.

Guidance

By hand or by electronic means.

Outcome 1 be able to communicate clearly and effectively when writing

The learner can:

- 1.1 select length of text and level of detail when writing depending on the purpose and audience (Wt/L2.2)
- 1.2 make decisions about length and detail when writing (Wt/L2.2)

Explanation of criteria and examples of evidence

eg a letter to an employer

eg a report on risk assessment

eg a job application form.

Outcome 2 be able to present appropriate writing appropriate to purpose and meaning

The learner can:

- 2.1 proof-read and revise writing for accuracy and meaning (Wt/L2.7)
- 2.2 produce legible final text with accuracy (Ww/L2.2)

Explanation of criteria and examples of evidence

- 2.1 eg in handwriting, using a word processor or email
- checking content, meaning and legibility.

Evidence requirements

Outcome 1: one occasion for each criterion.

Outcome 2: two occasions in different contexts.

Useful contacts

UK learners

General qualification information

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Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

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International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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