

Awards/Certificates in English Skills

(3847-01/02/03)

January 2013 Version 1.0

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Qualifications at a glance

Subject area	English
City & Guilds number	3847
Age group approved	16+
Entry requirements	N/A
Assessment	By portfolio
Fast track	Available
Support materials	Qualification handbook Candidate logbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Awards - Single Units

Title and level	City & Guilds number	Accreditation number (from 1st Jan 2013)
Entry Level Award in Reading - Reading Words, Signs and Symbols (Entry 1)	3847-01	600/7500/4
Entry Level Award in Reading - Using Reading Skills (Entry 1)	3847-01	600/7282/9
Entry Level Award in Reading - Reading for Meaning (Entry 1)	3847-01	600/7501/6
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 1)	3847-01	600/7502/8
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 1)	3847-01	600/7503/X
Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Conversation (Entry 1)	3847-01	600/7504/1
Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 1)	3847-01	600/7283/0
Entry Level Award in Writing - Writing Letters of the Alphabet and Spelling Words (Entry 1)	3847-01	600/7509/0
Entry Level Award in Writing - Using Structure in Writing (Entry 1)	3847-01	600/7284/2
Entry Level Award in Reading - Reading and Understanding the Meaning of Words (Entry 2)	3847-01	600/7598/3
Entry Level Award in Reading - Using Reading Skills (Entry 2)	3847-01	600/7599/5

Entry Level Award in Reading - Reading for Meaning (Entry 2)	3847-01	600/7604/5
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 2)	3847-01	600/7285/4
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 2)	3847-01	600/7286/6
Entry Level Award in Speaking and Listening - Speaking and Listening in a Conversation (Entry 2)	3847-01	600/7612/4
Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 2)	3847-01	600/7605/7
Entry Level Award in Writing - Using Spelling Methods in Writing (Entry 2)	3847-01	600/7287/8
Entry Level Award in Writing - Using Structure to Write Simple Text (Entry 2)	3847-01	600/7288/X
Entry Level Award in Reading – Using Different Reading Strategies for Words and Phrases (Entry 3)	3847-01	600/7613/6
Entry Level Award in Reading - Using Reading Strategies (Entry 3)	3847-01	600/7289/1
Entry Level Award in Reading - Reading for Meaning (Entry 3)	3847-01	600/7584/3
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 3)	3847-01	600/7290/8
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 3)	3847-01	600/7291/X
Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion (Entry 3)	3847-01	600/7291/1
Entry Level Award in Writing - Using Grammar, Punctuation and Spelling in Writing (Entry 3)	3847-01	600/7585/5
Entry Level Award in Writing - Using Planning and Organisation in Writing (Entry 3)	3847-01	600/7293/3
Entry Level Award in Writing - Writing to Communicate (Entry 3)	3847-01	600/7294/5
Level 1 Award in Reading - Using Reading to Extend Vocabulary	3847-01	600/7610/0
Level 1 Award in Reading - Using Reading Strategies	3847-01	600/7586/7
Level 1 Award in Reading - Reading for Meaning	3847-01	600/7654/9
Level 1 Award in Speaking and Listening - Presenting Information by Speaking and Listening	3847-01	600/7295/7
Level 1 Award in Speaking and Listening - Speaking and Listening to Obtain Information	3847-01	600/7296/9
Level 1 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion	3847-01	600/7297/0
Level 1 Award in Writing - Using Grammar, Punctuation and Spelling in Writing	3847-01	600/7298/2
Level 1 Award in Writing - Planning and Organising Writing	3847-01	600/7299/4

Level 1 Award in Writing - Using Structure and Content in Writing	3847-01	600/7300/7
Level 2 Award in Reading - Using Reading to Develop Vocabulary	3847-01	600/7301/9
Level 2 Award in Reading - Using Reading Strategies	3847-01	600/7590/9
Level 2 Award in Reading - Reading for Meaning	3847-01	600/7302/0
Level 2 Award in Speaking and Listening - Presenting Information by Speaking and Listening	3847-01	600/7303/2
Level 2 Award in Speaking and Listening - Obtaining Information by Speaking and Listening	3847-01	600/7304/4
Level 2 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion	3847-01	600/7592/2
Level 2 Award in Writing - Using Grammar, Punctuation and Spelling in Writing	3847-01	600/7305/6
Level 2 Award in Writing - Planning and Organising Writing	3847-01	600/7306/8
Level 2 Award in Writing - Writing for Clear Communication	3847-01	600/7307/X

Awards – Themed Awards

Title and level	City & Guilds number	Accreditation number (from 1st Jan 2013)
Awards in English Skills – Reading Skills		
Entry Level Award in English Skills - Reading (Entry 1)	3847-03	600/7588/0
Entry Level Award in English Skills - Reading (Entry 2)	3847-03	600/7615/X
Entry Level Award in English Skills - Reading (Entry 3)	3847-03	600/7608/2
Level 1 Award in English Skills - Reading	3847-03	600/7602/1
Level 2 Award in English Skills - Reading	3847-03	600/7603/3
Awards in English Skills – Writing Skills		
Entry Level Award in English Skills - Writing (Entry 1)	3847-03	600/7614/8
Entry Level Award in English Skills - Writing (Entry 2)	3847-03	600/7609/4
Entry Level Award in English Skills - Writing (Entry 3)	3847-03	600/7607/0
Level 1 Award in English Skills - Writing	3847-03	600/7606/9
Level 2 Award in English Skills - Writing	3847-03	600/7596/X
Awards in English Skills – Speaking and Listening Skills		
Entry Level Award in English Skills - Speaking and Listening (Entry 1)	3847-03	600/7589/2
Entry Level Award in English Skills - Speaking and Listening (Entry 2)	3847-03	600/7601/X
Entry Level Award in English Skills - Speaking and Listening (Entry 3)	3847-03	600/7600/8
Level 1 Award in English Skills - Speaking and Listening	3847-03	600/7611/2

Level 2 Award in English Skills - Speaking and Listening	3847-03	600/7597/1
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Certificates

Title and level	City & Guilds number	Accreditation number (from 1st Jan 2013)
Certificates in English Skills		
Entry Level Certificate in English Skills (Entry 1)	3847-02	600/7587/9
Entry Level Certificate in English Skills (Entry 2)	3847-02	600/7593/4
Entry Level Certificate in English Skills (Entry 3)	3847-02	600/7591/0
Level 1 Certificate in English Skills	3847-02	600/7595/8
Level 2 Certificate in English Skills	3847-02	600/7594/6

Contents

1	Units	1
Unit 001	Reading - reading words, signs and symbols	4
Unit 002	Reading - using reading skills	5
Unit 003	Reading – reading for meaning	6
Unit 004	Speaking and listening – speaking and listening to provide information	7
Unit 005	Speaking and listening – speaking and listening to obtain information	8
Unit 006	Speaking and listening – speaking and listening to take part in a conversation	9
Unit 007	Writing – using grammar and punctuation in writing	10
Unit 008	Writing – writing letters of the alphabet and spelling words	11
Unit 009	Writing – using structure in writing	12
Unit 101	Reading – reading and understanding the meaning of words	13
Unit 102	Reading – using reading skills	14
Unit 103	Reading – reading for meaning	15
Unit 104	Speaking and listening – speaking and listening to provide information	16
Unit 105	Speaking and listening – speaking and listening to obtain information	17
Unit 106	Speaking and listening – speaking and listening in a conversation	18
Unit 107	Writing – using grammar and punctuation in writing	19
Unit 108	Writing – using spelling methods in writing	20
Unit 109	Writing – using structure to write simple text	22
Unit 201	Reading – using different reading strategies for words and phrases	23
Unit 202	Reading – using reading strategies	25
Unit 203	Reading – reading for meaning	26
Unit 204	Speaking and listening – speaking and listening to provide information	27
Unit 205	Speaking and listening – speaking and listening to obtain information	28
Unit 206	Speaking and listening – speaking and listening to take part in a discussion	29
Unit 207	Writing – using grammar, punctuation and spelling in writing	30
Unit 208	Writing – using planning and organisation in writing	32
Unit 209	Writing – writing to communicate	33
Unit 301	Reading – using reading to extend vocabulary	34
Unit 302	Reading – using reading strategies	35
Unit 303	Reading – reading for meaning	37
Unit 304	Speaking and listening – presenting information by speaking and listening	38
Unit 305	Speaking and listening – speaking and listening to obtain information	39

Unit 306	Speaking and listening – speaking and listening to take part in a discussion	40
Unit 307	Writing – using grammar, punctuation and spelling in writing	41
Unit 308	Writing – planning and organising writing	43
Unit 309	Writing – using structure and content in writing	44
Unit 401	Reading – using reading to develop vocabulary	45
Unit 402	Reading – using reading strategies	46
Unit 403	Reading – reading for meaning	47
Unit 404	Speaking and listening – presenting information by speaking and listening	48
Unit 405	Speaking and listening – obtaining information by speaking and listening	49
Unit 406	Speaking and listening – speaking and listening to take part in a discussion	50
Unit 407	Writing – using grammar, punctuation and spelling in writing	51
Unit 408	Writing – planning and organising writing	53
Unit 409	Writing – writing for clear communication	54

1 Units

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

It includes:

- City & Guilds unit name and number
- UAN
- Level
- Credit value
- Recommended guided learning hours
- Learning outcomes with related assessment criteria

Unit No.	UAN	Level	Title	GLH	Credit
001	L/504/4991	Entry 1	Reading - reading words, signs and symbols	20	2
002	R/504/4992	Entry 1	Reading - using reading skills	20	2
003	R/504/1557	Entry 1	Reading - reading for meaning	20	2
004	Y/504/4993	Entry 1	Speaking and listening - speaking and listening to provide information	20	2
005	D/504/4994	Entry 1	Speaking and listening - speaking and listening to obtain information	20	2
006	H/504/4995	Entry 1	Speaking and listening - speaking and listening to take part in a conversation	20	2
007	K/504/4996	Entry 1	Writing - using grammar and punctuation in writing	20	2
008	J/504/5959	Entry 1	Writing - writing letters of the alphabet and spelling words	20	2
009	J/504/4990	Entry 1	Writing - using structure in writing	20	2
101	T/504/4998	Entry 2	Reading - reading and understanding the meaning of words	20	2
102	D/504/5000	Entry 2	Reading - using reading skills	20	2
103	H/504/5001	Entry 2	Reading - reading for meaning	20	2
104	K/504/5002	Entry 2	Speaking and listening - speaking and listening to provide information	20	2
105	M/504/5003	Entry 2	Speaking and listening - speaking and listening to obtain information	20	2
106	T/504/5004	Entry 2	Speaking and listening - speaking and listening in a conversation	20	2
107	A/504/5005	Entry 2	Writing - using grammar and punctuation in writing	20	2
108	F/504/5006	Entry 2	Writing - using spelling methods in writing	20	2
109	A/504/4999	Entry 2	Writing - using structure to write simple text	20	2
201	F/504/5961	Entry 3	Reading - using different reading strategies for words and phrases	20	2
202	L/504/5008	Entry 3	Reading - using reading strategies	20	2
203	H/504/1563	Entry 3	Reading - reading for meaning	20	2
204	R/504/5009	Entry 3	Speaking and listening - speaking and listening to provide information	20	2
205	J/504/5010	Entry 3	Speaking and listening – speaking and listening to obtain information	20	2
206	L/504/5011	Entry 3	Speaking and listening - speaking and listening to take part in a discussion	20	2
207	R/504/5012	Entry 3	Writing - using grammar punctuation and spelling in writing	20	2
208	Y/504/5013	Entry 3	Writing - using planning and organisation in writing	20	2
209	D/504/5014	Entry 3	Writing - writing to communicate	20	2

Unit No.	UAN	Level	Title	GLH	Credit
301	H/504/5015	Level 1	Reading - using reading to extend vocabulary	20	2
302	D/504/5322	Level 1	Reading - using reading strategies	20	2
303	M/504/5017	Level 1	Reading - reading for meaning	20	2
304	T/504/5018	Level 1	Speaking and listening - presenting information by speaking and listening	20	2
305	A/504/5019	Level 1	Speaking and listening - speaking and listening to obtain information	20	2
306	M/504/5020	Level 1	Speaking and listening - speaking and listening to take part in a discussion	20	2
307	T/504/5021	Level 1	Writing - using grammar, punctuation and spelling in writing	20	2
308	A/504/5022	Level 1	Writing - planning and organising writing	20	2
309	F/504/5023	Level 1	Writing - using structure and content in writing	20	2
401	Y/504/5027	Level 2	Reading - using reading to develop vocabulary	20	2
402	H/504/5323	Level 2	Reading - using reading strategies	20	2
403	D/504/5031	Level 2	Reading - reading for meaning	20	2
404	H/504/5032	Level 2	Speaking and listening - presenting information by speaking and listening	20	2
405	M/504/5034	Level 2	Speaking and listening - obtaining information by speaking and listening	20	2
406	T/504/5035	Level 2	Speaking and listening - speaking and listening to take part in a discussion	20	2
407	A/504/5036	Level 2	Writing - using grammar, punctuation and spelling in writing	20	2
408	J/504/5038	Level 2	Writing - planning and organising writing	20	2
409	L/504/5039	Level 2	Writing - writing for clear communication	20	2

Unit 001

Reading - reading words, signs and symbols

UAN:	L/504/4991
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome

The learner will:

1. understand written words, signs and symbols

Assessment criteria

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)

Unit 002

Reading - using reading skills

UAN:	R/504/4992
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome

The learner will:

1. be able to read simple texts

Assessment criteria

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)

Unit 003

Reading – reading for meaning

UAN:	R/504/1557
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome

The learner will:

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

Assessment criteria

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)

Unit 004

Speaking and listening – speaking and listening to provide information

UAN:	Y/504/4993
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to provide and obtain information to others by speaking and listening
Assessment criteria
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)

Unit 005

Speaking and listening – speaking and listening to obtain information

UAN:	D/504/4994
Level:	Entry 1
Credit value:	2
GLH:	20
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 listen to obtain information from others from short explanations and single step instructions.

Learning outcome
The learner will: 1. be able to obtain information from others by speaking and listening
Assessment criteria
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)

Unit 006

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

UAN:	H/504/4995
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to take part in a simple conversation
Assessment criteria
The learner can: 1.1 listen and respond to spoken information in simple exchanges (SLc/E1.1) 1.2 speak to be heard in simple exchanges (SLd/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)

Unit 007

Writing – using grammar and punctuation in writing

UAN:	K/504/4996
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to use grammar to aid understanding when writing
Assessment criteria
The learner can: 1.1 construct simple sentences using a subject and verb (Ws/E1.1)

Learning outcome
The learner will: 2. be able to use punctuation to aid understanding when writing
Assessment criteria
The learner can: 2.1 punctuate simple sentences with <ul style="list-style-type: none">• capital letters• full stops (Ws/E1.2) 2.2 capitalise the personal pronoun 'I' (Ws/E1.3)

Unit 008

Writing – writing letters of the alphabet and spelling words

UAN:	J/504/5959
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to write the letters of the alphabet
Assessment criteria
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/E1.2)

Learning outcome
The learner will: 2. be able to use sound/symbol associations to spell words
Assessment criteria
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)

Learning outcome
The learner will: 3. be able to spell personal and familiar words
Assessment criteria
The learner can: 3.1 copy correct spellings accurately (Ww/E1.1) 3.2 use personal spelling strategies (Ww/E1.1)

Unit 009

Writing – using structure in writing

UAN:	J/504/4990
Level:	Entry 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. know different ways writing can be structured
Assessment criteria
The learner can: 1.1 identify writing structures for different contexts (Wt/E1.1) (Ws/E1.1)

Learning outcome
The learner will: 2. be able to structure simple written information
Assessment criteria
The learner can: 2.1 use written words and simple phrases to record or present information (Wt/E1.1) (Ws/E1.1) 2.2 construct simple sentences to record or present information (Ws/E1.1)

Unit 101

Reading – reading and understanding the meaning of words

UAN:	T/504/4998
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. understand written words
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to use simple reference tools
Assessment criteria
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/E3.5)

Unit 102

Reading – using reading skills

UAN:	D/504/5000
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to find information for a specific purpose
Assessment criteria
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: eg where to find out what is on television – newspapers, websites. Illustrations and captions: eg headlines, graphics, straplines.

Learning outcome
The learner will: 2. be able to develop reading strategies
Assessment criteria
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: eg next, then, right, straight on.

Unit 103

Reading – reading for meaning

UAN:	H/504/5001
Level:	Entry 2
Credit value:	2
GLH:	20
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 chronological and instructional text and recognise the purposes of different texts.

Learning outcome

The learner will:

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

Assessment criteria

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

Unit 104

Speaking and listening – speaking and listening to provide information

UAN:	K/504/5002
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to provide information by speaking and listening
Assessment criteria
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)

Unit 105

Speaking and listening – speaking and listening to obtain information

UAN:	M/504/5003
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to obtain information from others by speaking and listening
Assessment criteria
The learner can: 1.1 listen for and identify the gist of : <ul style="list-style-type: none">• explanations• instructions• narratives (SLlr/E2.1) 1.2 listen for and identify detail in short <ul style="list-style-type: none">• explanations• instructions• narratives (SLlr/E2.2) 1.3 listen for and identify the main points of short <ul style="list-style-type: none">• 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)

Unit 106

Speaking and listening – speaking and listening in a conversation

UAN:	T/504/5004
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to take part in conversations by speaking and listening
Assessment criteria
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 a 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)

Unit 107

Writing – using grammar and punctuation in writing

UAN:	A/504/5005
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to use grammar to aid understanding when writing
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to use punctuation to aid understanding when writing
Assessment criteria
The learner can: 2.1 punctuate sentences using <ul style="list-style-type: none">• capital letters• full stops• question marks (Ws/E2.3) 2.2 use capital letters for proper nouns (Ws/E2.4)

Unit 108

Writing – using spelling methods in writing

UAN:	F/504/5006
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to use methods to learn how to spell words
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to use sound to symbol relationships
Assessment criteria
The learner can: 2.1 use phonics to help work out correct spellings (Ww/E2.2)

Learning outcome
The learner will: 3. be able to spell plurals, tenses and affixes
Assessment criteria
The learner can: 3.1 use correct endings to show differences between simple past and present tenses (Ww/E2.2) 3.2 use different endings to show plurals (Ww/E2.2) 3.3 use common: <ul style="list-style-type: none">• prefixes• suffixes

Learning outcome

The learner will:

4. understand the sequence and meaning of words

Assessment criteria

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)

UAN:	A/504/4999
Level:	Entry 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to communicate information using written words
Assessment criteria
The learner can: 1.1 use written words and phrases to record or present information (Wt/E2.1): <ul style="list-style-type: none"> • in continuous text • in forms 1.2 write legible text which is fit for purpose (Ww/E2.3)

Learning outcome
The learner will: 2. be able to construct simple and compound sentences
Assessment criteria
The learner can: 2.1 construct compound sentences using conjunctions (Ws/E2.1) 2.2 construct sentences to readers that can be followed easily (Ws/E2.1)

Unit 201

Reading – using different reading strategies for words and phrases

UAN:	F/504/5961
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome

The learner will:

1. be able to use reading strategies to understand written words and phrases

Assessment criteria

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
 - connective 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

Learning outcome

The learner will:

2. be able to use a reference tool

Assessment criteria

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: dictionary, thesaurus, Yellow Pages, A-Z

Unit 202

Reading – using reading strategies

UAN:	L/504/5008
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to find information for a specific purpose
Assessment criteria
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).

Learning outcome
The learner will: 2. be able to use strategies for understanding written text
Assessment criteria
The learner can: 2.1 highlight the organisational features of instructional texts (Rt/E3.3) 2.2 identify the organisational features and typical language of instructional text (Rt/E3.1) 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)

Unit 203

Reading – reading for meaning

UAN:	H/504/1563
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to read a piece of text and gain meaning from it
Assessment criteria
The learner can: 1.1 recount the main events of <ul style="list-style-type: none">• 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.

Learning outcome
The learner will: 2. be able to use images to help understanding
Assessment criteria
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.

Unit 204

Speaking and listening – speaking and listening to provide information

UAN:	R/504/5009
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to provide information to others by speaking and listening
Assessment criteria
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)

Unit 205

Speaking and listening – speaking and listening to obtain information

UAN:	J/504/5010
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to obtain information from others by speaking and listening
Assessment criteria
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: <ul style="list-style-type: none">• 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)

Unit 206

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

UAN:	L/504/5011
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to take part in discussions on straightforward topics
Assessment criteria
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 (SLlr/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)

Unit 207

Writing – using grammar, punctuation and spelling in writing

UAN:	R/504/5012
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to use grammar and punctuation to aid understanding when writing
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to refer to sources of correct spellings of common and relevant key words
Assessment criteria
The learner can: 2.1 use dictionaries or spellcheckers on computers to find unknown spellings (Ww/E3.1)

Learning outcome
The learner will: 3. be able to develop vocabulary relevant to own work and special interests
Assessment criteria
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)

Learning outcome

The learner will:

4. be able to use methods to improve own spelling

Assessment criteria

The learner can:

- 4.1 proof-read own written text (Ww/E3.1)
- 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)

Unit 208

Writing – using planning and organisation in writing

UAN:	Y/504/5013
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to plan and organise own writing
Assessment criteria
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)

UAN:	D/504/5014
Level:	Entry 3
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to use writing to communicate information and opinions
Assessment criteria
The learner can: 1.1 communicate information and opinions in sequential order (Wt/E3.3)

Learning outcome
The learner will: 2. be able to produce accurate writing
Assessment criteria
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)

Unit 301

Reading – using reading to extend vocabulary

UAN:	H/504/5015
Level:	Level 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. understand vocabulary relating to a variety of topics
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to develop vocabulary using strategies and reference materials
Assessment criteria
The learner can: 2.1 read and use vocabulary in different types of text (Rw/L1.2, Rw/L1.3) 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)

Unit 302

Reading – using reading strategies

UAN:	D/504/5322
Level:	Level 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to locate information for specific purposes
Assessment criteria
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, Rt/L1.3) 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

Learning outcome
The learner will: 2. understand how language and other textual features contribute to meaning in different types of texts
Assessment criteria
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: <ul style="list-style-type: none">• component parts of a text• context• own knowledge and experience (Rt/L1.1)

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| 2.3 use grammatical knowledge to predict meaning (Rs/L1.1) |
| 2.4 use knowledge of punctuation to predict meanings (Rt/L1.1, Rs/L1.1, Rs/L1.2) |

Unit 303

Reading – reading for meaning

UAN:	M/504/5017
Level:	Level 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. understand written texts
Assessment criteria
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/L1.3)

Learning outcome
The learner will: 2. be able to use images to help understanding
Assessment criteria
The learner can: 2.1 determine meaning from images which is not directly stated in text (Rt/L1.3)

Unit 304

Speaking and listening – presenting information by speaking and listening

UAN:	T/504/5018
Level:	Level 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to present information to others by speaking and listening
Assessment criteria
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).

Unit 305

Speaking and listening – speaking and listening to obtain information

UAN:	A/504/5019
Level:	Level 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to obtain information from others by speaking and listening
Assessment criteria
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)

Unit 306

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

UAN:	M/504/5020
Level:	Level 1
Credit value:	2
GLH:	20
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
The learner will: 1. be able to take part in discussion
Assessment criteria
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)

Unit 307

Writing – using grammar, punctuation and spelling in writing

UAN:	T/504/5021
Level:	Level 1
Credit value:	2
GLH:	20
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 ensure accuracy.

Learning outcome

The learner will:

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

Assessment criteria

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)

Learning outcome

The learner will:

2. know how to use punctuation to aid understanding

Assessment criteria

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)

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

Learning outcome

The learner will:

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

Assessment criteria

The learner can:

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

UAN:	A/504/5022
Level:	Level 1
Credit value:	2
GLH:	20
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

The learner will:

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| 1. be able to plan and organise own writing |
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Assessment criteria

The learner can:

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| 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) |

Unit 309

Writing – using structure and content in writing

UAN:	F/504/5023
Level:	Level 1
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to communicate information and opinions when writing
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to present accurate writing
Assessment criteria
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)

Unit 401

Reading – using reading to develop vocabulary

UAN:	Y/504/5027
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. understand vocabulary used for different purposes in different types of text
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to use reference materials to develop vocabulary
Assessment criteria
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)

UAN:	H/504/5323
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to locate information for specific purposes
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to use strategies for understanding written text
Assessment criteria
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 (Rr/L2.7) 2.4 use grammar and punctuation to aid understanding (Rs/L2.1, Rs/L2.2)

Unit 403

Reading – reading for meaning

UAN:	D/504/5031
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. understand written texts
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to summarise information
Assessment criteria
The learner can: 2.1 select main points and supporting detail in information to be summarised (Rt/L2.8)

Unit 404

Speaking and listening – presenting information by speaking and listening

UAN:	H/504/5032
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to present information to others
Assessment criteria
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/L2.3) 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)

Unit 405

Speaking and listening – obtaining information by speaking and listening

UAN:	M/504/5034
Level:	Level 2
Credit value:	2
GLH:	20
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
The learner will: 1. be able to obtain information from others by speaking and listening
Assessment criteria
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)

Unit 406

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

UAN:	T/504/5035
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to take part in a discussion
Assessment criteria
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.

Unit 407

Writing – using grammar, punctuation and spelling in writing

UAN:	A/504/5036
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to use grammar correctly
Assessment criteria
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

Learning outcome
The learner will: 2. know how to use punctuation to aid understanding
Assessment criteria
The learner can: 2.1 punctuate sentences using complex punctuation markers (Ws/L2.4)

Range
Punctuation: commas, apostrophes, inverted commas

Learning outcome

The learner will:

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

Assessment criteria

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

Learning outcome

The learner will:

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

Assessment criteria

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.)

Learning outcome

The learner will:

5. be able to use different methods to spell words

Assessment criteria

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

UAN:	J/504/5038
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome

The learner will:

- | |
|---|
| 1. be able to plan and organise own writing |
|---|

Assessment criteria

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) |

Unit 409

Writing – writing for clear communication

UAN:	L/504/5039
Level:	Level 2
Credit value:	2
GLH:	20
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 outcome
The learner will: 1. be able to communicate clearly and effectively when writing
Assessment criteria
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)

Learning outcome
The learner will: 2. be able to present appropriate writing appropriate to purpose and meaning
Assessment criteria
The learner can: 2.1 proof-read and revise writing for accuracy and meaning (Ww/L2.2) 2.2 produce legible final text with accuracy (Wt/L2.7)

Glossary of words used in the units

The following key words and terms are used in the units.

Term	Definition
active and passive	<p>many verbs can be active or passive. For example, bite: The dog bit Ben (active); Ben was bitten by the dog (passive). In the active sentence, the subject (the dog) performs the action. In the passive sentence, the subject (Ben) is on the receiving end of the action.</p> <p>In a passive sentence, the 'doer' (or agent) may be identified using by: Ben was bitten by the dog. But very often, in passive sentences, the agent is unknown or insignificant, and therefore not identified: The computer has been repaired. Passive forms are common in impersonal, formal styles, for example: Application forms may be obtained from the address below.</p>
adjective	<p>a word that describes somebody or something. Adjectives either come before a noun (eg a busy day), or after 'linking' verbs such as be, get, seem, look (eg I'm busy).</p>
adverb	<p>a word that gives extra meaning to a verb, an adjective, another adverb or a whole sentence, eg: I really enjoyed the party; She's really nice; He works really slowly; Really, he should do better. Many adverbs are formed by adding -ly to an adjective, for example quickly, dangerously, nicely, but there are many adverbs that do not end in -ly. However, some -ly words are adjectives, not adverbs (eg lovely, silly, friendly).</p> <p>In many cases, adverbs tell us how (manner), where (place) when (time) or how often (frequency) something happens. Other adverbs show degree of intensity (very slowly), the attitude of the speaker to what he or she is saying (perhaps, obviously), or connections in meaning between sentences (however, finally).</p>
adverbials	<p>a group of words that functions in the same way as a single adverb, eg by car, to work, last week, three times a day, first of all, of course.</p>
agreement (or concord)	<p>in some cases the form of a verb changes according to its subject, so the verb and subject 'agree', eg I am/he is/they are; I was/you were; I like/she likes, I don't/he doesn't.</p>
alliteration	<p>when two or more adjacent words, or words near each other, begin with the same sound (phoneme), eg Flora's Flower Shop, the Luton Locarno.</p>
ambiguity	<p>a word, phrase or statement that has more than one possible interpretation, sometimes arising from unclear grammatical relationships (eg Police shot man with knife). Ambiguity may be accidental or deliberate, and is often a source of humour. In poetry it often serves to extend the meaning beyond the literal.</p>

analogy	the perception of similarity between two things; relating something known to something new. In spelling, using known spellings to spell unknown words (eg night–knight–right–sight–light–fright). In reading, using knowledge of words to attempt previously unseen words.
antonym	a word with a meaning opposite to another (eg hot–cold, satisfaction–dissatisfaction).
appropriate	describes a text, word, utterance or style that is suitably phrased for its intended audience and form. ‘Appropriate’ accepts that different contexts require different treatments and is in this respect to be differentiated from ‘correct’, which is more concerned with the right grammatical formulation of an expression.
articulation	the production of different speech sounds through the use of the speech organs: pharynx, tongue, lips, jaw, soft and hard palate.
audience	the people addressed by a text. The term includes listeners, readers of print, film/TV audiences, and users of information technology.
blend	the process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, e.g. st, str, nt, pl, nd.
chronological	an adjective that describes writing organised in terms of sequences of events.
clause	a structural unit, smaller than a sentence but larger than a phrase or word, which contains a verb. A main clause makes sense on its own and can form a complete sentence (It was raining.) A subordinate (sometimes called dependent) clause amplifies the main clause, but does not make complete sense on its own and cannot stand as an independent grammatical unit (when we went out). When attached to a main clause, a subordinate clause makes a complete sentence, e.g. It was raining when we went out. /When we went out it was raining. Subordinate clauses can sometimes be abbreviated to phrases, omitting verb and subject, which are understood from the context, e.g. When in Rome, do as the Romans do.
cloze	an exercise in which certain words are deleted from a text and a gap left. The learner’s task is to supply the missing words. Words can be deleted in a specific way (e.g. adjectives, conjunctions), or randomly (every nth word).
coherence	the underlying logical connectedness of a text, whereby concepts and relationships are relevant to each other and it is possible to make plausible inferences about underlying meaning.

comma splicing	use of a comma where a full stop is required, thus 'splicing' together two sentences that should be separate.
common	used of words, patterns of spelling and grammatical constructions that occur frequently.
comparative and superlative	forms of adjectives that convey different degrees of intensity. The comparative expresses a relationship of degree between two: taller, happier, more secluded; the superlative expresses the limits of the quality: tallest, happiest, most secluded. Some adjectives use the endings –er/–est; others, usually longer adjectives, use more/most. The 'rule' is that only one of these methods should be used at once. Comparative and superlative forms follow certain spelling patterns when the endings are added, eg healthy/healthier/healthiest; sad, sadder, saddest.
complex information	materials containing complex information present a number of ideas, some of which may be abstract, detailed or require learners to deal with sensitive issues. In such material, the relationship of ideas and the lines of reasoning may not be immediately clear, and specialised vocabulary and complicated sentence structures may be used.
compound word	a word made up of two other words: football, headrest, playground.
comprehension	the level of understanding of a written text or spoken utterance. With literal comprehension , the reader has access to the surface details of the text, and can recall details that have been directly related. With inferential comprehension , the reader can read meanings that are not directly explained. For example, the reader would be able to make inferences about the time of year from information given about temperature, weather, etc. and from characters' behaviour and dialogue. With evaluative comprehension , the reader can offer an opinion on the effectiveness of the text for its purpose.
conjunction	a word used to link clauses within a sentence, a type of connective . Co-ordinating conjunctions (e.g. and, but, or, so) join two clauses of equal weight into a compound sentence; subordinating conjunctions (e.g. when, while, before, after, since, until, if, because, although, that) introduce a subordinate clause in a complex sentence.

connective	a word or phrase that links different parts of a text (clauses, sentences, paragraphs). Connectives can be conjunctions (e.g. but, when, because) or connecting adverbs (e.g. however, then, therefore). Connectives maintain the cohesion of a text, e.g. by: addition (and, also, furthermore); opposition (however, but, nevertheless, on the other hand); cause (because, this means, therefore); time (just then, immediately, as soon as possible). Particular connectives tend to occur in particular text types, e.g.: of time, in chronological narratives; of opposition or cause, when presenting an argument or persuading to a viewpoint. Pronouns (e.g. A survey of adult learners will take place shortly. It will be the largest of its kind to date.) and prepositional phrases (e.g. in other words, after all that) can also act as connectives.
consonant	a speech sound that obstructs the flow of air through the vocal tract; for example, the flow of air is obstructed by the lips in p and by the tongue in l. The term also refers to those letters of the alphabet whose typical value is to represent such sounds, namely all except a, e, i, o, u. The letter y can represent a consonant sound (yes) or a vowel sound (happy).
context	the non-linguistic situation in which spoken or written language is used.
decode	to translate the visual code of the letters into a word.
descriptive	defines text that attempts to describe an event, a process or a state without passing judgement on it, or offering an explanation of it. Because of its concern to convey an experience as accurately as possible, descriptive text often makes greater use of adjectives and figurative language than other forms of writing.
detailed reading	indicates a form of reading that is at the opposite end of the spectrum from skimming or scanning. Detailed reading involves careful reading in order to extract specific information, but also to gain a complete understanding of the text's intentions and the way in which language choice and syntax combine to produce a particular message.
digraph	two letters representing one phoneme: bath; train; ch/ur/ch.
Dolch list	(see high frequency words.)
etymology	the study of the origin and history of words.
everyday	an adjective used to describe text, language and situations that are the daily experience of most people.

explanatory	an adjective used to describe text written to explain how or why something happens. Explanatory text tends to use connectives expressing cause and effect (eg so, therefore, as a result) and time (e.g. later, meanwhile) and the passive voice (eg Tax is usually deducted at source) more than many other forms of text.
explicit/implicit knowledge	native speakers of a language know implicitly how their language works through using it. Being specifically taught about aspects of form, structure and usage makes implicit knowledge explicit, enabling learners to consciously think and talk about how the language works, and how they use it themselves.
familiar	describes contexts, situations, sources, topics or words of which the learner has some prior knowledge or experience.
feedback	the on-going reaction speakers receive from their listeners which helps them evaluate the success of their communication. Feedback may be verbal or non-verbal (e.g. facial expressions, gestures).
formal	depicts a style of language where the choice of words, syntax and address is determined by a distance from the audience, which may be dictated by the context (e.g. a letter of application, official documents) or the result of a lack of knowledge of this audience. Formal language tends to be characterised by more elaborate grammatical structures and by longer and more conservative vocabulary (e.g. receive rather than get, gratuity rather than tip).
format	the way in which a text is arranged or presented (e.g. as a book, leaflet, essay, video, audiotape) or the way in which it is structured (e.g. the use made of headings, sub-headings, diagrams/photographs with captions).
genre	originally an identifiable category or type of literary composition (e.g. novel, drama, short story, poetry, autobiography). Now used more widely to refer to different types of written form, literary and non-literary (eg story, list, letter). Different genres have recognisable features of language and structure.
gist	the main point or idea of a text. Reading for gist is thus reading for identification of the main point only.
grammar	the conventions that govern the relationships between words in any language, including the study of word order and changes in words. Study of grammar enhances both reading and writing skills and supports effective communication.
grapheme	written representation of a sound; may consist of one or more letters; for example, the phoneme s can be represented by the graphemes s, se, c, sc and ce as in sun, mouse, city, science.

graphic knowledge	the ability to understand the key features of the English writing system, including the basic shape of the letters, the plural form of nouns, spelling patterns in verb endings, the difference between upper and lower case, etc. At its more complicated, this term may also be used to show understanding of the other features of a text, typographical or visual, that hold a clue to its meaning.
high frequency words	words that occur frequently; someone who is unable to recognise or use these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that learners most need to acquire in order to advance in their learning.
homonym	words that have the same spelling or pronunciation as another, but a different meaning or origin.
homophone	words that have the same sound as another but a different meaning or different spelling: read/reed; pair/pear; right/write/rite.
hypertext	a word coined in 1965 to describe electronic texts, where a collection of documents contain cross-references or 'links' that allow the reader to move easily from one document to another with the aid of a browser program.
ICT	Information and Communication Technology.
imperative	a form of the verb that expresses a command or instruction (eg Hold this! Take the second left).
informal	depicts a style of language where choices of words, grammatical construction and address are determined by a connection with the audience which may be actual or sought. Informal language tends to be more colloquial and familiar than formal language, to use less technical or complex vocabulary and to have simple grammatical structures.
instructional	describes text written to help readers achieve certain goals (such texts include recipes, vehicle repair manuals, self-assembly instructions). Instructional text tends to use imperative verbs often placed at the beginning of sentences to form a series of commands, and time-related connectives.
intonation	the way in which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning. Among other functions, intonation may distinguish questions from statements (as in Sure? Sure!), or indicate contrastive and emotive stress (as in I said two, not three, or I just hate that advertisement!).

key words	the words that carry the substance of a phrase or the meaning of a sentence. Identifying the key words of a text is therefore a means of understanding its gist. The term is also applied to those words in any subject that, it is considered, learners have to understand if they are to progress.
kinaesthetic	related to voluntary bodily movement. Some learners find that tracing patterns of words with their finger on the page, or 'drawing' them in the air, helps to secure spelling patterns in the memory.
language experience	an approach to learning that uses the learner's own words to provide the basis for language work. Typically, a teacher adopting a language experience approach will produce a written version of a 'spoken text' supplied by the learner, so that there is a written text with which the learner is familiar, to be used for further work in reading and writing.
letter string	a group of letters that together represent a phoneme or morpheme .
limited, meaningful vocabulary	a person with a limited meaningful vocabulary is able to recognise and use a restricted number of words only, but these words are important for that person to function effectively in their everyday and working lives.
lower case	a term used to describe small letters, that is all letters that are not capital letters. In print, lower-case letters will be of varying size, with some having 'ascenders' and some having 'descenders' (parts of the letter rising above and below the main body of the letter, respectively), and some having neither.
medium	the way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for hearing impaired people). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press).
metalanguage	the language we use when talking about language itself. It includes words like sentence, noun, paragraph, preposition. Those who understand these concepts are able to talk about language quite precisely; thus, acquisition of metalanguage is seen as a crucial step in developing awareness of and proficiency in communication, particularly in written language.

metaphor	<p>a figurative expression where something is written or spoken of in terms usually associated with something else. In literary composition, metaphor can give imaginative force to expression, e.g. Romeo to the supposedly dead Juliet: Beauty's ensign yet / Is crimson in thy lips and in thy cheeks, / And death's pale flag is not advanced there. Much everyday language uses metaphor (e.g. to launch a new book/film); overworked metaphors can soon become tired and clichéd (e.g. at the end of the day).</p>
mind map	<p>a way of writing ideas as they arise, without organising them into the form of a written text. It is used in teaching writing to enable learners to feel clear about what they want to write, before thinking about how to write it. A similar technique is a spidergraph.</p>
mnemonic	<p>a device to aid memory, for instance to learn particular spelling patterns or spellings: I Go Home Tonight; There is a rat in separate.</p>
morpheme	<p>the smallest unit of meaning. A word may consist of one morpheme (house), two morphemes (house/s; hous/ing) or three or more morphemes (house/keep/ing; un/happi/ness). Suffixes and prefixes are morphemes.</p>
narrative	<p>describes text that re-tells events, often in chronological sequence. Narrative text may be purely fictional, or it may include some information; it may be in prose or poetic form.</p>
noun	<p>a word that denotes somebody or something (e.g. My younger sister won some money in a competition.).</p> <p>Countable nouns can be singular (only one) or plural (more than one), e.g. sister/sisters, problem/problems, party/parties.</p> <p>Mass nouns do not normally occur in the plural (eg butter, cotton, electricity, money, happiness).</p> <p>Nouns that make non-specific reference to things, people, creatures, etc. are called common nouns, e.g. sister, money, competition, dog.</p> <p>Those that name a concept or idea are called abstract nouns, e.g. happiness, love, justice, grief.</p> <p>A collective noun refers to a group (e.g. crowd, flock, team). Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. For example, if we say The team have won all their games so far we think of the team as they (rather than it).</p> <p>Proper nouns are the names of specific people, places, organisations, etc. These normally begin with a capital letter (e.g. Amanda, Birmingham, Microsoft, Islam, November).</p>

organisational features (of text)	refers to those aspects of the visual display of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other sub-headings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc.
paragraph	a section of a piece of writing. A new paragraph marks a change of focus, a change of time, a change of place or a change of speaker in a passage or dialogue. A new paragraph begins on a new line, usually with a one-line gap separating it from the previous paragraph, and sometimes indented. Paragraphing helps writers to organise their thoughts, and helps readers to follow the storyline, argument or dialogue.
passive	(See active and passive .)
patterns	grammar and spelling that enable the learner to make accurate predictions about the sound and the sense of words and constructions, and thus obtain meaning from text.
person	a grammatical term referring to the use of pronouns and verbs to indicate: direct reference to the speaker – first person (I said..., I am...); to the addressee – second person (you said..., you are...); or to others – the third person (she said...they are...).
personal keywords	refers to those words that are important to learners in terms of their daily lives; no two people's personal keywords will be exactly the same, since they will include, for example, a person's address, the names of family members, employer's name and address, etc.
persuasive	describes a text that aims to persuade the reader. A continuous persuasive text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view, and a final summary or recommendation. Other types of persuasive text (e.g. advertisements) use a combination of textual features including words, sounds and images, and intertextual knowledge in order to persuade.
phoneme	the smallest contrastive unit of sound in a word. There are approximately 44 phonemes in English (the number varies depending on the accent). A phoneme may have variant pronunciations in different positions; for example, the first and last sounds in the word 'little' are variants of the phoneme /l/. A phoneme may be represented by one, two, three or four letters. The following words end in the same phoneme (with the corresponding letters underlined): to, shoe, through.
phonic	relating to vocal, or speech, sounds. As a plural noun, phonics denotes a method of teaching reading and spelling that is based on establishing the link between the sound of a word and its graphical representation.

phonological awareness	awareness of sounds within words, demonstrated, for example, by the ability to segment and blend component sounds and to recognise and generate sound patterns such as rhyme.
phrase	a group of two or more words smaller than a clause, forming a grammatical unit. Phrases can be structured around a noun (her new red dress), a verb (has been talking, will be coming), an adverb (I will be home as soon as possible), an adjective (That house is larger than mine.), a preposition (I saw a man in a raincoat.).
pitch	the auditory sense that a sound is 'higher' or 'lower'.
plural	form of a noun, pronoun or verb that indicates there are more than one. In English, plural nouns are usually formed by inflection, adding –s or –es. Plural nouns and pronouns generally need their partner verbs to be plural. (See agreement .)
prefix	a morpheme that can be added to the beginning of a word to change its meaning, e.g. inedible, disappear, supermarket, unintentional.
preposition	a word, like at, over, by and with, that is usually followed by a noun phrase. Prepositions often indicate time (at midnight/during the film/on Friday), position (at the station/in a field) or direction (to the station/over a fence). There are many other meanings, including possession (of this street), means (by car) and accompaniment (with me).
pronoun	is a word that stands in for a noun or noun phrase. There are several kinds of pronoun: personal pronouns (I/me, you, he/him, she/her, we/us, they/them, it), possessive pronouns (mine, yours, his, hers, ours, theirs, its), reflexive pronouns (myself, herself, themselves), indefinite pronouns (someone, anything, nobody, everything), interrogative pronouns (who/whom, whose, which, what) and relative pronouns (who/whom, whose, which, that).
proof-read	to check a piece of work thoroughly before final publication.
punctuation	a way of marking text to help readers' understanding. The most commonly used marks in English are: apostrophe, colon, comma, dash, ellipsis, exclamation mark, full stop, hyphen, semi-colon and speech marks (inverted commas).
register	a variety of language selected for use in a specific social situation. In particular, the register differentiates formal from informal use of language.

regular	an adjective used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a regular noun, or the simple past and past participle form of a regular verb; it is not possible to do so with irregular nouns and verbs.
repeated language patterns	a phrase to describe the repetition of vocabulary and the recurrence of structural features in grammar and spelling that enables a learner to make accurate predictions about the sound and the sense of words and constructions, and therefore obtain meaning from text.
root word	a word to which prefixes and suffixes may be added to make other words: for example in unclear, clearly, cleared, the root word is clear.
scan	to look over a text very quickly, trying to find information by locating a key word.
segment	to break a word or part of a word down into its component phonemes , for example: c-a-t; ch-a-t; ch-ar-t; g-r-oun- d; s-k-i-n.
sentence	<p>a sentence can be simple, compound or complex.</p> <p>A simple sentence consists of one clause (e.g. It was late).</p> <p>A compound sentence has two or more main clauses of equal weight joined by and, or, but or so (e.g. It was late but I wasn't tired).</p> <p>A complex sentence consists of a main clause that includes one or more subordinate clauses (e.g. Although it was late, I wasn't tired).</p> <p>In writing, sentences are marked by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.</p> <p>As well as being described by structure, sentences can be classified by purpose. A statement is a sentence primarily designed to convey information (I am happy.). A question seeks to obtain information (Are you happy?). A command or imperative instructs someone to do something (Cheer up!). An exclamation conveys the speaker's/writer's reaction (How happy you look today!).</p>
short	denotes words, sentences and texts of such a length as to be accessible to learners and to enable them to experience a sense of achievement at having successfully decoded them. Short and long are terms also applied to vowel sounds.
sight vocabulary	words that a learner recognises on sight without having to decode them or work them out.
simile	a figurative expression where the writer creates an image in the reader's mind by explicitly comparing a subject to something else: Threshed corn lay like grit of ivory / Or solid as cement in two-lugged sacks. ('The Barn', Seamus Heaney).

Similes are widely used in everyday language: as happy as a lark, as strong as an ox. Many are idiomatic: he smokes like a chimney.

simple	when applied to narrative, words, sentences, an adjective that indicates a basic, uncomplicated structure. A simple sentence structure, for example, follows the standard pattern of subject, verb and, optionally, object; a simple narrative will follow a chronological sequence and be told from one viewpoint only.
skim	to read to get an initial overview of the subject matter and main ideas of a passage.
standard English	the variety of English used in public communication, particularly in writing. It is not limited to a particular region and can be spoken with any accent. There are differences in vocabulary and grammar between standard English and other varieties: for example, we were robbed and look at those trees are standard English; we was robbed and look at them trees are non-standard. To communicate effectively in a range of situations – written and oral – it is necessary to be able to use standard English, and to recognise when it is appropriate to use it in preference to any other variety. Standard British English is not the only standard variety; other English-speaking countries, such as the United States and Australia, have their own standard forms.
straightforward	describes subjects and materials that learners often meet in their work, studies or other activities. Straightforward content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts are simple, and learners will be familiar with the vocabulary.
structure	the way in which letters are built up into words, words built up into sentences and sentences built up into paragraphs, etc. Learners use structural features to process new words (e.g. by recognising that the suffix –ly usually indicates an adverb, or that the prefix re– will convey the sense of ‘again’), new constructions (e.g. that initial speech marks are likely to indicate the start of something somebody said, that an exclamation mark denotes a rise in volume or emotion) and new forms of organisation (e.g. a new paragraph will introduce a new idea, a new time, or perhaps a new viewpoint).

style	a difficult term to define because of its many uses. The selection of a set of linguistic features from all the possibilities in a language; style can be defined in relation to context, purpose, audience, e.g. formal or informal, non-specialist or technical. Famous writers often demonstrate particular characteristics of style, making their work easily recognisable, e.g. Shakespearean style. All language users have the opportunity to make linguistic choices that will determine the style of a piece of writing or an utterance.
subject	a grammatical term for the agent in a sentence. The subject is the 'who' or 'what' that the sentence is about. The subject of a sentence must 'agree' with its verb: e.g. a singular subject requires a singular verb. When the verb is in the active voice, the subject of the sentence is the 'doer': eg Dave met Lynette at the station. When the verb is in the passive voice, the subject is the recipient of the action, eg Lynette was met by Dave at the station. (See active and passive .)
suffix	a morpheme that is added to the end of a word. There are two main categories: <ul style="list-style-type: none"> • an inflectional suffix changes the tense or grammatical status of a word, e.g. from present to past (worked) or from singular to plural (accidents); • a derivational suffix changes the word class, e.g. from verb to noun (worker) or from noun to adjective (accidental).
summary/summarise	condensing material into a shorter form while still retaining the overall meaning and main points. The written form is sometimes called précis . Summarising demonstrates receptive skills of reading or listening comprehension, and evaluation and selection. It also demonstrates productive skills of writing or speaking, in recasting the material concisely and accurately.
syllable/syllabification	each beat in a word is a syllable. Dividing longer words into syllables can help learners understand word structure, which in turn can help reading and spelling.
synonym	a word that has the same meaning (in a particular context) as another word.
syntax	the aspect of grammar that is concerned with the relationship between words, in phrases, clauses and sentences. Language users can make syntactic choices within certain rules and patterns. Adult native speakers have much implicit syntactic knowledge, which can be used to help predict the possible meanings of unknown words within sentences when reading.

technical vocabulary	words that have a particular meaning that depends on the (usually, working) context in which they are used.												
tense	<p>a verb form that most often indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous. For example:</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Present</th> <th style="text-align: left;">Past</th> </tr> </thead> <tbody> <tr> <td>I wait (simple)</td> <td>I waited (simple)</td> </tr> <tr> <td>I am waiting (continuous)</td> <td>I was waiting (continuous)</td> </tr> </tbody> </table> <p>Additionally, all these forms can be perfect (with have):</p> <table border="0"> <thead> <tr> <th style="text-align: left;">present perfect</th> <th style="text-align: left;">past perfect</th> </tr> </thead> <tbody> <tr> <td>I have waited (perfect)</td> <td>I had waited (perfect)</td> </tr> <tr> <td>I have been waiting (perfect continuous)</td> <td>I had been waiting (perfect continuous)</td> </tr> </tbody> </table> <p>English has no specific future tense. Future time can be expressed in a number of ways using will or present tenses. For example: John will arrive tomorrow; John will be arriving tomorrow; John is going to arrive tomorrow; John is arriving tomorrow; John arrives tomorrow.</p>	Present	Past	I wait (simple)	I waited (simple)	I am waiting (continuous)	I was waiting (continuous)	present perfect	past perfect	I have waited (perfect)	I had waited (perfect)	I have been waiting (perfect continuous)	I had been waiting (perfect continuous)
Present	Past												
I wait (simple)	I waited (simple)												
I am waiting (continuous)	I was waiting (continuous)												
present perfect	past perfect												
I have waited (perfect)	I had waited (perfect)												
I have been waiting (perfect continuous)	I had been waiting (perfect continuous)												
text	words (and images) that are organised to communicate. Includes written, spoken and electronic forms.												
turn-taking	one of the most widely recognised conventions of conversation in English-speaking cultures, with people speaking one at a time, taking turns to speak. Speakers develop (consciously or unconsciously) ways of signalling the wish to speak and of indicating to another person that it is their turn.												
upper case	a term used to describe capital letters. In print, in any given font and font size, all upper case letters will be the same height.												
verb	a word that expresses an action, a happening, a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence Mark is tired and wants to go to bed, 'is' 'wants' and 'go' are verbs. Sometimes two or more words make up a verb phrase, such as are going, didn't want, has been waiting.												

voice	choice of voice enables the writer or speaker to place the focus on the 'doer' of the action (active voice) or on the action itself and its recipient (passive voice): e.g. The dog bit Ben. Ben was bitten by the dog. (See also active and passive, subject.)
vowel	a phoneme produced without audible friction or closure. Every syllable contains a vowel. A vowel phoneme may be represented by one or more letters. These may be vowels (maid), or a combination of vowels and consonants (start; could).
writing frame	a structured prompt to support writing. A writing frame may take the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.

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