

**Assessment Guidance &
Sample Activities Handbook**

Suite of English Qualifications

Entry 1, Entry 2, Entry 3, Level 1, Level 2

Version 4.0

(April 2019)

This page has been left intentionally blank.

About the Assessment Guidance and Sample Activities

The Assessment Guidance and Sample Activities are intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

The document provides guidance on how to assess, developing a portfolio, completing a logbook and includes unit specific sample activities and contexts.

The guide should be read in conjunction with the Qualification Specification, Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and quality assurance practice.

In order to offer this qualification you must be Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

Contents

About the Assessment Guidance and Sample Activities	2
1. Introduction	5
1.1 About the qualifications	5
1.2 Units.....	5
1.3 Initial assessment and induction.....	6
2. Delivery	7
2.1 Learning programmes	7
2.2 Teaching and learning.....	7
3. Assessment	9
3.1 Role of the assessor.....	9
3.2 Assessment	9
3.3 Building a portfolio.....	10
3.4 Using the Learning Assessment Tracking forms.....	11
3.5 Sample Learner Assessment Tracking form.....	12
Level 1: Speak to Communicate	12
Entry 3: Write to Communicate	15
4. Unit guidance	17
4.1 Introduction	17
4.2 Units with sample assessment activities and contexts.....	18
Entry 1: Read for Purpose and Meaning.....	18
Entry 1: Read for Information	20
Entry 1: Listen and Respond	21
Entry 1: Speak to Communicate	23
Entry 1: Engage in Discussion.....	24
Entry 1: Write to Communicate.....	25
Entry 1: Write Using Basic Punctuation and Spelling.....	26
Entry 2: Read for Purpose and Meaning.....	27
Entry 2: Read for Information	29
Entry 2: Listen and Respond	31
Entry 2: Speak to Communicate	33
Entry 2: Engage in Discussion.....	34
Entry 2: Write to Communicate.....	35
Entry 2: Write Accurately	36
Entry 3: Read for Purpose and Meaning.....	37
Entry 3: Read for Information	39
Entry 3: Listen and Respond	41

Entry 3: Speak to Communicate	43
Entry 3: Engage in Discussion	45
Entry 3: Write to Communicate	46
Entry 3: Write Accurately	47
Level 1: Read for Purpose and Meaning	49
Level 1: Read for Information	51
Level 1: Listen and Respond	53
Level 1: Speak to Communicate	55
Level 1: Engage in Discussion	57
Level 1: Write to Communicate	59
Level 1: Write with Accuracy	61
Level 2: Read for Purpose and Meaning	63
Level 2: Read for Information	65
Level 2: Listen and Respond	67
Level 2: Speak to Communicate	69
Level 2: Engage in Discussion	71
Level 2: Write to Communicate	73
Level 2: Write Fluently and Accurately	75
5. Gateway Qualifications	77
6. Appendices	78
Appendix 1 Gateway Qualifications English units – referenced to the Adult Literacy Core Curriculum Entry 1-3.....	78
Appendix 2 Gateway Qualifications English units – referenced to the Adult Literacy Core Curriculum Levels 1 and 2	80
Appendix 3: English Mapping to the Adult Literacy Core Curriculum, Functional Skills	81

1. Introduction

1.1 About the qualifications

The Gateway Qualifications Awards/Certificates in English have been developed to recognise and reward progress and improve levels of literacy among adults and young people. They provide learners with a flexible approach to developing and demonstrating the skills in English which will enable them to build confidence and provide a foundation for further study towards a GCSE A*-C in English, a Functional Skill in English at levels 1 or 2 to support progression into employment or higher-level study.

The English qualifications cover:

- Speaking, listening and responding
- Reading for purpose, meaning and information
- Writing to communicate.

The qualifications are built by combining an appropriate blend of units which meet the needs of the learner. The suite of qualifications is available at entry 1, entry 2, entry 3, level 1 and level 2 and includes:

- Single unit awards - that focus on an aspect of a skill
- Awards in an individual skill
- Certificate in English that encompass all the skills

All units are assessed through a portfolio of evidence.

1.2 Units

There are 35 units available in the English suite. The units align to the National Standards for Adult Literacy and have been mapped to the Adult Literacy Core Curriculum and the Functional Skills subject criteria. Where appropriate, they are also signposted to the GCSE grade descriptors for English.

The list of available units is as follows:

Unit Number	Unit Title	Level	Guided Learning	Credit Value
H/505/6113	Read for purpose and meaning	Entry 1	30	3
K/505/6114	Read for information	Entry 1	30	3
M/505/6115	Listen and respond	Entry 1	20	2
T/505/6116	Speak to communicate	Entry 1	20	2
L/505/4145	Engage in discussion	Entry 1	20	2
A/505/6117	Write to communicate	Entry 1	30	3
A/505/6120	Write Using Basic Punctuation and Spelling	Entry 1	30	3
K/505/4122	Read for purpose and meaning	Entry 2	30	3
F/505/6121	Read for information	Entry 2	30	3
L/505/6123	Listen and respond	Entry 2	20	2
M/505/4140	Speak to communicate	Entry 2	20	2
R/505/6124	Engage in discussion	Entry 2	20	2

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/6125	Write to communicate	Entry 2	30	3
J/505/6119	Write accurately	Entry 2	30	3
D/505/6126	Read for purpose and meaning	Entry 3	30	3
H/505/6127	Read for information	Entry 3	30	3
H/505/4135	Listen and respond	Entry 3	20	2
K/505/6128	Speak to communicate	Entry 3	20	2
M/505/6129	Engage in discussion	Entry 3	20	2
H/505/6130	Write to communicate	Entry 3	30	3
L/505/4159	Write accurately	Entry 3	30	3
Y/505/6318	Read for purpose and meaning	Level 1	30	3
L/505/4131	Read for information	Level 1	30	3
D/505/6319	Listen and respond	Level 1	20	2
R/505/6320	Speak to communicate	Level 1	20	2
Y/505/6321	Engage in discussion	Level 1	20	2
D/505/6322	Write to communicate	Level 1	30	3
F/505/4160	Write with Accuracy	Level 1	30	3
H/505/6323	Read for purpose and meaning	Level 2	30	3
K/505/6324	Read for information	Level 2	30	3
M/505/4137	Listen and respond	Level 2	20	2
J/505/4144	Speak to communicate	Level 2	20	2
H/505/4149	Engage in discussion	Level 2	20	2
M/505/6325	Write to communicate	Level 2	30	3
T/505/6326	Write Fluently and Accurately	Level 2	30	3

1.3 Initial assessment and induction

Before the start of their course or programme, it is important to ensure that learners are working at the correct level and that they are clear about the requirements of each unit they are working towards. Initial diagnostic assessment, involving learners themselves in the process, can ensure that their needs are going to be met and that the appropriate skills will be developed.

An induction programme can support learners awareness of:

- the units/qualifications they will be working towards
- how these units/qualifications can develop particular skills
- the requirements of the units/qualifications
- their responsibilities as a learner
- how to maintain a portfolio
- the responsibilities of the centre and how they will be supported
- how the unit/units fit in with other areas of their learning or employment as appropriate
- possible progression routes on completion of the programme.

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

2. Delivery

2.1 Learning programmes

Learning programmes should ensure that for every learner there is an opportunity for progression and that learning is contextualised in a way that is appropriate to the learner's background, needs and aspirations.

In developing learning programmes, centres should consider the following:

- Learners should have opportunities to apply their English skills in more than one context, for example in a work or training context as well as everyday home, family, community or leisure contexts.
- Programmes should allow for learners to integrate their English skills so that activities can provide evidence for more than one unit. In real life situations for example, learners are likely to listen and respond in speech, read and respond in speech or in writing.
- Integrating the English units within programmes for different training sectors and employment settings ensures that activities are relevant to learners and support progression in both their English skills and their sector specific or employment skills. For example, a programme for learners developing English skills in a motor vehicle context might cover areas such as meeting and greeting clients, locating workshop tools, health and safety, first aid and producing a car brochure.
- Centres should draw as widely as possible on resources both within and outside the centre. Learners' motivation can be maintained by learning materials which are themed and relevant to each learner's interest.
- The introduction of some specialised vocabulary can support the chosen context and make the general English skills more relevant.
- Learning programmes can also make innovative and effective use of ICT including relevant online resources allowing learning at different levels which supports learner independence. Using resources such as video conferencing, e-networking and links with other partners allows learners to have contact with, for example employers, other learners and can also allow for learners to develop projects using a variety of media.

2.2 Teaching and learning

The units are designed to allow choice and flexibility and to encourage active learning. Teaching and learning activities should be based on the maturity and needs of the learners and their stage in the programme. At the start of a programme, it is usual that learners will need more guidance on how to meet the requirements and some will require further support to overcome specific learning difficulties.

For learning to be effective in developing learners' English skills and supporting their progression, it is important that learning activities are both realistic and challenging. In planning for effective teaching and learning through the English units, centres should consider the following:

- teaching and practice of learning strategies within different contexts
- structuring tasks that are of sufficient challenge to stretch, but not deter, the learners

- involving learners in planning activities and the success criteria to achieve them
- developing activities which allow learners to use different skills such as combining reading and writing or using a reading activity to stimulate speaking
- the provision of a variety of learning activities with a clear purpose, relevant to learners
- developing activities that allow learners to apply and practice their skills in different contexts
- encouraging creativity so that learners can adapt and re-use their skills for new purposes and in new contexts and can try out alternatives or find new solutions
- creating opportunities to work with others in groups and pairs to develop their learning as well as teamwork
- providing clear feedback so that learners know how well they are doing and what they need to do to improve
- developing opportunities for self-assessment and reflection on their learning and thinking.

Additional guidance and support

A wealth of guidance on planning the curriculum and teaching and learning activities can be found at:

Adult Literacy core curriculum

including glossary of terms (pdf version)

<http://rwp.excellencegateway.org.uk/resource/Adult+literacy+core+curriculum/pdf/>

Adult Literacy core curriculum

Online version with 2007 revisions and additional guidance for planning, teaching and learning

<http://www.excellencegateway.org.uk/node/1515>

Literacy progression overview

<http://repository.excellencegateway.org.uk/fedora/objects/import-pdf:9531/datastreams/PDF/content>

3. Assessment

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

3.1 Role of the assessor

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

The assessor is responsible for:

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

3.2 Assessment

Planning

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

- agreements about the learning activities to be created/used in the learning programme
- an outline of the settings in the programme which prove the most appropriate contexts for assessment
- identifying assessment opportunities in other settings or subject areas
- the method of assessment that will be undertaken
- the type of evidence to be collected and how to reference it
- identifying others who need to be informed of or involved in the planned assessment
- opportunities to review each assessment.

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

Preparation

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

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

Marking

When marking assessments, assessors should consider whether evidence is:

- Valid – Does the evidence demonstrate what is claimed and meet the minimum assessment requirement?
- Authentic – Is evidence the real work of the learner?
- Sufficient – Does the evidence cover all of the assessment criteria? Is the evidence of an appropriate quality? Does it cover more than one context?
- Reliable and consistent across contexts and with the work of other learners –

Feedback

Feedback should be provided to learners following an assessment. Feedback should support learners to improve the quality of their work. This is an important part of the assessment process and should be provided whether the learner has been successful or unsuccessful in meeting the assessment criteria.

3.3 Building a portfolio

The term portfolio is used to describe the organised collection of a learner's evidence for assessment. Centres will need to provide considerable guidance and support to help learners produce/gather evidence as appropriate, particularly at lower levels.

During induction, learners should be made aware of the process of building a portfolio of evidence, and any related documentation. Even where tutors are largely responsible for the process, learner involvement in their own assessment can have a positive impact on their achievement.

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

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

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

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

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

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

3.4 Using the Learning Assessment Tracking forms

Gateway Qualifications has developed a separate Learner Assessment Tracking document for this suite of qualifications. This is downloadable from www.gatewayqualifications.org.uk. It contains evidence recording and summary sheets. Gateway Qualifications also provides sample feedback sheets and forms to record observations available to download via www.gatewayqualifications.org.uk.

The Learner Assessment Tracking forms will help learners work towards the unit(s) or qualification they are aiming to achieve. Centres may develop and use an alternative logbook, but it must include all the information required in the Learner Assessment Tracking forms.

The example below shows how a logbook page could be completed for a single unit.

For each criterion where the evidence can be located is identified by:

- the kind of evidence e.g. witness statement handwritten letter, word processed form, reading log etc.
- a portfolio reference e.g. Sp 1, Sp 2, Wr 1, Re, 3
- a brief title

3.5 Sample Learner Assessment Tracking form

Level 1: Speak to Communicate

Unit code	R/505/6320
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.

Learner name and number	
--------------------------------	--

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Tutor signature	IQA signature
1. Communicate with others			
1.1 Speak clearly in a way which suits the situation.	<i>Portfolio (memory stick) Video of meeting Sp 1 Meeting with work colleagues</i> <i>Portfolio Tutor Observation Sp 2</i> <i>Feed back after interview</i> <i>Portfolio Tutor Observation Sp 3 Asking for information about new training course</i> <i>Portfolio Transcript Sp 4</i> <i>Give instructions to new colleague</i>	BJones	
1.2 Express statements of fact, explanations, instructions, accounts and descriptions	<i>Portfolio (memory stick) Video of meeting Sp 1 Meeting with work colleagues</i> <i>Portfolio Tutor Observation Sp 2</i> <i>Feed back after interview</i> <i>Portfolio Transcript Sp 4</i> <i>Give instructions to new</i>	BJones	

	<i>colleague</i>		
1.3 Ask questions to obtain information of different people and for different purposes	<p><i>Portfolio (memory stick) Video of meeting Sp 1 Meeting with work colleagues</i></p> <p><i>Portfolio Tutor Observation Sp 3 Asking for information about new training course</i></p>	BJones	
2. Adapt speech according to context			
2.1 Use formal and informal language, as appropriate to the situation and the audience	<p><i>Portfolio (memory stick) Video of meeting Sp 1 Meeting with work colleagues</i></p> <p><i>Portfolio Tutor Observation Sp 2</i></p> <p><i>Feed back after interview</i></p> <p><i>Portfolio Tutor Observation Sp 3 Asking for information about new training course</i></p> <p><i>Portfolio Transcript Sp 4</i></p> <p><i>Give instructions to new colleague</i></p>	BJones	
2.2 Adapt content according to situation	<p><i>Portfolio (memory stick) Video of meeting Sp 1 Meeting with work colleagues</i></p> <p><i>Portfolio Tutor Observation Sp 2</i></p> <p><i>Feed back after interview</i></p> <p><i>Portfolio Transcript Sp 4</i></p> <p><i>Give instructions to new colleague</i></p>	BJones	

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

NameFred Smith **Signed:**..... *F Smith* **Date:** 31/1/2018

Assessor feedback on unit:

The evidence presented was well organised and has met the criteria.

Assessor's Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Barry Jones **Signed:**.....*B Jones*..... **Date:** 13/2/2018

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name John Moore **Signed:**.....*J Moore*..... **Date:** 20/2/2019

Entry 3: Write to Communicate

Unit code	H505/6130
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.

Learner name and number	
--------------------------------	--

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Tutor signature	IQA signature
1. Be able to write to communicate.			
1.1 Plan and draft writing for different purposes.	<i>Portfolio - planning for Wr1 list points to be covered in letter to teacher</i> <i>First draft Wr1</i> <i>Portfolio - planning for Wr2 notes for story for magazine</i> <i>First draft Wr2</i>	<i>BJones</i>	
1.2 Use short paragraphs to organise writing.	<i>Portfolio - final piece for Wr1 handwritten letter</i> <i>Portfolio - final piece for Wr2 word-processed story for magazine</i>	<i>BJones</i>	
1.3 Write chronologically.	<i>Portfolio - final piece for Wr1 handwritten letter</i> <i>Portfolio - final piece for Wr2 word-processed story for magazine</i>	<i>BJones</i>	

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

NameFred Smith

Signed:..... F Smith

Date: 00/00/00

Assessor feedback on unit:

The evidence presented was well organised and has met the criteria.

Assessor's Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Barry Jones Signed:.....*B Jones*..... Date: 13/2/2018

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name John Moore Signed:.....*J Moore*..... Date: 20/2/2019

4. Unit guidance

4.1 Introduction

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

- Gateway Qualifications unit title and number
- Level
- Unit credit value
- Recommended guided learning hours
- Unit aim
- Learning outcomes with related assessment criteria
- Additional information
- Sample activities/contexts

The **additional information** column provides the reference to the Adult Literacy Core Curriculum statements where further clarification for teaching and learning can be found and further guidance on assessment for individual assessment criteria as appropriate.

Sample activities/contexts contain a variety of activities and contexts that centres might use or adapt as teaching, learning and assessment activities. They include examples from everyday life, leisure, community, family, training and employment. Centres can adapt these and combine them to provide meaningful and relevant tasks. The examples are provided to support centres in devising tasks to meet the needs of their learners. A single activity can provide evidence for different criteria and learning outcomes. Activities can also be combined across units to provide linked mixed skill assessment. The sample activities are not intended to be either exclusive or prescriptive.

Evidence requirements

Learners are required to provide evidence for each assessment criterion on more than one occasion in different contexts. This ensures that, for example, a learner can demonstrate English skills in an everyday home context and an employment context.

4.2 Units with sample assessment activities and contexts

Entry 1: Read for Purpose and Meaning

Unit code	H/505/6113
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to follow simple text and recognise purpose.

This unit has 2 learning outcomes

Learning outcomes	Assessment criteria	Additional information
1. Be able to follow a simple text.	1.1 Follow simple text on a familiar topic or experience. 1.2 Recognise and read simple sentence structures in order to extract meaning.	<p>Rt/E1.1; Rs/E1.1</p> <p>Use understanding of the concepts of initial capitalisation, a full stop and that capital letters are used for places, names and the personal pronoun I, to follow texts and extract meaning.</p> <p>Learners are likely to be following simple narratives or descriptions and recognising key steps, stages or basic chronology.</p> <p>Texts should be of approximately 50 words.</p> <p>Sentences should not be compound and will normally be in the present tense, with a limited requirement for decoding.</p>
2. Know about purpose in text.	2.1 Recognise that there are different types of text, for <i>example from layout, visuals, headings.</i>	<p>Rt/E1.2</p> <p>Learners should consider a range of different types of text, relevant to their daily living (e.g. a menu, a bus pass, a course leaflet)</p>

Sample activities/contexts

- Read their own composition which somebody else has written down.
- Track the order of print through simple texts of different types as someone else reads them aloud.
- Read simple sentences and check for sense e.g. a familiar personal statement: My name is ..., I have, a simple instruction: Press to open..., Do not throw away....
- Predict a text's likely subject matter from a headline or title and judge if it is of interest to them.
- Indicate the kinds of texts that could provide enjoyment or information.
- Recognise the purpose of simple texts in everyday life such as a greetings card, an advert, a road sign, an appointment card.

Entry 1: Read for Information

Unit code	K/505/6114
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to decode a limited number of familiar words and locate information from simple written sources.

This unit has 2 learning outcomes

Learning outcomes	Assessment criteria	Additional information
1. Be able to use different strategies to locate simple information from texts.	1.1 Read a limited meaningful sight vocabulary of familiar words. 1.2 Identify familiar key words in simple written sources. 1.3 Identify the meaning of simple signs and symbols. 1.4 Use visuals as clues to the meaning of words.	Rw/E1.1; Social sight vocabulary; 100 most common words from the Oxford English Corpus; Dolch List. Signs and symbols should be commonly occurring and include both typographical and visual (eg ampersands, equals, pounds, percentage, basic health and safety signs, directional signs)
2. Be able to decode familiar words in order to gain information.	2.1 Recognise the letters of the alphabet in both upper and lower case. 2.2 Decode simple regular words.	Rw/E1.2; Rw/E1.3 Use phoneme-grapheme correspondence – initial consonant letter sounds; short vowel sounds; initial consonant clusters; final consonant clusters.

Sample activities/contexts

- Read and understand words on forms related to personal information in a real-life situation e.g. first name, surname, address, postcode, age, date of birth.
- Find personal key words in a list.
- Recognise and understand signs for No Smoking, Ladies, Gents, Exit, Entrance, Bus Stop.
- Explain workplace signs to a colleague or teacher.
- Read and understand a very simple text based on familiar words such as some facts about own life written by someone else.
- Match words in upper and lower case e.g. No parking to NO PARKING.

Entry 1: Listen and Respond

Unit code	M/505/6115
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond to simple spoken information and in simple exchanges.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to listen and respond in verbal exchanges.	1.1 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary. 1.2 Listen and respond to requests for personal information. 1.3 Listen to and identify simply expressed feelings and opinions. 1.4 Respond to straightforward questions.	SLIr/E1.3; SLIr/E1.4; SLIr/E1.5; SLIr/E1.6 Feelings and opinions such as I feel, I like/don't like, I believe that. Personal information could include name, address, age, basic preferences The verbal exchange will normally be with one other person and last no more than 2 minutes.
2. Be able to extract information from verbal exchanges	2.1 Listen for and follow the gist of short explanations. 2.2 Use key words to help identify specific information in short explanations.	SLIr/E1.1; SLIr/E1.2; The spoken language from which learners are extracting information should be delivered at a moderate pace and clearly enunciated. Exchanges could include simple narratives, statements, questions or single-step instructions.

Sample activities/contexts

- Follow the general sense of a short explanation, such as a briefing about a new course, the description of a holiday play scheme, a change in routine at work, other people's experiences, showing some sign of engagement.
- Listen and locate specific detail such as dates, times, location of classes or events.
- Follow a simple spoken instruction correctly for work, leisure or study such as safety instructions, locking up after an event, putting away equipment.
- Listen and respond to a request from a doctor or dentist's receptionist for name and address.
- Listen and respond to a fellow learner's feelings about a test or assignment.
- Respond to questions about familiar things such as from a teacher observing a learning task or a supervisor about what went well or badly about a task.

Entry 1: Speak to Communicate

Unit code	T/505/6116
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to communicate basic information in informal and formal situations.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to speak to communicate basic information.	1.1 Speak clearly to be heard and understood. 1.2 Make statements of fact clearly.	SLc/E1.1; SLc/E1.4 Topics should be familiar. The information communicated should be basic (eg name, address, age, simple preferences)
2. Be able to make requests and ask questions	2.1 Make simple requests using appropriate terms and conventions, <i>for example relating to politeness</i> . 2.2 Ask questions to obtain specific information.	SLc/E1.2; SLc/E1.3; Conventions could include raising a hand before speaking, use of please and thank you or excuse me.

Sample activities/contexts

- Explain a straightforward purpose for example explain the general aims of a job at the end of a course, how to re-heat a cooked meal to an elderly relative.
- Ask for help with a task such as finding a seat in a cinema, filling in a form, lifting a buggy off a bus.
- Ask for specific information such as the cost of two or three products in a shop or about train or bus times at a booking office.
- Give factual information about themselves, such as when arriving for an appointment or enrolling on a course.
- Tell a relative or colleague that they are unable to do something with a simple reason.
- Make a phone call to state child will not be in school that day.

Entry 1: Engage in Discussion

Unit code	L/505/4145
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in simple discussion.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in simple discussion.	1.1 Respond to others in simple exchanges in everyday contexts. 1.2 Listen to others talk about familiar topics. 1.3 Speak clearly in discussion with others so that they can be heard and understood. 1.4 Use verbal and non-verbal conventions as appropriate when discussing familiar topics with others.	<p>SLd/E1.1</p> <p>SLc/E1.1</p> <p>SLc/E.2</p> <p>Discussions should be with a minimum of one other person.</p> <p>Discussions should take place in familiar situations and be on familiar topics.</p> <p>Discussions should normally be of approximately 2-3 minutes in length</p> <p>Verbal conventions might include staying on topic, making a basic link between own contribution and what has already been said, e.g. 'I agree with x'</p> <p>Non-verbal conventions might include nodding and shaking of head, smiling</p>

Sample activities/contexts

- Greet Answer straightforward questions from familiar visitors to the workplace, community centre, learning centre. (e.g. Who is duty manager today? When does the canteen open?)
- Talk to a colleague about a task in the workplace or learning centre.
- Talk about what they did the evening before with a friend, relative or colleague.
- Listen to a teacher or colleague and ask for something to be explained again.

Entry 1: Write to Communicate

Unit code	A/505/6117
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write to communicate basic information.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write to communicate information.	1.1 Use written words and phrases to record or present basic information, e.g. <i>a shopping list, a note to a friend</i> . 1.2 Select, from a given range, a format for written text appropriate to its purpose	<p>Wt/E1.1</p> <p>Some written evidence should include continuous text of 3-4 sentences in length.</p> <p>Form-filling is likely to require single words or short phrases rather than complete sentences</p> <p>Text will be mostly in the present tense.</p> <p>Learners should produce texts in contrasting formats for different purposes.</p> <p>Learners should be given a minimum of 3 different formats to choose from when selecting an appropriate format in which to present their own writing</p>

Sample activities/contexts

- Write a shopping list.
- Write a list of things to pack for a journey.
- Write a short note to a friend about where and when to meet.
- List some key autobiographical facts for their own pen portrait.
- Identify friends, fellow learners, family to write to and select appropriately illustrated cards or notelets and write simple messages on them.
- Compose simple text message e.g. *Will be home at 6. Call me later.*

Entry 1: Write Using Basic Punctuation and Spelling

Unit code	A/505/6120
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write using basic punctuation and spelling.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to produce writing using basic punctuation and spelling.	1.1 Construct a simple sentence, using a capital letter and full stop. 1.2 Use a capital letter for 'I'. 1.3 Spell correctly some personal key words and familiar words. 1.4 Use strategies to aid spelling, <i>for example look, say, cover, write, check</i> ; tracing letters in the air. 1.5 Write the letters of the alphabet using upper and lower case.	Ws/E1.1; Ws/E1.2; Ws/E1.3 Ww/E1.1; Ww/E1.2; Ww/E1.3; Ww/E1.4 High frequency words from the Dolch list and the Oxford English Corpus. Sentences should include correct basic word order (e.g. adjective ahead of noun)

Sample activities/contexts

- Write a simple sentence about themselves, using a capital 'I' to state a preference or give an opinion.
- Write correctly their own name and address using initial capital letters correctly.
- Write familiar words, such as days of the week, numbers to 10.
- Build a context based personal vocabulary related to work, learning, family.
- Enter names and numbers into contact list on mobile phone.

Entry 2: Read for Purpose and Meaning

Unit code	K/505/4122
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read short straightforward texts for purpose and meaning and use simple strategies to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read straightforward texts.	1.1 Identify the purposes of simple everyday texts. 1.2 Follow and understand the main events of short chronological texts. 1.3 Follow and understand the main steps in short instructional texts. 1.4 Identify linking words and adverbials in instructions and directions, <i>for example next, then, right and straight on.</i>	Rt/E2.1; Rt/E2.2; Rs/E2.1; Texts should be short (around 250 words maximum) and on familiar topics Learners should read different types of straightforward text, relevant to their own lives
2. Be able to use simple reading strategies.	2.1 Identify punctuation and capital letters to support understanding. 2.2 Use simple sentence structure and word order to help decipher unfamiliar words and predict meaning. 2.3 Identify plausible meanings of sentences using context and own experience to predict unknown words.	Rs/E2.2; Rs/E2.3; Rs/E2.4; Rw/E2.2

Sample activities/contexts

- Follow a simple set of instructions in labelled pictures.
- Read a simple story to a child.
- Read simple accounts and note features such as sequenced events and use of words such as first, next.

- Sort different types of text encountered in daily life such as personal letters, invoices, TV listings, recipes, tickets for an event and note any key features.
- Sequence a set of instructions so they can be carried out such as following a recipe, cleaning equipment.
- Make general sense of a simple continuous text written in sentences, such as a short office memo, encountered in daily life and work, even if they are not able to read every word.

Entry 2: Read for Information

Unit code	F/505/6121
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read straightforward written sources for information and to develop their understanding of spelling to decode words.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to locate information in straightforward written sources.	1.1. Identify common sources of information. 1.2. Locate specific information in short printed and electronic sources 1.3. Use illustrations and captions to locate information.	Rt/E2.3; Rt/E2.4; Texts will typically be of 100+ words and be descriptive rather than explanatory Texts might combine words, pictures and numbers Some of the written sources should require learners to move between pages
2. Be able to de-code words to obtain information.	2.1 Use phonic and graphic knowledge to decode words. 2.2 Recognise high frequency words. 2.3 Recognise words with common spelling patterns.	Rw/E2.1 Learners should be able to use their understanding that phonemes can be spelt in more than one way, and that the same grapheme can represent more than one sound, e.g. -ee (see) and -ea (meat)
3. Be able to apply understanding of alphabetical order to locate information.	3.1 Use initial letters to find out and sequence words in alphabetical order. 3.2 Use a simplified dictionary to find the meaning of unfamiliar words.	Rw/E2.4; Rw/E2.3

Sample activities/contexts

- Find out what is on television from a newspaper, guide, onscreen guide.
- Sort and match information to its source e.g. football results to newspaper sports section, list of dentists, hairdressers to yellow pages.
- Identify a personal list of information needs and locate likely sources.
- Use the front page of a website to find items of news, sport, gossip or entertainment.
- Use websites and printed sources to find information, such as holiday flights and cinema listings.
- Read and understand the personal information needed to complete a form in a real-life task such as a leisure centre pass.
- Read months of the year in a diary or calendar.
- Read a simple text, such as a flier for a school fete, using appropriate strategies to attempt every word.
- Look up unknown words from their own reading in a simplified dictionary and keep a log.
- Put names of family, colleagues, fellow learners into alphabetical order. Find own name in a college list or a friend's phone number by using a contacts list on a phone.
- Find an item in a catalogue index.

Entry 2: Listen and Respond

Unit code	L/505/6123
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond in conversations and discussions.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to listen and extract meaning in verbal exchanges.	1.1. Follow the gist of straightforward narratives, descriptions and conversations. 1.2. Identify the main points in short explanations and presentations. 1.3. Listen for detail in short explanations and instructions.	SLIr/E2.1; SLIr/E2.2; SLIr/E2.3; SLIr/E2.4; Verbal exchanges should be of around 3-4 minutes. They should be with a minimum of one other person. Evidence across the assessment criteria should include listening and responding to different types of spoken language.
2. Be able to respond in verbal exchanges	2.1 Follow short straightforward oral instructions. 2.2 Give appropriate responses to straightforward questions or requests.	SLIr/E2.4 Instructions should include more than one step, linked with simple conjunctions such as 'then', 'next'. Questions or requests should relate to familiar topics

Sample activities/contexts

- Follow and understand an explanation of a new safety procedure using common sequence markers such as firstly, then, next, after, finally, in the end etc.
- Follow and take mental note of specific details in a local radio weather forecast or traffic report.
- Listen to a short presentation on a project at work or in education or training and relay the main points to a colleague.
- Listen to descriptions of jobs (from other learners, the teacher) and decide what the main duties of the jobs are.
- Watch short video clips and identify what is being talked about.

- Follow instructions from a health visitor for measuring a child's temperature and understand what action to take if necessary.
Provide basic information about prior learning in response to tutor's questions in an initial assessment interview.

Entry 2: Speak to Communicate

Unit code	M/505/4140
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate in different situations

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to speak to communicate.	1.1. Speak clearly to be heard and understood in straightforward exchanges. 1.2. Ask questions and make requests to obtain information in everyday situations. 1.3. Express statements of fact about familiar topics. 1.4. Give short accounts and descriptions in familiar contexts.	SLc/E2.1; SLc/E2.2; SLc/E2.3; SLc/E2.4 Accounts, contributions to exchanges or descriptions should include multiple points, rather than single statements or phrases. Some accounts or descriptions should include use of past tense. Verbal contributions should include, as appropriate to the situation, information, feelings and opinions.

Sample activities/contexts

- Speak clearly to tell a colleague or fellow learner about what has happened in their absence
- Give an account to a visitor of their daily routine at work, education, training
- Tell a shop assistant the reasons for wanting to change some goods
- Obtain straightforward information from a travel advisor about a particular holiday
- Describe symptoms to a doctor or health worker
- Ask questions in a shop about the relative merits of different mobile phones
- Explain a problem with a purchase in a telephone conversation with an online retailer
- Ask questions to clarify understanding when asking for directions, opening hours, placing an order.

Entry 2: Engage in Discussion

Unit code	R/505/6124
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in straightforward discussion in familiar contexts.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in discussion.	1.1. Follow the gist and main points of discussions on familiar topics. 1.2. Make appropriate contributions to discussions on familiar topics. 1.3. Ask questions to clarify understanding 1.4. Respond to straightforward questions.	SLd/E2.1; SLd/E2.2 SLIr/E2.1 SLc/E2.4 Discussions should be with one or more people in a familiar situation Appropriate contributions will be relevant to the subject matter under discussion and to the flow of the discussion. Clarifying questions will be simple, such as 'Can you say that again?' or 'What does x mean?'

Sample activities/contexts

- Follow a discussion in class or at work between others, understand the conclusions reached and act on them if necessary.
- Contribute own opinions or information to a class discussion about arranging a trip.
- Watch a discussion from a talk show and identify some main points and conclusions.
- Discuss with friends, family or colleagues arrangements to go out, commenting on other people's suggestions.

Entry 2: Write to Communicate

Unit code	Y/505/6125
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write to communicate simple information.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write to communicate information.	1.1. Use written words and phrases, including adjectives, to record or present simple information. 1.2. Select and use an appropriate format and basic style to match the purpose of their writing.	Wt/E2.1; Ws/E2.1; Ws/E2.2 Evidence should include a short paragraph of continuous text, simply structured but with a clear flow. Written texts should include use of different tenses and a range of familiar common words, relevant to the topic. Learners should produce different types of text.

Sample activities/contexts

- A short email message to a teacher or employer.
- An absence note to a child's teacher.
- A diary entry.
- A personal reading record.
- A short description of what somebody else is wearing or what they will wear for an event.
- A postcard describing a place they are visiting.

Entry 2: Write Accurately

Unit code	J/505/6119
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write legibly, using punctuation and spelling familiar words correctly.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to produce accurately text.	1.1. Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but. 1.2. Use punctuation correctly, e.g. capital letters including for proper nouns, full stops, question marks. 1.3. Spell correctly words relating to personal details and familiar common words. 1.4. Produce legible text in short familiar formats.	Ws/E2.3; Ww/E2.1; Ww/E2.2; Ww/E2.3 Can use a variety of simple sentence patterns More high frequency words from the Dolch list; names of family members, friends, workmates; months of the year; numbers to twenty. Texts produced should be comprehensible to a native English speaker.

Sample activities/contexts

- Write a letter to a friend or family member.
- Use pictures (prepared from a catalogue, cards, etc.) to plan and write a simple story for a child.
- Write a message or note enquiring when and where something is taking place, using question marks and capitals correctly.
- Use capitals correctly when completing a form to send off for something in a magazine or newspaper.
- Write a short text explaining a process from their own experience in complete sentences with appropriate end-of-sentence punctuation, e.g. how to use their microwave.
- Complete personal details correctly, using some full sentences, correctly on a variety of simple forms, e.g. contact details requested by a child's teacher before a school trip.

Entry 3: Read for Purpose and Meaning

Unit code	D/505/6126
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and understand purpose and meaning in straightforward texts as well as simple strategies to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and understand texts.	1.1. Follow key events in different types of straightforward text. 1.2. Identify the main points and ideas in straightforward texts. 1.3. Identify the purposes of different types of texts. 1.4. Skim title, headings and illustrations for general meaning and purpose.	Rt/E3.1; Rt/E3.2; Rt/E3.4; Rt/E3.6; Continuous descriptive, explanatory texts with multiple paragraphs. Texts should include those with up to 700 words Learners should read texts in different formats, including those presented in columns, those making use of different types of image and those presented over more than one page.
2. Be able to use simple reading strategies to support understanding.	2.1 Use organisational features, including images to support understanding. 2.2 Use punctuation and capitalisation in texts to aid understanding. 2.3 Use context to work out unfamiliar words. 2.4 Use knowledge of words, spelling and sentence patterns to support understanding <i>for example, nouns, adjectives, connectives, verbs, prefixes and suffixes and plausible meaning.</i>	Rs/E3.3; Rs/E3.2; Rw/E3.5 Read a simple continuous text written in sentences and get most of the sense even if they are not able to read every word, e.g. using prediction and previewing strategies Apply knowledge of sound and letter patterns and of structure of words including compounds, root words, grammatical endings, syllable

Learning outcomes	Assessment criteria	Additional information
		<p>divisions to help decode words.</p> <p>Organisational features might include headings, sub-headings, footnotes and captions</p>

Sample activities/contexts

- Read and understand the main events in a continuous text encountered in their own life such as a school newsletter, a charity leaflet, a letter.
- Read a narrative text and summarise the main events for other learners.
- Pick out the main points in a magazine article about an area of their own interest e.g. healthy eating, film review.
- Select texts for their own purposes such a tourist information leaflet, a computer manual, a telephone directory, a specialist magazine.
- Predict what different texts are about from headlines, headings, key words, illustrations and layout e.g. health and safety notices, advertising flier, hospital/dental appointment letter, menus.
- Read and recognise the different purposes for the different texts that come through the letter box, e.g. fast food leaflet, local free paper, notice about planned road works.

Entry 3: Read for Information

Unit code	H/505/6127
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read straightforward written sources, including instructional texts, and use a dictionary to gain information

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and obtain information from everyday sources.	1.1. Scan texts to locate information 1.2. Obtain information through detailed reading 1.3. Show understanding of straightforward instructional texts 1.4. Identify common and specialist key words, including words on forms.	Rt/E3.5; Rt/E3.7; Rt/E3.8 Rw/E3.1; Rw/E3.2; Rs/E3.1 Learners should read different types of commonly-occurring text, including electronic and paper-based media. Texts should contain some unfamiliar words and some complex structures. They should cover diverse but broadly familiar topics Recognise language of instructions in own life such as use of imperatives, second person.
2. Be able to use a dictionary to obtain information	2.1 Find the meaning of unfamiliar words in a simple dictionary 2.2 Use alphabetical order to support dictionary use	Rw/E3.3; Rw/E3.4 Look up unknown words in their personal reading Use first and second place letters to order words alphabetically.

Sample activities/contexts

- Scan a cinema listing or TV listing to locate a film or TV programme.
- Use instructional texts to complete tasks in their own life e.g. recipes, rules, instructions for equipment, directions.
- Locate and read specific information in newspaper listings.
- Find details of date, time and venue for an appointment or event from a letter or card.
- Complete a form containing words such as occupation, employer, made payable to, use block capitals.
- Find services relevant to their life in Yellow Pages using knowledge of alphabet.
- Predict what different texts are about from headlines, headings, key words, illustrations and layout e.g. health and safety notices, advertising flier, hospital/dental appointment letter, menus.
- Read and recognise the different purposes. Find key information from for the different texts that come through the letter box, e.g. delivery cost from a fast food leaflet, library opening times from local free paper, dates on a notice about planned road works.

Entry 3: Listen and Respond

Unit code	H/505/4135
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond in conversations and discussions.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to listen and respond in verbal exchanges.	1.1. Follow the gist of spoken communication in different contexts. 1.2. Listen for detail and identify specific information. 1.3. Use visual and verbal feedback signals to aid understanding. 1.4. Respond to spoken information and opinions. 1.5. Respond to questions on familiar topics.	SLlr/E3.1; SLlr/E3.2; SLlr/E3.3; SLlr/E3.4; SLlr/E3.5 Learners should be listening and responding to spoken language that includes straightforward information, narratives, explanations and instructions. Verbal exchanges should include a varying number of people, but not usually more than 3 or 4. Exchanges should normally include multiple contributions from participants. They might last up to 4 or 5 minutes, where relevant. Exchanges should be face to face over the phone/Skype or other remote means.

Sample activities/contexts

- Listen for gist in different contexts e.g. in a talk to parents about a school trip, at a work meeting.
- Listen to a message on an answering machine and pass on details.
- Listen on the telephone or face to face to a complaint, request or enquiry and decide who should deal with it.
- Follow a demonstration of some equipment in work or training and respond with clarifying questions.

- Follow an explanation or demonstration by teacher of a practical activity or where to locate something.
- Listen for gist or narrative to a short video clip e.g. a health and safety training video
- Listen to different viewpoints in a meeting and respond with own viewpoint.
- Watch video clips of people expressing points of view in different contexts, e.g. House of Commons, television discussion, a training video.
- Respond to questions about their own experiences such as a teacher's questions about a recent trip or visit.

Entry 3: Speak to Communicate

Unit code	K/505/6128
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate in different situations.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to speak to communicate information, feelings and opinions.	1.1. Speak with appropriate clarity, speed and phrasing. 1.2. Use appropriate language and register in different formal and informal, familiar situations. 1.3. Give short explanations, accounts and descriptions. 1.4. Ask questions and make requests to obtain information.	<p>SLc/E3.1; SLc/E3.2; SLc/E3.3; SLc/E3.4</p> <p>Learners should be able to adapt their tone, gestures and vocabulary to suit the degree of formality of the situation.</p> <p>Learners are expected to speak about familiar topics both face-to-face and on the phone, using Skype or other forms or remote communication.</p> <p>Communications should include some explanations, accounts or descriptions, where they are using multiple sentences or making several points, as appropriate to the situation.</p>

Sample activities/contexts

- Welcome an outside speaker or visitor and thank them appropriately at the end of the presentation or event.
- Telephone and leave a message on an answering machine.
- Explain to a friend the best route to your house.
- Give an explanation to a colleague about where to find out information about a specific work task or event.

- Make a telephone enquiry and obtain information required about the time of a film, availability and cost of tickets to an event, the cost of an event, to a hotel about a weekend break.
- Recommend a film to a friend.
- Share feelings about a forthcoming event for example a visit to the hospital, a child starting school.

Entry 3: Engage in Discussion

Unit code	M/505/6129
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in discussion and make relevant points.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in discussion to reach a shared understanding of a topic.	1.1. Follow and understand the main points in discussions on different topics. 1.2. Make relevant contributions at an appropriate point. 1.3. Respect turn-taking conventions. 1.4. Respond appropriately to the contributions of others	SLd/E3.1; SLd/E3.2; SLd/E3.3 Topics should be varied but familiar. Discussions should be with one or more people and include different group sizes and be made up of different sets of contributors. Appropriate responses will show understanding of the contributions of others and be framed using language and gestures that demonstrate respect for others' opinions (e.g. 'I disagree completely').

Sample activities/contexts

- Follow a news interview on local radio and be able to express a view on the issue.
- Watch video clips of television discussions to follow the main points and express own viewpoint.
- Participate in planning for a work party, fundraising activity or celebration.
- Make relevant contributions to a discussion e.g. about how to improve a staff canteen, planning a group research project, evaluating the success of a course with others.

Entry 3: Write to Communicate

Unit code	H505/6130
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.

This unit has 1 learning outcome.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write to communicate.	1.1 Plan and draft writing for different purposes. 1.2 Use short paragraphs to organise writing. 1.3 Write in a logical order, for example chronologically.	Wt/E3.1; Wt/E3.2; Wt/E3.3, Use different ways of planning such as notes, list of points, diagrams etc. Plan and draft a continuous and coherent piece of text of about half a page divided into short paragraphs. Paragraphs should be used to help sequence writing logically. Evidence should include a minimum of 3 texts, each with a different purpose.

Sample activities/contexts

- Write a letter to a teacher explaining they are going on holiday.
- Produce story or a poem for a college or community magazine.
- Plan and draft an email enquiring about a matter of interest, e.g. to a child-minder, asking whether they have any vacancies, their charges and the hours they offer.
- Draft three or four paragraphs to the council regarding a matter of concern e.g. shortage of parking, the state of the local park, traffic problems.
- Describe a process where stages must occur in a particular sequence e.g. preparing a wall for decorating, hanging wallpaper.
- Write a short report of an incident such as an accident or disagreement.

Entry 3: Write Accurately

Unit code	L/505/4159
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn to write legibly, using correct basic punctuation, spelling and grammar.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to write using correct basic grammar.	1.1. Write in complete sentences, <i>for example, with one or more clauses in familiar forms of written communication.</i> 1.2. Use pronouns so their meaning is clear 1.3. Use correct basic grammar for <i>example</i> , appropriate verb tense, subject-verb agreement.	Ws/E3.1; Ws/E3.2; Ws/E3.3; Sentences should be complex and varied in length and construction. Word order should be accurate.
2. Be able to write using correct basic spelling and punctuation	2.1 Use punctuation correctly, <i>for example capital letters, full stops, questions marks, exclamation marks, commas.</i> 2.2 Spell correctly common words and relevant key words for work and special interest. 2.3 Use knowledge of sound-spelling links and letter patterns to spell a greater range of words. 2.4 Produce legible and reasonably neat text.	Ws/E3.4; Ww/E3.1; Ww/E3.2; Ww/E3.3 Apply strategies for working out likely spellings from their knowledge of rules and patterns.
3. Proofread own writing	3.1. Proofread and correct simple grammatical and spelling errors in own writing.	Wt/E3.4;

Sample activities/contexts

- Write a report to a community group using past, present and future, as appropriate with subject-verb agreement.
- Write an account of a recent event in their own life using complete sentences with full stops, questions marks, exclamation marks as appropriate.
- Write a note arranging a place and time to meet to see a film or group and somewhere to go afterwards, using capitals correctly for proper nouns.
- Handwrite a legible and reasonably neat letter to a friend of family member.

Level 1: Read for Purpose and Meaning

Unit code	Y/505/6318
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and understand meaning and purpose in a variety of texts. They will also learn to use a range of reading strategies to support understanding.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and understand texts.	1.1. Extract main points and specific details in different continuous texts 1.2. Follow the main events in descriptive, explanatory and persuasive text.	Rt/L1.1; Rt/L1.3 Texts should be of varying lengths and on a variety of topics Learners should be reading independently
2. Know how purpose of texts affects use of language and textual features.	2.1 Identify different purposes in different types of text. 2.2 Identify how language is used for specific purposes, <i>for example to instruct, explain, describe and persuade.</i> 2.3 Identify how textual features are used for specific purposes.	Rt/L1.2; Rt/L1.3; Rs/L1.2
3. Be able to use reading strategies to support understanding.	3.1. Use grammatical features to predict meaning. 3.2. Use prediction and previewing techniques to identify plausible meanings and to check for sense. 3.3. Use images to identify meaning that is not explicit in the text. 3.4. Use punctuation to support understanding of texts.	Rt/L1.5; Rs/L1.1; Rs/L1.2

Sample activities/contexts

- Read, understand and comment on a variety of written texts in their own daily life and identify their purpose, e.g. choose a holiday after reading a brochure or online holiday website, act on a letter from their child's school, follow up an insurance policy renewal letter, a letter from a utility company offering a 'special deal'.
- Distinguish between factual and persuasive writing e.g. an NHS factsheet and a private healthcare advertising brochure.
- Read a newspaper article/blog and understand the point of view of the writer.
- Read a report or continuous text of at least three paragraphs e.g. a section from an information text on a topic of interest and summarise the content for others and give an opinion on it.

Level 1: Read for Information

Unit code	L/505/4131
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and obtain information from different printed and online sources. They will learn how to use reference materials and spelling strategies to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and obtain information from different sources.	1.1. Use organisational and structural features to locate information, <i>for example: paragraphs, contents list, index, menu.</i> 1.2. Locate and understand information from different printed and online sources. 1.3. Use visual cues to locate information, <i>for example keys, symbols, alphabetical order.</i>	Rt/L1.4; Rs/L1.1 Sources should include both online and printed, be of different formats and lengths, and contain contrasting types of information. Texts should be formal and informal. Learners should obtain information from a minimum of 3 different, contrasting sources. Techniques might include skimming and scanning.
2. Be able to use reference sources and spelling strategies.	2.1 Apply knowledge of words to understand unfamiliar vocabulary, <i>for example applying knowledge of word structure, related words, word roots, derivations, borrowings.</i> 2.2 Make use of reference sources to find meanings of unfamiliar words. 2.3 Understand the meaning of typical abbreviations used in reference materials.	Rw/L1.1; Rw/L1.2;Rw/L1.3 Reference sources might include a dictionary, thesaurus or glossary and might be paper-based, on-line or in the form of an app. Abbreviations might include, n for noun, v for verb etc.

Sample activities/contexts

- Find cinema listings, a weather forecast, details of an event on a website or in a newspaper using contents, index, menus etc.
- Plan and book a holiday using a brochure or online brochure
- Find out specific information from a rail timetable.
- Look up specialist words in a glossary, e.g. when reading information text on an unfamiliar subject, such as applying for a primary school place for a child.
- Read and understand specialist and explanatory vocabulary in healthcare leaflets or other public information leaflets or websites.
- Follow and understand a menu that uses borrowed words from other languages.

Level 1: Listen and Respond

Unit code	D/505/6319
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond to spoken language in a variety of contexts.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to understand and respond to spoken language	1.1. Identify relevant spoken information from different sources. 1.2. Listen to and demonstrate understanding of explanations and instructions on different straightforward topics in a range of contexts.	SLIr/L1.1; SLIr/L1.2; SLIr/L1.3; SLIr/L1.4 Spoken language should include information, narratives, explanations and instructions of varying lengths and on different topics.
2. Be able to listen and respond in exchanges.	2.1 Listen and respond to information in one-to-one and group contexts. 2.2 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding with others. 2.3 Provide feedback as required when listening to others. 2.4 Respond appropriately to questions on different topics.	SLIr/L1.2; SLIr/L1.5; SLIr/L1.6 Group sizes should vary and should normally include at least one group of 4 or more learners. Some exchanges should not be teacher-led. Responses and feedback should be clearly linked to the question or discussion. They should include some continuous speech, rather than single word or short phrase answers. Non-verbal strategies might include facial expressions and body language. Phrases for clarifications might include, 'so you are saying?' or 'did you mean?'. Learners might use paraphrasing or use of scenario or example to check understanding, e.g. 'would

Learning outcomes	Assessment criteria	Additional information
		that apply to someone new to the country?'

Sample activities/contexts

- Listen to a presentation and identify information relevant to own situation e.g. for parents about how to apply for secondary school place, description of tasks at a job interview.
- Listen to, understand and be able to perform a set of instructions e.g. first aid on a dummy, using a piece of equipment safely, vet's instructions on how to take care of a sick pet.
- Locate relevant information from recorded messages.
- Use appropriate clarifying strategies to make sure of understanding a new procedure such as for completing time sheets, registering for a new course.
- Listen with engagement face to face while someone explains or recounts an event or something that needs to be done.
- Take part in an interview, answering questions about own experience and skills.

Level 1: Speak to Communicate

Unit code	R/505/6320
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to communicate with others.	1.1. Speak clearly in a way which suits the situation. 1.2. Express statements of fact, explanations, instructions, accounts and descriptions 1.3. Ask questions to obtain information from different people and for different purposes.	SLc/L1.2;SLc/L1.3; SLc/L1.4 Learners should communicate on a range of different topics for different purposes. At least one situation should require them to speak continuously, (or with appropriate interruptions, e.g. to listen and respond to a listener's question) for between 60 and 90 seconds.
2. Be able to adapt speech according to context.	2.1 Use formal and informal language, as appropriate to the situation and the audience. 2.2 Adapt content according to situation.	SLc/L1.1 Contexts should vary and might include face-to-face and telephone conversations. Adjustments could include to length, use of politeness conventions, fixed expressions, use of slang or colloquialisms

Sample activities/contexts

- Speak clearly to a small team so as to be heard and understood e.g. in a meeting to plan an event, in a group to plan a task.
- Ask for information about rights and entitlements e.g. from a union representative, a Housing Officer, the Citizen's advice Bureau.
- Ask a doctor for further information and clarification regarding treatment of self or others.

- Give a set of instructions for completing a task to someone so they can follow and understand e.g. how to get the photocopier to produce stapled documents.
- Give an account of an appointment or interview with a prospective employer, organising information coherently and including relevant detail.
- Ask questions in an appropriate form at a meeting.

Level 1: Engage in Discussion

Unit code	Y/505/6321
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in discussion with others, in both familiar and unfamiliar situations.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to engage in discussion.	1.1. Make relevant contributions to discussions in familiar and unfamiliar situations. 1.2. In discussion, present information and opinions in a logical sequence.	<p>SLd/L1.1</p> <p>Discussions should be with one or more people and cover different, straightforward topics. Group sizes should vary; groups should not always include the teacher.</p> <p>Discussions should be of around 4-6 minutes.</p>
2. Be able to listen and respond to others in a discussion.	2.1 Actively listen to the contributions of others in a discussion. 2.2 Respect turn taking rights in a sustained discussion. 2.3 Respond to questions from others. 2.4 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding of the contributions of others 2.5 Use appropriate phrases for interruption.	<p>SLd/L1.2; SLd/L1.3 SLIr/L1.3</p> <p>Learners should be applying listening and response skills consistently over an extended discussion.</p> <p>Learners will be proactive in expressing points of view, moving discussion forward and interrupting when appropriate.</p> <p>Phrases for interruption might include, 'Can I stop you there?', 'I'm sorry to interrupt but..'</p>

Sample activities/contexts

- Discuss with work colleagues the best way to implement new health and safety procedures, presenting ideas logically.
- Discuss with line manager how to address problems with a member of staff.
- Make relevant contributions in a local group discussion on how a community facility can be improved.
- Take part in a discussion with other learners on a sensitive issue respecting other points of view.

Level 1: Write to Communicate

Unit code	D/505/6322
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to plan own writing.	1.1. Identify purpose and audience for writing. 1.2. Select appropriate format. 1.3. Use appropriate planning techniques to produce a first draft.	Wt/L1.1; Wt/L1.2; Learners will be expected to plan and produce written text for at least two different purposes, one formal and one less formal, and for at least two different audiences. Texts might include forms, records, emails, letters, narratives, instructions, reports or explanations
2. Be able to structure own writing to communicate ideas and information.	2.1 Present ideas and information in a logical sequence, using paragraphs as necessary. 2.2 Use language, format and structure that are suitable for purpose and audience. 2.3 Present information in a continuous sequence, so that meaning is clear. 2.4 Judge how much to write and the level of detail to include to suit purpose and audience 2.5 Proofread and revise writing for accuracy and meaning.	Wt/L1.3 Wt/L1.2 Wt/L1.4; Wt/L1.5 Wt/L1.6; At least one text should be of 250 – 300 words and of a minimum of 6 paragraphs. Learners might demonstrate corrections of spelling, grammar or word order. Some words might have been substituted for more appropriate synonyms.

Sample activities/contexts

- Plan, draft and write a letter or email outlining why you are the best person to take on a voluntary activity in a work or leisure setting.
- Plan, draft and write a speech to deliver at a family celebration.
- Write a formal letter of complaint/email to a supermarket.
- Write clear instructions for a new work colleague, e.g. on using a particular piece of equipment.
- Write different short texts for different purposes, demonstrating an understanding of register and language appropriate for the task e.g. an advert for a shop window, an invitation, a request for information from the council, a note to a friend.

Level 1: Write with Accuracy

Unit code	F/505/4160
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to improve the accuracy of their writing through using accurate spelling, punctuation and grammar.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to use correct grammar in written texts.	1.1. Write in complete sentences, using a range to suit text type. 1.2. Use correct subject verb agreement in sentences. 1.3. Use correct verb-tense agreement in sentences. 1.4. Use grammatical features correctly so that meaning is clear.	Ws/L1.1 Ws/L1.2; Ws/L1.3 Sentences should be varied; some should be compound and complex, for example including subordinate clauses.
2. Be able to write legibly with correct spelling and punctuation.	2.1 Spell correctly words used most often in work, studies and daily life. 2.2 Spell words with regular and irregular spelling patterns. 2.3 Punctuate sentences correctly, so that meaning is clear. 2.4 Produce legible handwritten text.	Ww/L1.1; Ww/L1.2 Correct punctuation should be used consistently.
3. Be able to proofread and revise writing.	3.1. Identify and correct errors of grammar, <i>for example verb tense agreement, subject verb agreement.</i> 3.2. Identify and correct common spelling errors. 3.3. Identify and correct punctuation errors. 3.4. Revise writing to improve meaning.	Wt/L1.6 Improvements for meaning might include substituting one synonym for another, clarifying expressions, making changes for dramatic effect.

Sample activities/contexts

- Write a formal letter to somebody they do not know with correct use of capital letters, punctuation and paragraphs e.g. enquiring about a job vacancy, a letter of complaint.
- Write an email to accompany a job application form, ensuring all words are spelt accurately and meaning is clear.
- Proof and correct own writing for errors, repetitions, omissions e.g. in a formal letter or instructions.
- Write grammatically correct sentences with subject-verb agreement and the correct use of tense, e.g. the account of an accident for an insurance company.
- Handwrite a legible and neatly presented letter to someone outside the family.

Level 2: Read for Purpose and Meaning

Unit code	H/505/6323
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read for purpose and meaning in texts of varying complexity.

This unit has 3 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to read and understand a range of texts.	1.1. Follow the main events and ideas in a range of continuous descriptive, explanatory and persuasive texts. 1.2. Identify the main points and specific details in different texts. 1.3. Identify the effects that different language features have in texts. 1.4. Read an argument and identify the points of view. 1.5. Infer meaning which is not explicit. 1.6. Read critically to compare and evaluate ideas and opinions. 1.7. Identify bias.	Rt/L2.1; Rt/L2.3; Rt/L2.4; Rt/L2.5 Rw/L2.3 Learners should read a minimum of 3 texts, written for different purposes and audiences. Texts should be of differing levels of accessibility and might be historical or literary or topical/contemporary. Some will include subject matter unfamiliar to the learners. Texts will include some sophisticated, unfamiliar vocabulary and complex sentence structures. At least one text should be of 500 words or more.
2. Be able to judge the purpose of texts.	2.1 Use own knowledge and experience of context to judge the purpose of different types of text 2.2 Use grammatical knowledge, prior knowledge and context, to judge the purpose of different types of text. 2.3 Recognise and understand vocabulary associated with a range of texts and purposes.	Rt/L2.2; Rt/L2.4; Rt/L2.5; Rt/L2.7 Rs/L2.1;Rs/L2.2 Learners should be able to use implicit and explicit grammatical knowledge.
3. Be able to use a range of strategies to understand	3.1. Use different strategies to interpret information	Rt/L2.7; Rs L2.2; Rs/L2.1

Learning outcomes	Assessment criteria	Additional information
text.	3.2. Identify how grammar and vocabulary signal the context and formality of texts. 3.3. Use punctuation to help interpret the meaning and purpose of texts.	Learners' use of different strategies can be evidenced through observation records, questioning and answering and use of targeted comprehension exercises. For example, knowing that a colon will be followed by a list or series of examples.

Sample activities/contexts

- Read a report or newspaper article, following the main ideas and understanding overall meaning.
- Distinguish the main points and details in texts related to their own work, home and learning and follow up as appropriate.
- Read about an issue, identifying the pros and cons and share their own conclusions.
- Read and understand satirical or ironic texts to identify meaning which is not explicit.
- Read a novel or collection of short stories for pleasure.
- Read different newspaper reports of a local or national event, understanding the different perspectives.

Level 2: Read for Information

Unit code	K/505/6324
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to read and obtain information of varying length and detail from different sources and to use resources to support understanding.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to obtain and use information from a range of sources.	1.1. Use organisational features to locate information. 1.2. Compare and evaluate information from different sources in order to select information for own use. 1.3. Summarise information from longer documents. 1.4. Recognise the meaning of specialist or technical vocabulary 1.5. Use knowledge of vocabulary to aid understanding. 1.6. Use different strategies to obtain information, including skimming scanning and detailed reading	Rt/L2.5; Rt/L2.6; Rt/L2.8 Rw/L2.1; Rw/L2.3 Rt/L2.7 Sources should be varied, written for different purposes and audiences, and on a range of topics, not all of which will be familiar to the learner. Learners should be able to summarise a 5 paragraph text into a single paragraph. Specialist vocabulary might relate to a specific job role, hobby or set of instructions for a task.
2. Be able to use reference material.	2.1 Use reference material to find out unfamiliar terminology. 2.2 Use reference material to research a topic or issue	Rw/L2.2; Rw/L2.3 Learners might use paper-based or electronic reference sources. They should refer to them for different purposes (e.g. to how to use a new appliance or for information for an essay).

Sample activities/contexts

- Use different strategies to find information, such as on the internet and in a specialist magazine, e.g. to research for an expensive purchase, for an essay, for a personal project.
- Research websites for views on the merits of a new household appliance.
- Select books as gifts from an online book store or from reviews in magazines.
- Summarise the key points from an official report in order to discuss with others.
- Read and understand a legal document, such as a contract of employment or rental agreement.
- Look up an unfamiliar word in a dictionary and decide from a range of meanings which one best suits the context, e.g. when reading a legal letter.
- Use different sources of information such as dictionaries, online dictionaries, glossaries, keys.

Level 2: Listen and Respond

Unit code	M/505/4137
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to listen and respond to extended and detailed spoken language in a range of contexts.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to understand and respond to extended spoken information.	1.1. Identify and record relevant information from extended explanations and presentations on different topics 1.2. Listen to, demonstrate understanding of and follow multi -step instructions in different situations 1.3. Listen to, demonstrate understanding of and follow narratives on different topics.	SLIr/L2.1; SLIr/L2.2 Extended spoken information should be of up to 5 minutes. Instructions will normally be up to 4 or 5 steps, depending on the complexity of the content. Topics should be of interest or relevance to learners but not all will be familiar.
2. Be able to listen to and respond in extended exchanges.	2.1 Respond to extended questions on different topics 2.2 Keep track of complex and detailed questions 2.3 Respond coherently to complex and detailed questions 2.4 Respond appropriately to constructive criticism 2.5 Make constructive critical responses.	SLIr/L2.3 SLIr/L2.4 Questions might be in two parts (e.g. what would you do and why?), should be open and closed, and contain multiple clauses or phrases (E.g. a conditional clause: 'If I asked you to do x, how would you...?') Contexts might include formal interviews or less formal debates with peers. Responses to criticism might include accepting points made, querying comments or disagreeing with reasons. Constructive critical responses might include comments on relevance,

Learning outcomes	Assessment criteria	Additional information
		opinions with supporting evidence to aid development.

Sample activities/contexts

- Visit a news website, follow a video report and explain to others.
- Listen to a presentation and note down relevant key points from a talk by a careers officer on training and employment opportunities.
- Listen to a presentation from a pension provider and note down the relevant key points.
- Listen to a radio programme or recorded story for pleasure and respond to questions from others about it.
- Listen to and take notes on a correct emergency first aid procedure.
- Speak during an interview and give a detailed response to open evaluative questions.
- Respond appropriately to points raised in a performance review at work.

Level 2: Speak to Communicate

Unit code	J/505/4144
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to speak to communicate detailed information, ideas and opinions clearly and appropriately.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to communicate with others.	1.1. Speak clearly and confidently in different situations. 1.2. Present detailed information, ideas and opinions in a logical sequence. 1.3. Provide further detail and development in response to the requests of others. 1.4. Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts.	SLc/L2.1; SLc/L2.2; SLc/2.3; SLc/L2.4 Situations should include familiar and unfamiliar, formal and less formal. At least one situation should require learners to speak continuously for between 1 and 2 minutes, breaking only to improve clarity of presentation, e.g. to respond to queries or to introduce a visual aid or prop.
2. Be able to adapt speech and style according to context.	2.1 Express clearly statements of fact, explanations, instructions, accounts and descriptions using structure, style and vocabulary appropriate to the purpose and audience. 2.2 Sustain an appropriate style for different situations and audiences.	SLc/L2.1; SLc/2.2 Learners should speak in formal and less formal situations including on topics that are not familiar to them. They should speak for at least 3 different purposes and audiences in order to demonstrate their ability to adapt language, tone, pace, length, style.

Sample activities/contexts

- Present information and put forward proposals in a meeting e.g. at work, a union meeting, a public meeting about a local issue, a parents' meeting.

- Give a presentation on proposed working practices to colleagues or give a presentation to other learners, dealing with questions in the course of the talk.
- Present a proposal to a group about a local issue and respond to questions asking for further detail.
- Ask for information on what is required in a formal or unfamiliar context, such as how and when to register a birth or death, what papers to supply etc.

Level 2: Engage in Discussion

Unit code	H/505/4149
Credit value	2
GLH	20
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to engage in discussion in a variety of situations, making clear and effective contributions.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to contribute to discussions and move them forward.	1.1. Make relevant contributions to discussions in different contexts and on different subjects. 1.2. Adapt own contributions to suit audience, purpose and situation. 1.3. Move discussion forward when appropriate. 1.4. Support opinions and arguments with evidence.	<p>SLd/L2.1; SLd/L2.4</p> <p>Discussions should be with groups of varying sizes, from one other person, up to groups of 4 or 5.</p> <p>Discussions should be of varying lengths, including one of 6 – 8 minutes</p> <p>Adaptations should include use of formal or informal language, appropriate verbal and non-verbal responses, tone, register</p> <p>Topics should include issues both familiar and unfamiliar to the learner</p> <p>Learners should make regular, multiple or sustained contributions, as appropriate, to move the contribution forward. They might suggest when they think it is appropriate to bring a discussion to a close, state what they think has been agreed, or ask if anyone else has a point to make.</p>
2. Be able to respond to others in discussion.	2.1 Use appropriate language and strategies when responding to the contributions of others. 2.2 Use appropriate phrases	<p>SLd/L2.2; SLd/L2.3;</p> <p>SLd/L2.5</p> <p>Learners might interrupt with</p>

Learning outcomes	Assessment criteria	Additional information
	<p>for interruption and change of topic.</p> <p>2.3 Use strategies intended to reassure, <i>for example body language, appropriate phraseology.</i></p>	<p>phrases such as, 'I agree to some extent', or point out contradictions or inconsistencies in others' arguments.</p> <p>Learners might use phrases such as 'that's a valid point', 'that's a good argument' or 'you're entitled to your opinion but I disagree' to reassure fellow group members.</p>

Sample activities/contexts

- Take part in a discussion to make decisions on a difficult topic, putting forward supported points about e.g. pay and conditions, local community issues relating to alcohol and local facilities, discussion with landlord on a tenancy agreement.
- Provide evidence to support own points of view in a discussion on a contentious issue and use strategies, such as acknowledging people's rights to different views, to ensure the discussion remains good-natured and productive.
- Make useful contributions to different interest groups involved in a discussion to resolve an issue in a work or leisure context.
- Make own points with evidence and help discussion cover necessary ground, such as by raising points yet to be discussed or by suggesting enough time has been spent on one issue, in a meeting to decide on a course of action e.g. whether to wind up a local club which is struggling to get participants.
- Use video discussions as a springboard for group discussions and video own discussions for evaluation.

Level 2: Write to Communicate

Unit code	M/505/6325
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to write to communicate information, ideas and opinions clearly and effectively for different purposes and audiences.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to plan, organise and draft own writing.	1.1. Gather and organise information for own writing. 1.2. Work through sub-stages of planning and drafting to determine content, length, language and structure, appropriate to type of text, purpose and audience. 1.3. Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate. 1.4. Proof read and revise draft to improve clarity	Wt/L2.1; Wt/L2.2; Wt/L2.3; Wt/L2.4; A minimum of 3 documents should be produced. They should be of varied length, format and style for different audiences and purposes. At least one piece of writing should be of between 400 and 500 words. Gathering and organising information might include use of mind maps or linear plan. Sub-stages for planning and drafting might include decision-making on how to divide up and order information and choosing an appropriate format and structure for presenting it to an audience. Improvements might include re-phrasing whole sentences, re-ordering text, inserting sub-headings, using bullets.
2. Be able to write for different purposes.	2.1 Use different styles of writing for different purposes <i>for example, persuasive techniques,</i>	Wt/L2.5; Wt/L2.6; Wt/L2.7 The writing produced should

Learning outcomes	Assessment criteria	Additional information
	<p><i>supporting evidence, and technical vocabulary.</i></p> <p>2.2 Use formal and informal language appropriate to purpose and audience.</p>	<p>be of different degrees of formality. Types of writing should be varied, for example, persuasive, instructional or descriptive. Two or more of these might be combined within a single piece of writing.</p>

Sample activities/contexts

- Plan and draft a report to present at work or to a community meeting.
- Plan and draft an assignment for studies.
- Plan and draft a formal letter with the necessary level of information and correct format, structure and layout, e.g. an acceptance letter for a job, a covering letter when returning faulty goods.
- Write an email to a friend suggesting a day out.
- Write safety instructions for a work practice.
- Write a companywide email or newsletter, persuading colleagues to take part in a charity event.
- Plan and draft a poem or short story for their own pleasure or as the basis for a contribution to an adult learners' anthology.
- Plan, draft, proofread and revise an assignment so that meaning is clearly expressed and the spelling and grammar are accurate.

Level 2: Write Fluently and Accurately

Unit code	T/505/6326
Credit value	3
GLH	30
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult Literacy Core Curriculum.
Aim	In this unit, learners will learn how to improve the fluency and accuracy of their writing.

This unit has 2 learning outcomes.

Learning outcomes	Assessment criteria	Additional information
1. Be able to use complex sentences and accurate grammar and punctuation in own writing.	1.1. Construct complex sentences. 1.2. Use simple and compound sentences within a single piece of writing to give variety. 1.3. Use tenses correctly and consistently. 1.4. Use correct subject-verb agreement, including correct use of pronouns. 1.5. Use pronouns so that their meaning is clear. 1.6. Use punctuation accurately <i>for example, commas, apostrophes, inverted commas.</i>	Ws/L2.1; Ws/L2.2; Ws/L2.3/Ws/L2.4 Learners should be able to sustain their use of accurate grammar and punctuation throughout their writing.
2. Be able to write legibly and with accurate spelling.	2.1 Produce legible handwritten text 2.2 Spell correctly words used most often in work, studies and daily life, including familiar technical words.	Ww/L2.1; Ww/L2.2
3. Be able to check own writing for accuracy	3.1 Proof read and revise own writing to improve accuracy	Wt/L1.6 Accuracy checks will include for correct use of prepositions and articles, correct use of connectives between clauses and phrases, as well as for spelling, grammar and

Learning outcomes	Assessment criteria	Additional information
		<p>punctuation.</p> <p>Learners should use a spell-checker for word –processed documents, selecting correct from options from those given.</p>

Sample activities/contexts

- Write a letter or report using complex sentences effectively.
- Write a formal report in the context of paid or voluntary work, which sustains consistent tense and subject-verb agreement e.g. a report of a departmental 'away day', a job description for a new post.
- Write reports, emails and letters, using dictionaries and online dictionaries to check for accuracy of spelling.
- Handwrite legibly, and with minimal alteration, a piece of writing to be read by someone they do not know personally, e.g. a letter to the council or tax office.
- Proof read and correct errors of spelling, grammar and/or punctuation in a CV they have previously drafted

5. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

6. Appendices

Appendix 1 Gateway Qualifications English units – referenced to the Adult Literacy Core Curriculum Entry 1-3

	Speaking and Listening			Reading		Writing	
Entry 1	Listen and respond 2 credits SLlr/E1.1 SLlr/E1.2 SLlr/E1.3 SLlr/E1.4 SLlr/E1.5 SLlr/E1.6	Speak to communicate 2 credits SLc/E1.1 SLc/E1.2 SLc/E1.3 SLc/E1.4	Engage in discussion 2 credits SLd/E1.1 SLc/E1.1 SLc/E.2	Read for purpose and meaning 3 credits Rt/E1.1 Rt/E1.2 Rs/E1.1	Read for information 3 credits Rw/E1.1 Rw/E1.2 Rw/E1.3	Write to communicate 3 credits Wt/E1.1	Write using basic punctuation and spelling 3 credits Ws/E1.1 Ws/E1.2 Ws/E1.3 Ww/E1.1 Ww/E1.2 Ww/E1.3 Ww/E1.4
Entry 2	Listen and respond 3 credits SLlr/E2.1 SLlr/E2.2 SLlr/E2.3 SLlr/E2.4	Speak to communicate 3 credits SLc/E2.1 SLc/E2.2 SLc/E2.3 SLc/E2.4	Engage in discussion 3 credits SLd/E2.1; SLd/E2.2 SLc/E2.4	Read for purpose and meaning 3 credits Rt/E2.1 Rt/E2.2 Rs/E2.1 Rs/E2.2	Read for information 3 credits Rt/E2.3 Rt/E2.4 Rw/E2.1 Rw/E2.3	Write to communicate 3 credits Wt/E2.1 Ws/E2.1 Ws/E2.2	Write accurately 3 credits Ws/E2.3 Ww/E2.1 Ww/E2.2

		Speaking and Listening		Reading		Writing	
			SLIr/E2.1	Rs/E2.3 Rs/E2.4 Rw/E2.2	Rw/E2.4		Ww/E2.3
Entry 3	Listen and respond 2 credits SLIr/E3.1 SLIr/E3.2 SLIr/E3.3 SLIr/E3.4 SLIr/E3.5	Speak to communicate 2 credits SLc/E3.1 SLc/E3.2 SLc/E3.3 SLc/E3.4	Engage in discussion 2 credits SLd/E3.1 SLd/E3.2 SLd/E3.3	Read for purpose and meaning 3 credits Rt/E3.1 Rt/E3.2 Rt/E3.4 Rt/E3.6 Rs/E3.3 Rs/E3.2 Rw/E3.5	Read for information 3 credits Rt/E3.5 Rt/E3.7 Rt/E3.8 Rw/E3.1 Rw/E3.2 Rw/E3.3 Rw/E3.5 Rs/E3.1	Write to communicate 3 credits Wt/E3.1 Wt/E3.2 Wt/E3.3	Write accurately 3 credits Ws/E3.1 Ws/E3.2 Ws/E3.3 Ws/E3.4 Wt/E3.4 Ww/E3.1 Ww/E3.2 Ww/E3.3

Appendix 2 Gateway Qualifications English units – referenced to the Adult Literacy Core Curriculum Levels 1 and 2

	Speaking and Listening			Reading		Writing	
Level 1	Listen and respond	Speak to communicate	Engage in discussion	Read for purpose and meaning	Read for information	Write to communicate	Write with accuracy
	2 credits SLlr/L1.1 SLlr/L1.2; SLlr/L1.3 SLlr/L1.4 SLlr/L1.5 SLlr/L1.6	2 credits SLc/L1.1 SLc/L1.2 SLc/L1.3 SLc/L1.4	2 credits SLd/L1.1 SLd/L1.2 SLd/L1.3	3 credits Rt/L1.1 Rt/L1.2 Rt/L1.3 Rt/L1.5 Rs/L1.1 Rs/L1.2	3 credits Rt/L1.4 Rs/L1.1 Rw/L1.1 Rw/L1.2 Rw/L1.3	3 credits Wt/L1.1 Wt/L1.2 Wt/L1.3 Wt/L1.4 Wt/L1.5 Wt/L1.6	3 credits Ws/L1.1 Ws/L1.2 Ws/L1.3 Ww/L1.1 Ww/L1.2
Level 2	Listen and respond	Speak to communicate	Engage in discussion	Read for purpose and meaning	Read for information	Write to communicate	Write with accuracy
	2 credits SLlr/L2.1 SLlr/L2.2 SLlr/L2.3 SLlr/L2.4	2 credits SLc/L2.1 SLc/L2.2 SLc/L2.3 SLc/L2.4	2 credits SLd/L2.1 SLd/L2.2 SLd/L2.3 SLd/L2.4 SLd/L2.5	3 credits Rt/L2.1 Rt/L2.2 Rt/L2.3 Rt/L2.4 Rt/L2.5 Rt/L2.7 Rw/L2.3 Rs/L2.1;Rs/L2.2	3 credits Rt/L2.5 Rt/L2.6 Rt/L2.8 Rw/L2.1 Rw/L2.2 Rw/L2.3	3 credits Wt/L2.1 Wt/L2.2 Wt/L2.3 Wt/L2.4 Wt/L2.5 Wt/L2.6 Wt/L2.7	3 credits Ws/L2.1 Ws/L2.2 Ws/L2.3 Ws/L2.4 Ww/L2.1 Ww/L2.2

Appendix 3: English Mapping to the Adult Literacy Core Curriculum, Functional Skills

Speaking and Listening Entry 1

Unit Details	Adult Literacy Core Curriculum	Functional Skills standard
<p>Listen and Respond</p> <ol style="list-style-type: none"> Listen and respond in verbal exchanges. <ul style="list-style-type: none"> Listen for and follow the gist of short explanations. Use key words to help identify specific information in short explanations. Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary. Listen and respond to requests for personal information. Listen to and identify simply expressed feelings and opinions. Respond to straightforward questions. <p>Speak to Communicate</p> <ol style="list-style-type: none"> Speak to communicate basic information. <ul style="list-style-type: none"> Speak clearly to be heard and understood. Make simple requests using appropriate terms and conventions, <i>for example relating to politeness.</i> Ask questions to obtain specific information. Make statements of fact clearly. <p>Engage in Discussion</p> <ol style="list-style-type: none"> Engage in simple discussion. <ul style="list-style-type: none"> Respond to others in simple exchanges in everyday contexts. Listen to others talk about familiar topics. Speak clearly in discussion with others so that they can be heard and understood. Use verbal and non- 	<p>SLIr/E1.1 Listen for and follow the gist of short explanations SLIr/E1.2 Listen for detail using key words to extract some specific information SLIr/E1.3 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary SLIr/E1.4 Listen and respond to requests for personal information SLIr/E1.5 Listen to and identify simply expressed feelings and opinions SLIr/E1.6 Respond to straightforward questions</p> <p>SLc/E1.1 Speak clearly to be heard and understood in simple exchanges SLc/E1.2 Make requests using appropriate terms SLc/E1.3 Ask questions to obtain specific information SLc/E1.4 Make statements of fact clearly</p> <p>SLd/E1.1 Speak and listen in simple exchanges and everyday contexts SLc/E1.1 Speak clearly to be heard and understood in simple exchanges SLc/E1.2 Make requests using appropriate terms</p>	<p>EL1.2 Identify and extract the main information from short statements and explanations</p> <p>EL1.3 Follow single step instructions, asking for them to be repeated if necessary</p> <p>EL1.5 Respond to questions about specific information</p> <p>EL1.6 Make clear statements about basic information and communicate feelings and opinions about straightforward topics</p> <p>EL1.7 Understand and participate in simple discussions</p> <p>EL1.4 Make requests and ask straightforward questions using appropriate terms and registers</p> <p>EL1.6 Make clear statements about basic information (and communicate feelings and opinions about straightforward topics)</p> <p>EL1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills standard
verbal conventions as appropriate when discussing familiar topics with others.		

Reading Entry 1

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Read for Purpose and Meaning</p> <ol style="list-style-type: none"> Be able to follow a simple text. <ul style="list-style-type: none"> Follow simple text on a familiar topic or experience. Recognise and read simple sentence structures. Know about purpose in text. <ul style="list-style-type: none"> Recognise that there are different types of text, for <i>example from layout, visuals, headings.</i> <p>•</p> <p>Read for Information</p> <ol style="list-style-type: none"> Be able to locate simple information. <ul style="list-style-type: none"> Read a limited meaningful sight vocabulary of familiar words Identify familiar key words in simple written sources. Identify the meaning of simple signs and symbols. Use visuals as clues to the meaning of words. Be able to decode familiar words. <ul style="list-style-type: none"> Recognise the letters of the alphabet in both upper and lower case. Decode simple regular words. 	<p>Rt/E1.1 Follow a short narrative on a familiar topic or experience</p> <p>Rt/E1.2 Follow the different purposes of text at this level</p> <p>Rs/E1.1 Read and recognise simple sentence structures</p> <p>Rw/E1.1 Possess a limited, meaningful sight vocabulary of words, signs and symbols</p> <p>Rw/E1.2 Decode simple, regular words</p> <p>Rw/E1.3 Recognise the letters of the alphabet in both upper and lower case</p>	<p>EL1.10 Understand a short piece of text on a simple subject</p> <p>EL1.9 Read simple sentences containing one clause</p> <p>EL1.9 Read simple sentences containing one clause</p> <p>EL1.8 Read correctly words designated for Entry Level 1</p> <p>EL1.8 Read correctly words designated for Entry Level 1</p>

Writing Entry 1

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Write to Communicate</p> <p>1. Be able to write to communicate information.</p> <ul style="list-style-type: none"> Use written words and phrases to record or present basic information, e.g. <i>a shopping list, a note to a friend.</i> <p>Write using Basic Punctuation and Spelling</p> <p>1. Be able to produce writing.</p> <ul style="list-style-type: none"> Construct a simple sentence, using a capital letter and full stop. Use a capital letter for 'I'. Spell correctly some personal key words and familiar words. Use strategies to aid spelling, <i>for example look, say, cover, write, check;</i> tracing letters in the air. Write the letters of the alphabet using upper and lower case. 	<p>Wt/E1.1 Use written words and phrases to record or present information, e.g. <i>a shopping list, a note to a friend</i></p> <p>Ws/E1.1 Construct a simple sentence</p> <p>Ws/E1.2 Punctuate a simple sentence with a capital letter and a full</p> <p>Ws/E1.3 Use a capital letter for personal pronoun 'I'</p> <p>Ww/E1.1 Spell correctly some personal key words and familiar words</p> <p>Ww/E1.2 Write letters of the alphabet using upper and lower case</p> <p>Ww/E1.3 Use basic sound-symbol association to help spelling, as appropriate for the needs of the learner</p> <p>Ww/E1.4 Develop a variety of strategies to aid spelling, e.g. <i>using look, say, cover, write, check.</i></p>	<p>EL1.16 Communicate information in words, phrases and simple sentences</p> <p>EL1.11 Punctuate simple sentences with a capital letter and a full stop</p> <p>EL1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p> <p>EL1.15 Spell correctly words (designated for Entry Level 1)</p> <p>EL1.14 Write the letters of the alphabet (in sequence) and in both upper and lower case</p>

Speaking and Listening Entry 2

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p><i>Listen and Respond</i></p> <ol style="list-style-type: none"> Be able to listen and respond in verbal exchanges. <ul style="list-style-type: none"> Follow the gist of straightforward narratives, descriptions and conversations. Identify the main points in short explanations and presentations. Listen for detail in short explanations and instructions. Follow short straightforward oral instructions. <p><i>Speak to Communicate</i></p> <ol style="list-style-type: none"> Be able to speak to communicate. <ul style="list-style-type: none"> Speak clearly to be heard and understood in straightforward exchanges. Ask questions and make requests to obtain information in everyday situations. Express statements of fact about familiar topics. Give short accounts and descriptions in familiar contexts. <p><i>Engage in Discussion</i></p> <ol style="list-style-type: none"> Be able to engage in discussion. <ul style="list-style-type: none"> Follow the gist and main points of discussions on familiar topics. Make appropriate contributions to discussions on familiar topics. 	<p>SLIr/E2.1 Listen for and follow the gist of narratives, descriptions and conversations SLIr/E2.2 Listen for detail in short explanations and instructions SLIr/E2.3 Listen for and identify the main points of short explanations or presentations SLIr/E2.4 Listen to and follow short, straightforward oral instructions</p> <p>SLc/E2.1 Speak clearly to be heard and understood in straightforward SLc/E2.2 Make requests and ask questions to obtain information in everyday contexts SLc/E2.3 Express clearly statements of fact and short accounts and descriptions SLc/E2.4 Ask questions to clarify understanding</p> <p>SLd/E2.1 Follow the gist of discussions SLd/E2.2 Follow the main points and make appropriate contributions to the discussion SLc/E2.4 Ask questions to clarify understanding SLIr/E2.1 Listen for and follow the gist of narratives, descriptions and conversations</p>	<p>EL2.3 Respond appropriately to straightforward questions EL2.4 Follow the gist of discussions</p> <p>EL2.1 Identify and extract the main information and detail from short explanations</p> <p>EL2.5 Clearly express straightforward information (and communicate feelings) and opinions on a range of straightforward topics EL2.2 2. Make requests and ask clear questions appropriately in different contexts</p> <p>EL2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic EL2.4 Follow the gist of discussions</p>

Reading Entry 2

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Read for Purpose and Meaning</p> <ol style="list-style-type: none"> Be able to read straightforward texts. <ul style="list-style-type: none"> Identify the purposes of simple everyday texts. Follow and understand the main events of short chronological texts. Follow and understand the main steps in short instructional texts. Identify linking words and adverbials in instructions and directions, for example next, then, right and straight on. Be able to use simple reading strategies. <ul style="list-style-type: none"> Identify punctuation and capital letters to support understanding. Use simple sentence structure and word order to help decipher unfamiliar words and predict meaning. Identify plausible meanings of sentences using context and own experience to predict unknown words. <p>Read for Information</p> <ol style="list-style-type: none"> Be able to locate information in straightforward written sources. <ul style="list-style-type: none"> Identify common sources of information. Locate specific information in short printed and electronic sources Use illustrations and captions to locate information. Use initial letters to find out and sequence words in alphabetical order. Know about spelling. <ul style="list-style-type: none"> Use phonic and graphic knowledge to decode words. Recognise high frequency words. 	<p>Rt/E2.1 Trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.2 Recognise the different purposes of texts at this level, e.g. <i>personal letter, recipe</i></p> <p>Rs/E2.1 Read and understand linking words and adverbials in instructions and directions</p> <p>Rs/E2.2 Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning</p> <p>Rs/E2.3 Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words</p> <p>Rs/E2.4 Use punctuation and capitalisation to aid understanding, e.g. <i>full stops, questions marks</i></p> <p>Rw/E2.2 Use context cues and own knowledge and experience to predict unknown words</p> <p>Rt/E2.3 Identify common sources of information</p> <p>Rt/E2.4 Use illustrations and captions to locate information</p>	<p>EL2.8 Understand the main points in texts</p> <p>EL2.9 Understand organisational markers in short, straightforward texts</p> <p>EL2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)</p> <p>EL2.12 Use illustrations, images and captions to locate information</p> <p>EL2.7 Read correctly words designated for Entry Level 2</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<ul style="list-style-type: none"> Recognise words with common spelling patterns. Use a simplified dictionary to find the meaning of unfamiliar words. 	<p>Rs/E2.2 Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning</p> <p>Rs/E2.3 Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words</p> <p>Rs/E2.4 Use punctuation and capitalisation to aid understanding, e.g. <i>full stops, questions marks</i></p> <p>Rw/E2.2 Use context cues and own knowledge and experience to predict unknown words</p>	

Writing Entry 2

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Write to Communicate</p> <ol style="list-style-type: none"> Be able to write to communicate information. <ul style="list-style-type: none"> Use written words and phrases to record or present simple information. Use adjectives. <p>Write Accurately</p> <ol style="list-style-type: none"> Be able to produce text. <ul style="list-style-type: none"> Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but. Use punctuation correctly, e.g. capital letters including for proper nouns, full stops, question marks. Spell correctly words relating to personal details and familiar common words. Produce legible text in short familiar formats. 	<p>Wt/E2.1 Use written words and phrases to record words and phrases to record or present information, e.g. <i>a simple story, an email to a friend</i></p> <p>Ws/E2.1 Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. <i>as, and, but</i></p> <p>Ws/E2.2 Use adjectives</p> <p>Ws/E2.3 Use punctuation correctly, e.g. <i>capital letters, full stops, questions marks</i></p> <p>Ww/E2.1 Spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 Use knowledge of sound-symbol relationships and phonological patterns (e.g. <i>consonant clusters and vowel phonemes</i>) to help work out correct spellings</p> <p>Ww/E2.3 Produce legible text, e.g. <i>a thank you letter.</i></p>	<p>EL2.17 Communicate information using words and phrases (appropriate to audience and purpose)</p> <p>EL2.20 Use adjectives and simple linking words in the appropriate way</p> <p>EL2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p>EL2.13 Use basic punctuation correctly e.g. full stops, capital letters, question and exclamation marks</p> <p>EL2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>EL2.16 Spell correctly words (designated for Entry Level 2)</p>

Speaking and Listening Entry 3

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Listen and Respond</p> <ol style="list-style-type: none"> Be able to listen and respond in verbal exchanges. <ul style="list-style-type: none"> Follow the gist of spoken communication in different contexts. Listen for detail and identify specific information. Use visual and verbal feedback signals to aid understanding. Respond to spoken information and opinions. Respond to questions on familiar topics. <p>Speak to Communicate</p> <ol style="list-style-type: none"> Be able to speak to communicate. <ul style="list-style-type: none"> Speak with appropriate clarity, speed and phrasing. Use appropriate language and register in different familiar situations. Give short explanations, accounts and descriptions. Ask questions and make requests to obtain information. <p>Engage in Discussion</p> <ol style="list-style-type: none"> Be able to engage in discussion. <ul style="list-style-type: none"> Follow and understand the main points in discussions on different topics. Make relevant contributions at an appropriate point. Respect turn-taking conventions. 	<p>SLIr/E3.1 Listen for and follow the gist of explanations, instructions, narratives and conversations in different contexts</p> <p>SLIr/E3.2 Listen for detail in explanations, instructions narratives, and conversations in different contexts</p> <p>SLIr/E3.3 Listen for and identify relevant information and new information from discussions, explanations and presentations</p> <p>SLIr/E3.4 Use strategies to clarify and confirm understanding, e.g. <i>facial expressions or gesture</i></p> <p>SLIr/E3.5 Listen to and respond appropriately to other points of view</p> <p>SLc/E3.1 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing</p> <p>SLc/E3.2 Use formal language and register when appropriate</p> <p>SLc/E3.3 Express clearly statements of fact and give short explanations, accounts and descriptions</p> <p>SLc/E3.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts</p> <p>SLd/E3.1 Follow and understand the main points of discussions on different topics</p> <p>SLd/E3.2 Make contributions to discussions that are relevant to the subject</p> <p>SLd/E3.3 Respect the turn-taking rights of others during discussions.</p>	<p>EL3.1 Identify and extract relevant information and detail in straightforward explanations</p> <p>EL3.4 Respond appropriately to questions on a range of straightforward topics</p> <p>EL3.5 Listen to and respond appropriately to other points of view, (respecting conventions of turn-taking)</p> <p>EL3.3 Communicate information and opinions clearly on a range of topics</p> <p>EL3.2 Make requests and ask concise questions using appropriate language in different contexts</p> <p>EL3.5 Follow and understand the main points of discussions</p> <p>EL3.6 Make relevant contributions to group discussions about straightforward topics</p> <p>EL3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p>

Reading Entry 3

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Read for Purpose and Meaning</p> <ol style="list-style-type: none"> Be able to read and understand texts. <ul style="list-style-type: none"> Follow key events in different types of straightforward text. Identify the main points and ideas in straightforward texts. Identify the purposes of different types of texts. Skim title, headings and illustrations for general meaning and purpose. Be able to use simple reading strategies to support understanding. <ul style="list-style-type: none"> Use organisational features, including images to support understanding. Use punctuation and capitalisation in texts to aid understanding. Use context to work out unfamiliar words. Use knowledge of words and sentence patterns to support understanding for example, nouns, adjectives, connectives, verbs, plausible meaning. <p>Read for Information</p> <ol style="list-style-type: none"> Be able to read and obtain information from everyday sources. <ul style="list-style-type: none"> Scan texts to locate information Obtain information through detailed reading Show understanding of straightforward instructional texts Identify common and specialist key words, including words on forms. Be able to use a dictionary and spelling strategies. <ul style="list-style-type: none"> Find the meaning of unfamiliar words in a simple dictionary Use alphabetical order to 	<p>Rt/E3.1 Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph</p> <p>Rt/E3.2 Recognise the different purposes of texts at this level, e.g. <i>newspaper, website</i></p> <p>Rt/E3.4 Identify the main points and ideas and predict words from context</p> <p>Rt/E3.6 Skim read title, headings and illustrations to decide if materials is of interest</p> <p>Rs/E3.3 Use punctuation and capitalisation to aid understanding, e.g. <i>speech marks, bullet points</i></p> <p>Rs/E3.2 Use implicit and explicit knowledge of different types of word, of word order and of possible plausible meanings, to help decode unfamiliar words and predict meaning, e.g. <i>linking words</i></p> <p>Rw/E3.5 Use a variety of reading strategies to help decode an increasing range of unfamiliar words</p> <p>Rt/E3.5 Understand and use organisational features to locate information</p> <p>Rt/E3.7 Scan texts to locate information</p> <p>Rt/E3.8 Obtain specific information through detailed reading</p> <p>Rw/E3.1 Recognise and understand relevant specialist key words</p> <p>Rw/E3.2 Read and understand words and phrases commonly used on forms</p> <p>Rs/E3.1 Recognise and</p>	<p>EL3.9 Identify, understand and extract the main points and ideas in and from texts</p> <p>EL3.10 Identify different purposes of straightforward texts</p> <p>EL3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p> <p>EL3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <p>EL3.9 Identify, understand and extract the main points and ideas in and from texts</p> <p>EL3.8 Read correctly words (designated for Entry Level 3)</p> <p>EL3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>support dictionary use</p> <ul style="list-style-type: none"> Use spelling strategies to decode unfamiliar words. 	<p>understand the organisational features and typical language of instructional texts, e.g. <i>use of imperatives</i></p> <p>Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words</p> <p>Rw/E3.5 Use a variety of reading strategies to help decode an increasing range of unfamiliar words</p>	

Writing Entry 3

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Write to Communicate</p> <ol style="list-style-type: none"> Be able to write to communicate. <ul style="list-style-type: none"> Plan and draft writing for different purposes. Use short paragraphs to organise writing. Write chronologically. <p>Write Accurately</p> <ol style="list-style-type: none"> Be able to write using correct basic grammar. <ul style="list-style-type: none"> Write in complete sentences, for example, with one or more clauses in familiar forms of written communication. Use pronouns so their meaning is clear Use correct basic grammar for example, appropriate verb tense, subject-verb agreement. Be able to write using correct basic spelling and punctuation. <ul style="list-style-type: none"> Use punctuation correctly, for example capital letters, full stops, questions marks, exclamation marks, commas. Spell correctly common words and relevant key words for work and special interest. Use knowledge of sound-spelling links and letter patterns to spell a greater range of words Produce legible and reasonably neat text. 	<p>Wt/E3.1 Plan and draft writing, e.g. <i>a letter to a teacher</i></p> <p>Wt/E3.2 Organise writing in short paragraphs</p> <p>Wt/E3.3 Sequence chronological writing</p> <p>Ws/E3.1 Write in complete sentences, e.g. <i>with one or more clauses in familiar forms of written communication</i></p> <p>Ws/E3.2 Use correct basic grammar, e.g. <i>appropriate verb tense, subject-verb agreement</i></p> <p>Ws/E3.3 Use pronouns so that their meaning is clear</p> <p>Ws/E3.4 Use punctuation correctly, e.g. <i>capital letters, full stops, questions marks, exclamation marks, commas</i></p> <p>Ww/E3.1 Spell correctly common words and relevant key words for work and special interest</p> <p>Ww/E3.2 Use developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words</p> <p>Ww/E3.3 Produce legible text, e.g. <i>handwrite a legible and</i></p>	<p>EL3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p> <p>EL3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points</p> <p>EL3.22 Use language appropriate for purpose and audience</p> <p>EL3.21 Write in compound sentences and paragraphs where appropriate</p> <p>EL3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>EL3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>EL3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>EL3.17 Spell correctly words (designated for Entry Level 3)</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>3. Proofread own writing.</p> <ul style="list-style-type: none"> • Proofread and correct simple grammatical and spelling errors in own writing. 	<p><i>reasonably neat letter to a family member</i></p> <p>Wt/E3.4 Proofread and correct writing for grammar and writing</p>	

Speaking and Listening Level 1

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Listen and Respond</p> <ol style="list-style-type: none"> Be able to understand and respond to spoken information. <ul style="list-style-type: none"> Identify relevant spoken information from different sources. Listen to and demonstrate understanding of explanations and instructions on straightforward topics in a range of contexts. Be able to listen and respond in exchanges. <ul style="list-style-type: none"> Listen and respond to information in one-to-one or group contexts. Use appropriate verbal and non-verbal strategies to clarify and confirm understanding with others. Provide feedback as required when listening to others. Respond appropriately to questions on different topics. <p>Speak to Communicate</p> <ol style="list-style-type: none"> Be able to communicate with others. <ul style="list-style-type: none"> Speak clearly in a way which suits the situation. Express statements of fact, explanations, instructions, accounts and descriptions Ask questions to obtain information of different people and for different purposes. Be able to adapt speech according to context. <ul style="list-style-type: none"> Use formal and informal language, as appropriate to the situation and the audience. Adapt content according to situation. <p>Engage in Discussion</p> <ol style="list-style-type: none"> Be able to engage in discussion. <ul style="list-style-type: none"> Make relevant contributions to discussions in familiar and unfamiliar situations. In discussion, present 	<p>SLIr/L1.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics</p> <p>SLIr/L1.2 Listen for and understand explanations, instructions and narratives on different topics in a range of contexts</p> <p>SLIr/L1.3 Use strategies to clarify and confirm understanding, e.g. <i>facial expressions, body language and verbal prompts</i></p> <p>SLIr/L1.4 Provide feedback and confirmation when listening to others</p> <p>SLIr/L1.5 Make contributions relevant to the situation and the subject</p> <p>SLIr/L1.6 Respond to questions on a range of topics</p> <p>SLc/L1.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts</p> <p>SLc/L1.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions</p> <p>SLc/L1.4 Present information and ideas in a logical sequence and include detail and develop ideas where appropriate</p> <p>SLc/L1.1 Speak clearly in a way which suits the situation</p> <p>SLd/L1.1 Follow and contribute to discussions on a range of straightforward topics</p>	<p>L1.1 Identify relevant information and lines of argument in explanations or presentations</p> <p>L1.3 Respond effectively to detailed questions</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 Express opinions and arguments and support</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>information and opinions in a logical sequence.</p> <p>2. Be able to listen and respond to others in a discussion.</p> <ul style="list-style-type: none"> • Actively listen to the contributions of others in a discussion. • Respect turn taking rights in a sustained discussion. • Respond to questions from others. • Use appropriate phrases for interruption. 	<p>SLd/L1.2 Respect the turn-taking rights of others during discussions</p> <p>SLd/L1.3 Use appropriate phrases for interruption</p>	<p>them with evidence</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject</p> <p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p>

Reading Level 1

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Read for Purpose and Meaning</p> <ol style="list-style-type: none"> Be able to read and understand texts. <ul style="list-style-type: none"> Extract main points and specific details in different continuous texts Follow the main events in descriptive, explanatory and persuasive text. Know about the effect of language and textual features on the purpose of texts. <ul style="list-style-type: none"> Identify different purposes in different types of text. Identify how language is used for specific purposes, for example to instruct, explain, describe and persuade. Identify how textual features are used for specific purposes. Be able to use reading strategies to support understanding. <ul style="list-style-type: none"> Use grammatical features to predict meaning. Use own knowledge and experience to try out plausible meanings and to check for sense. Use images to identify meaning that is not explicit in the text. Use punctuation to support understanding of texts. <p>Read for Information</p> <ol style="list-style-type: none"> Be able to read and obtain information from different sources. <ul style="list-style-type: none"> Use organisational and structural features to locate information, for example: paragraphs, contents list, index, menu. Locate and understand information from different printed and online sources. Use visual cues to locate 	<p>Rt/L1.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts, e.g. <i>a holiday brochure</i></p> <p>Rt/L1.3 Identify the main points and specific detail and infer meaning from images which is not explicit in the text</p> <p>Rt/L1.2 Recognise how language and other textual features are used to achieve different purposes</p> <p>Rt/L1.3 Identify the main points and specific detail and infer meaning from images which is not explicit in the text</p> <p>Rs/L1.2 Use punctuation to help their understanding, e.g. <i>apostrophes in contracted words</i></p> <p>Rt/L1.5 Use different reading strategies to find and obtain information, e.g. <i>to find a specific piece of information from a printed catalogue</i></p> <p>Rs/L1.1 Use implicit and explicit grammatical knowledge</p> <p>Rs/L1.2 Use punctuation to help their understanding, e.g. <i>apostrophes in contracted words</i></p> <p>Rt/L1.4 Use organisation and structural features to locate information</p> <p>Rs/L1.1 Use implicit and explicit grammatical knowledge</p>	<p>L1.9 Identify and understand the main points, ideas and details in texts</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range</p> <p>L1.15 Infer from images meanings not explicit in the accompanying text</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>information, for example keys, symbols, alphabetical order.</p> <p>2. Be able to use reference sources and spelling strategies.</p> <ul style="list-style-type: none"> Apply knowledge of words to understand unfamiliar vocabulary, for example applying knowledge of word structure, related words, word roots, derivations, borrowings. Make use of reference sources to find meanings of unfamiliar words. Understand the meaning of typical abbreviations used in reference materials. 	<p>Rw/L1.1 Use reference material to find the meaning of unfamiliar words</p> <p>Rw/L1.2 Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning</p> <p>Rw/L1.3 Recognise and understand an increasing range of vocabulary applying knowledge of word structure, related words, word roots, derivations, borrowings</p>	<p>L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words of straightforward texts</p> <p>L1.17 Read and understand a range of specialist words in context</p>

Writing Level 1

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Write to Communicate</p> <ol style="list-style-type: none"> Be able to plan own writing. <ul style="list-style-type: none"> Identify purpose and audience for writing. Select appropriate format. Use appropriate planning techniques to produce a first draft. Be able to structure own writing to communicate ideas and information. <ul style="list-style-type: none"> Present ideas and information in a logical sequence, using paragraphs as necessary. Use language and format that is suitable for purpose and audience. Present information in a continuous sequence, so that meaning is clear. Proofread and revise writing for accuracy and meaning. <p>Write with Accuracy</p> <ol style="list-style-type: none"> Be able to use correct grammar in written texts. <ul style="list-style-type: none"> Write in complete sentences, using a range to suit text type. Use correct subject verb agreement in sentences. Use correct verb-tense agreement in sentences. Use grammatical features correctly so that meaning is clear. Be able to write legibly with correct spelling and punctuation. <ul style="list-style-type: none"> Spell correctly words used most often in work, studies and daily life. Spell words with regular and irregular spelling patterns. Punctuate sentences correctly, so that meaning is clear. Produce legible handwritten text. Be able to proofread and revise writing. <ul style="list-style-type: none"> Identify and correct errors of grammar, for example verb 	<p>Wt/L1.1 Plan and draft writing, e.g. <i>an article for a college news-sheet</i></p> <p>Wt/L1.2 Judge how much to write and the level of detail to include e.g. <i>a birthday speech</i></p> <p>Wt/L1.3 Present information to a logical sequence, using paragraphs where appropriate</p> <p>Wt/L1.4 Use language suitable for purpose and audience</p> <p>Wt/L1.5 Use format and structure for different purposes</p> <p>Wt/L1.6 Proofread and revise writing for accuracy and meaning, e.g. <i>in a letter</i></p> <p>Ws/L1.1 Write in complete sentences, e.g. <i>use a range to suit the text type</i></p> <p>Ws/L1.2 Use correct grammar, e.g. <i>subject-verb agreement, correct use of tense</i></p> <p>Ws/L1.3 Punctuate sentences correctly and use punctuation so that meaning is clear, e.g. <i>use of colons and dashes</i></p> <p>Ww/L1.1 Spell correctly words used most often at work, in studies and daily life</p> <p>Ww/L1.2 Produce legible text, e.g. <i>handwrite a legible and neatly presented letter to someone outside the family</i></p> <p>Wt/L1.6 Proofread and revise writing for accuracy and meaning, e.g. <i>in a letter</i></p>	<p>L1.24 Use format, (structure and language appropriate for audience and purpose)</p> <p>L1.22 Communicate information, ideas and opinions clearly, coherently and accurately</p> <p>L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p>L1.24 Use format, structure and language appropriate for audience and purpose</p> <p>L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>tense agreement, subject verb agreement.</p> <ul style="list-style-type: none"> • Identify and correct common spelling errors. • Identify and correct punctuation errors. • Revise writing to improve meaning. 		

Speaking and Listening Level 2

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p><i>Listen and Respond</i></p> <ol style="list-style-type: none"> Be able to understand and respond to extended spoken information. <ul style="list-style-type: none"> Identify and record relevant information from extended explanations and presentations on different topics Listen to, demonstrate understanding of and follow multi -step instructions in different situations Listen to, demonstrate understanding of and follow narratives on different topics. Be able to listen to and respond in extended exchanges. <ul style="list-style-type: none"> Respond to extended questions on different topics Keep track of complex and detailed questions Respond coherently to complex and detailed questions Respond appropriately to constructive criticism Make constructive critical responses. <p><i>Speak to Communicate</i></p> <ol style="list-style-type: none"> Be able to communicate with others. <ul style="list-style-type: none"> Speak clearly and confidently in different situations. Present detailed information, ideas and opinions in a logical sequence. Provide further detail and development in response to the requests of others. Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts. Be able to adapt speech and style according to context. <ul style="list-style-type: none"> Express clearly statements of fact, explanations, instructions, accounts and descriptions using structure, style and vocabulary 	<p>SLIr/L2.1 Listen for and identify relevant information from extended explanations or presentations on a range of topics</p> <p>SLIr/L2.2 Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts</p> <p>SLIr/L2.3 Respond to detailed or extended questions on a range of topics</p> <p>SLIr/L2.4 Respond to criticism and criticise constructively</p> <p>SLc/L2.1 Speak clearly and confidently in a way which suits the situation</p> <p>SLc/L2.2 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts</p> <p>SLc/L2.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions, using appropriate structure, style and vocabulary</p> <p>SLc/L2.4 Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding</p> <p>SLc/L2.1 Speak clearly and confidently in a way which suits the situation</p> <p>SLc/L2.2 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts</p>	<p>L2.1 Identify relevant information from extended explanations or presentations</p> <p>L2.2 Follow narratives and lines of argument</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>appropriate to the purpose and audience.</p> <ul style="list-style-type: none"> Sustain an appropriate style for different situations and audiences. <p>Engage in Discussion</p> <ol style="list-style-type: none"> Be able to contribute to discussions and move them forward. <ul style="list-style-type: none"> Make relevant contributions to discussions in different contexts and on different subjects. Adapt own contributions to suit audience, purpose and situation. Move discussion forward when appropriate. Support opinions and arguments with evidence. Be able to respond to others in discussion. <ul style="list-style-type: none"> Use appropriate language and strategies when responding to the contributions of others. Use appropriate phrases for interruption and change of topic. Use strategies intended to reassure, for example body language, appropriate phraseology. 	<p>SLd/L2.1 Make relevant contributions and help to move discussions forward</p> <p>SLd/L2.4 Support opinions and arguments with evidence</p> <p>SLd/L2.2 Adapt contributions to discussions to suit audience, context, purpose and situation</p> <p>SLd/L2.3 Use appropriate phrases for interruption and change of topic</p> <p>SLd/L2.5 Use strategies intended to reassure, e.g. <i>body language and appropriate phraseology</i></p>	<p>evidence</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation</p> <p>L2.8 Make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium</p> <p>L2.10 Interject and redirect discussion using appropriate language and register</p>

Reading Level 2

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Read for Purpose and Meaning</p> <ol style="list-style-type: none"> Be able to read and understand a range of texts. <ul style="list-style-type: none"> Follow the main events and ideas in a range of continuous descriptive, explanatory and persuasive texts. Identify the main points and specific details in different texts. Identify the effects that different language features have in texts. Read an argument and identify the points of view. Infer meaning which is not explicit. Read critically to compare and evaluate ideas and opinions. Identify bias. Be able to judge the purpose of texts. <ul style="list-style-type: none"> Identify the purpose of a text and infer meaning which is not explicit. Use grammatical knowledge, prior knowledge and context, to judge the purpose of different types of text. Recognise and understand vocabulary associated with a range of texts and purposes. Be able to use a range of strategies to understand text. <ul style="list-style-type: none"> Use different strategies to obtain and interpret information, including skimming, scanning and detailed reading. Identify how grammar and vocabulary signal the context and formality of texts. Use punctuation to help 	<p>Rt/L2.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts, e.g. <i>a job description</i></p> <p>Rt/L2.3 Identify the main points and specific detail</p> <p>Rt/L2.4 Read an argument and identify the points of view</p> <p>Rt/L2.5 Read critically to evaluate information and compare information, ideas and opinions from different sources</p> <p>Rt/L2.3 Identify the main points and specific detail</p> <p>Rt/L2.2 Identify the purpose of a text and infer meaning which is not explicit</p> <p>Rt/L2.4 Read an argument and identify the points of view</p> <p>Rt/L2.5 Read critically to evaluate information and compare information, ideas and opinions from different sources</p> <p>Rt/L2.7 Use different reading strategies to find and obtain information, e.g. <i>for an essay</i></p> <p>Rs/L2.1 Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text</p> <p>Rs/L2.2 Use punctuation to help interpret the meaning and purposes of texts, e.g. <i>colon, semi-colon</i></p>	<p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>L2.13 Identify implicit and inferred meaning in texts</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</p> <p>L2.19 Identify different styles of writing and writer's voice</p>

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>interpret the meaning and purpose of texts.</p> <ul style="list-style-type: none"> <p>Read for Information</p> <p>1. Be able to read and use information from a range of sources.</p> <ul style="list-style-type: none"> Use organisational features to locate information. Read critically to compare and evaluate information from different sources. Summarise information from longer documents. Understand specialist or technical vocabulary Use knowledge of vocabulary to aid understanding. <p>2. Be able to use reference material.</p> <ul style="list-style-type: none"> Use reference material to find out unfamiliar terminology. 	<p>Rt/L2.5 Read critically to evaluate information and compare information, ideas and opinions from different sources</p> <p>Rt/L2.6 Use organisational features and systems to locate texts and information</p> <p>Rt/L2.8 Summarise information from longer documents</p> <p>Rw/L2.1 Read and understand technical vocabulary</p> <p>Rw/L2.3 Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose</p> <p>Rw/L2.2 Use reference materials to: find the meaning of unfamiliar words research a subject or topic</p> <p>Rw/L2.3 Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose</p>	<p>L2.16 Understand organisational features and use them to locate relevant information</p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed</p>

Writing Level 2

Unit Details	Adult Literacy Core Curriculum	Functional Skills subject content
<p>Write to Communicate</p> <ol style="list-style-type: none"> Be able to plan and draft own writing. <ul style="list-style-type: none"> Gather and organise information for own writing. Work through sub-stages of planning and drafting to determine content, length, language and structure, appropriate to type of text, purpose and audience. Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate. Proofread and revise writing for accuracy and meaning. Be able to write for different purposes. <ul style="list-style-type: none"> Use different styles of writing for different purposes for example, persuasive techniques, supporting evidence, and technical vocabulary. Use formal and informal language appropriate to purpose and audience. <p>Write Fluently and Accurately</p> <ol style="list-style-type: none"> Be able to use complex sentences and accurate grammar and punctuation in own writing. <ul style="list-style-type: none"> Construct complex sentences. Use simple and compound sentences within a single piece of writing to give variety. Use tenses correctly and consistently. Use correct subject-verb agreement, including correct use of pronouns. Use pronouns so that their meaning is clear. Use punctuation accurately for example, commas, apostrophes, inverted commas. 	<p>Wt/L2.1 Plan and draft writing, e.g. <i>an assignment for studies</i></p> <p>Wt/L2.2 Judge how much to write and the level of detail to include, e.g. <i>plan draft and write a formal letter</i></p> <p>Wt/L2.3 Present information to a logical or persuasive sequence, using paragraphs where appropriate</p> <p>Wt/L4 Use format and structure to organise writing for different purposes</p> <p>Wt/L2.5 Use formal and informal language appropriate to purpose and audience</p> <p>Wt/L2.6 Use different styles of writing for different purposes</p> <p>Wt/L2.7 Proofread and revise writing for accuracy and meaning, e.g. <i>an assignment</i></p> <p>Ws/L2.1 Construct complex sentences, e.g. <i>in a letter or a report</i></p> <p>Ws/L2.2 Use correct grammar, e.g. <i>subject-verb agreement, correct and consistent use of tense</i></p> <p>Ws/L2.3 Use pronouns so their meaning is clear, e.g. <i>understand how these link to the concept of first, second, and third person</i></p> <p>Ws/L2.4 Punctuate sentences correctly and use punctuation accurately, e.g. <i>commas, apostrophes, inverted commas</i></p>	<p>L2.23 Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>L2.24 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L2.26 Convey clear meaning and establish cohesion using organisational markers effectively</p> <p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate</p> <p>L2.25 Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</p> <p>L2.27 Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</p> <p>L2.21 Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)</p> <p>L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</p>

<p>2. Be able to write legibly and with accurate spelling.</p> <ul style="list-style-type: none"> • Produce legible handwritten text • Spell correctly words used most often in work, studies and daily life, including familiar technical words. 	<p>Ww/L2.1 Spell correctly words used most often at work, in studies and daily life, including familiar technical words</p> <p>Ww/L2.2 Produce legible text, e.g. <i>handwrite legibly and with minimum alterations a piece of writing to be read by someone not known personally</i></p>	<p>L2.22 Spell words used in work, study and daily life, including a range of specialist words</p>
---	---	---

gateway
qualifications



Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

01206 911211

enquiries@gatewayqualifications.org.uk
www.gatewayqualifications.org.uk