Externally assessed by OCR

Unit Title:	**Read for purpose and meaning in simple texts**
Level:	Entry Level 1
Credit value:	1
Guided learning hours:	10
Unit reference number:	J/504/5864

Unit purpose and aim

On completion of this unit the learner will be able to read and understand short texts commonly used in life and work. The learner will be able to understand the main events and recognise their purpose, by using text, signs, symbols and layout to help identify purpose.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Adult Literacy Core Curriculum glossary:
1 Be able to follow short narratives on familiar topics	1.1 Identify the main idea in texts on familiar topics 1.2 Identify a text's subject matter from headings	*Text – words (and images) that are organised to communicate. Includes written, spoken and electronic forms.* ***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E1.1:Follow a short narrative on a familiar topic or experience
2 Understand the different purposes of texts	2.1 Identify the purpose of familiar texts 2.2 Identify the purpose of common signs 2.3 Identify the purpose of common symbols 2.4 Identify type of texts from their layout	Signs – road signs etc Symbols – dotted line/scissors to indicate cut line Maps to: ***Maps to**: **Adult Literacy Core Curriculum:** • Rt/E1.2: Recognise the different purposes of texts at this level

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Understand simple words and punctuation**	
Level:	Entry Level 1	
Credit value:	4	
Guided learning hours:	40	
Unit reference number:	F/504/5863	

Unit purpose and aim

On completion of this unit the learner will know the names and sounds of the letters of the alphabet. The learner will be able to use knowledge of spelling, punctuation and grammar to read and understand a short sentence on a familiar topic. They will understand that images can be used to work out the meaning of individual words. The unit aims to increase a learner's word knowledge by equipping them with skills to recognise some sight vocabulary, signs and symbols.

Learning Outcomes	Assessment Criteria	Additional information
The Learner will:	**The Learner can:**	***Maps to:**
1 Know the sound, name and sequence of the letters of the alphabet	1.1 Identify vowels and consonants 1.2 Identify the letters of the alphabet in lower case 1.3 Identify the letters of the alphabet in upper case 1.4 Sequence the letters of the alphabet	**Adult Literacy Core Curriculum:** • Rw/E1.3: Recognise the letters of the alphabet in both upper and lower case
2 Be able to recognise sight words, signs and symbols	2.1 Identify personal key words 2.2 Identify high frequency words from the Dolch list 2.3 Apply techniques for recognising words on sight, such as length, shape, initial letter combinations and association with other words 2.4 Identify signs and symbols	***Maps to:** **Adult Literacy Core Curriculum:** • Rw/E1.1: Possess a limited, meaningful sight vocabulary of words, signs and symbols

Learning Outcomes	Assessment Criteria	Additional information
3 Be able to read simple, regular words	3.1 Identify the link between sounds(phonemes) and letters (graphemes) in regular words 3.2 Use illustrations and other graphics to work out the meaning of words	Recognise that written words correspond to their spoken equivalents ***Maps to:** **Adult Literacy Core Curriculum:** • Rw/E1.2: Decode simple, regular words
4 Be able to use knowledge of punctuation and word order to understand meaning in sentences	4.1 Identify the correct word order 4.2 Identify the correct use of full stops 4.3 Identify the correct use of initial capital letters 4.4 Identify the correct use of capital letters for names, places and the personal pronoun 'I'	***Maps to:** **Adult Literacy Core Curriculum:** • Rw/E1.3: Recognise the letters of the alphabet in both upper and lower case • Rs/E1.1: Read and recognise simple sentence structures

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Construct simple sentences**	
Level:	Entry Level 1	
Credit value:	4	
Guided learning hours:	40	
Unit reference number:	Y/504/5898	

Unit purpose and aim

On completion of this unit the learner will be able to apply simple grammar rules correctly. The learner will be able to use basic punctuation and spell basic words for every day living.

For example, the learner will be able to spell the days of the week, numbers from one to ten, their own name and address and understand the beginning rules of phonics to use when writing simple words. Examples of phonics rules are cvc words and beginning and final consonant clusters.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**
1 Be able to apply simple grammar rules to punctuate simple sentences and lists	1.1 Write simple sentences for themselves and familiar audiences 1.2 Write simple lists for themselves and familiar audiences 1.3 Use a capital letter to begin a simple sentence 1.4 Use a full stop to end a simple sentence	**Adult Literacy Core Curriculum:** • Ws/E1.1: Construct a simple sentence • Ws/E1.2: Punctuate a simple sentence with a capital letter and a full stop • Wt/E1.1: Use written words and phrases to record or present information
2 Know that a capital letter must always be used for the personal pronoun I	2.1 Use a capital letter with the personal pronoun I in simple sentences	***Maps to:** **Adult Literacy Core Curriculum:** • Ws/E1.3: Use a capital letter for personal pronoun 'I'

Learning Outcomes	Assessment Criteria	Additional Information
3 Be able to spell basic words for every day living	3.1 Spell the high frequency words from the Dolch list 3.2 Spell the days of the week 3.3 Spell numbers from one to ten	Spell important personal words such as own name and address and names of friends & family High frequency words from the Dolch list = first one hundred words. ***Maps to:** **Adult Literacy Core Curriculum:** • Ww/E1.1: Spell correctly some personal key words and familiar words
4 Be able to use corresponding upper and lower case equivalents for letters of the alphabet	4.1 Write the corresponding case equivalent for: • upper case letters of the alphabet • lower case letters of the alphabet 4.2 Use capital letters for proper nouns	Match lower case letters with the corresponding upper case equivalents Understand that choice of case will vary with context and purpose **Maps to:** **Adult Literacy Core Curriculum:** • Ww/E1.2: Write the letters of the alphabet using upper and lower case
5 Be able to spell using basic sound-symbol association	5.1 Spell basic Consonant Vowel Consonant words 5.2 Spell words beginning with more than one consonant 5.3 Spell words ending with more than one consonant	Use the terms vowel and consonants 5.2: initial consonant clusters taken from the following list: bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, spl, spr, squ, st, str, sw, tw, tr, thr, shr 5.3: common end clusters, taken from the following list: ld, nd, lk, nk, sk, lp, mp, sp, ct, ft, lt, nt, pt, st, xt, lf, nch, lth ***Maps to:** **Adult Literacy Core Curriculum:** • Ww/E1.3: Use basic sound-symbol association to help spelling, as appropriate for the needs of the learner

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to which elements of the ALCC.

OCR
Oxford Cambridge and RSA

- SLc/E1.2: Make requests

Unit Title:	**Speak to provide information**
Level:	Entry Level 1
Credit value:	2
Guided learning hours:	20
Unit reference number:	T/504/5570

Unit purpose and aim

On completion of this unit, the learner will be able to speak to be heard and understood by other people in simple exchanges. The learner will be able to show that they can ask questions politely for a specific purpose and use an appropriate tone of voice when making statements of fact to help make them understood.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Suitable measures in assessments:
1. Be able to speak to be heard.	1.1 Speak at a volume which enables the message to be heard by the listener.	Respond to someone else in a simple conversation
		Speak at a suitable volume which enables the message to be heard by the listener.
		*Maps to:
		Adult Core Curriculum
		• SLc/E1.1: Speak clearly to be heard and understood in simple exchanges
2. Be able to make requests politely.	2.1 Use politeness conventions when making requests.	Politeness conventions:
		• Verbal, for example, 'please' and 'thank you' as a single word
		• Non-verbal, for example, smiling when speaking; nodding or shaking of the head when speaking; eye contact when appropriate.
		Making requests:
		• An initial question, for example, asking for help.
		*Maps to:
		Adult Core Curriculum
		• SLc/E1.2: Make requests

Learning Outcomes	Assessment Criteria	Additional Information
		using appropriate terms.
3. Be able to ask questions for a specific purpose.	3.1 Use words that are relevant to a specific purpose to frame questions.	Teaching content: • Understand that a question must have a specific purpose. ***Maps to:** **Adult Core Curriculum** • SLc/E1.3: Ask questions to obtain specific information.
4. Be able to use tone of voice to give clarity to statements of facts.	4.1 Use tone of voice to place emphasis on key words.	Teaching content: Understand how the context of the delivery of factual information can affect meaning Understand how the tone of voice in the delivery of factual information can affect meaning ***Maps to:** **Adult Core Curriculum** • SLc/E1.4: Make statements of fact clearly.

Assessment

Internal assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Listen and respond to simple phrases**
Level:	Entry Level 1
Credit value:	2
Guided learning hours:	20
Unit reference number:	R/504/5530

Unit purpose and aim

On completion of this unit the learner will be able to listen and respond appropriately when they are in a familiar situation. Learners will be able to follow and identify the gist of short explanations and follow simple instructions. They will use strategies to respond appropriately and to extract information from what they hear.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Teaching should include showing engagement or interest when listening to others engagement e.g. by body language, eye contact, facial expression
1 Be able to understand short verbal explanations	1.1 Use body language to indicate engagement	
	1.2 Identify the gist of short explanations	Short explanations on topics such as 'What to do on your first day at college or work'
	1.3 Identify specific information from key words	Listen for details like:
		• Times of classes
		• Room numbers in school, college or work
		• Meeting room location
		• Where to catch train
		*Maps to:
		Adult Core Curriculum:
		• SLlr/E1.1:Listen for the gist of short explanations
		• SLlr/E1.2:Listen for detail using key words to extract some specific information

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to follow simple instructions that are given in a familiar context	2.1 Respond appropriately to key words in spoken instructions	Key words used in spoken instructions: • put, go, do, do not/don't, turn on, turn off, turn left, turn right ***Maps to:** **Adult Core Curriculum:** • SLlr/E1.3:Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary
3 Be able to respond to requests for personal details when in familiar situations	3.1 Respond appropriately to requests for personal details when in familiar situations 3.2 Identify situations where it would be acceptable to give personal details	Responding appropriately: • giving correct personal details • spelling out for clarity if asked to by the listener • repeating for confirmation if asked to by the listener. Personal details: • Name, address, date of birth, age, telephone numbers, nationality. Acceptable situations such as: • Bank, doctors' surgery, official situations (home office, police, council, schools, college). ***Maps to:** **Adult Core Curriculum:** • SLlr/E1.4:Listen and respond to requests for personal information

Assessment

Internal assessment.

*Mapping Information

This unit covers areas of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to which elements of the ALCC.

Unit Title:	**Read for purpose and meaning in straightforward texts**
Level:	Entry Level 2
Credit value:	1
Guided learning hours:	10
Unit reference number:	H/504/5869

Unit purpose and aim

On completion of this unit the learner will be able to understand the main events in simple straightforward texts and recognise their purpose. They will know where to find information from common sources and use illustrations to locate information.

The aim of this unit is to give learners an understanding of the skills required to read and understand texts commonly used in life and work.

Learning Outcomes	Assessment Criteria	Additional Information
The learner will: 1 Understand how chronological and instructional texts are sequenced	**The learner can:** 1.1 Identify the sequence of chronological texts using words relating to time	Organise images with accompanying text in the correct order for an account of an incident. ***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E2.1: Trace and understand the main events of chronological and instructional texts

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to recognise the different purposes of texts	2.1 Identify the different purposes of texts encountered in daily life 2.2 Select types of texts to find specific information	2.1 qu. Match purpose to examples of texts e.g. tickets to an event; hospital appointment card 2.2 select a text [type] from a list to find specific info e.g. meaning of a word [dictionary]; what's on TV [listings] ***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E2.2: Recognise the different purposes of texts at this level
3 Be able to locate different information in texts	3.1 Identify specific information from whole texts	Find telephone number from an advert ***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E2.3: Identify common sources of information
4 Be able to use illustrations and captions to locate information	4.1 Identify illustrations and captions that contribute to meaning 4.2 Interpret information using illustrations and captions	***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E2.4: Use illustrations and captions to locate information

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers areas of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to which elements of the ALCC.

OCR
Oxford Cambridge and RSA

Unit Title:	**Understand simple phrases and sentences**
Level:	Entry Level 2
Credit value:	4
Guided learning hours:	40
Unit reference number:	D/504/5868

Unit purpose and aim

On completion of this unit the learner will be able to apply knowledge of a simple range of spelling, punctuation and grammar rules to read and understand individual words and sentences. The learner will be able to recognise high frequency words using phonic and graphic knowledge and spelling patterns, as well as be able to identify adverbials in instructions. Where required, the learner will also be able to use a simplified dictionary to find words.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**

1 Be able to use adverbials to follow written instructions	1.1 Identify adverbials in instructions
	
	1.2 Identify the effect adverbials have on the meaning of instructions
		Adult Literacy Core Curriculum:
		
		• Rs/E2.1:Read and understand linking words and adverbials in instructions and directions, e.g. next, then, right and straight on
		
		Adverbials (e.g.)
		    - after
		    - before
		    - first
		    - last
		    - then
		    - next
		    - during
		    - while
		    - meanwhile
		    - after awhile
		    - to one side
		    - next to
		    - right
		    - left
		    - straight on

2 Understand that words must make sense when	2.1 Identify the effect word	***Maps to:**

Learning Outcomes	Assessment Criteria	Additional Information
used together in a sentence	order has on meaning 2.2 Identify the meaning of a word using the context of the sentence	**Adult Literacy Core Curriculum:** • Rs/E2.2:Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning • Rs/E2.3:Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words
3 Be able to use knowledge of punctuation to understand a text	3.1 Identify the correct use of question marks 3.2 Identify the correct use of exclamation marks 3.3 Identify correct use of full stops	***Maps to:** **Adult Literacy Core Curriculum:** • Rs/E2.4:Use punctuation and capitalisation to aid understanding
4 Understand words on forms related to personal information	4.1 Identify the meaning of these words related to personal information: • name • address • postcode • age • date of birth on a form	
5 Be able to read with understanding high frequency words and words with common spelling patterns	5.1 Identify the meaning of high frequency words	High Frequency Words E2 are the first 200 words in the Dolch list ***Maps to:** **Adult Literacy Core Curriculum:** • Rw/E2.1:Recognise high frequency words and words with common spelling patterns
6 Be able to read with understanding words using phonic and graphic knowledge	6.1 Identify words with the same sound [phoneme] 6.2 Break words down into their constituent parts 6.3 Break words down into syllables	6.1 f/ph **f**oot **ph**one 6.1 Ee/ea s**ea**t s**ee**d 6.2 Recognise prefixes, suffixes, compound words.
7 Be able to sequence	7.1 Use initial letters to order	Locate the approximate point

Learning Outcomes	Assessment Criteria	Additional Information
words in alphabetical order	words in alphabetical sequence	in the dictionary where the initial letter is to be found
		*Maps to:
		Adult Literacy Core Curriculum:
		• Rw/E2.3:Use a simplified dictionary to find the meaning of unfamiliar words

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers areas of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to which elements of the ALCC.

Externally assessed by OCR

Unit Title:	**Construct straightforward compound sentences**
Level:	Entry Level 2
Credit value:	4
Guided learning hours:	40
Unit reference number:	H/504/5872

Unit purpose and aim

On completion of this unit the learner will be able to apply a simple range of grammar rules that include conjunctions and adjectives. The learner will be able to punctuate both simple and compound sentences and spell common words correctly. For example, learners will be able to spell months of the year, numbers up to twenty and words with vowel phonemes, verbs with ed and ing endings, and plurals.with s.   The learner will also be able to present information as lists, charts and diagrams.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Common conjunctions:
1 Be able to use grammar rules in compound sentences using common conjunctions	1.1 Use common conjunctions to form compound sentences	As, and, but, or, **Maps to:** **Adult Literacy Core Curriculum:** • Ws/E2.1: Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but
2 Be able to use adjectives in sentences	2.1 Use adjectives in sentences to describe nouns	**Maps to:** **Adult Literacy Core Curriculum:** • Ws/E2.2: Use adjectives
3 Be able to use punctuation in simple and compound sentences	3.1 Punctuate simple sentences so that meaning is clear, including: • capital letters • full stops • question marks 3.2 Adapt punctuation when forming compound sentences from simple sentences	**Maps to:** **Adult Literacy Core Curriculum:** • Ws/E2.3: Use punctuation correctly, e.g. capital letters, full stops and question marks • Ws/E2.4: Use a capital letter for proper nouns

Learning Outcomes	Assessment Criteria	Additional Information
4 Be able to spell common words	4.1 Spell common words 4.2 Spell months of the year 4.3 Spell numbers up to twenty	Common words = the first 200 words in Dolch list **Maps to:** **Adult Literacy Core Curriculum:** • Ww/E2.1: Spell correctly the majority of personal details and familiar common words
5 Understand sound-symbol relationships to help spell words correctly	5.1 Spell plurals ending in s 5.2 Spell verbs with ed and ing endings 5.3 Spell words with vowel phonemes 5.4 Spell words with negative prefixes	**Maps to:** **Adult Literacy Core Curriculum:** • Ww/E2.2: Use their knowledge of sound-symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner
6 Be able to present words and phrases in simple formats	6.1 Present information: • in notes format • on a chart • on a diagram • in list format	**Maps to:** **Adult Literacy Core Curriculum:** • Wt/E2.1: Use written words and phrases to record or present information

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers areas of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to which elements of the ALCC.

Unit Title:	**Speak to provide and request information**	
Level:	Entry Level 2	
Credit value:	2	
Guided learning hours:	20	
Unit reference number:	J/504/5573	

Unit purpose and aim

On completion of this unit, the learner will be able to speak to others for a wide variety of purposes. They will be able to show that they are developing confidence in using spoken language and accepted politeness conventions when asking questions. The learner will increase their range of words when speaking to others, and when making statements of fact.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will: 1. Be able to speak to be heard.	**The Learner can:** 1.1 Speak at a volume that enables the message to be heard by the listener.	***Maps to:** **Adult Core Curriculum** • SLc/E2.1: Speak clearly to be heard and understood in straightforward exchanges.
2. Be able to obtain information by asking questions.	2.1 Use words that are relevant to a specific purpose to frame requests. 2.2 Use politeness conventions when asking questions. 2.3 Use words relevant for follow-up questions to gain clarification.	Politeness conventions: • Verbal, for example, 'please' and 'thank you' as part of the question • terms such as 'may I', 'could I', 'excuse me' Follow up questions: • 'Would you please repeat that?' • 'May I just check…' • 'So, does that mean...' ***Maps to:** **Adult Core Curriculum** • SLc/E2.2: Make requests and ask questions to obtain information in everyday contexts. • SLc/E2.4: Ask questions to clarify understanding.

Learning Outcomes	Assessment Criteria	Additional Information
3. Be able to select words and phrases which are relevant to a statement.	3.1 Use words and phrases relevant for a specified purpose: • fact • description • account.	Facts to include a description or account. ***Maps to:** **Adult Core Curriculum** • SLc/E2.3: Express clearly statements of fact and short accounts and descriptions.

Assessment

Internal assessment

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Listen and respond to detail**
Level:	Entry Level 2
Credit value:	2
Guided learning hours:	20
Unit reference number:	Y/504/5531

Unit purpose and aim

On completion of this unit the learner will be able to listen and respond appropriately in less familiar situations. Learners will be able to follow and identify the detail in short spoken explanations and descriptive conversations. They will also be able to demonstrate an ability to follow a spoken set of multi-step instructions, make appropriate non-verbal responses to direct questions and recognise the thoughts and feelings of others based on what they hear.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Verbal clues:
1 Be able to follow the main ideas in spoken language	1.1 Use verbal clues to help identify the subject and main points from: • short explanations • descriptions • narratives	• indicated by use of repetition, tone of voice • key words (such as nouns and proper nouns, simple adjectives) • sequencing markers in narratives (such as first, then, last) ***Maps to:** **Adult Core Curriculum:** • SLlr/E2.1:Listen for and follow the gist of narratives, descriptions and conversations • SLlr/E2.3:Listen for and identify the main points of short explanations or presentations

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to listen for specific detail in explanations	2.1 Identify specific detail in short spoken explanations	Linking words in explanations: • because, the reason for, so that ***Maps to:** **Adult Core Curriculum:** • SLlr/E2.2:Listen for detail in short explanations, instructions and narratives • SLlr/E2.4:Listen to and follow short, straightforward oral instructions
3 Be able to follow multi-step verbal instructions	3.1 Respond in correct order to sequential markers in multi-step instructions	Sequential markers in instructions: • first, first of all, firstly, at the beginning, secondly, then, next, after a while, meanwhile, finally, last of all, in the end, last
4 Know that feelings can be expressed in spoken form	4.1 Identify when someone is expressing: • a positive feeling • a negative feeling 4.2 Identify when someone is expressing an opinion	Markers when expressing an opinion: 'I think/I think that', 'In my opinion', 'In my view' ***Maps to:** **Adult Core Curriculum (printed version)** • SLlr/E2.5 Listen to and identify simply expressed feelings and opinions
5 Know that feelings can be expressed through non-verbal communication	5.1 Identify meaning from non-verbal communication	Facial expressions, gestures.
6 Understand that appropriate responses should be given to direct questions	6.1 Use non-verbal responses for emphasis when answering direct questions	Non verbal responses: • Nodding and shaking of heads to match verbal response • Shrugging of shoulders • Smiling, frowning to match verbal response ***Maps to:** **Adult Core Curriculum (printed version)** • SLlr/E2.6 Respond to straightforward questions

Assessment

Internal assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to these elements of the ALCC.

Unit Title:	**Read for purpose and meaning in straightforward continuous texts**
Level:	Entry Level 3
Credit value:	2
Guided learning hours:	20
Unit reference number:	D/504/5854

Unit purpose and aim

On completion of the unit the learner will be able to use reading strategies, visual clues and context to identify meaning and will be able to find specific information in different types of text.

This unit introduces a wider range of texts beyond those commonly used in life and work, and develops an understanding of how format and organisational features can help the reader.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Texts: chronological, continuous, descriptive, explanatory of more than one paragraph
1 Understand the main points in different types of texts	1.1 Identify the main points of continuous texts of more than one paragraph	
	1.2 Select appropriate conclusions for texts	***Maps to:**
		Adult Literacy Core Curriculum:
		• Rt/E3.1: Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph
		• Rt/E3.4: Identify the main points and ideas and predict words from context
2 Be able to read different types of texts in detail	2.1 Find specific information within texts	***Maps to:**
		Adult Literacy Core Curriculum:
		• Rt/E3.8: Obtain specific information through detailed reading

Learning Outcomes	Assessment Criteria	Additional Information
3 Understand that texts can have different purposes	3.1 Identify the different purposes of texts with the same format	***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E3.2: Recognise the different purposes of texts at this level
4 Understand the importance of organisational and structural features in helping the reader find information in texts	4.1 Identify the gist of information from headings 4.2 Use key words to elicit specific information 4.3 Use alphabetical order to find information 4.4 Use images to find information	***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E3. 5: Understand and use organisational features to locate information, e.g. contents, index, menus • Rt/E3.7: Scan texts to locate information
5 Know how an image can be used to support the understanding of a text	5.1 Identify appropriate images for different types of text	***Maps to:** **Adult Literacy Core Curriculum:** • Rt/E3.9: Relate an image to print and use it to obtain meaning

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Understand meaning in compound sentences**	
Level:	Entry Level 3	
Credit value:	3	
Guided learning hours:	30	
Unit reference number:	T/504/5844	

Unit purpose and aim

On completion of this unit the learner will be able to use an increasing knowledge of spelling, punctuation and grammar to read and understand texts which give instructions or include unfamiliar words.

The learner will be able to follow written instructions, and use their knowledge of sentence structure and their skill in decoding unfamiliar words to have an overall understanding of texts. They will be able to deconstruct sentences using knowledge of words, word patterns and the action of words to help them understand the meaning within a sentence. The learner will develop an understanding of the key, common words and phrases used on the type of forms they are likely to come across in everyday life.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will: 1 Be able to recognise language features of instructional texts	**The Learner can:** 1.1 Identify language features: 　• imperatives 　• second person 　• verb tense that conveys time 　in instructional texts	**Learners are expected to be able to recognise the following words which will be used in the assessment questions: sentence,** Examples of Instructional texts: recipes, DIY step by step, How to do something **Imperatives –** a form of verb that expresses a command or instruction. The verb is in its basic form, with no endings and there is usually no subject present (e.g. Stop that! Sit down now! Open the window please. **Second Person –** a form of a personal pronoun which includes the addressee (s), but excludes the speaker (s) or writer (s): You, your(s), yourself, yourselves **Verb tenses** - past, present and future form of verbs: Speak louder, You will be speaking louder, You have spoken louder ***Maps to:** **Adult Literacy Core Curriculum:**

Learning Outcomes	Assessment Criteria	Additional Information
		• Rs/E3.1:Recognise and understand the organisational features and typical language of instructional texts, e.g. use of imperatives and second person
2 Be able to use knowledge of words, the action of words and word patterns within sentences to aid meaning	2.1 Identify the meaning of simple texts through: • words (connectives, nouns, verbs, adjectives) • word order • plausible meaning 2.2 Decode unfamiliar words in sentences through • knowledge of context • illustrations • word patterns 2.3 Decode unfamiliar words by using spelling strategies: • words with silent letters • words with the same root • compounds • grammatical endings • prefixes 2.4 Identify how • prefixes • suffixes change the meaning of a sentence	A learner at this level should be able to identify and understand the use of these elements of a sentence: **Nouns** – a word that denotes somebody or something **Verbs** – a word that expresses an action, a happening, a process or a state. **Adjectives** – a word that describes somebody or something. **Connectives** – a word or phrase that links different parts of a text **Word order** – sentences will only make sense if words are in a set pattern. (e.g. adjectives will only make sense if they come before or after a noun or after a linking verb. Verbs occur after a noun. Articles such as 'the' and 'a' occur before a noun. **Plausible meaning** – use knowledge of word order to understand an unfamiliar word **Knowledge of context** - Use knowledge of the content of the text to understand an unfamiliar word **Illustrations –** Use an image, symbol or sign to understand an unfamiliar word At this level learners should be able to decode unfamiliar words using their knowledge of the following spelling rules: • silent letters • ***Maps to:** **Adult Literacy Core Curriculum:** • Rs/E3.2:Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives],

Learning Outcomes	Assessment Criteria	Additional Information
		nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning • Rw/E3.5:Use a variety of reading strategies to help decode an increasing range of unfamiliar words • Rw/E3.1:Recognise and understand relevant specialist key words e.g. work-related/ health-related Assessment criterion 2.3 This is intended to cover unfamiliar words in isolation, this might include specialist key words that are formed by the addition of suffixes and prefixes. Grammatical endings: • suffixes • inflections • plurals Suffixes: -ness -less -ly -ful -s -es -ing -ed -er -est Prefixes: Un- Dis- Mis- Re- Pre-

Learning Outcomes	Assessment Criteria	Additional Information
3 Know punctuation gives meaning to texts	3.1 Identify the use of inverted commas in direct speech 3.2 Identify how commas separate items in lists 3.3 Identify how commas separate parts of a sentence	***Maps to:** **Adult Literacy Core Curriculum:** • Rs/E3.3:Use punctuation and capitalisation to aid understanding
4 Be able to sequence words in alphabetical order	4.1 Use first and second place letters to order words in alphabetical sequence	***Maps to:** **Adult Literacy Core Curriculum:** • Rw/E3.3:Use a dictionary to find the meaning of unfamiliar words • Rw/E3.4:Use first and second place letters to find and sequence words in alphabetical order
5 Understand words and phrases commonly used on forms	5.1 Identify information that relates to: • words • phrases commonly used on forms	Words: • Occupation • Interests • References • Qualifications Phrases: • Payment Method • Total balance due • Next of kin • Ethnic origin ***Maps to:** **Adult Literacy Core Curriculum:** • Rw/E3.2:Read and understand words and phrases commonly used on forms

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Construct compound sentences**
Level:	Entry Level 3
Credit value:	2
Guided learning hours:	20
Unit reference number:	A/504/5862

Unit purpose and aim

On completion of this unit the learner will be able to use a broad range of grammar rules to select appropriate punctuation and to spell a broad range of more complex words. The learner will also be able to identify grammatical, punctuation and spelling errors.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**
1 Be able to use grammar rules in complete sentences	1.1 Use subject-verb agreement in complete sentences 1.2 Use verb-tense agreement in complete sentences	**Adult Literacy Core Curriculum:** • Ws/E3.1:Write in complete sentences • Ws/E3.2:Use correct basic grammar, e.g. appropriate verb tense, subject-verb agreement
2 Understand how to punctuate continuous text	2.1 Use • capital letters • exclamation marks • question marks • full stops to show the meaning of continuous text	Unpunctuated sentences/texts no more than four sentences. ***Maps to:** **Adult Literacy Core Curriculum:** • Ws/E3.4:Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks, commas
3 Know phoneme and grapheme patterns to help with spelling	3.1 Spell words with silent letters 3.2 Spell words where • suffixes • prefixes have been added	Use images and then leave out letters so that learner completes spelling dis + satisfied, il + legal ***Maps to:** **Adult Literacy Core Curriculum:** • Ww/E3.2:Use their developing knowledge of sound-symbol relationships

Learning Outcomes	Assessment Criteria	Additional Information
		and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner
4 Be able to identify errors in continuous texts	4.1 Identify grammatical errors 4.2 Identify punctuation errors 4.3 Identify spelling errors	Assessment is to be identification of errors only, not correction ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/E3.4:Proofread and correct writing for grammar and spelling

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Plan and sequence texts**
Level:	Entry Level 3
Credit value:	2
Guided learning hours:	20
Unit reference number:	K/504/5856

Unit purpose and aim

On completion of this unit the learner will be able to plan, organise and sequence information for a variety of purposes, with some adaptation to the audience.

The learner will be able to gather ideas prior to writing a text, using notes or diagrams. They will be able to group ideas together in a text and recognise a logical order for main points in a text. They will be able to recognise sentences around the same topic and link chronological events.

This unit provides the learner with knowledge they can use when they start writing.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**
1 Understand that there are different ways to plan a written text	1.1 Identify techniques for planning to write: • spidergrams • lists • notes • under headings 1.2 Identify from plans the relevant ideas for specified contexts 1.3 Identify the logical order to present main points for a specified purpose: • Chronological (order of events in time) • Process (step by step instructions) • Introduction, body, conclusion (beginning, middle and end)	**Adult Literacy Core Curriculum:** • Wt/E3.1: Plan and draft writing

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to group sentences together to form paragraphs	2.1 Identify a topic sentence for a paragraph 2.2 Identify sentences about the same topic 2.3 Use linking words • conjunctions • adverbials that create coherence between sentences in paragraphs	**Conjunctions** So, and, then, while, as, but, however, since, first, later, before, after, next **Adverbials** Somehow, therefore, just, only, soon, ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/E3.2:Organise writing in short paragraphs
3 Be able to link paragraphs into a logical sequence	3.1 Use linking words which create logical sequence between paragraphs	e.g. first, then, later ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/E3.3:Sequence chronological writing

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

OCR
Oxford Cambridge and RSA

Centre assessed and moderated by OCR

Unit Title:	**Speak to communicate information, ideas and opinions**
Level:	Entry Level 3
Credit value:	2
Guided learning hours:	20
Unit reference number:	L/504/5574

Unit purpose and aim

On completion of this unit, the learner will be able to speak in a range of situations. They will be able to show that they feel increasingly comfortable using spoken language in a variety of social and public situations and contexts, responding to the feelings and needs of others. The learner will be able to show an understanding of how a range of levels of formality gives spoken language different meanings depending on the context and the intended audience.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**
1. Be able to speak clearly at a pace the listener can understand.	1.1 Speak at a pace that suits the context. 1.2 Speak with minimal hesitation.	**Adult Core Curriculum:** • SLc/E3.1: Speak clearly to be heard and understood using appropriate clarity, speed and phrasing.
2. Be able to use language appropriate to the level of formality and situation.	2.1 Use informal and formal language appropriate to the situation. 2.2 Use a level of formality appropriate to the situation in order to obtain information.	Politeness conventions: • Register difference in words used within social and cultural networks and work environments. • Phrase questions so that they are appropriate to the level of formality required of the situation, using politeness conventions required of the situation. ***Maps to:** **Adult Core Curriculum:** • SLc/E3.2: Use formal language and register when appropriate. • SLc/E3.4: Make requests and ask questions to obtain information in familiar and unfamiliar contexts.

Learning Outcomes	Assessment Criteria	Additional Information
3. Be able to select the level of language detail appropriate to the situation.	3.1 Use a level of detail relevant to the situation when giving: • explanations • accounts • descriptions.	Keeping to the point, giving a level of detail that is appropriate to the listener, not introducing other ideas, being concise. ***Maps to:** **Adult Core Curriculum:** • SLc/E3.3: Express statements of fact clearly, and give short explanations, accounts and descriptions.

Assessment

Internal assessment

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Unit Title:	**Contribute to discussions**
Level:	Entry Level 3
Credit value:	2
Guided learning hours:	20
Unit reference number:	D/504/5580

Unit purpose and aim

On completion of this unit, the learner will be able to actively participate in discussions with other people. They will be able to show that they feel increasingly comfortable using spoken language for discussion in a variety of social and public situations and contexts, responding to the needs of others using common turn-taking conventions.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will: 1. Be able to follow the main points of discussions with different purposes on different topics.	**The Learner can:** 1.1 Identify the main points in discussions. 1.2 Identify different purposes of discussions.	Different purposes may include: • share views • plan a task • solve a problem • clear the air. ***Maps to:** **Adult Literacy Core Curriculum:** • SLd/E3.1: Follow and understand the main points of discussions on different topics.
2. Be able to make effective contributions to discussions.	2.1 Make contributions to discussions at a point where the comment is relevant. 2.2 Use phrases to relate own comments to those of others in the discussion.	**Maps to:** **Adult Literacy Core Curriculum:** • SLd/E3.2: Make contributions to discussions that are relevant to the subject.

Learning Outcomes	Assessment Criteria	Additional Information
3. Understand turn-taking conventions during discussions.	3.1 Use: • eye contact • gestures • verbal cues to signal turn-taking in a discussion. 3.2 Respond to: • eye contact • gestures • verbal cues which signal a request for turn-taking in a discussion.	Convention of allowing one person to speak at a time leads to a more productive discussion. **Maps to:** **Adult Literacy Core Curriculum:** • SLd/E3.3: Respect the turn-taking rights of others during discussions.

Assessment

Internally assessed.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Centre assessed and moderated by OCR

Unit Title:	**Listen and respond to specific information**
Level:	Entry Level 3
Credit value:	2
Guided learning hours:	20
Unit reference number:	K/504/5534

Unit purpose and aim

On completion of this unit, learners will be able to engage in discussions in different contexts including when the learner is not face to face with the speaker and is in public, open events. The learner will be able to listen for specific information and confirm their understanding through verbal and non-verbal responses when engaged in a discussion. They will also gain awareness of how to adapt their response to suit a particular situation.

The skills and knowledge in this unit will complement the skills in the Speaking units in this suite of qualifications.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Contexts where there is less knowledge of the content and no visual clues
1 Be able to follow the gist of spoken language in different contexts	1.1 Use verbal clues: • linking words • sequence markers to identify the gist of spoken language in different contexts	***Maps to:** **Adult Core Curriculum** • SLlr/E3.1:Listen for and follow the gist of explanations, instructions, narratives and conversations in different contexts
2 Be able to listen for specific detail in spoken language	2.1 Identify spoken detail in: • explanations • instructions • narratives that is relevant to context and purpose	***Maps to:** **Adult Core Curriculum** • SLlr/E3.2:Listen for detail in explanations, instructions, narratives and conversations in different contexts
3 Be able to recognise relevant information in spoken language	3.1 Identify relevant information that is: • new • repeated in spoken language	Relevance: specific to the listener's own purpose ***Maps to:** **Adult Core Curriculum** • SLlr/E3.3:Listen for and identify relevant information and new information from discussions, explanations and presentations

Learning Outcomes	Assessment Criteria	Additional Information
4 Be able to use non-verbal and verbal signals to respond to spoken language	4.1 Use: • verbal • non-verbal signals to indicate level of understanding	Verbal signals: gutteral signals, sighs, repeating key words with inflection of agreement, repeating key words with questioning inflection, one word exclamations. Non-verbal: facial expressions, shrugging of shoulders; Smiling, frowning; hand gestures (thumbs up, OK sign, raising hand to ask a question) ***Maps to:** **Adult Core Curriculum** • SLlr/E3.4:Use strategies to clarify and confirm understanding, e.g. facial expressions or gestures
5 Be able to respond appropriately to other points of view in spoken language	5.1 Identify non-verbal signals that indicate lack of attention in others 5.2 Identify appropriate • verbal • non-verbal responses to views different from their own	Strategies for paying attention: • Sitting up straight • Eye contact with the speaker ***Maps to:** **Adult Core Curriculum** • SLlr/E3.5:Listen to and respond appropriately to other points of view
6 Know that responses to questions will differ, depending on the context	6.1 Identify the different forms of questions 6.2 Identify how to adapt own response to suit different contexts	Different forms of questions: • Open/closed • Direct • Indirect Adaptation: • Adjust level of detail • Adjust formality of language • Adjust non-verbal communication ***Maps to** **Adult Core Curriculum:** • SLlr/E3.6:Respond to a range of questions about familiar topics

Assessment

Internal assessment.

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to these elements of the ALCC.

OCR
Oxford Cambridge and RSA

Externally assessed by OCR

Unit Title:	**Read for purpose and meaning in texts on a variety of topics**
Level:	1
Credit value:	4
Guided learning hours:	40
Unit reference number:	L/504/5865

Unit purpose and aim

On completion of this unit the learner will be able to gain information and meaning from different types of texts by understanding their content, structure and organisation. They will be able to use organisation and structure, together with language, textual features and images to identify purpose and meaning of texts.

NB: For each GCSE and Functional Skills Criteria full or partial coverage is indicated in normal font. No coverage of part of a criterion is indicated in *italic* font'.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will: 1 Be able to follow the sequence of main points and ideas from texts	**The Learner can:** 1.1 Identify the main • points • ideas of continuous texts 1.2 Identify conclusions that lead from main • points • ideas 1.3 Identify meaning in texts that is implied but not stated	Implicit meaning may contribute to the meaning of a text, but is not required for overall understanding (such as implicit meaning that is not satirical, but may be irony) **Maps to:** **Adult Literacy Core Curriculum:** Rt/L1.1: Trace and understand the main events of continuous descriptive, explanatory and persuasive texts ***Signposts to:** **GCSE English criteria:** Read and understand texts, selecting material appropriate to purpose **Functional Skills criteria:** Identify the main points and ideas and how they are presented in a variety of texts
2 Know that language and textual features affect the	2.1 Identify the different purposes of different	**Types of texts:** • Report

Learning Outcomes	Assessment Criteria	Additional Information
purpose of different texts	types of texts 2.2 Identify how language is used for specific purposes 2.3 Identify how textual features are used for specific purposes	• Email • Letter • Text message • Note • List • Advert • Brochure • Leaflet • Notice • Sign • Poster • Form • Narrative **How language is used for a specific purposes** • To convince • To persuade • To instruct • To describe • To explain • To entertain • To criticise • To dissuade • To inform • To direct • To justify • To encourage **Textual features:** • Headings • Sub-headings • Font type • Bold font • Italics • Bullet points • Number points • Columns • Images • Captions • Tables **How textual features are used for a specific purpose** • To highlight • To supplement information • To create sections of text **Maps to:** **Adult Literacy Core Curriculum:** Rt/L1.2: Recognise how language and other textual features are used to achieve

Learning Outcomes	Assessment Criteria	Additional Information
		different purposes, e.g. to instruct, explain, describe, persuade

*Signposts to:

GCSE English criteria:
Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Functional Skills criteria:
• Identify suitable responses to texts
• Identify the main points and ideas and how they are presented in a variety of texts |
| 3   Understand how the use of images in texts helps to convey meaning | 3.1   Decode meaning in images, which is not explicit in the text | **Maps to:**

Adult Literacy Core Curriculum:
Rt/L1.3: Identify the main points and specific detail, and infer meaning from images which is not explicit in the text |
| 4   Be able to use visual cues to locate information in a variety of texts | 4.1   Use alphabetical order to locate information

4.2   Use keys and symbols to locate information | ***Maps to:**

Adult Literacy Core Curriculum:
Rt/L1.4: Use organisational and structural features to locate information, e.g. contents, index, menus, subheadings, paragraphs

*Signposts to:

GCSE English criteria:
Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.

Functional Skills criteria:

Utilise information contained in texts |

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:	**Interpret meaning in sentences in straightforward texts**
Level:	Level 1
Credit value:	2
Guided learning hours:	20
Unit reference number:	Y/504/5867

Unit purpose and aim

On completion of this unit, the learner will be able to predict and interpret meaning by understanding uses of vocabulary and by using grammar knowledge to understand the meanings of unfamiliar words. The learner will be able to use a wide range of punctuation to aid understanding and access information from reference sources.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Types of vocabulary includes:
1 Understand the vocabulary associated with different types of texts	1.1 Identify that vocabulary used is dependent on context and purpose	• Specialist / technical words • Adjectives that elaborate • Adverbials • Words that depict mood • Collective nouns • Abstract nouns • Acronyms
	1.2 Identify the effect of types of vocabulary used in different types of texts	***Maps to:** **Adult Literacy Core Curriculum:** • Rw/L1.2 Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning ***Signposts to:** **GCSE English criteria:** • Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader **Functional Skills criteria:** • Identify the main points and ideas and how they are presented in a variety of texts
2 Understand entries in reference materials	2.1 Identify the meaning of typical	Abbreviations, including, for example: • 'pl' signals the plural form of the word

Learning Outcomes	Assessment Criteria	Additional Information
	abbreviations used in reference materials 2.2 Identify the purpose of common navigational tools used in reference materials	• vb = verb • adj = adjective Typical terms, for example: • Origin – tells you where the word comes from • Derivative – tells you if it the word is derived from another or from a root in the same or another language. If the word is a root word gives the variations. • Definition – gives the meaning of the word • Usage/phrases – how the word can be used in a sentence Navigational tools: • Letters in an index at the side of a page which correspond to the first letter of word • First and last words on a dictionary page placed at the top of the page • Footnotes ***Maps to:** **Adult Literacy Core Curriculum:** • Rw/L1.1 Use reference material to find the meaning of unfamiliar words ***Signposts to:** **GCSE English criteria:** • Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate **Functional Skills criteria:** • Utilise information contained in texts
3 Understand how the meaning of words is affected by word structure	3.1 Interpret the meaning of words from knowledge of: • prefixes • suffixes • root words	prefixes: tri- tele- im- in- trans- super- anti- inter- sub- suffixes:

Learning Outcomes	Assessment Criteria	Additional Information
		-al/ly/ary
		-sion/cian/tion
		-ment
		-ible
		-able
		-ship
		-ary
		-ing
		*Maps to:
		Adult Literacy Core Curriculum: • Rw/L1.3:Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings
		*Signposts to:
		GCSE English criteria: • Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
		Functional Skills criteria: • Utilise information contained in texts
4 Be able to use grammatical knowledge to help predict meaning in sentences	4.1 Use grammatical features in texts to predict meaning: • linking words • Adverbs • Pronouns • Tense • Negative • phrase	• Descriptive – adjectives, adverbs, verb tense • Warnings – do, do not, use of negative verbs • Instructional – imperatives, adverbs, adverbial phrases • Personal – first person • Linking words – therefore, however, if, unless, until, because, finally, whatever, furthermore, as a result of, and so, in conclusion ***Maps to:** **Adult Literacy Core Curriculum:** • Rs/L1.1 Use implicit and explicit grammatical knowledge e.g. of different sentence forms, types of word, verb tense, word order along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense

Learning Outcomes	Assessment Criteria	Additional Information
		*Signposts to: **GCSE English criteria:** • Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader **Functional Skills criteria:** • Utilise information contained in texts
5 Understand how punctuation affects the formality and meaning of sentences	5.1 Identify words which can use the omissive apostrophe to alter the formality of a sentence 5.2 Identify how commas affect meaning in sentences: • before direct speech • for asides (extra information) • in subordinate clauses at beginning of sentences	Way of making text informal is through use of contractions ***Maps to:** **Adult Literacy Core Curriculum:** • Rs/L1.2:Use punctuation to help their understanding ***Signposts to:** **GCSE English criteria:** • Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. **Functional Skills criteria:** • Read and understand texts in detail

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

OCR
Oxford Cambridge and RSA

Unit Title:	**Construct compound sentences**
Level:	Level 1
Credit value:	2
Guided learning hours:	20
Unit reference number:	R/504/5866

Unit purpose and aim

On completion of this unit the learner will be able to apply grammatical devices correctly. The learner will be able to spell and punctuate correctly in sentences and lists so that the meaning is clear. They will be able to correct errors in continuous text through knowledge of verb-tense agreement and homophones.

Learning Outcomes	Assessment Criteria	Additional Information
1 Be able to use grammatical devices correctly in sentences	1.1 Use correct subject-verb agreement in sentences for: • regular verbs • irregular verbs 1.2 Use correct verb-tense agreement in sentences 1.3 Use: • conjunctions • commas in compound sentences so that meaning is clear	One paragraph of text ***Maps to:** **Adult Literacy Core Curriculum:** • Ws/L1.1: Write in complete sentences • Ws/L1.2: Use correct grammar e.g. subject-verb agreement, correct use of tense ***Signposts to:** **GCSE English criteria:** • Use a range of sentence structures for clarity, purpose and effect. **Functional Skills criteria:** • Use correct grammar, including correct and consistent use of tense

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to punctuate lists to help with meaning	2.1 Use: • colons • dashes/bullet points in vertical lists to help meaning in lists	Colon used to start a list Dashes or bullet points in a vertical list ***Maps to:** **Adult Literacy Core Curriculum:** • Ws/L1.3: Punctuate sentences correctly and use punctuation so that meaning is clear ***Signposts to:** **GCSE English criteria:** • Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation. **Functional Skills criteria:** • Ensure written work includes generally accurate punctuation
3 Be able to spell words with regular and irregular spelling patterns	3.1 Spell two-syllable words containing double consonants 3.2 Spell irregular verb forms 3.3 Spell plural words 3.4 Spell words with: • prefixes • suffixes	Correct incorrect spelling Use correct rules to spell words with prefixes and suffixes ***Maps to:** **Adult Literacy Core Curriculum:** • Ww/L1.1: Spell correctly words used most often in work, studies and daily life ***Signposts to:** **GCSE English criteria:** • Use a range of sentence structures for clarity, purpose and effect, with accurate spelling. **Functional Skills criteria:** • Ensure written work includes generally accurate punctuation

Learning Outcomes	Assessment Criteria	Additional Information
4 Be able to correct errors in continuous texts	4.1 Correct errors in the use of homophones 4.2 Correct errors in verb-tense agreement 4.3 Correct errors in word order	No identification in assessment ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L1.6: Proofread and revise writing for accuracy and meaning ***Signposts to:** **GCSE English criteria:** • Write clearly, effectively and imaginatively, with accurate punctuation and spelling. **Functional Skills criteria:** • Ensure written work includes generally accurate punctuation • Use correct grammar, including correct and consistent use of tense

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:	**Plan and sequence texts**
Level:	Level 1
Credit value:	3
Guided learning hours:	30
Unit reference number:	A/504/5893

Unit purpose and aim

On completion of this unit the learner will be able to plan for writing. They will be able to identify and organise the information and use an increasing range of vocabulary to suit the context, purpose and audience.

This unit provides the learner with knowledge they can go on to use when they start writing.

Learning Outcomes	Assessment Criteria	Additional Information

The Learner will:
1 Know that planning for writing must take account of purpose, context and audience
	The Learner can:
	1.1 Identify:
	   • purpose for writing
	   • audience to write to
	for a specific context
	
	1.2 Identify the format that suits the purpose, context and audience:
	   • Emails
	   • Letters
	   • Reports
	   • Brochures
	   • Narrative
	   • Text message
		Context: a situation or event
		
		*Maps to:
		
		Adult Literacy Core Curriculum:
		• Wt/L1.1:Plan and draft writing
		
		*Signposts to:
		
		GCSE English criteria:
		N/A
		
		Functional Skills criteria:
		N/A

2 Know how much to write, based on audience and purpose	2.1 Identify information that meets the needs of the audience 2.2 Identify information that fulfils the purpose of a text	***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L1.2:Judge how much to write and the level of detail to include ***Signposts to:** **GCSE English criteria:** • Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. **Functional Skills criteria:**

Learning Outcomes	Assessment Criteria	Additional Information
		• Write clearly and coherently, including an appropriate level of detail
3 Be able to create an opening for informative texts	3.1 Identify words and phrases for an opening that signal the subject of informative texts	***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L1.3:Present information in a logical sequence, using paragraphs where appropriate ***Signposts to:** **GCSE English criteria:** • Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. **Functional Skills criteria:** • Present information in a logical sequence
4 Be able to create links between paragraphs	4.1 Identify words and phrases to link paragraphs	Firstly, secondly, finally, first of all, to sum up, you might think that, as well as, before, after, however, then ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L1.3:Present information in a logical sequence, using paragraphs where appropriate ***Signposts to:** **GCSE English criteria:** • Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. **Functional Skills criteria:** • Use language, format and structure suitable for purpose and audience

Learning Outcomes	Assessment Criteria	Additional Information
5 Understand that language depends on purpose and audience	5.1 Identify words and sentences for a specific purpose 5.2 Identify words and sentences for a specific audience	Formality Awareness of language styles ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L1.4:Use language suitable for purpose and audience ***Signposts to:** **GCSE English criteria:** • Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader. **Functional Skills criteria:** • Write clearly and coherently, including an appropriate level of detail
6 Understand that sequence of writing depends on its purpose	6.1 Identify the logical sequence of information for the purpose	***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L1.5:Use format and structure for different purposes ***Signposts to:** **GCSE English criteria:** • Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader • Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. **Functional Skills criteria:** • Use language, format and structure suitable for purpose and audience

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:	**Speak to communicate information, ideas and opinions**
Level:	Level 1
Credit value:	2
Guided learning hours:	20
Unit reference number:	H/504/5578

Unit purpose and aim

On completion of this unit, the learner will be able to speak with other people with increasing levels of confidence. The learner will be able to show that they can use spoken language with a variety of audiences in different situations, adapting to the needs of listeners. They will be able to organise and sequence speech to maintain attention and be understood by a variety of audiences.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**
1 Be able to speak clearly in a way that suits different situations.	1.1 Speak using: • pace • volume • articulation appropriate to the situation.	**Adult Core Curriculum:** SLc/L1.1: Speak clearly in a way which suits the situation.
2 Be able to adapt information to suit a variety of audiences.	2.1 Present using information appropriate for different situations. 2.2 Use a level of appropriate detail to maintain listener engagement.	2.1 Different situations require content to be adapted or expanded, so that the audience can understand and engage with the information. 2.2 Sustained concentration/ keeping the thread running is important where information is delivered over more than a few moments. Adaptation of the level of detail will depend on the listener's understanding of the subject. ***Maps to:** **Adult Core Curriculum:** SLc/L1.3: Express clearly statements of fact, explanations, instructions, accounts and descriptions.

Learning Outcomes	Assessment Criteria	Additional Information
3 Understand that speakers need to organise and sequence what they say to help listeners.	3.1 Present information by: • sequencing • linking • developing when speaking.	*Maps to: **Adult Core Curriculum:** SLc/L1.4: Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.

Assessment

Internal assessment

*Mapping Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Centre assessed and moderated by OCR

Unit Title:	**Develop discussions**
Level:	Level 1
Credit value:	3
Guided learning hours:	30
Unit reference number:	M/504/5583

Unit purpose and aim

On completion of this unit, the learner will be able to speak with increasing levels of confidence and actively participate in discussions with other people. The learner will be able to cope with an increasing range of subject matter and will be able to adapt their discussion skills to manage discussions in different contexts. They will also develop confidence in expressing their own points of view.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will: 1 Be able to contribute to discussions on a range of straightforward topics.	**The Learner can:** 1.1 Identify how own opinions differ from those of others. 1.2 Express own opinions in a discussion. 1.3 Contribute in a way that develops a discussion.	Respond appropriately to points of view of others, keeping to the point of the discussion. ***Maps to:** **Adult Literacy Core Curriculum:** • SLd/L1.1: Follow and contribute to discussions on a range of straightforward topics. **Signposts to:** **GCSE English criteria:** • Speak to communicate clearly and purposefully. **Functional Skills criteria:** • Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to recognise when others wish to contribute to discussions.	2.1 Respond appropriately to: • words and phrases • facial expressions • gestures which signal that others wish to contribute to a discussion.	Turn-taking conventions: • Recognise phrases that indicate that someone else wishes to speak • Be quiet when others are speaking • Use politeness conventions. ***Maps to:** **Adult Literacy Core Curriculum:** • SLd/L1.2: Respect the turn-taking rights of others during discussions. ***Signposts to:** **GCSE English criteria:** • Structure and sustain talk, adapting it to different situations and audiences. **Functional Skills criteria:** • Make different kinds of contributions to discussions.
3 Be able to create an opportunity for oneself to make contributions to discussions.	3.1 Use: • gestures • facial expressions • phrases to indicate a wish to make a contribution to a discussion.	Turn-taking conventions: Using indicators such as: • Phrases (eg, 'can I say something?') • Facial expressions (eg, nod, smile, frown) • Gestures (eg, raising a hand) that indicate you wish to speak. ***Maps to:** **Adult Literacy Core Curriculum:** • SLd/L1.3: Use appropriate phrases for interruption. **Signposts to:** **GCSE English criteria:** • Structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate. **Functional Skills criteria:** • Make different kinds of contributions to discussions. • Present information/points of view clearly and in appropriate language.

Assessment

Internal assessment

*Mapping and Signposting Information

This unit covers areas of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to which elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:	**Understand use of language in fiction and non-fiction texts**
Level:	Level: 1
Credit value:	4
Guided learning hours:	40
Unit reference number:	Y/507/7041

Unit aim and purpose

On successful completion of this unit, the learner will have demonstrated that they can understand language use in different types of short fiction and non-fiction texts.

They will know that writers' choices of linguistic terminology and grammatical features are used to create different meanings and effects in texts.

They will be able to find similar ideas, attitudes and values in short texts.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will:	**The Learner can:**	
1 Be able to recognise key information and ideas in texts	1.1 Identify key facts in fiction texts 1.2 Identify key opinions and thoughts from fiction texts 1.3 Identify details that summarise a • fiction • non-fiction text 1.4 Identify connections between two texts	• information includes facts • ideas include opinions and thoughts How to identify summarising details in either one fiction or one non-fiction text How to identify similar ideas, attitudes and values in two short texts. Texts may include use of words, images and slogans in fiction and non-fiction
2 Be able to recognise how writers use grammatical features to contribute to meaning	2.1 Identify grammatical features in texts which contribute to • pace • tension • mood 2.2 Identify the effect of sentence length on meaning	Recognise that writers choose words deliberately, i.e.: • nouns • verbs • adjectives • adverbs in texts to create mood, tension and to influence pace

Learning Outcomes	Assessment Criteria	Teaching Content
3 Be able to draw inferences from texts	3.1 Identify how words are used in sentences to create characterisation 3.2 Identify how words are used in sentences to create a sense of place	Recognise key individual words or short phrases in sentences that are used to describe or suggest character or place
4 Be able to recognise linguistic and literary techniques in texts	4.1 Identify linguistic and literary devices in short texts, i.e.: • exaggeration • metaphor • simile • alliteration • onomatopoeia • jargon 4.2 Identify techniques used to emphasise ideas in: • persuasive writing • argumentative writing	At L1, identification of these features in texts is required. Use of rhetorical devices in advertisements and short argumentative texts e.g. • Sentence length • Punctuation • Placement of words • Rule of Three • Repetition • Rhetorical questions • Quotation used as evidence
5 Be able to recognise the context of a piece of writing of one paragraph	5.1 Identify the genre of a piece of writing in one paragraph 5.2 Identify the setting of a piece of writing in one paragraph	Texts may be fiction or non-fiction Genre e.g. romance, science fiction, biography Setting – e.g. location

Assessment

Externally assessed, OCR set and marked tests, requiring short-answer responses.

Available as a paper-based assessment and on-screen assessment.

Unit Title:	Listen to actively respond in dialogue
Level:	Level 1
Credit value:	2
Guided learning hours:	20
Unit reference number:	F/504/5541

Unit purpose and aim

On completion of this unit the learner will be able to follow, understand, actively engage and participate in discussions on straightforward topics, making relevant contributions with an appropriate amount of detail. The learner will be able to take on board increasing amounts of information and pick out the information that is relevant to the context or task. They will be able to give clear signals that they are following a topic and when they need clarification or more information. They will also show how they can adapt their responses to questions in conversations to suit a particular situation.

The skills and knowledge in this unit will complement the skills in the Speaking units in this suite of qualifications.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Information must include:
1 Be able to recognise relevant information on a range of straightforward topics	1.1 Identify spoken information from: • explanations • presentations that is relevant to purpose and context	• amount of information as well as the level of detail • a range of purposes, contexts and tasks • straightforward topics Learners must understand that relevance will depend on purpose and context (or task) ***Maps to:** **Adult Literacy Core Curriculum:** • SLlr/L1.1:Listen for and identify relevant information from explanations and presentations on a range of straightforward topics ***Signposts to:** **GCSE English criteria:** • Speak to communicate clearly and purposefully; **Functional Skills criteria:** • Prepare for and contribute to the formal discussion of ideas and opinions

Learning Outcomes	Assessment Criteria	Additional Information
2 Understand different ways in which information may be sequenced in spoken language	2.1 Identify introductions, detail and conclusions in: • explanations • narrative of varying lengths	Sequencing: Explanations - might give the conclusion first, before explaining lengthy reasoning process Narratives – following event in order, include pre-amble or flash backs. ***Maps to:** **Adult Literacy Core Curriculum:** • SLlr/L1.2:Listen for and understand explanations, instructions and narratives on different topics in a range of contexts ***Signposts to:** **GCSE English criteria:** **N/A** **Functional Skills criteria:** • Make relevant and extended contributions to discussions, allowing for and responding to others' input
3 Be able to use strategies to ensure understanding when listening	3.1 Use: • non-verbal • verbal prompts to confirm information has been understood 3.2 Use: • non-verbal • verbal prompts to indicate lack of understanding 3.3 Use: • non-verbal • verbal prompts to indicate clarification is needed	Strategies to include: • focus attention on the speaker • listening to tone , pace and volume • ask for information to be repeated • repeat information • use the 5 Ws (who, what, where, why, when) Learners must understand the different listening demands when listening face to face, in a large group or on the telephone. ***Maps to:** **Adult Literacy Core Curriculum:** • SLlr/L1.2:Listen for and understand explanations, instructions and narratives on different topics in a range of contexts • SLlr/L1.3:Use strategies to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts • SLlr/L1.4:Provide feedback and confirmation when listening to others ***Signposts to:**

Learning Outcomes	Assessment Criteria	Additional Information
		GCSE English criteria: • Use a variety of techniques as appropriate. **Functional Skills criteria:** • Make relevant and extended contributions to discussions, allowing for and responding to others' input
4 Be able to respond appropriately to questions from others	4.1 Respond to questions with an appropriate amount of detail for the context and topic	Contexts must be straightforward. They do not involve multi-layered questions. Question types: • Open • Closed • Direct • Indirect Types of responses: • One word • Detailed but not extended ***Maps to:** **Adult Literacy Core Curriculum:** • SLlr/L1.6:Respond to questions on a range of topics ***Signposts to:** **GCSE English criteria:** • Adapt talk to different situations and audiences; **Functional Skills criteria:** • Present information/points of view clearly and in appropriate language

Assessment

Internal assessment.

*Mapping and Signposting Information

This unit covers areas of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to which elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:		**Read for implied purpose and meaning**
Level:		Level 2
Credit value:		4
Guided learning hours:		40
Unit reference number:		A/504/5876

Unit purpose and aim

On completion of this unit the learner will have developed the skills to enable them to make sense of detailed texts and to approach reading with a critical eye.

They will gain meaning by applying their knowledge of textual structure and other features including facts and opinions, implied versus explicit, and their skills in following points and ideas in a detailed text.

This unit will equip the learner with the skills to go on to develop their ability to summarise information accurately from longer texts and to discern bias.

Learning Outcomes	Assessment Criteria	Additional information

The Learner will:
1 Understand the overall meanings of a variety of texts
	The Learner can:
	1.1 Identify the main points and ideas of continuous
	    • descriptive
	    • explanatory
	    • persuasive
	    texts
	
	1.2 Identify the specific detail that relates to main points and ideas of continuous texts
	
	1.3 Identify implied meaning that is required to understand text
		<u>Definition</u>
		For AC 1.3, understanding of <u>implicit meaning</u> is required in order to understand the text.
		
		*Maps to:
		
		Adult Literacy Core Curriculum:
		• Rt/L2.1: Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.
		• Rt/L2.3: Identify the main points and specific detail.
		• Rt/L2.8: Summarise information from longer documents.
		
		*Signposts to:
		
		GCSE English criteria:
		• Read and understand texts, selecting material appropriate to purpose.
		• *Develop and sustain interpretations of writers' ideas and perspectives.*

Learning Outcomes	Assessment Criteria	Additional information
		Functional Skills criteria: • Read and summarise, succinctly, information/ideas from different source • *Select and* use different types of texts to obtain and utilise relevant information
2 Be able to interpret the purpose of a text	2.1 Identify the features that indicate purposes of texts 2.2 Identify the real purpose of a text where this is different from the explicit purpose	2.1 Features includes: • format • structure • vocabulary • style Persuasive texts use: • repeated words • text in capital letters • rhetorical questions (questions that do not need an answer) • a one-sided argument Informative texts: • avoid repetition • contain facts • give information in a clear way - introducing the subject and then developing it 2.2 The real purpose of some texts can be different from the explicitly (overtly) stated purpose. Understanding of covert meaning is necessary to understand the real meaning of a text. ***Maps to:** **Adult Literacy Core Curriculum:** • Rt/L2.2:Identify the purpose of a text and infer meaning which is not explicit ***Signposts to:**

Learning Outcomes	Assessment Criteria	Additional information
		GCSE English criteria: • Read and understand texts, selecting material appropriate to purpose, *collating from different sources and making comparisons and cross-references as appropriate.* **Functional Skills criteria:** • Identify the purposes of texts and comment on how meaning is conveyed

3 Be able to recognise the structure of argument texts	3.1 Identify:
	  • pros
	  • cons
	  • conclusions
	in written arguments
		*Maps to:
		Adult Literacy Core Curriculum:
		• Rt/L2.4: Read an argument *and identify the points of view.*
		
		*Signposts to:
		GCSE English criteria:
		• *Develop and sustain interpretations of writers' ideas and perspectives.* Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

4 Be able to recognise objective and subjective information in texts	4.1 Identify objective fact in texts
	
	4.2 Identify opinion in texts
	
	4.3 Identify techniques used for emphasis of:
	  • words
	  • ideas
		<u>Definitions</u>
		Objective – a provable fact
		Subjective – opinions
		Where there are no facts to prove something, you can use balanced opinions to reach a conclusion.
		Emphasis: The placement of words and ideas in key positions in a text to give them special weight and prominence.
		
		Tools for emphasis of words:
		  • Strong words (i.e. awesome, *really* cool, that was stupendous)
		  • Positioning of words
		  • Italics

Learning Outcomes	Assessment Criteria	Additional information
		• Underlining • Bold • Punctuation • Size • Uppercase • Colour • Repetition Tools for emphasis of ideas: • Headings • Repetition • Sentence length • Passive and Active voice • Position of idea in text, i.e. introduction or heading or final line ***Maps to:** **Adult Literacy Core Curriculum:** • Rt/L2.4:Read an argument and identify the points of view • Rt/L2.5:Read critically to evaluate information and compare information, ideas and opinions from different sources. ***Signposts to:** **GCSE English criteria:** • Develop and sustain interpretations of writers' ideas and perspectives. • Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. **Functional Skills criteria:** • Detect point of view, implicit meaning and/or bias • Analyse texts in relation to audience needs and consider suitable responses.

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:	**Interpret meaning in sentences in complex texts**
Level:	Level 2
Credit value:	2
Guided learning hours:	20
Unit reference number:	K/504/5873

Unit purpose and aim

On completion of this unit the learner will be able to understand the meaning of a variety of sentences and written texts and their purposes. They will know how different purposes can be achieved in a variety of texts through vocabulary and punctuation.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**
1 Understand the effect that language features have in texts	1.1 Identify the effect passive verbs have in texts 1.2 Identify the effect abstract nouns have in texts 1.3 Identify the effect • repetition • rhetorical questions • deliberate ambiguity has in a text	**Adult Literacy Core Curriculum:** • 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 ***Signposts to:** **GCSE English criteria:** • _Explain and_ evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. **Functional Skills criteria:** • Identify the purposes of texts and comment on how meaning is conveyed
2 Understand the purpose of more complex punctuation in texts	2.1 Identify how the use of • colons • semi-colons • hyphens • dashes • brackets convey purpose in sentences	• Listing • Length of sentence • Subordinate clause in brackets • Removing conjunctions to join sentences ***Maps to:** **Adult Literacy Core Curriculum:** • Rs/L2.2:Use punctuation to help interpret the meaning and

Learning Outcomes	Assessment Criteria	Additional Information
		purpose of texts ***Signposts to:** **GCSE English criteria:** • Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader **Functional Skills criteria:** • Identify the purposes of texts and comment on how meaning is conveyed

3 Understand how vocabulary choices achieve different outcomes in texts	3.1 Identify that synonyms convey different levels of formality
	3.2 Identify the tone in text created by:
	   • synonyms
	   • similes
	   • metaphors
	   • idioms
		3.1 – indicate choices of synonym that would allow more or less formal levels of text (stink, fragrance)
		3.2 – slammed, placed
		
		Maps to:
		
		Adult Literacy Core Curriculum:
		• Rw/L2.3:Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose
		
		*Signposts to:
		
		GCSE English criteria:
		• Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.
		
		Functional Skills criteria:
		• Detect point of view, implicit meaning and/or bias

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:	**Construct complex sentences**
Level:	Level 2
Credit value:	3
Guided learning hours:	30
Unit reference number:	R/504/5883

Unit purpose and aim

On completion of this unit the learner will be able to apply grammatical devices correctly to complex sentences. The learner will also be able to use punctuation accurately so that meaning is clear and use consistently correct spelling. They will be able to correct errors in complex sentences to make meaning clear.

NB: For each GCSE and Functional Skills Criteria full or partial coverage is indicated in normal font. No coverage of part of a criterion is indicated in *italic* font

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will: 1 Be able to use grammatical devices correctly in complex sentences.	**The Learner can:** 1.1 Use subordinate clauses in complex sentences 1.2 Use correct subject-verb agreement in complex sentences 1.3 Use the correct verb-tense in complex sentences	1.1 – teaching must include passive verb forms ***Maps to:** **Adult Literacy Core Curriculum:** • Ws/L2.1: Construct complex sentences • Ws/L2.2: Use correct grammar, e.g. subject-verb agreement, correct and consistent use of tense ***Signposts to:** **GCSE English criteria:** • Use a range of sentence structures for clarity, purpose and effect. **Functional Skills criteria:** • Ensure written work is fit for purpose and audience, with accurate spelling

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to use pronouns so that meaning is clear	2.1 Use pronouns in place of nouns in sentences 2.2 Use the appropriate pronoun to convey 1st, 2nd or 3rd person in sentences 2.3 Use the correct subject-verb agreement when using pronouns	Pronouns must include I, you, she, he, it, they, others, them 2.2 – singular or plural 2.3 – include rules for use of either/or and neither/nor ***Maps to:** **Adult Literacy Core Curriculum:** • Ws/L2.3: Use pronouns so that their meaning is clear ***Signposts to:** **GCSE English criteria:** • Write clearly, effectively and imaginatively. **Functional Skills criteria:** • Ensure written work is fit for purpose and audience, with accurate spelling

3 Be able to punctuate so that meaning is clear	3.1 Use
	   • commas
	   • semi-colons
	  in complex sentences
	
	3.2 Use apostrophes correctly in contracted words
	
	3.3 Use apostrophes correctly to show possession
	
	3.4 Use inverted commas around direct speech and quotations
	
	3.5 Use punctuation to separate a list of information
		3.1 – texts to include formal and informal mediums such as letters, texts and emails
		
		*Maps to:
		
		Adult Literacy Core Curriculum:
		• Ws/L2.4: Punctuate sentences correctly and use punctuation accurately, e.g. commas, apostrophes, inverted commas
		• Rs/L2.2: Use punctuation to help interpret the meaning and purpose of texts
		
		*Signposts to:
		
		GCSE English criteria:
		Write clearly, effectively and imaginatively. Use a range of sentence structures for clarity, purpose and effect with accurate punctuation.
		
		Functional Skills criteria:
		Punctuate written text using commas, apostrophes and inverted commas accurately

Learning Outcomes	Assessment Criteria	Additional Information
4 Be able to proof-read and revise writing for accuracy and meaning	4.1 Correct errors in: • spelling • punctuation • grammar in complex sentences 4.2 Correct errors in use of homophones 4.3 Revise texts to minimise: • unnecessary ambiguity • unnecessary repetition	4.3 – ambiguity arising from compression ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L2.7: Proofread and revise writing for accuracy and meaning ***Signposts to:** **GCSE English criteria:** • Use a range of sentence structures for clarity, purpose and effect with accurate punctuation and spelling. **Functional Skills criteria:** • Punctuate written text using commas, apostrophes and inverted commas accurately • Ensure written work is fit for purpose and audience, with accurate spelling

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

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Unit Title:	**Plan and adapt texts**
Level:	Level 2
Credit value:	2
Guided learning hours:	20
Unit reference number:	F/504/5877

Unit purpose and aim

On completion of this unit the learner will be able to choose the amount of detail and the style of language that is most appropriate to the audience and the purpose as they prepare to write.

The learner will be able to sequence a variety of texts, selecting appropriate vocabulary and styles of writing as appropriate for audience and purpose.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	***Maps to:**
1 Understand the detail required for different audiences and purposes	1.1 Identify: • essential • non-essential information for a purpose 1.2 Identify supplementary: • information • opinions • ideas • images to support texts targeted at specific audiences	**Adult Literacy Core Curriculum:** • Wt/L2.1:Plan and draft writing • Wt/L2.2:Judge how much to write and the level of detail to include ***Signposts to:** **GCSE English criteria:** • Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader **Functional Skills criteria:** • Use a range of writing styles for different purposes

Learning Outcomes	Assessment Criteria	Additional Information
2 Understand how the purpose influences the sequence of information and ideas in persuasive texts	2.1 Identify a sequence for • information • ideas that supports the purpose of persuasive texts	***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L2.3:Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate ***Signposts to:** **GCSE English criteria:** • Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence. **Functional Skills criteria:** • Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
3 Know that different styles of language are used for different purposes	3.1 Identify: • vocabulary • sentence structures • textual organisation for a specific purpose	Vocab: technical, non-technical, specialist, non-specialist Emotive, language to suit different audiences (social, cultural and work networks) ***Maps to:** **Adult Literacy Core Curriculum:** • Wt/L2.6:Use different styles of writing for different purposes, e.g. persuasive techniques, supporting evidence, technical vocabulary ***Signposts to:** **GCSE English criteria:** • Write clearly, effectively and imaginatively, using and adapting forms and

Learning Outcomes	Assessment Criteria	Additional Information
		selecting vocabulary appropriate to task and purpose in ways that engage the reader
		Functional Skills criteria:
		• Present information on complex subjects clearly and concisely

Assessment

Externally assessed by OCR set and marked tests, requiring short-answer responses.

Available as paper-based and on-screen assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:	**Speak to communicate information, ideas and opinions**
Level:	Level 2
Credit value:	1
Guided learning hours:	10
Unit reference number:	K/504/5579

Unit purpose and aim

On completion of this unit, the learner will be able to communicate complex meanings with clarity, confidence and appropriateness. The learner will be able to adapt their style to suit a variety of situations. They will be able to choose a wider range of vocabulary to develop ideas, drawing on specialist and complex language to communicate meaning appropriate to the audience.

Learning Outcomes	Assessment Criteria	Additional Information

The Learner will:
 	
1 Be able to sustain a style that suits a variety of exchanges.
	The Learner can:
	
	1.1 Present information using a sustained style which is:
	    • clear
	    • confident
	    • appropriate
	to suit different audiences.
		Information: Anecdote, instructions, explanation, description.
		Audiences: Formal, informal
		
		*Maps to:
		
		Adult Literacy Core Curriculum:
		• SLc/L2.1: Speak clearly and confidently in a way which suits the situation.
		
		*Signposts to:
		
		GCSE English criteria:
		• Speak to communicate clearly and purposefully.
		
		Functional Skills criteria:
		• Adapt contributions to suit audience, purpose and situation.

2 Be able to use appropriate vocabulary and syntax to communicate complex meanings.	2.1 Use extended vocabulary and syntax to communicate complex meanings.	Range of vocabulary: Sophisticated language, including technical/ specialist words, complicated synonyms, formal words Syntax: Markers/adverbial phrases such as 'however', 'furthermore', 'in conclusion', 'on the other hand'

Learning Outcomes	Assessment Criteria	Additional Information
		*Maps to: **Adult Literacy Core Curriculum:** • SLc/L2.3: Express clearly statements of fact, explanations, instructions, accounts and descriptions, using appropriate structure, style and vocabulary. ***Signposts to:** **GCSE English criteria:** • Speak to communicate clearly and purposefully. • Structure and sustain talk, adapting it to different situations and audiences. **Functional Skills criteria:** • Consider complex information and give a relevant, cogent response in appropriate language.
3 Be able to sustain the thread of ideas in exchanges.	3.1 Maintain the thread of the exchange despite: • queries • responses • requests • interruptions.	Thread of exchange: not deviating from the original meaning or purpose of the exchange. ***Maps to:** **Adult Literacy Core Curriculum:** • SLc/L2.4: Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding. ***Signposts to:** **GCSE English criteria:** • Speak to communicate clearly and purposefully. • Structure and sustain talk, adapting it to different situations and audiences. **Functional Skills criteria:** • Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.

Assessment

Internal assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

Unit Title:		**Manage discussions**
Level:		Level 2
Credit value:		3
Guided learning hours:		30
Unit reference number:		A/504/5585

Unit purpose and aim

On completion of this unit, the learner will be able to speak with increasing levels of confidence. The learner will actively participate in discussions with other people in a wide range of social and public situations and contexts. They will be able to develop discussion skills that allow them to comment on a wide range of subject matter while being sensitive to the views of others.

Learning Outcomes	Assessment Criteria	Additional Information

The Learner will:
 	
1   Be able to move discussions forward.
	The Learner can:
	
	1.1 Use words and phrases in discussions to make a positive contribution to moving discussion forward.
	
	1.2 Contribute:
	   • ideas
	   • views
	   • information
	   to move the discussion forward.
		*Maps to:
		
		Adult Literacy Core Curriculum:
		
		• SLd/L2.1: Make relevant contributions and help to move discussions forward.
		
		*Signposts to:
		
		GCSE English criteria:
		
		• Speak to communicate clearly and purposefully.
		
		Functional Skills criteria:
		
		• Make significant contributions to discussions, taking a range of roles and helping to move discussion forward.

2 Be able to adapt contributions to discussions.	2.1 Adapt contributions to suit:
	   • audience
	   • context
	   • purpose
	   • situation.
		*Maps to:
		
		Adult Literacy Core Curriculum:
		
		• SLd/L2.2: Adapt contributions to discussions to suit audience, context, purpose and situation.
		
		Signposts to:
		
		GCSE English criteria:
		
		• Structure and sustain talk, adapting it to different situations and audiences.
		
		Functional Skills criteria:
		
		• Adapt contributions to suit audience, purpose and situation.

Learning Outcomes	Assessment Criteria	Additional Information
3 Be able to use a range of words and phrases which signal interventions.	3.1 Use words and phrases to intervene in order to: • develop a point • change a topic.	Different situations to include a wide range of social and formal exchanges. ***Maps to:** **Adult Literacy Core Curriculum:** • SLd/L2.3: Use appropriate phrases for interruption and change of topic. ***Signposts to:** **GCSE English criteria:** • Structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate **Functional Skills criteria:** • Adapt contributions to suit audience, purpose and situation.
4 Be able to support own opinions and arguments with evidence.	4.1 Support own opinions and arguments with: • factual information • knowledge.	Learners are expected to conduct their own research into the topic of the discussion. ***Maps to:** **Adult Literacy Core Curriculum:** • SLd/L2.4: Support opinions and arguments with evidence. ***Signposts to:** **GCSE English criteria:** • Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate. **Functional Skills criteria:** • Present information and ideas clearly and persuasively to others.

Learning Outcomes	Assessment Criteria	Additional Information
5 Be able to contribute towards a productive atmosphere within a discussion.	5.1 Use techniques to signal: • co-operation • respect • reassurance • trust to members of a discussion group.	Techniques to include: • phrases • facial expressions • body language. ***Maps to:** **Adult Literacy Core Curriculum:** • SLd/L2.5: Use strategies intended to reassure, eg, body language and appropriate phraseology. ***Signposts to:** **GCSE English criteria:** • Structure and sustain talk, adapting it to different situations and audiences. Use standard English and a variety of techniques as appropriate. **Functional Skills criteria:** • Make significant contributions to discussions, taking a range of roles and helping to move discussion forward

Assessment

Internal assessment.

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.

	Unit Title:	**Understand use of language in complex fiction and non-fiction texts**
	Level:	Level: 2
	Credit value:	4
	Guided learning hours:	40
	Unit reference number:	D/507/7042

Unit aim and purpose

On successful completion of this unit, the learner will have demonstrated that they can understand language use in different types of fiction and non-fiction texts, which may be complex in nature.

They will know that writers' choices of linguistic and literary techniques and grammatical features are used to create different meanings and effects in texts.

Learners will be able to recognise context, key information and ideas in texts. They will be able to draw inferences from complex texts of more than one paragraph, and be able to compare the content of one text to another.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will:	**The Learner can:**	
1 Be able to recognise key information and ideas in complex texts	1.1 Identify key facts from more than one complex text 1.2 Identify key opinions and thoughts in more than one complex text 1.3 Identify details that summarise a complex text	Texts may be fiction or non-fiction
2 Understand how writers' use of grammatical features and vocabulary in more than one complex text has an impact on meaning	2.1 Compare grammatical features which contribute to the readers' understanding in more than one text, i.e. • Passive voice • Active voice • 1st, 2nd and 3rd person 2.2 Compare the use of vocabulary which contributes to the readers' understanding in more than one complex text	Recognise how writers use these features in texts to create mood, tension, to influence pace and to express themes; and to be able to compare different examples of use

Learning Outcomes	Assessment Criteria	Teaching Content
3 Be able to draw inferences from complex fictional texts	3.1 Identify how language is used in continuous texts to create characterisation	Sentences in complex and continuous text which together give a sense of what someone's character / personality is like
	3.2 Identify how language is used in continuous texts to create a sense of place	Sentences in complex and continuous text which together tell you what the atmosphere, location or mood of a place is
4 Be able to recognise linguistic and literary techniques in complex texts	4.1 Identify linguistic and literary devices, i.e.: • euphemism • emotive language • idioms • personification in complex texts 4.2 Identify the use of: • bias • deliberate ambiguity in complex texts 4.3 Identify techniques used to emphasise ideas in: • persuasive writing • argumentative writing	Techniques – The use of rhetorical devices in texts of more than one paragraph. i.e.: • Sentence length • Punctuation • Placement of words • Rule of 3 • Repetition • Rhetorical questions • Quotation used as evidence
5 Be able to recognise the context of a piece of writing of more than one paragraph	5.1 Identify the genre of a piece of writing in more than one paragraph 5.2 Identify the setting of a piece of writing in more than one paragraph	Texts of more than one paragraph, which may be fiction or non-fiction Genre - e.g. romance, science- fiction, biography Setting – e.g. location

Assessment

Externally assessed, OCR set and marked tests, requiring short-answer responses.

Available as a paper-based assessment and on-screen assessment.

Unit Title:	**Listen to respond in a constructive manner**
Level:	Level 2
Credit value:	2
Guided learning hours:	20
Unit reference number:	L/504/5543

Unit purpose and aim

On completion of this unit the learner will be able to identify and record relevant points within spoken explanations and presentations. Learners will be able to accurately repeat or summarise instructions and narratives. They will also be able to respond constructively when hearing or delivering criticism.

The skills and knowledge in this unit will complement the skills in the Speaking units in this suite of qualifications.

Learning Outcomes	Assessment Criteria	Additional Information
The Learner will:	**The Learner can:**	Recording techniques:
1 Be able to record relevant information from spoken discourse	1.1 Use techniques to record relevant information from: • extended explanations • presentations	• Mind map • Notes • Electronic note taking ***Maps to:** **Adult Literacy Core Curriculum:** • SLlr/L2.1:Listen for and identify relevant information from extended explanations or presentations on a range of topics **Signposts to:** **GCSE English criteria:** • Speak to communicate clearly and purposefully; **Functional Skills criteria:** • Present information and ideas clearly and persuasively to others

Learning Outcomes	Assessment Criteria	Additional Information
2 Be able to accurately convey information from spoken multi-step instructions and narratives	2.1 Convey information from spoken multi-step instructions and narratives in a relevant format: • repeat • summarise	Information: • Plot of a narrative (short stories, episode of a novel, account read aloud on the radio or on tape) • Multi-step instructions (lengthy multi-step instructions given verbally, via television clips, radio/audio etc.) Learners must understand that a relevant format will depend on purpose, context or task Conveying information can be written or verbal ***Maps to:** **Adult Literacy Core Curriculum:** • SLlr/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 ***Signposts to:** **GCSE English criteria:** • Speak to communicate clearly and purposefully **Functional Skills criteria:** • Consider complex information and give a relevant, cogent response in appropriate language
3 Understand how to respond constructively when exchanging opinions and judgements	3.1 Use: • language • non-verbal signals which make constructive criticism acceptable when responding 3.2 Offer criticism in constructive ways	Constructive responses: • Empathy • Sympathy • Compassion ***Maps to:** **Adult Literacy Core Curriculum:** • SLlr/L2.4:Respond to criticism and criticise constructively ***Signposts to:**

Learning Outcomes	Assessment Criteria	Additional Information
		GCSE English criteria: • Adapt talk to different situations and audiences **Functional Skills criteria:** • Consider complex information and give a relevant, cogent response in appropriate language

Assessment

Internal assessment

*Mapping and Signposting Information

This unit covers elements of the Adult Literacy Core Curriculum (ALCC). For ease of reference we have indicated which parts of the unit map to these elements of the ALCC.

Achievement of this unit will also support learners who wish to progress to other programmes of learning and the Signposting information indicates areas within a Functional Skills (English/mathematics) or GSCE (English/mathematics) programme of learning that a learner will be able to more confidently progress towards after completion.