Entry Level Certificate in Essential Skills

Adult Literacy

SPECIFICATION

For first teaching from **Autumn 2003**

CCEA is Northern Ireland's own awarding body. We offer a wide range of high quality academic and vocational qualifications, which are accredited by the Regulatory Authorities. We work with our centres to reward learning and specifically, through our Essential Skills qualifications we are committed to rewarding the achievements of adult learners.

Tutors, centres and candidates should note that CCEA may use extracts from examination scripts/coursework material on an anonymous basis in educational presentations, materials and products.

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FOREWORD

This booklet contains CCEA's Entry level specification in Essential Skills Adult Literacy for first teaching in September 2003. The specification has been designed to meet the requirements of the following:

- The Northern Ireland Essential Skills Adult Literacy Core Curriculum at Entry level;
- The National Standards for Adult Literacy at Entry level;
- Common criteria for the accreditation of external qualifications;
- Specific criteria for Entry level qualifications.

Entry level represents the first tier of the National Qualifications Framework. It is divided into 3 sub-levels ie Entry 1, Entry 2 and Entry 3. Achievement at Entry level can be used to assist progression to recognised qualifications at higher levels within the framework.

Summary of the Scheme of Assessment

Type of Assessment	Nature of Assessment	Assessment Weightings, Thresholds and Outcomes	Time Duration of Assessment
100% external assessment of all three Literacy Sub-skills: • Speaking and Listening; • Reading; • Writing.	One unseen, contextualised assessment task. Externally set, internally marked and externally moderated. Each task can be taken only once but there are no restrictions upon the number of tasks a candidate can take.	Each Literacy sub-skill is equally weighted. There are differentiated outcomes at Entry 1, 2 and 3. The pass threshold for each sub-skill at each level is set at 80% of the available marks. The overall outcome is calculated using the lowest outcomes for all sub-skills.	Normally 60–90 minutes duration. Taken in the normal learning environment but under specified conditions.

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1 INTRODUCTION

1.1 Rationale

In April 2002, when the Minister for Employment and Learning launched the framework and consultation paper on Essential Skills, it was announced that the national standards for adult literacy and numeracy would be adopted in Northern Ireland.

The strategy set out the new direction to be taken to improve literacy and numeracy amongst the adult population in Northern Ireland.

The Department for Employment and Learning (DEL) defined literacy and numeracy as Essential Skills, which require "the ability to communicate by talking and listening, reading and writing; to use numeracy; and the ability to handle information." Following a pilot project, which included tutors from a range of institutions and settings, it was agreed that the Adult Literacy and Numeracy Core Curriculum used in England and Wales should be introduced.

The introduction to the core curriculum emphasises three important points, which are crucial to teaching and learning:

- the need for the separate curriculum elements to be brought together;
- the importance of the learner using and applying his/her skills and knowledge;
- the need for learners to understand the purpose and relevance of what they are doing.

The CCEA Entry Level Certificate in Essential Skills Adult Literacy has been designed to be consistent with these principles and its assessment arrangements are based on the national standards, which are included as Section 4 in this document. The qualification is appropriate for adults in education, the workplace, training schemes and other everyday settings who wish to:

- improve their essential literacy skills;
- become better qualified;
- improve their employment and training opportunities;
- improve their overall quality of life and personal development;
- progress through the national qualifications framework.

The qualification recognises the importance of affirming candidates' progress, even when the steps of achievement are small and puts the tutor's judgment at the heart of the assessment process. Adult learners who may particularly benefit from the programme include those who:

- have learning difficulties;
- need to "brush up" their essential literacy skills;
- speak English as an additional language.

1.2 Specific Aims

The specific aims of the CCEA Entry Level Certificate in Essential Skills Adult Literacy are to improve candidates' ability to:

- speak, listen and respond, i.e. the development of the ability to express and communicate meaning in spoken language and to interpret what others say, matching style and purpose to audience and context;
- read and comprehend, i.e. the development of the ability to read, understand and engage with various types of text for enjoyment and learning;
- write to communicate, i.e. the development of the ability to make and shape text in order to communicate meaning in written language, appropriate to context, purpose, reader and audience.

1.3 Broader Aims

The broader aims of the CCEA Entry Level Certificate in Essential Skills Adult Literacy are to:

- improve the individual's quality of life, personal development and his/her employment opportunities;
- promote greater economic development, social inclusion and cohesion.

1.4 Recommended prior knowledge, attainment or experience

It is not necessary for candidates to have followed a prior course of study in literacy. However, it is essential for tutors to make an initial assessment of their candidates by ascertaining:

- what they can do, what they are interested in and what expectations they have;
- their learning styles and behaviours;
- their personal, inter-personal and social skills.

Tutors should familiarise themselves with the DEL advice on initial assessment included in the guidance document "Using the Adult Literacy and Adult Numeracy core curriculum in Northern Ireland", published in October 2002. During 2003/4 CCEA will also be developing initial assessment guidance and tasks for use by tutors.

1.5 Overlaps with other Qualifications

This specification does not have any significant overlaps with any other qualifications offered by CCEA.

1.6 Prohibited Combinations

Candidates entering for this qualification may not enter for any other Entry level qualification in literacy at the same time.

1.7 Links with the adult core curriculum and the national standards for adult literacy

The Adult Literacy core curriculum describes the content of what should be taught in learning programmes for Essential Skills literacy whilst the national standards underpin the specification's scheme of assessment. The national standards are included in the core curriculum document. Electronic versions of the national standards are also available from the Regulatory Authorities and can be downloaded from the QCA web site (www.qca.org.uk). The standards provide a map of the range of skills and capabilities that adults are expected to need in order to function and progress at work and in society. Literacy covers the ability to:

- speak, listen and respond;
- read and comprehend;
- write to communicate.

At Entry level there are three sub-levels, i.e. Entry 1, Entry 2 and Entry 3. The core curriculum makes clear links between the sub-levels and the teaching and learning of the skills, knowledge and understanding required to meet the standards. To assist tutors in their planning, the core curriculum uses a reference system for each ability that includes descriptors (elements) of what learners must do or demonstrate and the criteria for assessment. However, the document stresses that in the teaching context, on many occasions, activities are likely to be integrated in order to address different standards at the same time.

1.8 Progression

The CCEA Entry Level Certificate in Essential Skills Adult Literacy provides the basis for progression to qualifications in Adult Literacy at Levels 1 and 2 on the National Qualifications Framework and to the Key Skills Qualification in Communication at Levels 1 and 2. It also provides the foundation to other NQF qualifications such as GCSE English.

1.9 Spiritual, moral, ethical, cultural and environmental issues, health and safety considerations and the European Dimension.

As the Specification is based on the national standards, which provide examples of the use of literacy skills in a number of social roles and activities, numerous opportunities should arise naturally to allow candidates to gain an understanding or awareness of the above issues. Examples include speaking, reading and writing about:

- spiritual issues; religious celebrations and festivals;
- ethical and moral issues; animal experiments and capital punishment;
- social and cultural issues; cultural and sporting traditions in Northern Ireland;
- environmental issues; river pollution and illegal dumping;
- health and safety issues; safety for toddlers and the elderly in the home and garden;
- European issues; the attitudes of people in Northern Ireland to adopting the Euro.

1.10 Language of the Specification and Assessment Materials

The specification and assessment materials are provided in English.

1.11 Structure and Content of the Specification

As the Adult Literacy core curriculum describes the content of what should be taught in relation to this Specification whilst the national standards underpin the Specification's scheme of assessment, tutors need to base their learning programmes and assessment strategies on both.

Important points to consider in designing a learning programme:

In the case of learners for whom English is not their first language, tutors may wish to refer to the ESOL curriculum, available from the Basic Skills Agency (www.basic-skills.co.uk).

The core curriculum emphasises that adult learners will have widely different past experiences to bring to their learning. Each individual learner will come with their own set of priorities and requirements, which must be the starting point for their learning programme development. The learning activities should therefore be relevant to everyday contexts such as:

- the citizen and the community;
- economic activity, including paid and unpaid work;

- domestic and everyday life;
- leisure;
- education and training;
- using ICT in social roles.

The guidance document "Using the Adult Literacy and Adult numeracy core curriculum in Northern Ireland", lists the findings arising out of a DEL pilot project about preparing a learning programme.

The most effective units of work:

- identified the specific language strengths and weaknesses in the learners' work through careful scrutiny of what they demonstrated they could do;
- evidenced a clear focus on advancing learners specific capabilities in language;
- achieved a good balance between developing skills and knowledge, and understanding them in meaningful contexts;
- integrated effectively the various Sub-skills within the curriculum;
- could be used with groups of learners working at different levels - either the tasks were differentiated or it was possible to differentiate the quality of the learner's work;
- identified what teaching was needed to introduce or extend new concepts, skills or thinking, along with where and how it might be best done;
- included a variety of different learning situations and approaches;
- placed appropriate emphasis on talking to learn and on vocabulary to describe the procedures or concepts learnt;
- used the potential of information learning technologies to teach new concepts and skills and to extend learning.

CCEA recommends that in addition to undertaking initial assessment it is also important for tutors to:

- have an individual learning plan for every candidate
- encourage candidates to build up their individual portfolios of work (though for the purposes of summative assessment, portfolio evidence will not be required at Entry level);

and consider how they plan to use:

- diagnostic assessment to identify specific skills to be developed;
- formative assessment to continually monitor and review their candidates' progress and take account of their changing needs;
- the CCEA summative assessment tasks to confirm candidate progress and inform future teaching and learning.

1.12 Awarding and Certification

The awards and certification associated with the specification will be in accordance with the requirements for Entry level qualifications, which are published by the Regulatory Authorities. At Entry level, the criteria require qualifications to report achievement at Entry 1, Entry 2 or Entry 3. Successful candidates will receive certificates that will record their overall performance as well as their achievements in each of the adult literacy sub-skills i.e. Speaking and Listening, Reading and Writing. This will enable a profile in Entry level to be reported. CCEA will issue these certificates at specified times throughout the year.

CCEA appreciates the importance of recognising the steps of achievement within Entry level. Centres are therefore encouraged to issue unit certificates (provided by CCEA) to candidates who have demonstrated achievement in the individual literacy sub-skills. However, these unit certificates will not be part of the formal award that will be recognised by the Regulatory Authorities. They will be issued at the discretion of individual tutors.

1.13 Special Arrangements

The only special arrangements for the external assessment which tutors will be required to apply for will be with respect to visually impaired candidates, eg requiring enlarged papers and modifications. Application forms for these arrangements may be obtained from CCEA upon request.

All other arrangements will be at the discretion of the Head of Centre. These arrangements will include:

- use of reader/communicator – (not for tasks assessing ability to read);
- use of amanuensis/scribe – (not for tasks assessing hand-writing);
- use of word processors etc.;
- use of practical assistants.

1.14 Appeals and Enquiries upon Results

At Entry level the assessments for Essential Skills are internally marked before being submitted for external moderation. If a centre wishes to make an appeal following external moderation they should contact the CCEA *Enquiry upon Results* service.

2 SCHEME OF ASSESSMENT

2.1 Summary of the Scheme of Assessment

Type of Assessment	Nature of Assessment	Assessment Weightings, Thresholds and Outcomes	Time Duration of Assessment
100% external assessment of all three Literacy sub-skills: • Speaking and Listening • Reading • Writing	One unseen, contextualised assessment task. Externally set, internally marked and externally moderated. Each task can be taken only once but there are no restrictions upon the number of tasks a candidate can take.	Each Literacy sub-skill is equally weighted. There are differentiated outcomes at Entry 1, 2 and 3. The pass threshold for each sub-skill, at each level is set at 80% of the available marks. The overall outcome is calculated using the lowest outcome for each sub-skill.	Normally 60-90 minutes duration. Taken in the normal learning environment but under specified conditions.

2.2 CCEA's Essential Skills Qualification at Entry Level

The qualification is based on summative assessment of the Adult Literacy and Numeracy Core Curriculum at Entry level. Achievement in Literacy and Numeracy are certificated separately. Essential Skills are 100% externally assessed.

2.3 Nature of the External Assessment

CCEA, in collaboration with two other awarding bodies offering Essential Skills at Entry level, has developed a central bank of external assessment tasks for candidates working at Entry level. The tasks were extensively trialled and piloted by CCEA with Adult Literacy tutors in a variety of institutional and educational settings in Northern Ireland. The central bank will be jointly managed by the three awarding bodies.

The tasks are designed to confirm the tutor's judgment of the level of achievement at which a candidate is working. Although they are designed as summative tools they can also provide useful formative and diagnostic information (i.e. to inform future teaching and learning and to highlight any areas of weakness).

Each task covers:

- all 3 sub-levels at Entry level, i.e. Entry 1, Entry 2, Entry 3;
- all 3 literacy Sub-skills, i.e. Speaking and Listening, Reading and Writing;
- a minimum of 70% of the curriculum elements (Ws/L1 etc), at the appropriate levels;
- the pass threshold for each sub-skill at each level is set at 80% of the available marks;
- each task is based around a topic relevant to adults and, where appropriate, some have a Northern Ireland context. All materials are presented in full colour.

A typical Literacy task will involve:

- a one to one interview with the tutor;
- a group discussion; and
- a candidate booklet containing reading and writing activities. (There is a separate booklet for Entry 1 candidates);

and be accompanied with:

- tutor guidance on administering and marking the tasks and a detailed mark scheme.

Differentiation in the tasks is by outcome.

2.4 Arrangements for the administration of the tasks

The tasks have been designed to be taken by a candidate in his/her normal learning environment. A task will normally take between 60-90 minutes to complete if taken in one sitting. CCEA recommends that the tasks be taken in 3 separate sessions. The tasks will be internally marked and externally moderated. Tutors will decide when each candidate is ready to take a task. Tutors may choose tasks from CCEA's task catalogue. When tutors place their order CCEA will deliver the tasks as appropriate. When tutors wish to formally recognise and record a candidate's progress, they may administer an assessment task to confirm their judgment.

Candidates need only complete one task to confirm their tutor's judgment. At a future date, when they have made further progress, tutors may wish their candidates to take additional unseen tasks. Candidates are normally expected to attempt to complete entire tasks. However, within each task there are occasions when different routes are available and this is indicated in the Tutor Guidance booklet. In this case tutors will use their discretion.

In administering the tasks, tutors must ensure that:

- they are treated as confidential materials as they are to be taken unseen by candidates. If a task is taken across more than one session the tutor must ensure that all materials associated with the assessment task are brought in at the end of each session and stored in a secure place until required again.

- candidates complete the work unaided except for any assistance allowed for in the tutor guidance document accompanying the task.

- the tasks are marked by the tutor according to the CCEA mark scheme and must be kept secure until requested for external moderation

- the tasks are not used as practice material.

After administering and marking the task, tutors will inform CCEA of the outcomes. Further details relating to the administration of the Essential Skills Qualifications are given in the CCEA Essential Skills Handbook for Centres. This is available on the CCEA web site (www.ccea.org.uk) and in hard copy.

2.5 Determining a candidate's overall outcome in a Literacy assessment task

Tutors will calculate the outcomes for each of the three literacy sub-skills in a task, using a CCEA mark sheet similar to the following sample mark sheet.

Overall Outcomes Sheet

Task Title:	**HEALTH AND FITNESS (Literacy)**			Overall Level Achieved	
Centre:		Student:			
Tutor:		Date:			

	Speaking & Listening		Reading		Writing	
Entry 1	**Activity**	**Ticks**	**Activity**	**Ticks**	**Activity**	**Ticks**
	1A: Interview		1A: Interview		1C: Booklet	
	Student Total		*1C: Booklet*		*Student Total*	
	Threshold	3	*Student Total*		Threshold	25
			Threshold	19		
	3 ticks and above, place an X in this box		**19 ticks and above, place an X in this box**		**25 ticks and above, place an X in this box**	
Entry 2	**Activity**	**Ticks**	**Activity**	**Ticks**	**Activity**	
	2A: Interview		2A: Interview		2Cii: Booklet Assessment of writing skills is based on an holistic assessment	
	2B: Discussion		2Ci: Booklet			
	Student Total		*Student Total*			
	Threshold	9	Threshold	9		
	9 ticks and above, place an X in this box		**9 ticks and above, place an X in this box**		**If Entry 2 is achieved place and X in this box**	
Entry 3	**Activity**	**Ticks**	**Activity**	**Ticks**	**Activity**	
	3A: Interview		3A: Interview		3Cii: Booklet Assessment of writing skills is based on an holistic assessment	
	3B: Discussion		*3Ci: Booklet*			
	Student Total		*Student Total*			
	Threshold	10	Threshold	14		
	10 ticks and above, place an X in this box		**14 ticks and above, place an X in this box**		**If Entry 3 is achieved place and X in this box**	

Having calculated the outcomes for each sub-skill tutors will then enter the overall level achieved on the mark sheet, having first used the table below to determine a candidate's overall outcome. As candidates' outcomes will often take the form of a "spiky profile", i.e. indicating uneven achievement across the sub-skills, tutors should use this information to identify candidates' strengths and weaknesses and inform future teaching and learning.

Exemplar outcomes

Outcomes in each of the three sub-skills			Outcomes in each of the three sub-skills
1	1	1	1
1	1	2	1
1	1	3	1
1	2	2	1
1	2	3	1
2	2	2	2
2	2	3	2
3	3	1	1
3	3	2	2
3	3	3	3

Marking Criteria

In order to achieve an overall level in Literacy a candidate must achieve that level in all of the three curriculum areas.

Where a candidate achieves a range of levels in a task then the overall level is based on the lowest level achieved in all three curriculum areas.

Examples:
Candidate A has achieved the following levels in an assessment task:
(Speaking & Listening E3, Reading E1 and Writing E1).
Criteria 1 *The overall level of achievement is: Entry 1

Candidate B has achieved the following levels in an assessment task:
(Speaking & Listening E3, Reading E3 and Writing E1).
Criteria 2 **The overall level of achievement is: Entry 1

Candidate C has achieved the following levels in an assessment task:
(Speaking & Listening E3, Reading E2 and Writing E1).
Criteria 3 ***The overall level of achievement is: Entry 1

2.6 External Moderation

Tutors will be required to send all marked tasks to CCEA when they are submitting the outcomes of the tasks. CCEA will moderate a sample of the tasks submitted by each centre and over time build up a centre history to inform the centre accreditation process. In centres where there are 10 candidates or less, CCEA will normally expect to moderate the work of all candidates. The sample selected by CCEA will cover the range of tasks completed by the candidates and reflect the outcomes from the centre, i.e. Entry 1, 2 and 3.

3 CENTRE ACCREDITATION ARRANGEMENTS AND SUPPORT

3.1 Centre Accreditation

The term centre accreditation refers to the process of approving a centre to offer CCEA Essential Skills qualifications. During the course of 2003 and early 2004, CCEA will be developing an accreditation model for centres for introduction in late Spring 2004. The accreditation arrangements are being designed to promote:

- the introduction, implementation and continued improvement in the teaching of Essential Skills within centres;
- the professional development of tutors;
- the effective assessment and standardising of marking within centres.

Until the full accreditation model is introduced, CCEA has put in place interim arrangements. Under these temporary arrangements centres are required to provide CCEA:

- with information on the tutors involved in teaching Essential Skills (i.e. names and contact details).

and confirm in writing that they can meet the following criteria:

- provide appropriate resources and accommodation for teaching and assessing Essential Skills;
- attend all CCEA training (INSET) events;
- ensure secure storage of assessment materials;
- mark the tasks;
- ensure that internal standardisation is carried out in accordance with CCEA protocols;
- send samples of marked tasks for external moderation as requested by CCEA (while the interim arrangements are in place, centres will be required to send a sample of marked scripts for each of the assessment tasks completed by their candidates prior to the issue of results and certificates);
- retain all marked scripts in a secure place for a minimum of 4 months;
- send as requested by CCEA their candidates' results;
- allow access to CCEA staff for monitoring purposes as centres will be visited on a random basis.

CCEA reserves the right to withdraw accredited status from any centre that its monitoring process indicates is no longer satisfying the accreditation criteria. However, CCEA is committed to working with and supporting its centres to address any issue which arises. Withdrawal of accreditation would only be considered after this ongoing support is exhausted.

3.2 CCEA's Support for Essential Skills

CCEA is committed to providing its centres with ongoing support for Essential Skills. This will include:

- the provision of high quality exemplar assessment and support materials;
- the development of dedicated web-site pages;
- information on useful resources and publications;
- instructions and advice on the conduct and administration of Essential Skills in centres;
- annual INSET and professional development events for co-ordinators and tutors;
- customised centre briefings and visits;
- support and advice on becoming an accredited centre for Essential Skills;
- feedback and reports on issues relating to assessment and centre accreditation;

Information about CCEA support for Essential Skills is sent to centres at regular intervals throughout the year and can be viewed on the CCEA web site **(www.ccea.org.uk)**.

3.3 Links with Ufi (The University for Industry) and learndirect

All *learndirect* courses help learners prepare for adult literacy qualifications as they have built links between their adult literacy courses and the core curriculum and national standards. Learners can study on-line and work towards a literacy qualification. Further information is available from *learndirect* **(www.learndirect.co.uk)**.

4 THE NATIONAL STANDARDS

The National standards for adult literacy set out in this section of the document, can also be downloaded from the QCA web site **(www.qca.org.uk)**.

Standards for adult literacy **Entry level**
(including spoken communication) **Entry 1**

Speaking and listening
At this level, adults can: **listen and respond** to spoken language, including simple narratives, statements, questions and single-step instructions **speak to communicate** basic information, feelings and opinions on familiar topics **engage in discussion** with another person in a familiar situation about familiar topics
An adult will be expected to: • listen for the gist of short explanations • listen for detail using key words to extract some specific information • follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary • listen and respond to requests for personal information • speak clearly to be heard and understood in simple exchanges • make requests using appropriate terms • ask questions to obtain specific information • make statements of fact clearly • speak and listen in simple exchanges and everyday contexts **in simple and familiar formal exchanges connected with education, training, work and social roles**
Reading
At this level, adults can: **read and understand** short texts with repeated language patterns on familiar topics **read and obtain information** from common signs and symbols
An adult will be expected to: • follow a short narrative on a familiar topic or experience • recognise the different purposes of texts at this level • possess a limited, meaningful sight vocabulary of words, signs and symbols • decode simple, regular words • recognise the letters of the alphabet in both upper and lower case **in texts such as public signs and notices, lists, forms, records, simple narratives**
Writing
At this level, adults can: **write to communicate** information to an intended audience
An adult will be expected to: • use written words and phrases to record or present information • construct a simple sentence • punctuate a simple sentence with a capital letter and a full stop • use a capital letter for personal pronoun ‘I’ • spell correctly some personal key words and familiar words • write the letters of the alphabet using upper and lower case **in documents such as forms, lists, messages, notes, records**

Standards for adult literacy **Entry level**
(including spoken communication) **Entry 2**

Speaking and listening

At this level, adults can:
listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions
speak to communicate
information, feelings and opinions on familiar topics
engage in discussion
with one or more people in a familiar situation to establish shared understanding about familiar topics

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

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

Reading

At this level, adults can:
read and understand
short, straightforward texts on familiar topics
read and obtain information
from short documents, familiar sources and signs and symbols

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

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

Writing

At this level, adults can:
write to communicate
information with some awareness of the intended audience

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

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

Standards for adult literacy (including spoken communication)

Entry level
Entry 3

Speaking and listening

At this level, adults can:
listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone
speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone
engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

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

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

Reading

At this level, adults can:
read and understand
short, straightforward texts on familiar topics accurately and independently
read and obtain information
from everyday sources

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

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

Writing

At this level, adults can:
write to communicate
information and opinions with some adaptation to the intended audience

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

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