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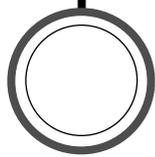
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Overview of Skills for Life Literacy

Entry 1	Entry 2	Entry 3
Lost and found	My big day	Courses for all
Keeping healthy	Entertainment and leisure	Money matters
Where I live	The issue	What do you think
New job at the café	Safety on the streets	Getting there
Using computers	Find that job	Writing a CV

Level 1	Level 2	Pre-entry
Junk mail	Making your point	Planning a celebration
Away from it all!	Healthy living	
Changing suppliers	Scoop!	
What's on?	Are you insured?	
Applying for jobs	Start that job!	

All text in the learner's material is to be mediated by teachers. The materials are *not* written to support learners working independently.



Introduction

The learning materials for literacy are divided into 3 levels, Entry and Levels 1 and 2 with 5 theme-based units for each level covering a broad range of the component skills, knowledge and understanding listed in the Literacy Core Curriculum. They are intended as core materials, which can be integrated with and supplemented by other available resources. There is also one development unit for the Pre-entry level that has a detailed preface to explain the structure of the unit.

The materials are designed to be used flexibly and are produced in a loose-leaf format so that teachers can use them in any order, selecting whole units, sections of units or individual pages according to the differing needs and interests of learners. The units are not written as progressive units within the level and learners can choose any unit that interests them and where the skills and activities relate to their Individual Learning Plan (ILP). In addition, some activities are coded in the teacher's notes in order to support the teacher in planning their lessons: **⬆** identifies a slightly more challenging activity; **⬇** denotes an easier activity.

Structure of the units

Each unit consists of the following:

- An introductory page
- 15 pages of activities for general skills development
- An *Integrated skills* page
- A *Check it* and review page

While there is some overall coherence in terms of theme and contexts, individual pages or linked pages have been designed so that they can be exploited independently.

Introduction (page 1)

This has:

- visual images and accompanying question prompts to be used for scene setting and as a warm-up activity to stimulate ideas and discussion
- objectives for the unit

- Literacy Core Curriculum codes.

The wording of the objectives is a simplified version of Core Curriculum terminology and is intended to be as accessible as possible for learners. Where appropriate, the teacher should guide learners through the objectives, using the tick boxes to identify objectives relevant for them. These can in turn relate to the priorities already identified in the learner's Individual Learning Plan (ILP) or, alternatively, form part of the on-going assessment process and contribute to the development of the ILP.

Skills development

These have:

- activities to develop the skills of speaking, listening, reading and writing a footnote referencing the Curriculum Codes for skills covered
- 'Remember' boxes provide brief summaries of grammar or skills components

The codes relate to objectives covered in the activities represented on the page. While skills development is embedded in the activities on the page, this represents a small proportion of the total activity embedded in the Teachers notes. It is assumed that much learning will take place off the page through preparatory, supplementary and extension activities and in response to learners' progress and needs.

'Remember' boxes appear throughout the units. They can be referred to and exploited by the teacher and learner at appropriate points in the lesson.

Integrated skills

This has short activities or mini-projects that draw together the skills developed within the unit. Activities involve independent learning outside the classroom within the wider experience of the learner.

These short activities often involve research or interaction with the local community. In such cases it would be beneficial for the teacher to add local

knowledge to the activity so that it reflects more accurately the situation and interests of the learners. Learners undertake these tasks to gain confidence in new situations. The expectation is that learners will achieve tasks in different ways, according to their current skills and level of confidence.

There are opportunities to complete some activities individually and others as a group. Integrated skills is designed to produce portfolio evidence for the learner of the skills covered in the unit.

Check it

This has short review activities to check some skills from the unit.

Activities are designed to be used outside class time. They provide the learner and the teacher with the opportunity to assess individual progress and identify any areas of weakness where further work is needed.

Review

This section allows the learner to reflect on the skills they have covered in the unit, and to evaluate on their progress. Learners refer to the first page of the unit and check the skills tick boxes they have indicated they would like to develop. This may need mediating for the learner. The self-evaluation activity is clearly more relevant for those learners who have engaged with larger sections of the unit.

Additional materials in the unit

Audio

- recordings of listening materials to support the activities within the unit
- scripts located at the end of each unit.

The recordings are available on CD ROM and audio cassette. The accompanying scripts provide an additional resource for follow-up work and more supported listening.

Answer key

Full answers are printed at the end of each unit and offer opportunities for self-checking.

Teacher's Notes

These include:

- an index for each level
- a full listing of resources, including extra resources for the teacher to supply
- rationales for each page
- detailed notes for each activity, intended for guidance
- ideas for differentiation and extension activities
- arrows to indicate activities which are more challenging  and easier 
- reading and spelling strategy

Teachers should adapt, modify and supplement the activities and materials according to the needs of their learner group. Most activities have suggestions (differentiation and extension notes) for how to adapt them for learners at different levels of confidence, often within the same group.

Experiment with different ways of exploiting the same activity to meet the differing needs, skills levels, interests and learning preferences. Be aware of differences in terms of learning style. Arrows also indicate those activities which learners may find more challenging and or easier. Teachers can also draw on the wide range of learning activities described throughout the Literacy Core Curriculum.

Photocopiable resources

These are supplementary photocopiable task sheets located at the end of units of the Teacher's Notes. Within the learning materials, some activities refer to additional resources, e.g. evaluation check lists, sentence construction. The teacher can copy and distribute these to learners, as required.

Rules and Tools

- These are supplementary reference materials.
- These provide simple summaries of many of the language points and skills covered in the materials.
- They are designed to be printed out and reproduced for additional reinforcement and for learners' reference. (They are available on a CD-ROM).

Rules and Tools

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- These provide simple summaries of many of the language points and skills covered in the materials.

- They are designed to be printed out and reproduced for additional reinforcement and for learners' reference.

Approaches to teaching and learning

- Individual learners may have substantial differences in their current level of achievement in different skills, and have what is described as a 'spikey' profile. The materials will need to be selected, adapted and supplemented accordingly.
- In group settings, there will inevitably be variations in terms of skills level between learners. The Differentiation section in the Teacher's Notes gives suggestions for using activities in different ways.
- It is important to draw on learners' knowledge and experience as part of the learning process and find opportunities to personalise learning.
- Encourage independent learning
- Encourage learners to develop study skills through organising their work in a folder, keeping records of new vocabulary, practising spelling systematically, drafting and redrafting work, using a dictionary and Thesaurus effectively, developing self-evaluation and so on.
- Incorporate communicative activities and games to add variety, reinforce learning and provide more relaxed opportunities for practice. These need to be selected with the usual criteria of appropriateness to cultural background and life experiences of learners.
- While pair and group work feature in the units, opportunities should not be missed for getting students into 'mingling' activities.
- The materials provide a vehicle for the introduction or revision of a wide range of grammatical forms. However, the teacher will need to introduce a range of activities to reinforce and extend learning of grammar.

Suggestions for teaching strategies

Good direct teaching offers the learner a lively and stimulating experience. The teacher must take the lead in providing clear instruction, using effective questioning techniques and making good use of learners' responses. High quality teaching is oral, interactive and animated.

- It is useful for both teacher and learner to keep a record of learning on a wall display. The display

is made up of any words, comments and ideas that are recorded during the lesson. The teacher does not have to worry about making this display 'pretty'. Its function is to record the ideas and essence of the work from day-to-day learning. A4 paper, 'Post-it' notes, paper speech bubbles, pictures and plans can all be included. This will allow the learner to refer back to what has happened in earlier lessons and give the teacher a focus for reviewing and linking work from session to session.

- Allowing learners to use a small whiteboard encourages them to practise spelling and plan writing – from simple sentences to rough writing templates.
- Creating large landscape 'mindmaps' (ideas) on flipchart paper can also help learners, especially those who have a visual learning style.
- Breaking up texts into smaller chunks using an OHP, PowerPoint or A3 sheets draws learners' attention to specific words, sentences and texts.
- Effective and correct use of questioning words (Who? What? Where? When? How? Why?) can help learners to elicit information.
- Using photographs as a stimulus to open discussions and ask questions can add clues to text-based material.

By using the methods outlined above, learners can be enabled to use their learning as a transferable set of skills. This is especially useful when approaching material for the first time.

The teacher's role

The teacher's role involves the following tasks:

- directing:
 - sharing teaching objectives with the class
 - ensuring that the group know what to do
 - drawing attention to points over which they should take particular care
- instructing:
 - giving information
 - structuring information and teaching points into a step-by-step framework for the learner to follow
- demonstrating:
 - showing the learning point
 - describing the rationale behind the objective
 - modelling – practical demonstrations on 'this is how to do it', using appropriate resources and visual displays

- explaining and illustrating:
 - giving accurate, well-paced explanations
 - referring to previous work or methods
 - basing sessions on real-life situations that are highly relevant to the learning group
- questioning and discussing:
 - questioning in ways which match the direction and pace of the lesson and ensuring that all participate
 - listening carefully to responses and responding constructively in order to take learning forward
 - using open and closed questions, skilfully framed, adjusted and targeted to make sure that learners of all abilities are involved and contribute to discussions
 - allowing learners time to think through answers before inviting a response
- consolidating:
 - maximising opportunities to reinforce and develop what has been taught, through a variety of activities in class and well-focused tasks to do at home
 - asking the learner either with a peer or as a group, to reflect on and talk through a process
 - inviting groups to expand their ideas and reasoning, or to compare and then refine their methods and ways of recording their work
 - encouraging learners to think of different ways of approaching a problem
 - asking learners to generalise or give examples that match a general statement
- evaluating learners' responses:
 - identifying mistakes, using them as positive teaching points by talking about them and discussing any misconceptions that led to them
 - discussing learners' responses
 - evaluating the presentation of learners' work as a group
 - giving oral feedback on their written work
 - setting targets
- summarising:
 - reviewing (during and towards the end of each session and unit) what has been taught and what learners have learned
 - identifying and correcting misunderstandings
 - inviting learners to present their work
 - picking out key points and ideas

- making links to other work
- giving an insight into the next stage of their learning.

The value of ICT

Information and communication technology provides teachers with opportunities to cater more effectively for the needs, abilities and learning styles of all learners. Used effectively and appropriately, ICT has the potential to:

- increase motivation and engagement
- improve concentration for all learners including those with special needs
- provide opportunities to 'keep on improving' through drafting and redrafting (constant assessment review and target planning)
- raise learners' self-esteem because of the 'equality and quality of output'
- support independent learning
- develop skills to help the learner cope effectively in a technological environment and extend skills for employability.

Wherever possible and depending on the level of the teacher's ICT skills, it is recommended that a teacher accesses and employs ICT for teaching these units. The advantages are many.

- Materials are visual.
- Texts are on audio clips as well as on the written page.
- Instructions are clearly signposted for the learner.
- All learning styles are covered, including the kinaesthetic, and there is provision for learners to learn as a group or to choose ways that suit an individual learning style assisted by technology.
- There are opportunities for learners to get the most out of group work and have each individual's contribution recorded and valued.
- The learner is also encouraged to take responsibility for his or her own learning.

By using high quality ICT resources, learners and teachers are offered a choice in their learning programmes. This can be of great assistance to those learners who 'fear the pen', or have no confidence in their capability to write fluently during their first few lessons. Teachers are able to offer constructive feedback to build up a 'can do' atmosphere for learning. In this way, learners are able to participate without being made to stand out or fail.

Teachers can develop learners' understanding by using all available senses and experiences, ICT and visual materials to increase knowledge of the wider world.

There are many benefits to using ICT to teach literacy.

- It allows the teacher to produce and modify resources quickly and easily.
- It allows access to a wide range of information in different formats. The learner can engage directly with the area of literacy he or she is focusing on.

The number of activities and resources is vast.

Teachers need to be able to make judgements about when and why they should use ICT, as it is not always appropriate. ICT should only be used if it allows teachers or learners to do something they would not otherwise have been able to do, or if it improves teaching or learning.

For literacy, this means:

- Learners can engage with text in ways not possible with paper-based materials.
- Learners can experience the interrelated nature of different areas of language – speaking and listening, and writing and reading.
- Learners can focus on the content at different levels – word, sentence and text.
- The development of reading and writing can be enhanced through simulations, e-mail, fax, the Internet, interactive books etc.
- Learners can make links between writer and audience – they are able to adapt the presentation and organisation of their writing to meet the needs of different audiences. They can prepare websites and multimedia presentations.
- There is flexibility in that the same piece of work can be used for different learners in different ways.
- Teachers can respond to different stages in learners' writing. With some programmes, summative and diagnostic information can be provided. A saved or printed version of the work can be kept as a record.
- ICT can support and enhance the study of literary texts, for example, by using a split screen to look at different texts or using grammar checks to analyse texts.

Suggestions for ICT

- By using a large screen or overhead projector, the teacher can focus learners' attention on different aspects of the text.
- By using an interactive whiteboard, teachers can demonstrate, explore or explain work effectively.
- Teachers and learners can gain access to a wide range of information: CD-ROMs, the Internet, contacting experts outside the classroom and the community etc.
- There are also a wide range of ways in which ICT can be used to present information, e.g. PowerPoint presentations, which provide an excellent tool for teacher and learner to make presentations to a group.
- Assignments completed on a word processor can be changed easily and all work can be saved at different stages allowing a record to be kept.
- Learners can explore areas that would otherwise not be available to them.
- Learners can communicate with others and present information effectively in different ways and for different audiences. They can get responses and feedback quickly.
- Teachers can use the following fonts – *comic sans* / *coronet* / *hfw cursive* / *ITC* / *Zapf Chancery* / *Lucida Handwriting* to demonstrate correct letter formation.
- Wordbars or clickers (lists of words linked to a text that sit at the bottom of a screen) can be used to sequence a sentence or to do a cloze exercise.
- Teacher and learner can highlight specified words, sentences or texts to develop an understanding of a key objective (e.g. spelling patterns or parts of speech).
- Learners can use a speech facility to help them check their work.
- Errors in a draft can be corrected in a prepared passage.
- Writing frames can be created as a template to develop writing skills.
- Information can be presented in a range of ways.
- Use of a spell checker or thesaurus can encourage good spelling.

The alphabetic code

- Sounds / phonemes are represented by letters.
- A sound / phoneme can be represented by one or more letters. There is not a simple one-to-one correspondence in our alphabetic code. There are not enough letters to represent all the sounds / phonemes so some are used in combination such as 'sh', 'th', 'ee' etc.
- The same sound / phoneme can be represented or spelt in more than one way, e.g. r / ai / n and m / a / y.
- The same spelling may represent more than one sound, e.g. m / ea / n , d / ea / f.
- Approximately 44 sounds / phonemes are represented in English by 26 letters in about 140 combinations.

Using dictionaries at Entry 1

- It is important to foster an interest in words and how they are spelt. However, use of dictionaries should be carefully considered when working with learners at the early stages of independent skills with writing.
- 'Have a go' strategies for spelling should be encouraged. Using draft paper or preferably an individual whiteboard is particularly useful. Too much dictionary work, particularly with adult learners, can over-emphasise the need to be correct at the expense of giving the word a try.
- For teachers, observing mistakes that learners make, particularly with spelling skills, is an essential part of providing appropriate next steps for learners.
- Many learners need a lot of experience of decoding before they can use dictionaries effectively. Learners need to develop the essential skills of knowing the alphabet and alphabetical order and knowing how to bring reading skills to decoding the definition.

Planning a piece of writing within an integrated studies project

- Guidance is included in the learner's material so that scaffolding can become an integral part of planning for both learner and teacher.

Differentiation

In literacy, some topics are inherently more difficult than others at the same level (e.g. grammar and spelling work). Additionally, where the text is more complex or particular words are more difficult to decode and where learners have to analyse the methodology for an activity, this may be more difficult for a significant proportion of learners. The activities in these categories have been marked  in the teacher's notes. Activities that are felt to be less challenging for a significant proportion of learners are marked  in the teacher's notes. An activity is not marked as less challenging if there is a lengthy pre-task activity introducing a new grammar concept. These two indicators are in addition to the differentiation categories of 'Help' and 'Extension' that aim to support or extend the learner throughout these units.

In the main, the perception of the level of difficulty for each task will be different for individual learners. The indicators are a guide; the teacher will decide with respect to individual learner's needs which activities will be easier, or more challenging, for the learner.

Coverage of core curriculum elements

Listening and speaking

Skill	Skill code	Unit / page
Listen for the gist of short explanations	SLlr/E1.1	Unit 1 / page 4 Unit 2 / page 2 Unit 3 / pages 2, 4, 5 Unit 5 / page 2
Listen for detail using key words to extract some specific information	SLlr/E1.2	Unit 1 / pages 9, 10, 11, 15 Unit 2 / pages 2, 7, 9, 10 Unit 3 / pages 2, 3 Unit 4 / pages 2, 15 Unit 5 / page 12
Follow single-step instructions in a familiar context	SLlr/E1.3	Unit 1/ pages 8, 15 Unit 4/ pages 8, 9, 12 Unit 5 / pages 4, 5
Listen and respond to requests for personal information	SLlr/E1.4	Unit 3 / page 6
Speak clearly to be heard and understood in simple exchanges	SLc/E1.1	Unit 1/ pages 4, 5, 15 Unit 3/ page 5 Unit 4/ pages 8, 9, 12, 15
Make requests using appropriate terms	SLc/E1.2	Unit 3 / page 6
Ask questions to obtain specific information	SLc/E1.3	Unit 3/ page 6
Make statements of fact clearly	SLc/E1.4	Unit 1 / pages 5, 6, 15 Unit 5 / page 4
Speak and listen in simple exchanges and everyday contexts	SLd/E1.1	Unit 2 / page 2 Unit 5 / page 12

Reading and writing

Skill	Skill code	Unit / page
Follow a short narrative on a familiar topic or experience	Rt/E1.1	Unit 1 / pages 9, 11 Unit 3 / pages 4, 5 Unit 5 / pages 5, 8, 15
Recognise the different purposes of text at this level	Rt/E1.2	Unit 1 / page 8 Unit 2 / page 6 Unit 3 / pages 11, 12, 13 Unit 4 / pages 6, 7, 10, 11 Unit 5 / pages 8, 9, 10
Use written words and phrases to record or present information	Wt/E1.1	Unit 1 / pages 4, 10, 12, 15 Unit 2 / page 10 Unit 3 / pages 11, 13, 16 Unit 4 / pages 3, 4, 5, 7, 10, 11, 15 Unit 5 / pages 10, 11, 15
Read and recognise simple sentence structures	Rs/E1.1	Unit 1 / pages 2, 3 Unit 2 / pages 4, 6, 7 Unit 3 / pages 7, 10 Unit 4 / page 5

Construct a simple sentence	Ws/E1.1	Unit 1 / pages 3, 6, 7, 12, 15 Unit 2 / page 5 Unit 3 / pages 5, 16 Unit 4 / page 5
Punctuate a simple sentence with a capital letter and a full stop	Ws/E1.2	Unit 1 / page 12 Unit 3 / pages 5, 8, 10, 16 Unit 4 / page 5
Use a capital letter for personal pronoun 'I'	Ws/E1.3	Unit 4 / pages 4, 5 Unit 5 / page 9
Possess a limited meaningful sight vocabulary of words, signs and symbols	Rw/E1.1	Unit 1 / page 11 Unit 2 / page 3 Unit 3 / page 2, 3, 12 Unit 4 / pages 2, 3, 10, 11, 13 Unit 5 / pages 4, 6, 7, 8, 9
Decode simple regular words	Rw/E1.2	Unit 2 / pages 3, 9 Unit 3 / pages 2, 3, 9 Unit 4 / pages 2, 13, 14 Unit 5 / pages 2, 13, 14
Recognise the letters of the alphabet in both upper and lower case	Rw/E1.3	Unit 3 / page 12 Unit 4 / page 13 Unit 5 / pages 6, 7, 9
Spell correctly some personal key words and familiar words	Ww/E1.1	Unit 1 / pages 12, 15 Unit 2 / page 10 Unit 3 / pages 7, 16 Unit 4 / pages 7, 13, 14 Unit 5 / pages 11, 13, 14, 15
Write the letters of the alphabet using upper and lower case	Ww/E1.2	Unit 3 / pages 6, 7, 10, 12 Unit 4 / pages 13 Unit 5 / pages 6, 7
Use basic sound / symbol association to help spelling as appropriate for the needs of the learner	Ww/E1.3	Unit 1 / pages 13, 14, 15 Unit 2 / pages 12, 13, 14, 15, 17 Unit 3 / pages 9, 14, 15, 16 Unit 4 / page 14 Unit 5 / pages 13, 14