

Unit Support Notes — Literacy (National 3)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes provide advice and guidance to support the delivery of the Literacy (National 3) Unit. They are intended for practitioners who are delivering the Unit. They should be read in conjunction with:

- ◆ the Literacy (National 3) *Unit Specification*

Where the Literacy (National 3) Unit is being undertaken as part of the National 3 English Course, these Notes should be read in conjunction with:

- ◆ the Literacy (National 3) *Unit Specification*
- ◆ the National 3 English *Course Specification*
- ◆ the National 3 English *Course Support Notes*

Unit Support Notes are not mandatory but provide advice and guidance on approaches to delivering and assessing the Unit.

General guidance on the Unit

Aims

The general aim of this Unit is to develop the learners' reading, writing, listening and talking skills in a variety of forms relevant for learning, life and work.

Learners will develop the ability to understand and respond to ideas and information presented orally and in writing. Learners will also develop the ability to communicate ideas and information orally and in writing.

Learners who complete this Unit will be able to:

- 1 Read and understand simple word-based texts.
- 2 Listen to and understand simple spoken communication.
- 3 Write simple technically accurate texts
- 4 Talk to communicate, as appropriate to audience and purpose

The four skills of reading, listening, writing, and talking are of equal importance.

Responsibility of all

All practitioners have responsibility for the development of learners' literacy. How this takes place will vary depending on the context or subject area. All Centres should have strategies in place to ensure there is a shared understanding of the standards expected, how learners progress in literacy and of sound approaches to literacy teaching and learning. All practitioners¹ should therefore be aware of the contents of the Literacy Unit and the Literacy *Unit Support Notes*.

¹ 'All practitioners' is used here to refer to any education professional involved in supporting learners' literacy.

Guidance on progression into this Unit

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or by equivalent qualifications and/or experience:

- ◆ Core Skills: Communication (SCQF level 2)
- ◆ National 2 English and Communication Course or relevant component Units

Prior learning, life and work experiences may also provide an appropriate basis for doing this Unit.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 3 English *Course Support Notes*.

Guidance on progression from this Unit

The Literacy (National 3) Unit provides progression into other Units and Courses including:

- ◆ Literacy (National 4) Unit
- ◆ National 4 English Course and relevant component Units
- ◆ Core Skills: Communication (SCQF level 4)
- ◆ National Certificate Group Awards
- ◆ further study, employment or training

Literacy has applications in many other subject areas as well as life and work. The skills, knowledge and understanding developed in this Unit could therefore support progression into other curriculum areas and into further study, employment and training.

Hierarchies

The Literacy (National 3) Unit has been developed using the SCQF level descriptors to form a hierarchy with the Literacy (National 4) Unit and the Literacy (National 5) Unit.

The Literacy Units at National 3, National 4 and National 5 follow a similar structure in terms of Learning Outcomes and Assessment Standards but differ in the degree of difficulty and complexity from one level to the next. This structure aims to facilitate bi-level teaching and enables learners to gain recognition for their best achievement. Learners may achieve, and be certificated for, a Unit at the level above or below.

Evidence should satisfy the Assessment Standards at the appropriate level.

Further information on this hierarchy is contained in Appendix 1: Progression.

Approaches to learning and teaching

The purpose of this section is to provide general advice and guidance on approaches to learning and teaching Literacy skills.

It is likely that the Literacy (National 3) Unit will be delivered in school, further education, community and vocational settings. The advice and guidance in this section covers these sectors and practitioners will use their professional judgement in designing and delivering the Unit so that it is appropriate, relevant and motivating for learners.

Examples of contexts for the development of literacy skills might include subject activities, work experience, cross-curricular activities, work/leisure activities, daily routine, interests/hobbies, local issues, study/learning activities and work based learning.

Practitioners should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. For example:

- ◆ asking adult learners to choose texts which are relevant to their lives
- ◆ encouraging learners' own choice of writing topics
- ◆ adopting a flexible approach to group discussion/presentations
- ◆ giving individual feedback with suggestions and next steps
- ◆ generating naturally occurring evidence when individual learners are ready

Word-based texts

Word-based texts will be used as the focus for generating evidence of literacy skills. These texts are most likely to be non-fiction, ie functional or transactional in nature.

Functional texts are texts which are used in everyday life, for example, in school, at home or in the workplace. These texts have a clear purpose, for example, to instruct or to explain.

Transactional texts, often spoken, are texts used to communicate between people. They are also used in everyday life to give information, for example, to describe something that has happened or to persuade someone.

Some suggested examples of word-based texts in different formats are given below:

Text types	Listening	Reading	Talking	Writing
Texts	audio-books, webcasts, spoken versions of written texts, discussions, speeches, debates, talks or presentations,	memos, instructions, letters, forms, newspaper or magazine articles, curriculum vitae, reviews, reports, leaflets, reference texts, manuals, lab	contributions to discussions, speeches, debates, talks or presentations, telephone conversation, interviews,	letters, newspaper or magazine articles, reviews, reports, leaflets, reference texts, manuals, lab books, essays, information

	telephone conversation, interviews, verbal instructions, transactions	books, essays, information	verbal instructions, transactions	
Media texts	informational films, factual radio programmes, TV programmes eg documentaries, broadcast news, spoken word-based advertisements	newspaper/magazine articles, word-based advertisements,	informational films, factual radio programmes, TV programmes eg documentaries, broadcast news, spoken word-based advertisements	newspaper/magazine articles, word-based advertisements
Multimodal texts (texts which contain a number of elements which 'come together' to create meaning)	webcasts, web conferencing, webcasts, audio clips	web pages, word-based posters, blogs, wikis, e-mails	webcasts, web conferencing, webcasts	web pages, e-mails

Where appropriate, and to provide pace and challenge for learners, more complex texts and activities should be introduced and developed.

Reading

Preparatory activities such as skimming, scanning and initial discussion will support learners to engage with texts.

Learning and teaching activities which can support learners in selecting information from texts include:

- ◆ highlighting key information
- ◆ text completion
- ◆ sequencing/re-ordering
- ◆ prediction activities
- ◆ text marking/labelling
- ◆ creating diagrams/mind maps/tables/flow charts based on information in the text
- ◆ questioning/answering
- ◆ summarising
- ◆ listing ideas and details
- ◆ paraphrasing
- ◆ selecting particular words/phrases/ideas
- ◆ comparing and contrasting texts
- ◆ developing awareness of genre markers, eg tone and register
- ◆ making or doing something based on the information in a text

Suggested reading learning and teaching activities are contained in the table below:

Suggested word-based texts	Suggested activities
Newspaper article about animal cruelty	Learner highlights words and phrases which indicate opinion
Healthy eating leaflet/fast food outlet leaflet	Learner compares and contrasts key information
Online film review	Learner answers questions about the review including picking out the reviewer's opinions/factual information
Instructions on how to play a computer game	Learner explains to a peer how to play the computer game OR learner plays game according to instructions
Description of a historical event	Learner creates a timeline with key events

Learners will benefit from activities focussing on the audience and purpose of texts, for example, considering who a text is written for and why it has been written, for example, to:

- ◆ persuade
- ◆ instruct
- ◆ inform
- ◆ invite

Learners will develop the ability to evaluate texts, particularly in terms of audience and purpose. Learners might be asked:

- ◆ Did the essay persuade you?
- ◆ Was the letter clearly laid out?
- ◆ Did the report inform you?
- ◆ Did the newspaper article contain facts and/or opinions?
- ◆ How suitable would this story be for an older audience?
- ◆ Was the leaflet instructive?
- ◆ Was key information missing from the report?
- ◆ Did the writer communicate his views clearly?

Learners will also benefit from activities which encourage critical literacy, for example, evaluating the reliability, credibility and value of texts and identifying how and why texts can influence readers.

Listening

Listening can take place in the context of individual talk or group discussion or listening to the spoken word. Learners might listen and respond to peers within a group discussion or listen and respond to a television documentary or participate in a web conference.

Learners will be motivated by listening to spoken communication which is familiar and which is relevant to their everyday lives. Where learners are listening in the context of discussion, it is important that learners are aware of and can identify the purpose and context of the discussion. Learners should be aware of the conventions of group discussion such as turn-taking and other non-verbal conventions.

Preparatory activities such as initial discussion will support learners to engage with what they are hearing. Learners should be able to identify the ideas within the spoken communication.

Learning and teaching activities which can support learners in selecting information from spoken communication include:

- ◆ repeating, reflecting, paraphrasing
- ◆ highlighting key information
- ◆ prediction activities
- ◆ creating diagrams/mind maps/tables/flow charts based on spoken information
- ◆ questioning/answering
- ◆ summarising
- ◆ listing ideas and details
- ◆ selecting particular words/phrases/ideas
- ◆ comparing and contrasting spoken texts
- ◆ developing awareness of genre markers, eg tone and register
- ◆ making or doing something based on spoken information

Suggested listening learning and teaching activities are contained in the table below:

Suggested spoken communication	Suggested activities
Webcast about local environment	Learner summarises key information
Group discussion about new set of class rules	Learner creates mind map of group ideas
Instructions from teacher about how to draw an object	Learner draws object
Interview with a visiting speaker	Learner paraphrases visitor's responses
Paired conversation about reflections on work experience	Learner reports back to the class about partner's reflections

Learners will benefit from activities focussing on the audience and purpose of what they listen to, for example, discussing the purpose of a peer discussion (for example, to come to a decision) or the audience and purpose for a webcast.

Learners will develop the ability to evaluate what they hear. Learners might be asked:

- ◆ Was the speech successful?
- ◆ Did others contribute useful ideas which you could develop?
- ◆ How did the speaker’s language influence your choice?
- ◆ Who might listen to this type of text and why?
- ◆ Were the instructions clear?
- ◆ Was key information missing from talk?
- ◆ Did the speaker communicate his views clearly?
- ◆ Could the speaker have used a different order for the information?

Learners will benefit from activities which encourage critical evaluation of what they listen to, for example, discussing the purpose of an audio clip and who might listen to it. Learners could explore the ways in which purpose is conveyed, for example, through word choice and content and whether this is successful.

Writing

Learners should be encouraged to plan their writing, for example, by creating mind maps, through peer discussion or by considering options about content, layout and format. In planning and preparing for writing, learners will consider the genre, audience and purpose for their writing.

Learners will develop the ability to select and use appropriate language to convey ideas and to choose an appropriate and logical structure. Modelling texts will support learners to identify the features of formal continuous prose.

Learners will benefit from developing their writing through, for example:

- ◆ developing more complex vocabulary and expression
- ◆ developing complex sentence structures
- ◆ discussing and considering alternative structures and layouts
- ◆ developing paragraphing
- ◆ developing awareness and use of style, tone and register
- ◆ developing technical skills in grammar, punctuation and spelling
- ◆ note-making
- ◆ rewriting texts for different purposes/audiences
- ◆ peer and self-assessment of writing

Suggested writing learning and teaching activities are contained in the table below:

Suggested writing activities	Suggested learning and teaching focus
Writing reflections about an event/experience	Use of correct tenses
Writing a film review	Expressing opinions
Writing a recipe	Using appropriate layout/structure
Creating a class blog	Use of appropriate register
Writing a letter of complaint	Use of formal tone

In writing, learners will produce technically accurate word-based texts which communicate meaning at first reading. Learners should develop skills in structuring sentences in different ways, in using appropriate punctuation and in writing grammatically.

Learners should be supported to spell words accurately, using a range of strategies and resources to do so. Commonly available support, such as an electronic spell checker and other technical support, is acceptable for on-screen writing.

Talking

Learners will talk individually or to another person or in group discussion. Learners will be encouraged to communicate clearly and will be given opportunities to practise their talking skills in order to build confidence. Self-evaluation and supportive peer evaluation will support learners in building confidence and identifying areas for improvement.

Talking contexts can be formal or informal and can include:

- ◆ individual talks
- ◆ dialogue with peers or with a teacher/tutor
- ◆ oral reports
- ◆ webcasts
- ◆ mock interviews and role plays
- ◆ group discussions
- ◆ debating
- ◆ public speaking
- ◆ web chats/conferencing
- ◆ internet voice calls

Talking contexts will motivate learners if they are meaningful and relevant. Using group discussion as a means of learning will support learners in developing talking skills.

Suggested talking learning and teaching activities are contained in the table below:

Suggested talking activities	Suggested learning and teaching focus
Talking individually about a favourite sport/team	Use of visual aids
Mock interview	Use of appropriate register
Telling an anecdote about an experience	Using appropriate structure
Group discussion about children's rights	Roles/turn-taking within group discussion
Webchat with a partner school/college	Focus on intonation and pace

It is important that learners develop the ability to use language, content and structure which are appropriate to audience and purpose. Modelling can support learners to develop an awareness of appropriateness.

Non-verbal conventions include using eye contact, facial expression, pace, intonation and gesture. Talks and discussions will use some of these conventions.

Learners may need support in talking, especially where learners lack confidence, and consideration should be given to such aspects as choice of subject for discussion, room layout, group size, gender and age of the learners and group dynamics. Allowing personalisation and choice in terms of topic, context and audience will support learners.

E-learning

Where resources permit, Centres should use technology as much as possible to support learning, teaching and assessment. For the Literacy Unit (National 3), this could include:

- ◆ compiling and maintaining e-portfolios
- ◆ web-based research
- ◆ interactive language tasks such as cloze passages in electronic format
- ◆ word processing/proof-reading
- ◆ listening and responding to and/or creating webcasts
- ◆ games-based learning
- ◆ using chat rooms for discussion
- ◆ using virtual learning environments
- ◆ video conferencing
- ◆ discussing, reading and writing formal blogs
- ◆ reading and responding to e-mails
- ◆ submission of assessed work through VLE/e-mail
- ◆ online quizzes/tests
- ◆ mind mapping software
- ◆ internet voice calls
- ◆ web conferencing

SQA already provides some e-assessment tools and centres may access these including those available through GLOW.

The *National Assessment Resource* and SQA's quality enhancement procedures complement e-assessment.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Course Support Notes*.

Approaches to assessment and gathering evidence

Assessment approaches should aim to help learners to progress through the Course at their own pace and to enable them to demonstrate their achievements in a range of ways. Teachers and lecturers should explore opportunities in the day-to-day delivery of the Units in the Course to observe learners providing evidence which satisfies, completely or partially, a Unit or Units.

Although assessment can be carried out as a discrete activity, it is more likely that this will be done as part of the learning and teaching programme, when naturally occurring opportunities arise.

All the Outcomes and Assessment Standards in the Literacy Unit (National 3) must be covered in the assessment of the Unit. The evidence for these Outcomes and assessment standards is as follows:

For Outcome 1: responses to reading at least one word-based text.

For Outcome 2: responses to listening on at least one occasion.

For Outcome 3: at least one word-based text of more than 80 words which communicates meaning on first reading.

For Outcome 4: talking, individually or as part of a group discussion, on at least one occasion.

A holistic approach to assessment will enrich the assessment process for the learner, avoid duplication of assessment and provide more time for learning and teaching and allow Centres to manage the assessment process more efficiently.

It is likely that evidence will demonstrate that the learner has met all the Assessment Standards for an Outcome within one text/activity. However, learners may generate evidence which partially satisfies the Outcomes. Practitioners should select the most appropriate assessment methods taking into account the needs of their learners and the requirements of the Unit.

Assessing reading

For Outcome 1, evidence of responding to at least one text is required. It is most likely that learners will produce evidence of all three Assessment Standards in relation to one text.

Suggested examples of learner evidence for reading

Assessment evidence	Outcome 1	1.1 Selecting and using relevant information	1.2 Identifying audience and purpose	1.3 commenting on effectiveness
Learner writes answers to questions about an information website he/she has read	Read and understand simple word-based texts	Questions ask for key information on the website	Questions ask about the audience and purpose of the website	Questions ask learner to comment on the layout of the website
Learner gives an oral report on a newspaper article arguing for corporal punishment	Read and understand simple word-based texts	Learner includes key points from the article in the discussion	Learner includes the audience and purpose of the article	Learner comments on whether he/she has been persuaded by the article

Assessing listening

For Outcome 2, evidence of responding within group discussion or to spoken communication is required. It is most likely that learners will produce evidence of all three Assessment Standards in relation to one text or in one context.

Suggested examples of learner evidence for listening

Assessment evidence	Outcome 2	2.1 Selecting and using relevant information	2.2 Identifying audience and purpose	2.3 commenting on effectiveness
Learners report back orally to summarise a group discussion about 'what makes a good teacher'	Listen to and understand spoken communication	Oral report includes key points from the discussion	Oral report includes the purpose and audience for the discussion	Oral report comments on the success of the group discussion
Learners write a review after listening to a drama audio clip	Listen to and understand spoken communication	Learner includes key points from the audio clip in the review	Learner includes the audience and purpose for the audio clip in the review	Learner comments on whether he/she was entertained by the drama

Assessing writing

For Outcome 3, learners will write at least one simple technically accurate text.

Suggested examples of learner evidence for writing

Assessment evidence	Outcome 3	3.1 Selecting and using appropriate simple language	3.2 Organising writing appropriately	3.3 Using appropriate spelling, punctuation and grammar
Learner writes an essay about a political event	write simple technically accurate texts	Essay is written in simple language which makes sense to the reader	Essay is written in sentences and paragraphs/sections	Learner uses appropriate spelling, grammar and punctuation
Learner writes a letter of application for a Saturday job	write simple technically accurate texts	Letter is written in simple language which makes sense to the reader	Letter is written using appropriate letter layout, in sentences and paragraphs/sections	Learner uses appropriate spelling, grammar and punctuation
Learner writes a section for a class web page	write simple technically accurate texts	Web page is written in simple language which makes sense to the reader	Web page uses an appropriate format/layout, is written in sentences and paragraphs/sections	Learner uses appropriate spelling, grammar and punctuation

Assessing talking

For Outcome 4, learners will demonstrate their talking skills on at least one occasion. It is likely that learners will evidence all the Assessment Standards within that one occasion.

Suggested examples of learner evidence for talking

Type of Talk	Suggested activity
Individual Talk	<ul style="list-style-type: none">◆ Reflecting on experiences and events, eg talking about a holiday◆ Talking to persuade, eg talking about Olympic Games◆ Talking to inform/report/instruct, eg reporting back on a group discussion, talking about lifestyle or family, telling a listener how to make an item
Interview, conversation, transaction	<ul style="list-style-type: none">◆ Interview, eg mock job interview, interviewing staff/peers/visitors◆ Conversations, eg talking about the weekend, talking about likes/dislikes, talking about plans, hopes and dreams

	<ul style="list-style-type: none"> ◆ shopping, asking for directions/information, ordering/booking items
Group discussion	<ul style="list-style-type: none"> ◆ Issue-based discussion, eg discussing social issues ◆ Subject-based discussions, eg origins of war, healthy lifestyles, attitudes to the media ◆ Problem solving discussions, eg agreeing a class choice, completing a group task

The following examples show how Assessment Standard 4.1 **Organising communication appropriately** can be applied in different talking contexts.

Individual talk	Interview, conversation, transaction	Group discussion
<p>For example:</p> <ul style="list-style-type: none"> ◆ using an appropriate order, eg chronological ◆ using sections ◆ beginning and ending appropriately ◆ overall, the talk is organised appropriately 	<p>For example:</p> <ul style="list-style-type: none"> ◆ beginning and ending appropriately ◆ contributing and responding appropriately ◆ turn-taking ◆ organising individual contributions/responses appropriately 	<p>For example:</p> <ul style="list-style-type: none"> ◆ contributing and responding appropriately, eg in response to chairperson ◆ turn-taking ◆ organising individual contributions/responses appropriately

Combined assessment

Evidence which is generated during the Course can be used as 'combined evidence'. This means that a learner's responses can be used to satisfy more than one Outcome. This is illustrated below:

<p>Reading — oral response/s can provide evidence for reading and talking</p> <p>Listening — oral response/s can provide evidence for listening and talking</p> <p>Reading — written responses can provide evidence for reading and writing</p> <p>Listening — written responses can provide evidence for listening and writing</p>

Within the Literacy (National 3) Unit, oral responses to reading or listening to a text can provide evidence for Talking as long as the responses satisfy all three Assessment Standards and as long as answers are extended (allowing learners to plan/organise their answers). For example, the learner might read a text prior to being asked a set of oral questions. The learner's answers could be used as assessment evidence for talking and for listening/reading.

Written responses to reading or listening can provide evidence for Writing as long as the responses satisfy all three Assessment Standards. For example, the learner might listen to a set of instructions prior to writing up a report. The learner's report could be used as assessment evidence for writing and for listening/reading.

Evidence for writing could also provide evidence for reading or listening as long as learners include comment on aspects of the text (including audience and purpose) and evaluate the text. For example, a review of a radio programme which satisfies all three Assessment Standards for reading. The learner's review could be used as assessment evidence for writing and for listening/reading.

This approach to combining assessment is shown in the table below:

Evidence	Assessing combined evidence
Written response to reading — combined evidence for reading and writing	Evidence should: <ol style="list-style-type: none"> 1. contain relevant information from the text 2. identify audience and purpose 3. comment on effectiveness 4. use simple language 5. be organised appropriately 6. be technically accurate
Written response to listening — combined evidence for listening and writing	Evidence should: <ol style="list-style-type: none"> 1. contain relevant information from the text 2. identify audience and purpose 3. comment on effectiveness 4. use simple language 5. be organised appropriately 6. be technically accurate
Oral response/s to reading — combined evidence for reading and talking	Evidence should: <ol style="list-style-type: none"> 1. contain relevant information from the text 2. identify audience and purpose 3. comment on effectiveness 4. use simple language 5. be organised appropriately 6. use some non-verbal conventions
Oral response/s to listening — combined evidence for listening and talking	Evidence should: <ol style="list-style-type: none"> 1. contain relevant information from the text 2. identify audience and purpose 3. comment on effectiveness 4. use simple language 5. be organised appropriately 6. use some non-verbal conventions

Learners should be prepared for any combined activity so that they are aware of the purpose of the activity and of their role within the interaction/discussion.

Combining assessment with other Courses/Units at National 3

Reading, listening, writing and talking skills developed within other Units/Courses at National 3 could potentially provide evidence for the Literacy (National 3) Unit. For example, writing a report on an aspect of the local area could provide evidence for a National 3 Modern Studies Unit and could also provide evidence for the Literacy (National 3) writing Outcome. The table below contains suggested examples of literacy activities in other Course/Units.

Activity	Course	Unit
Reading articles about recycling or energy	Science	Fragile Earth
Web research — reading about local issues	Modern Studies	Democracy in Scotland and the United Kingdom
Analysing the language of broadcast advertisements	Media	Analysing Media Content
Listening to a documentary on a developing country	Geography	Human Environments
Writing a description of an artist's work	Art and Design	Expressive Activity
Written report on an aspect of a religion	RMPS	World Religion
Group discussion on a historical figure	History	Historical Study: Scottish
Group discussion on an aspect of Roman life	Classical Studies	Life in the Roman World

It is important to ensure that any learner evidence for Literacy satisfies all the required Assessment Standards for each Outcome.

Authentication

For guidance on authentication of learners' work which takes place out with the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

Equality and inclusion

It is important that, where possible, approaches to assessment encourage personalisation and choice for learners in assessment methods and processes and use the assessment process and evidence of assessment to support continued learning. The additional support needs of learners should be taken into account when planning learning experiences, or when considering any reasonable adjustments that may be required. Further advice can be found on the SQA website.

Inclusive approaches in the Literacy (National 3) Unit might include:

- ◆ ensuring that texts are inclusive, unbiased and gender/age-appropriate
- ◆ overcoming potential barriers to learning by making reasonable adjustments for learners
- ◆ being aware of cultural considerations, for example, in group discussion
- ◆ responding to the needs of individual learners by using support strategies
- ◆ providing alternative teaching and learning resources and approaches such as clicker or extra time
- ◆ using literacy intervention programmes, eg paired reading
- ◆ differentiating resources and approaches, eg by reviewing readability, adapting texts, using writing and speaking frames

Appendix 1: Progression

The following tables show skills progression between the Literacy Units at National 3, National 4 and National 5.

Reading

National 3	National 4	National 5
Read and understand simple word-based texts by:	Read and understand straightforward word-based texts by:	Read and understand complex word-based texts by:
<ul style="list-style-type: none"> ◆ Selecting and using relevant information ◆ Identifying audience and purpose ◆ Commenting on effectiveness 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information ◆ explaining aspects including audience and purpose ◆ Explaining effectiveness 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information ◆ Explaining a range of aspects ◆ Evaluating effectiveness

In Literacy (National 3), learners will read texts which:

- ◆ contain a few ideas or sets of ideas
- ◆ contain familiar vocabulary
- ◆ use simple expression

In Literacy (National 4), learners will read texts which:

- ◆ contain several ideas or sets of ideas
- ◆ contain supporting detail
- ◆ contain straightforward vocabulary
- ◆ use straightforward expression

In Literacy (National 5), learners will read texts which:

- ◆ contain complex ideas or sets of ideas
- ◆ contain considerable detail
- ◆ contain complex vocabulary
- ◆ use complex expression

Listening

National 3	National 4	National 5
Listen to and understand respond to simple spoken communication by:	Listen to and understand straightforward spoken communication by:	Listen to and understand complex spoken communication by:
<ul style="list-style-type: none"> ◆ Selecting and using relevant information ◆ Identifying audience and purpose ◆ Commenting on effectiveness 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information ◆ explaining aspects including audience and purpose ◆ Explaining effectiveness 	<ul style="list-style-type: none"> ◆ Selecting and using relevant information ◆ Explaining a range of aspects ◆ Evaluating effectiveness

In Literacy (National 3), learners will listen to texts which:

- ◆ contain a few ideas or sets of ideas
- ◆ contain familiar vocabulary
- ◆ use simple expression

In Literacy (National 4), learners will listen to texts which:

- ◆ contain several ideas or sets of ideas
- ◆ contain supporting detail
- ◆ contain straightforward vocabulary
- ◆ use straightforward expression

In Literacy (National 5), learners will listen to texts which:

- ◆ contain complex ideas or sets of ideas
- ◆ contain considerable detail
- ◆ contain complex vocabulary
- ◆ use complex expression

Writing

National 3	National 4	National 5
Write simple, technically accurate, texts by:	Write straightforward, technically accurate, texts by:	Write complex, technically accurate texts by:
<ul style="list-style-type: none"> ◆ selecting and using appropriate simple language ◆ organising writing appropriately ◆ using appropriate spelling, punctuation and grammar 	<ul style="list-style-type: none"> ◆ selecting and using appropriate straightforward language ◆ organising writing appropriately ◆ using appropriate spelling, punctuation and grammar 	<ul style="list-style-type: none"> ◆ selecting and using appropriate complex language ◆ organising writing appropriately ◆ using appropriate spelling, punctuation and grammar

In Literacy (National 3), learners will write simple formal continuous prose which:

- ◆ contains a few ideas or a set of ideas
- ◆ contains familiar vocabulary
- ◆ uses simple expression
- ◆ is more than 80 words in length

In Literacy (National 4), learners will write straightforward formal continuous prose which:

- ◆ contains several ideas or sets of ideas
- ◆ contains supporting detail
- ◆ contains straightforward vocabulary
- ◆ uses straightforward expression
- ◆ is more than 300 words in length

In Literacy (National 5), learners will write complex formal continuous prose which:

- ◆ contains complex ideas or sets of ideas
- ◆ contains considerable detail
- ◆ contains complex vocabulary
- ◆ uses complex expression
- ◆ is more than 500 words in length

Talking

National 3	National 4	National 5
Talk to communicate, as appropriate to audience and purpose, by:	Talk to communicate, as appropriate to audience and purpose, by:	Talk to communicate, as appropriate to audience and purpose, by:
<ul style="list-style-type: none"> ◆ selecting and using simple language ◆ organising the communication ◆ using some non-verbal conventions 	<ul style="list-style-type: none"> ◆ Selecting and using straightforward language ◆ Organising the communication ◆ Using non-verbal conventions 	<ul style="list-style-type: none"> ◆ selecting and using complex language ◆ organising the communication ◆ using a range of non-verbal conventions

In Literacy (National 3), learners will deliver **simple** spoken communication which:

- ◆ contains a few ideas or a set of ideas
- ◆ contains familiar vocabulary
- ◆ uses simple expression

In Literacy (National 4), learners will deliver **straightforward** spoken communication which:

- ◆ contains a few ideas
- ◆ contains supporting detail
- ◆ contains straightforward vocabulary
- ◆ uses straightforward expression

In Literacy (National 5), learners will deliver **complex** spoken communication which:

- ◆ contains a few ideas or a set of ideas
- ◆ contains considerable detail
- ◆ contains complex vocabulary
- ◆ uses complex expression

Appendix 2: Suggested web resources

Inanimate Alice	www.inanimatealice.com
Writing Frames	http://www.warwick.ac.uk
Wordle	http://www.wordle.net/
Reading Strategies	http://www.farr-integratingit.net
Active Learning Strategies for Literacy:	http://www.ltscotland.org.uk
Knowledge of Language	www.ltscotland.org.uk
BBC Skillswise	www.bbc.co.uk
National Assessment Resource	www.ltscotland.org.uk
National Literacy Glow Group	https://portal.glowscotland.org.uk
Scottish Government Literacy Action Plan	www.scotland.gov.uk
HMIE Journey to Excellence	www.journeytoexcellence.org.uk
Bloom's Taxonomy	www.kurwongbss.eq.edu.au
Scottish Information Literacy Project	http://caledonianblogs.net
British Film Institute (BFI)	www.bfi.org.uk
Film Education	www.filmeducation.org
An Adult Literacy and Numeracy Curriculum Framework for Scotland	http://www.aloscotland.com
Scotland on Screen	www.scotlandonscreen.org.uk
Scottish Screen — Best of Scottish Shorts	www.scottishfilms.com
Games-based Learning	www.ltscotland.org.uk
The Daily What online newspaper	www.dailywhat.org.uk

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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