

## Unit Support Notes — Literacy (National 4)



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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 4) Unit. They are intended for practitioners who are delivering the Unit. They should be read in conjunction with:

- ◆ the Literacy (National 4) Unit Specification

Where the Literacy Unit (National 4) is being undertaken as part of the National 4 English Course, these Notes should be read in conjunction with:

- ◆ the Literacy (National 4) Unit Specification
- ◆ the National 4 English Course Specification
- ◆ the National 4 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 straightforward word-based texts.
- 2 Listen to and understand straightforward spoken communication.
- 3 Write straightforward 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 practitioners<sup>1</sup> should therefore be aware of the contents of the Literacy Unit and the Literacy Unit Support Notes.

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

## 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 3)
- ◆ National 3 English 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 4 English *Course Support Notes*.

## Guidance on progression from this Unit

The Literacy Unit (National 4) provides progression into other Units and Courses including:

- ◆ Literacy Unit (National 5)
- ◆ National 5 English Course and relevant component Units
- ◆ Core Skills: Communication (SCQF level 5)
- ◆ 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 Unit (National 4) has been developed using the SCQF level descriptors to form a hierarchy with the Literacy Unit (National 3) and the Literacy Unit (National 5).

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 Unit (National 4) 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	memos, instructions, letters, forms, newspaper or magazine articles, curriculum vitae, reviews, reports, leaflets, reference texts, manuals,	contributions to discussions, speeches, debates, talks or presentations, telephone conversations, interviews,	letters, newspaper or magazine articles, reviews, reports, leaflets, reference texts, manuals, lab books, essays, information

	presentations, telephone conversations, interviews, verbal instructions, transactions	lab 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:

<b>Suggested text(s)</b>	<b>Suggested learning and teaching activity</b>	<b>Suggested learning and teaching focus</b>
Learners following a course in 'Setting up a business' read leaflets and advertisements from existing businesses.	Learners select key information from these leaflets and also consider how successful they are in persuading the reader	Layout, language, audience, purpose
Learners following an National 4 English Course research their chosen topics by reading texts	Learners select information from the texts and take notes to prepare for presentations	Selecting relevant information
Learners read a web page article which advocates music 'piracy'	Learners summarise the writer's opinions and consider whether they agree/disagree	Emotive language, expressing opinion

Learners will benefit from activities focussing on the audience and purpose of texts, for example, considering the relationship between the purpose and language used or activities which require learners to identify genre 'markers'.

Other aspects of texts which learners might comment on could include:

- ◆ Register
- ◆ Tone
- ◆ Writer's attitude
- ◆ Word choice
- ◆ Fact/opinion
- ◆ Structure/layout
- ◆ Style
- ◆ Imagery
- ◆ Effect

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

- ◆ To what extent did the essay persuade you?
- ◆ Was the letter clearly laid out?
- ◆ To what extent did the report inform you?
- ◆ Did the newspaper article contain evidence for its claims?
- ◆ How did the language influence your choice?
- ◆ 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:

<b>Suggested text(s)</b>	<b>Suggested learning and teaching activity</b>	<b>Suggested learning and teaching focus</b>
Learners interview owners of local businesses	Learners take notes while interview takes place then notes are shared to produce a summary of what was said	Selecting relevant information
A learner gives an oral presentation about fashion as practice towards his National 4 English Assignment. He then responds to several questions from the	Learners prepare questions in advance and add/make changes to these as a result of what they hear	Selecting relevant information

audience after his talk.		
Learners develop (talking and) listening skills as part of a unit of work called 'Listen Out'.	Learners listen to an extract from a podcast for young children, an advertisement aimed at teenagers and a TV debate (with the screens turned off). They identify language 'markers' which give clues to audience and purpose.	register, audience, purpose

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.

Other aspects of spoken communication which learners might comment on could include:

- ◆ Register
- ◆ Tone
- ◆ Speaker's attitude
- ◆ Word choice
- ◆ Fact/opinion
- ◆ Verbal/non-verbal aspects
- ◆ Rhetorical devices
- ◆ Effect

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

- ◆ Was the speech persuasive?
- ◆ 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?
- ◆ To what extent 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:

<b>Suggested text(s)</b>	<b>Suggested learning and teaching activity</b>	<b>Suggested learning and teaching focus</b>
Learners develop literacy as part of an outdoor education learning programme, researching outdoor sports facilities in their local area	Learners write a formal letter to persuade the local council to improve these facilities.	Using appropriate register, layout, formal letter writing conventions
Learners use 'Literacy logs' to track their own progress in Literacy, recording where and how they are developing Literacy skills and identifying areas for improvement.	Learners write and share their 'Literacy Logs' on the school/college website	Using appropriate register, writing for a specific audience
Learners create two 'Welcome to High School' booklets — one for new pupils and one for new parents/carers	Learners create booklets in groups and best aspects of each are chosen to compile booklet	Using appropriate register, layout, writing for a specific audience

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:

<b>Suggested text(s)</b>	<b>Suggested learning and teaching activity</b>	<b>Suggested learning and teaching focus</b>
Learners interview owners of local businesses	Learners write suggestions for questions and discuss in groups which questions to ask	Use of appropriate register, turn taking, beginning and endings
A learner gives an oral presentation about fashion as practice towards his National 4 English Assignment. He then responds to several questions from the audience after his talk.	Learner gives practice talk and is peer assessed	Organisation/structure of presentation
Learners develop talking (and listening) skills as part of a unit of work called 'Listen Out'.	Learners listen to an extract from a podcast for young children, then create their own podcasts for young children on a topic of their choice	register, audience, purpose

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.

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 4), 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 4) 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 word-based texts

For Outcome 2: responses to listening to spoken communication

For Outcome 3: written texts of more than 300 words which communicate meaning on first reading

For Outcome 4: talking, individually or as part of a group discussion

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

<b>Assessment evidence</b>	<b>Outcome 1</b>	<b>1.1 Selecting and using relevant information</b>	<b>1.2 explaining aspects including audience and purpose</b>	<b>1.3 Explaining effectiveness</b>
<b>Learner writes answers to questions about a job advert</b>	Read and understand straightforward word-based texts	Questions ask about key points in the advert and the learner	Questions ask about the layout, audience and purpose of the advert	Questions ask learner to evaluate the job advert in terms of audience and purpose

<b>he/she has read</b>		identifies and explains these	and the learner describes these	
<b>Learner creates a blog by following written instructions</b>	Read and understand straightforward word-based texts	Learner creates blog successfully	Learner explains audience and purpose of blog as well as design/layout of the blog	Learner evaluates the instructions in terms of how easy/difficult they were to follow/understand

### 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

<b>Assessment evidence</b>	<b>Outcome 2</b>	<b>2.1 Selecting and using relevant information</b>	<b>2.2 commenting on aspects including audience and purpose</b>	<b>2.3 explaining effectiveness</b>
<b>Learners listen to a peer talking about her work experience and summarise what she says</b>	Listen to and understand straightforward spoken communication	Summaries correctly identify 1. factual information and 2. opinions/ reflections	Summaries include information about the content and structure of the talk	Summaries evaluate the success of the presentation in terms of content and structure
<b>Learners respond in a group discussion about the nature of fame</b>	Listen to and understand straightforward spoken communication	Learner develops others' ideas by summarising, using, developing	Learner comments on aspects of discussion with focus on purpose and roles within discussion	Learner evaluates the discussion in terms of own and others' contributions

### Assessing writing

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

### Suggested examples of learner evidence for writing

Assessment evidence	Outcome 3	3.1 Selecting and using appropriate straightforward language	3.2 Organising writing appropriately	3.3 Using appropriate spelling, punctuation and grammar
<b>Learner writes a scientific report</b>	write straightforward technically accurate texts	Report is written in straightforward language	Report is written in sentences and paragraphs/ sections and in appropriate format/layout	Learner uses appropriate spelling, grammar and punctuation
<b>Learner writes a formal invitation</b>	write straightforward technically accurate texts	Letter is written in straightforward language	Letter is written using appropriate letter layout, in sentences and using paragraphs/ sections	Learner uses appropriate spelling, grammar and punctuation
<b>Learner writes an article for the school magazine</b>	write straightforward technically accurate texts	Article is written in straightforward language	Article uses an appropriate format/layout, headline, is written in sentences and uses 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
<b>Individual talk</b>	<ul style="list-style-type: none"> <li>◆ reflecting on thoughts and feelings eg talking about ethical issues</li> <li>◆ Talking to persuade eg selling as part of an enterprise activity</li> <li>◆ 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</li> </ul>



<b>Interview, conversation, transaction</b>	<ul style="list-style-type: none"> <li>◆ Interview eg mock job interview, interviewing staff/peers/visitors</li> <li>◆ Conversations eg shared interests, talking about aspects of life</li> <li>◆ transactions eg phone calls, providing services/information</li> </ul>
<b>Group discussion</b>	<ul style="list-style-type: none"> <li>◆ Issue-based discussion eg discussing moral/ethical issues</li> <li>◆ Subject-based discussions eg influences on diet, sources/resources, global issues</li> <li>◆ Problem solving discussions eg agreeing a class choice, completing a group task</li> </ul>

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

<b>Individual Talk</b>	<b>Interview, conversation, transaction</b>	<b>Group discussion</b>
For example,  using an appropriate order eg chronological  using sections  beginning and ending appropriately  overall, the talk is organised appropriately	For example,  beginning and ending appropriately  contributing and responding appropriately  turn-taking  organising individual contributions/responses appropriately	For example,  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:

Reading – oral response/s can provide evidence for reading and talking Listening – oral response/s can provide evidence for listening and talking Reading – written responses can provide evidence for reading and writing Listening – written responses can provide evidence for listening and writing
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Within the Literacy Unit (National 4), 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:

<b>Evidence</b>	<b>Assessing combined evidence</b>
Written response to reading – combined evidence for reading and writing	Evidence should: <ol style="list-style-type: none"> <li>1. contain relevant information from the text</li> <li>2. explain aspects including audience and purpose</li> <li>3. explain effectiveness</li> <li>4. use straightforward language</li> <li>5. be organised appropriately</li> <li>6. be technically accurate</li> </ol>
Written response to listening – combined evidence for listening and writing	Evidence should: <ol style="list-style-type: none"> <li>1. contain relevant information from the text</li> <li>2. explain aspects</li> <li>3. explain effectiveness</li> <li>4. use straightforward language</li> <li>5. be organised appropriately</li> <li>6. be technically accurate</li> </ol>
Oral response/s to reading – combined evidence for reading and talking	Evidence should: <ol style="list-style-type: none"> <li>1. contain relevant information from the text</li> <li>2. explain aspects including audience and purpose</li> <li>3. explain effectiveness</li> <li>4. use straightforward language</li> <li>5. be organised appropriately</li> <li>6. use non-verbal conventions</li> </ol>
Oral response/s to listening – combined evidence for listening and talking	Evidence should: <ol style="list-style-type: none"> <li>1. contain relevant information from the text</li> <li>2. explain aspects</li> <li>3. explain effectiveness</li> <li>4. use straightforward language</li> <li>5. be organised appropriately</li> <li>6. use nonverbal conventions</li> </ol>

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 4

Reading, listening, writing and talking skills developed within other Units/Courses at National 4 could potentially provide evidence for the Literacy Unit (National 4). For example, many National 4 Courses contain an assignment or report (the Added Value Unit) which can be presented orally or in writing and which could be used as evidence for Literacy (National 4).

The table below contains suggested examples of literacy activities which might generate Literacy evidence in the context of other Course/Units.

Outcome	Suggested literacy activity	Course	Unit
Writing	Writing descriptions as part of a design brief	Design and Manufacture	Design
Reading (combined with Writing below)	Describing and summarising information from a range of newspaper articles	People and Society	Investigating Skills
Writing (combined with reading above)	Describing and summarising information from a range of newspaper articles	People and Society	Investigating Skills
Talking and listening	<b>Giving an oral presentation and responding to questions</b>	Care	Investigating Services assignment (Added Value Unit)
Talking and listening	Group discussion of the impact of engineering	Engineering Science	Engineering Contexts and Challenges

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 outwith 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 Unit (National 4) 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
◆ Selecting and using relevant information	◆ Selecting and using relevant information	◆ Selecting and using relevant information
◆ Identifying audience and purpose	◆ explaining aspects including audience and purpose	◆ Explaining a range of aspects
◆ Commenting on effectiveness	◆ Explaining effectiveness	◆ 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
◆ Selecting and using relevant information	◆ Selecting and using relevant information	◆ Selecting and using relevant information
◆ Identifying audience and purpose	◆ explaining aspects including audience and purpose	◆ Explaining a range of aspects
◆ Commenting on effectiveness	◆ Explaining effectiveness	◆ 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

<b>National 3</b>	<b>National 4</b>	<b>National 5</b>
Write simple, technically accurate, texts by:	Write straightforward, technically accurate, texts by:	Write complex, technically accurate texts by
◆ Selecting and using appropriate simple language	◆ Selecting and using appropriate straightforward language	◆ Selecting and using appropriate complex language
◆ Organising writing appropriately	◆ Organising writing appropriately	◆ Organising writing appropriately
◆ Using appropriate spelling, punctuation and grammar	◆ Using appropriate spelling, punctuation and grammar	◆ 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:
◆ Selecting and using simple language	◆ Selecting and using straightforward language	◆ Selecting and using complex language
◆ Organising the communication	◆ Organising the communication	◆ Organising the communication
◆ Using some non-verbal conventions	◆ Using non-verbal conventions	◆ 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	<a href="http://www.inanimatealice.com">www.inanimatealice.com</a>
Writing Frames	<a href="http://www.warwick.ac.uk">http://www.warwick.ac.uk</a>
Wordle	<a href="http://www.wordle.net">http://www.wordle.net</a>
Reading Strategies	<a href="http://www.farr-integratingit.net">http://www.farr-integratingit.net</a>
Active Learning Strategies for Literacy:	<a href="http://www.ltscotland.org.uk">http://www.ltscotland.org.uk</a>
Knowledge of Language	<a href="http://www.ltscotland.org.uk">www.ltscotland.org.uk</a>
BBC Skillswise	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
National Assessment Resource	<a href="http://www.ltscotland.org.uk">www.ltscotland.org.uk</a>
National Literacy Glow Group	<a href="https://portal.glowscotland.org.uk">https://portal.glowscotland.org.uk</a>
Scottish Government Literacy Action Plan	<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>
HMIE Journey to Excellence	<a href="http://www.journeytoexcellence.org.uk">www.journeytoexcellence.org.uk</a>
Bloom's Taxonomy	<a href="http://www.kurwongbss.eq.edu.au">www.kurwongbss.eq.edu.au</a>
Scottish Information Literacy Project	<a href="http://caledonianblogs.net">http://caledonianblogs.net</a>
British Film Institute (BFI)	<a href="http://www.bfi.org.uk">www.bfi.org.uk</a>
Film Education	<a href="http://www.filmeducation.org">www.filmeducation.org</a>
An Adult Literacy and Numeracy Curriculum Framework for Scotland	<a href="http://www.aloscotland.com">http://www.aloscotland.com</a>
Scotland on Screen	<a href="http://www.scotlandonscreen.org.uk">www.scotlandonscreen.org.uk</a>
Scottish Screen – Best of Scottish Shorts	<a href="http://www.scottishfilms.com">www.scottishfilms.com</a>
Games-based Learning	<a href="http://www.ltscotland.org.uk">www.ltscotland.org.uk</a>
The Daily What online newspaper	<a href="http://www.thedailywhat.org.uk">www.thedailywhat.org.uk</a>