Unit
Support
Notes

SQA

Unit Support Notes — Literacy (National 5)

Contents

Introduction

These support notes provide advice and guidance to support the delivery of the Literacy (National 5) Unit. They are intended for practitioners who are delivering the Unit. They should be read in conjunction with:

♦ the Literacy (National 5) Unit Specification

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 complex word-based texts.
2   Listen to and understand complex spoken communication.
3   Write complex, 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 [1] should therefore be aware of the contents of the Literacy Unit and the Literacy Unit Support Notes.

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 4)
♦   National 4 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

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Unit.

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

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. Content and contexts must however, provide evidence of all Outcomes and Assessment Standards in the Unit.

As this Unit is delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Learners will:

♦ read and understand a variety of complex functional and/or transactional texts
♦ listen to and understand complex spoken communication
♦ write complex word-based texts
♦ talk individually, in pairs or in groups

Progression from this Unit

The Literacy (National 5) Unit provides progression into other Units and Courses including:

♦ Higher English Course and relevant component Units
♦ Core Skills: Communication (SCQF level 6)
♦ 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 both vertical and lateral progression into other curriculum areas and into further study, employment and training.

Hierarchies

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

The Literacy Units at National 3, National 4 and National 5 follow a similar structure in terms of 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 how this hierarchy can be managed is given in the section entitled 'Approaches to Learning and Teaching' and 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.

Opportunities for learners to develop and gather evidence for the Literacy (National 5) Unit from interdisciplinary learning, vocational contexts and across the curriculum should be explored. Collaborative planning and cross-curricular sharing of ideas among practitioners can help to facilitate a common understanding of the standards and help to reinforce and consolidate learners' literacy skills in a wide range of contexts.

It is likely that the Literacy (National 5) 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 teaching literacy skills might include lifelong learning, subject activities, work experience, cross-curricular activities, work/leisure activities, daily routine, vocational learning.

Learners in a school setting could develop Literacy skills and generate evidence for the Literacy (National 5) Unit in the context of other Courses/Units. Some suggestions are contained in the table below.

Literacy skill	Suggested example	National 5 Course
writing	Writing psychological reports in accepted academic format	Psychology
talking	Making individual presentations to peers	Physical Education
listening	Taking notes during talks by visiting speakers	Health and Food Technology
listening and talking	Group discussion on issues/topics	RME
writing	Writing critical evaluations of artists' works	Art and Design
writing	Writing up experiments in accepted format	Chemistry
reading	summarising/explaining key ideas from reading texts	Philosophy

Further examples of contexts are contained in Appendix 2: Suggested contexts.

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, telephone conversations, interviews, verbal instructions, transactions	memos, instructions, letters, forms, newspaper or magazine articles, curriculum vitae, reviews, reports, leaflets, reference texts, manuals, lab books, essays, information	contributions to discussions, speeches, debates, talks or presentations, telephone conversations, interviews, verbal instructions, transactions	letters, newspaper or magazine articles, reviews, reports, leaflets, reference texts, manuals, lab books, essays, information
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 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 text(s)	Suggested learning and teaching activity	Suggested learning and teaching focus
Different examples of complex advertisements	Learners highlight examples of different registers and styles	Language, register, audience, purpose
Background information about a writer	Learners select information from the texts which they use to predict the writer's interests and concerns	Selecting relevant information
Wikipedia article	Learners highlight statements/information	Fact/opinion, critical literacy

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?
♦ Suggest different ways of presenting this information
♦ To what extent did the report inform you?
♦ Did the newspaper article contain credible 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 and why?
♦ Was key information missing from the report and why?
♦ Did the writer communicate his views clearly and in what ways?

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 context	Suggested learning and teaching activity	Suggested learning and teaching focus
A talk by a visiting speaker from a developing country	Learners focus on different aspects of the talk and take notes	Selecting relevant information
Peer discussion of the use of 'texting' language and whether this influences language use in other contexts	Learners contribute and respond within the discussion	Selecting relevant information
A range of audio clips about a political event	Learners identify language 'markers' which give clues to speaker, audience and purpose.	Language, 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:

♦ To what extent 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 and why?
♦ Was key information missing from talk and why?
♦ How successfully did the speaker communicate his views?
♦ Could the speaker have used a different order for the information?

Learners will benefit from activities which encourage 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.

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 more 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	Suggested learning and teaching activity	Suggested learning and teaching focus
Learners research aspects of their own heritage/genealogy using the internet	Learners write up their findings in two formats; one for the general public and one for themselves	Using appropriate register, audience and purpose

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 write reviews of a play put on by fellow learners	Learners publish reviews on college website	Using appropriate language, register, layout

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 context	Suggested learning and teaching activity	Suggested learning and teaching focus
Learners interview the headteacher/principal about changes to a school/college policy	Learners prepare questions to ask and consider possible responses	Use of appropriate register, turn taking, beginning and endings
Learners discuss the use of 'texting' language and whether this influences language use in other contexts	Learners prepare ideas for input into the discussion	Turn taking, roles within group discussion
A learner gives an oral presentation about recycling as part of a Biology course and responds to a range of questions from the audience	Learner practises beginning and ending of the talk, focussing on how to respond to questions appropriately.	Organisation/structure of presentation, using appropriate register

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 a range 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 5), this could include:

♦ Compiling and maintaining e-portfolios
♦ Web-based research
♦ Interactive language tasks such as cloze passages in electronic format
♦ Word processing/proofreading
♦ 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.

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 5) 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 spoke communication
For Outcome 3: written texts of more than 500 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

Assessment evidence	Outcome 1	1.1 Selecting and using relevant information	1.2 Explaining aspects	1.3. Evaluating effectiveness
Learner writes answers to questions about an online news article	Read and understand complex word-based texts	Questions ask about information in the article	Questions ask learner to comment on language, style and layout of the text	Questions ask learner to evaluate writer's arguments

Learner gives an oral report about a piece of web research	Read and understand complex word-based texts	Learner includes key findings/information	Learner includes comments on language and format of sources	Learner evaluates usefulness of texts in relation to his/her research purpose

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	1.2 explaining aspects	1.3. evaluating effectiveness
Learners report back orally to summarise a group discussion about globalisation	Listen to and understand complex spoken communication	Oral report includes key points from the discussion	Oral report includes comments on aspects of the discussion such as usefulness of contributions, language used	Oral report includes evaluation of the success of the discussion and reasons for this
Learners write reflectively after listening to a Martin Luther King speech	Listen to and understand complex spoken communication	Learner includes key information and ideas from the speech	Learner includes comment on key aspects of the speech eg structure, use of rhetorical devices	Learner includes reflections on the success of the speech and reasons for this

Assessing writing

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

Suggested examples of learner evidence for writing

Assessment evidence	Outcome 3	3.1 Selecting and using complex language	3.2 Organising writing appropriately	3.3 Using appropriate spelling, grammar and punctuation
Learner writes an essay about a political event	Write complex technically accurate texts	Essay uses complex language	Essay is written in sections, using correct tenses, has clear line of thought, clear opening and conclusion	Learner uses appropriate spelling, grammar and punctuation
Learner creates a multimedia invitation to a college celebration	Write complex technically accurate texts	Invitation is written in complex language	Invitation uses paragraphs/sections, uses conventions appropriately,	Learner uses appropriate spelling, grammar and punctuation
Learner writes an advertisement for a website	Write complex technically accurate texts	Advertisement is written in complex language	Advertisement uses an appropriate format/layout incorporating graphics, 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
Individual Talk	♦ Reflecting on experiences and events eg talking about an important local/global event ♦ Talking to persuade eg talking about beliefs ♦ 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	♦ 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 ♦ shopping, asking for directions/information, ordering/booking items
Group discussion	♦ 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
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

Within the Literacy (National 5) 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.

Evidence for Writing could also provide evidence for Reading or Listening as long as learners include comment on aspects of the text 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.

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: 1. contain relevant information from the text 2. explain a range of aspects 3. evaluate effectiveness 4. use complex language 5. be organised appropriately 6. be technically accurate
Written response to listening – combined evidence for listening and writing	Evidence should: 1. contain relevant information from the text 2. explain a range of aspects 3. evaluate effectiveness 4. use complex language 5. be organised appropriately 6. be technically accurate

Oral response/s to reading – combined evidence for reading and talking	Evidence should: 1. contain relevant information from the text 2. explain a range of aspects 3. evaluate effectiveness 4. use complex language 5. be organised appropriately 6. use a range of non-verbal conventions
Oral response/s to listening – combined evidence for listening and talking	Evidence should: 1. contain relevant information from the text 2. explain a range of aspects 3. evaluate effectiveness 4. use complex language 5. be organised appropriately 6. use a range of 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.

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 5) 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
♦ 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

National 3	National 4	National 5
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 contexts

Suggested contexts for the generation of literacy evidence are shown below:

Physics in a school setting

A learner in a school setting reads a complex informational text in Physics about the Big Bang theory. She takes notes on the text under the following headings:

♦ Key information/concepts
♦ Audience and purpose of the text
♦ The layout/structure of the text
♦ Evaluation of the text — how useful was the text?

The learner's answers could provide evidence for reading. If the answers are used to create a piece of writing of over 500 words in formal continuous prose, this could be used as evidence for writing **and** reading.

Art and Design in a school setting

A learner in a school setting writes a comparison in Art and Design of two different artists' paintings. The writing is over 500 words in length and is in formal continuous prose. It has a clear structure, using paragraphs, which describes the approach of one artist, the approach of the second artist, then compares the two before reaching a conclusion. This comparison could be used as evidence for writing.

Engineering in a college setting

A learner in a college setting wishes to apply for an Engineering course at the same college. She participates in a mock interview with her tutor. The tutor's questions and prompts enable the learner to demonstrate in her responses and contributions that she can:

♦ explain what she knows about the course using complex language
♦ explain her reasons for applying for the course using complex language

After the interview, the learner discusses the interview with the tutor and evaluates the questions themselves as well as how well she has responded to them. Her responses could provide evidence for both listening and talking.

Job application in a community learning setting

A learner in a community learning setting listens to a webcast about job opportunities in the local area. One job interests her and she writes a letter of application for this job. The letter is written in formal continuous prose and is more than 500 words in length. It is structured appropriately. using letter writing conventions. Her letter could provide evidence for writing.

Work experience in a school setting

A learner in a school setting undertakes work experience in a neighbourhood primary school. He prepares a talk for a school parents' information evening, explaining what he did, what he learned and whether he would recommend this type of work. He uses a wide range of non-verbal conventions. His talk could provide evidence for talking.

English in a school setting

A learner in a school setting is developing close reading skills in preparation for Course assessment for National 5 English. She answers questions on a passage in which the writer argues for greater controls on social networking sites. She answers questions which require responses as follows:

♦ the key information/ideas in the text
♦ detailed information in the text
♦ the emotive language used in the text
♦ evaluating the text in relation to its purpose

Her responses could provide evidence for reading.

Healthy eating in a community learning setting

A learner in a community learning setting watches a documentary about the Scottish diet/obesity. He answers questions about the documentary which ask about:

♦ the key information/ideas in the documentary
♦ the likely audience and purpose of the documentary
♦ the persuasive language used in the documentary
♦ an evaluation of the text — how persuasive was the text?

He then collates his answers into a report which is written in formal continuous prose and is more than 500 words in length. It is structured in paragraphs. His report could provide evidence for writing **and** listening.

Appendix 3: 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.thedailywhat.org.uk