Unit Support Notes
ESOL: Preparation for Literacy
HA1R 72 (National 2)

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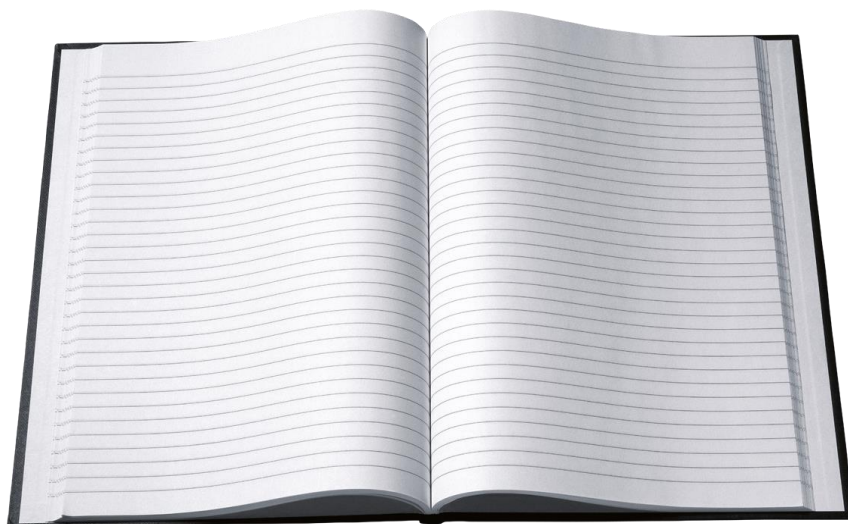
Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 2 *ESOL: Preparation for Literacy* unit. They are intended for teachers and lecturers who are delivering this unit. They should be read in conjunction with:

♦ the unit specification
♦ the unit assessment support packs

General guidance on the unit

Aims

The *ESOL: Preparation for Literacy* (National 2) unit is a free-standing unit. It has been designed for learners who have little or no previous knowledge of English, who are unfamiliar with the Roman script and have limited or no literacy in their first language. Learners will begin to develop their listening skills by showing understanding of very basic language and will develop basic skills in identifying and forming letters and numbers in English.

Learners who complete this unit will be able to:

♦ understand basic classroom language in English
♦ identify and form basic numbers in English
♦ identify and form letters of the English alphabet
♦ identify names and sounds of letters of the English alphabet

Progression into this unit

Entry to this unit is at the discretion of the centre.

Learners who undertake this unit should be unfamiliar with the Roman script and may have limited or no literacy in their first language.

Skills, knowledge and understanding covered in this unit

The purpose of this unit is to give learners confidence in understanding basic classroom instructions in English and identifying classroom objects. They will also develop their skills in identifying and forming basic numbers and upper and lower case letters of the English alphabet, as well as being able to identify the names and sounds of individual letters and letters in simple combinations. Learners undertaking this unit will have little or no previous knowledge of English, will be

unfamiliar with the Roman script and may have limited or no literacy in their first language. The following areas of basic English language development provide a focus for this unit:

♦ classroom objects
♦ basic classroom instructions
♦ numbers from 0–20
♦ basic personal information numbers
♦ upper and lower case letters of the alphabet
♦ names and sounds of individual letters
♦ sounds of letters in simple combinations

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres. However, care should be taken to ensure that selected content and contexts provide opportunities to generate evidence for all outcomes and assessment standards.

Information about skills, knowledge and understanding, along with suggested topics and topic development, is given in the 'Approaches to learning, teaching and assessment' section.

Progression from this unit

Completion of this unit may provide progression to:

National 2
♦ HW55 72 — ESOL: An Introduction to Beginner English Literacies 1 unit
♦ HW56 72 — ESOL: An Introduction to Beginner English Literacies 2 unit

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment within the *ESOL: Preparation for Literacy* (National 2) unit.

Unit content should be based on the needs and life experiences of the learner. Given the diverse contexts in schools, further education colleges or community settings, a flexible approach to teaching and learning should be taken.

Learning and teaching

Lecturers and teachers should explore opportunities to combine teaching, learning and assessment opportunities across different topic areas, where this is appropriate. The contexts used should be personalised to suit the needs of learners as appropriate, and they should be given maximum opportunities to practise and demonstrate their skills in a variety of contexts.

Lecturers and teachers will wish to plan activities to meet learners' needs in developing their skills. The approach should be learner-centred and focus on developing their listening in the classroom context and identifying and forming letters and numbers in English. These may include focus on the following:

Understanding basic classroom language	♦ Identifying basic classroom objects such as clock, paper, pen, whiteboard, book etc by listening to the name and touching them or pointing to them. ♦ Matching the spoken names of basic classroom objects to pictures. ♦ Understanding basic spoken classroom instructions such as copy, circle, point, match, put down, close etc by carrying out the instruction. ♦ Matching basic spoken classroom instructions to pictures.
Identifying and forming basic numbers in English	♦ Identifying different numbers in English from 0–20 by listening and circling them or pointing to them. ♦ Forming and copying the numbers 0–10 in English accurately. ♦ Identifying basic personal information numbers such as telephone numbers, date of birth, age, post code etc by listening and circling them or pointing to them.
Identifying and forming letters of the English alphabet	♦ Matching lower case letters to their upper case counterpart. ♦ Forming and copying lower case letters. ♦ Forming and copying upper case letters. ♦ Positioning lower case letters above, on and below the line following conventions. ♦ Positioning upper case letters above, on and below the line following conventions.

Identifying the names and sounds of letters of the English alphabet	♦ Listening to the names of individual letters and pointing to them. ♦ Listening to the sounds of individual letters and pointing to them. ♦ Listening to the sounds of letters in simple combinations such as simple three letter words and pointing to them.

Using a variety of activities and a familiar range of suitable basic print, audio, audio-visual or digital media texts as stimulus material can help make learning activities engaging and relevant to the learner.

The tables below give some examples of general learning activities which teachers and lecturers can develop and/or adapt. The activities are not mandatory and learners may undertake a variety of other activities to develop their skills.

ESOL	
Context	**Learning activities**
Classroom language	♦ Listening to the names of classroom objects as each object is pointed out.
	♦ Picking up classroom objects or pointing to them when each object's name is heard.
	♦ Ticking or circling pictures of classroom objects when each object's name is heard.
	♦ Demonstrating understanding of basic classroom instructions such as pointing to a certain classroom object/picture which relates to the instruction, putting pictures of classroom objects into the order they are heard.
	♦ Carrying out different classroom instructions such as circle the picture, tick the box, copy the number, copy the letter.
Basic numbers in English	♦ Listening to numbers from 0 to 20 and pointing to them on a worksheet/cards.
	♦ Listening to numbers from 0 to 20 and circling them on the board.
	♦ Identifying numbers in different fonts and styles, eg from printed material such as newspapers, magazines, official documents.
	♦ Using a pen or pencil.
	♦ Tracing and forming numbers with support, eg directional arrows.
	♦ Copying handwritten numbers from 0 to 10 onto lines on a worksheet.
	♦ Copying numbers from 0 to 10 onto lines on the board.
	♦ Pointing to their own details on a worksheet/card when they hear them such as flat number, mobile number, age, date of birth.
	♦ Circling their basic personal information numbers on the board as they hear them.
Letters of the English alphabet	♦ Matching upper and lower case letters correctly on a worksheet by pointing to them.
	♦ Matching upper and lower case letter cards.
	♦ Putting upper and lower case letters in alphabetical order.
	♦ Identifying upper and lower case letters in different fonts and styles, eg from printed material such as newspapers, magazines, official documents.
	♦ Using a pen or pencil.
	♦ Developing left/right orientation.

	♦ Tracing and forming letters with support, eg directional arrows.
	♦ Copying lower case letters correctly on lines.
	♦ Copying upper case letters correctly on lines.
	♦ Copying letters correctly positioning them above, on or below the line following conventions.
Names and sounds of letters of the English alphabet	♦ Listening to the names of letters as they are written on the board or on a card/piece of paper.
	♦ Listening to the sounds of letters as they are written on the board or on a card/piece of paper.
	♦ Pointing to the letter (upper or lower case) that has been heard.
	♦ Pointing to the letter (upper or lower case) that has been heard.
	♦ Matching basic two or three letter words to a picture.
	♦ Listening to the pronunciation of basic two or three letter words as they are written on the board.
	♦ Pointing to the two or three letter word that has been heard.

Assessment

There are opportunities to assess skills individually or in combination across outcomes. There are also opportunities for assessment evidence to be generated naturally from learning and teaching activities.

Themed approaches present many opportunities for learners to generate evidence for each skill individually or in combination with others.

General context: Numbers

Combining outcomes 1 and 2	
Learners follow instructions using basic number cards from 0 to 20. For example: hold up number 6, pass number 5 to your partner, copy number 8, circle number 13, point to number 16, put number 18 on the table, put number 12 on the whiteboard, etc.	Learners listen to instructions and identify basic personal information numbers by circling the numbers that they hear on a worksheet. Learners could then copy appropriate numbers from 0 to 20 on the personal information numbers worksheet.

General context: Letters

Combining outcomes 3 and 4	
Learners could listen to the names and sounds of different letters and point to the correct letter cards. Learners could then match upper and lower case letter cards then copy these letter pairs onto lined paper.	Learners could listen to the pronunciation of basic three letter words and pick up the correct word card. They could then copy the first letter of these basic words onto lined paper.

In any of these examples, evidence could be generated in response to specific assessment tasks or could be generated naturally as part of teaching and learning activities such as:

♦ carrying out simple classroom instructions
♦ class work with number and letter cards
♦ copying numbers and letters on simple worksheets
♦ simple word card activities

Regardless of the assessment context, evidence can take any appropriate form, such as:

♦ a folder of completed worksheets
♦ a folder of copied letters and numbers
♦ detailed observation notes or a completed assessment checklist showing the learner has demonstrated understanding of an instruction or completed a task appropriately

Assessing understanding of basic classroom language may be done by learner demonstration. To assess forming numbers and letters, the teacher or lecturer can write selected letters on a sheet of paper for the learner to copy onto lined paper.
Assessors are required to keep clear records of evidence and assessment judgements. If assessments are combined, whether by context or by skill, evidence of individual outcomes and assessment standards should be carefully tracked to ensure that learners who do not achieve the complete combined assessment can still have recognition for the assessment standards they have achieved, and be reassessed only for those assessment standards not yet achieved.

At this level, it can be expected that assessment tasks will need to be demonstrated by the assessor for the learner to clearly understand what they are required to do.

Copying activities undertaken by learners at this level should be on lined paper.

Unit assessment support packs provide additional exemplification of assessment tasks and contexts, and include advice on making assessment judgements, reassessment, assessment conditions and recording evidence.

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

The unit specification lists the skills for learning, skills for life and skills for work that learners should develop in this unit. These are based on *SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the unit.

The table below provides some suggestions for how these skills can be further developed within the unit.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1.1 Reading **1.2 Listening and talking** **1.3 Writing**	Throughout the learning and assessment activities, learners will build their skills for specific purposes in letter and number recognition, copying, listening to classroom language in an integrated and naturally occurring way.
4.6 Citizenship	Learners will learn about some aspects of the culture, customs, practices and beliefs in an English-speaking country and will develop their English language skills and knowledge. This could include developing understanding of Scotland as a multi-cultural and multi-lingual country.
5.3 Applying	Wherever possible, learners should be given the opportunity to apply the skills, knowledge and understanding they have developed to new topics and contexts. Learners will also develop the ability to plan, organise and complete tasks when they undertake language activities.

Skills for learning will feature prominently in the unit but teachers and lecturers will also be aware of opportunities for skills for life and skills for work.

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this unit. These will vary from centre to centre depending on the approaches being used to deliver the unit.

The unit materials used should reflect the outside world in which learners live. The materials and activities should take account of the wider learning environment and related learning opportunities in schools, further education colleges and community settings.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these Unit Support Notes is designed to sit alongside these duties but is specific to the delivery and assessment of the unit.

Alternative approaches to unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Any additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

For any learners with additional support needs, the use of assistive technologies such as adapted keyboard and mouse and specialist software to complete the assessment would be appropriate.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

♦ Support materials — National 2 ESOL subject page

♦ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.

♦ *Building the Curriculum 4: Skills for learning, skills for life and skills for work*

♦ *Building the Curriculum 5: A framework for assessment*

♦ *Guide to Assessment*

♦ Principles and practice papers for curriculum areas

♦ *SCQF Handbook: User Guide* and SCQF level descriptors

♦ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*

♦ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*

♦ Common European Framework of Reference web-page: www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf

♦ NALDIC — National Association for Language Development In the Curriculum: www.naldic.org.uk

♦ ESOL Scotland: https://blogs.glowscotland.org.uk/glowblogs/esesol/home

♦ Learning in 2+Languages — Education Scotland: http://www.education.gov.scot/improvement/modlang5-learning-in-2-plus-languages

♦ NATECLA: www.natecla.org.uk

♦ Skillswise: www.bbc.co.uk/skillswise

♦ Starfall Literacy Resources**:** http://www.starfall.com

♦ Doorway to Practical Literacy**:** https://za.pinterest.com/pin/468515167471458205/

♦ One-stop English: www.onestopenglish.com

♦ SQA ESOL learning and teaching materials: www.sqa.org.uk/esol

♦ SQA e-learning materials: www.sqa.org.uk/sqa/41714.html

♦ British Council ESOL Nexus: http://esol.britishcouncil.org/

♦ British Council ESOL Nexus Literacy http://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/working-esol-learners-basic-literacy-needs

♦ ESOL Literacy Network: https://centre.bowvalleycollege.ca/networks/esl-literacy-network

♦ LESLLA (Low Educated Second Language and Literacy Acquisition) for Adults: http://www.leslla.org/teacher_resources.htm

♦ National Adult Literacy Agency: www.nala.ie/news/useful-esol-websites

- http://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/working-esol-learners-basic-literacy-needs
- ESOL literacy resource pack www.esolliteracy.co.uk/
- Minnesota Literacy Council https://mnliteracy.org
- Leeds Asylum Seekers network: https://lassn.org.uk/resources-for -tutors/
- Doorway online http://www.doorwayonline.org.uk
- Digibooks resource http://www.esoluk.co.uk/digibooks/
- Handwriting worksheet maker https://www.handwritingworksheets.com

Administrative information

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History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date