What’s new in the on-line Adult Literacy Core Curriculum?

Background

A national strategy to tackle the literacy, language and numeracy needs of adults was launched by the government in the March 2001. Following the report of Sir Claus Moser’s Working Group, A Fresh Start - Improving Literacy and Numeracy (Department for Education and Employment, 1999), the government committed itself, the education services and a cross-section of agencies and national bodies to a major reduction in the number of adults who struggle with literacy, language and numeracy.

The national strategy (Skills for Life) has established

(1) **national standards** of adult literacy and numeracy to ensure consistency. The standards for numeracy and literacy describe adult literacy and numeracy within the definition of basic skills as expressed in A Fresh Start: 'the ability to read, write and speak in English and to use mathematics at a level necessary to function at work and in society in general.' The standards provide a map of the range of skills and capabilities that adults are expected to need in order to function and progress at work and in society. A separate set of standards has been produced for each of the basic skills of literacy and numeracy.

(2) **a core curriculum** for each of literacy, numeracy and ESOL to clarify what teachers should teach to enable learners to reach those standards.

(3) a new system of **qualifications** to measure achievement against the standards, and improved quality and diversity of learning opportunities to meet the needs of a wide range of learners.

(4) A set of publications including the **Adult Pre-entry Curriculum Framework** for literacy and numeracy as part of a major national programme relating to literacy, language and numeracy for adults with learning difficulties and disabilities.

The core curricula for Adult Literacy, Numeracy and ESOL and the Pre-entry Curriculum Framework were first introduced in the period 2000 – 2002. In 2006-07, all the curricula and the Pre-entry Curriculum Framework were reviewed through a process of national consultation with practitioners, learners, experts and other stakeholders. The Adult Literacy, Numeracy and ESOL Curricula and the Pre-entry Curriculum Framework have been revised and updated in the light of the findings from the review.
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Changes and additions have been made as a result of the findings from the Literacy Curriculum review.

Changes to the curriculum elements

Speaking and listening

E1
- It was felt that SLlr/E2.5 and SLlr/E2.6 were more suitable for Entry 1 so they have been removed and have become SLlr/E1.5 and SLlr/E1.6
- E2
  - Skills, Knowledge and Understanding of SLlr/E2.1 has been changed to listen for and follow the gist of narratives, descriptions and conversations
  - Following on from this and narratives has been removed from SLlr/E2.2

- Reading
  - E1
    - In bullet point 3 Rs/E1.1 know the name and understand the function of a full stop, question mark…… has been added
    - Rw/E1.1—a link to the Oxford English Corpus has been added as well as the Dolch list to update information about most used words
    - Rw/E2.1 has been moved to E1 and has become integrated into Rw/E1.1

E2
- Rw/E2.2 has become Rw/E2.1
- Rw/E2.3 has become Rw/E2.2 and has changed to: use context cues and own knowledge and experience to predict unknown words
- Rw/E2.4 is now Rw/E2.3
- Rw/E2.5 is now Rw/E2.4

E3
- The following has been added at the end of bullet point 1 of Rs/E3.3 has: bullet or numbered points to make lists or series of instructions clearer
- L1
  - New bullet points in Rw/L1.3:
    - understand that prefixes and base/stem/root words can provide clues to meaning
    - understand that suffixes can provide clues to word class
Writing

E1

○ The last bullet point of Skills, Knowledge and Understanding of Wt/E1.1 has been replaced with: understand that writing can be used to generate, plan and organise ideas
○ A new bullet point has been added to Ww/E1.1: understand that cursive writing can aid spelling by activating motor memory
○ Ww/E1.2 has a new bullet point: understand that proper nouns require capitals
○ Ww/E1.4 has been added: develop a variety of strategies to aid spelling
  ▪ understand and apply some strategies for remembering words they want to spell, e.g. use simple mnemonic, highlight common letter combinations in colour
  ▪ understand the value of using visual memory to learn English spelling, e.g. find words inside words (foot ball) and looking at shapes of words

E2

○ Any changes relate only to updating examples

E3

○ A new bullet point has been added to Wt/E3.1: understand that when using a word-processor to plan, sections of text can be moved from one part of a text to another
○ Bullet point 1 of Ws/E3.1 has been changed to: understand that sentences can be developed by expanding information around the subject, object, complement and verb
○ Bullet point 2 of Ws/E3.1 has been rewritten: understand that longer sentences may need conjunctions and connectives such as ‘and, but, because’ to link different parts
○ Ws/E3.2 bullet point 2 has been added as: recognise that past, present and future are expressed in different ways, such as simple, continuous and perfect aspects to convey different shades of meaning
○ Bullet point 5 of Ws/E3.2 has been changed to: understand and be able to recognise how different varieties of English use different grammatical structure, e.g. ‘we was’ or case such as ‘me and my friend met at the cinema’
○ An element has been moved from L2 (Ws/L2.3) changing Ws/E3.3 to: use pronouns so that their meaning is clear. The original Ws/E3.3 has now become Ws/E3.4.
○ In Ws/E3.4 bullet point 2 has been moved from WS/L2.4: understand when commas are needed in sentences (e.g. to separate items in a list), and that commas should not be used in place of full stops
○ Bullet point 3 has been added: understand that certain types of writing use bullet and numbered points for clarity
○ Ww/E3.3 has a new bullet point: explore the use of cursive script
L1
- A new bullet point 2 in Ws/L1.2 has been added: understand the inflection on present simple, third person singular, verb form. Understand that all other verb forms are the same in singular and plural.
- Ws/L2.3 has been removed (see Ws/E3.3 above)

L2
- There is a new bullet point in Wt/L2.4: understand that some forms of writing follow certain conventions, e.g. poetry, plays, dialogue in a story.
- See Ws/E3.3 above for details of moving Ws/L2.3 to E3.
- See Ws/E3.4 above for details of moving Ws/L2.4 to E3.
- There are a number of places within elements across all levels and skills where the wording has been altered to make the meaning clearer.
- The examples across all levels and skills have been updated where appropriate and to include reference to new electronic media.

Changes to format of print version
- Ideas and Suggestions. These replace the guidance panels throughout the curriculum. These are shared across Skills Development, Techniques and Beyond Development Skills.
- The Sample activities have been replaced with Contexts for Teaching and Integrated Activities and can be found in Ideas and Suggestions.
- The Glossary has been reviewed for clarity with many new terms added.

Additional documents
- Overview of the whole curriculum This is now on one page.
- Literacy progression overview This shows how speaking, listening, reading and writing progress across the levels in the curriculum. This replaces the progression tables on pages 12-19 of the original curriculum.

Literacy on the Embedded Skills page
- Task analysis diagrams These diagrams show how literacy, language and numeracy are integrated in real everyday life, study and work tasks, at a range of levels from Pre-entry to Level 2 of the national standards.
- Integrated skills These diagrams provide suggested activities for specific tasks which involve language and literacy and/or numeracy:
  - Green Living –Global Warming, (literacy and numeracy), A Group Outing (literacy).
- **Contexts for non specialists**: These examples provide a bank of suggestions for the types of activities that could be used in vocational subject areas to help learners develop these skills.

- **Scheme of work**: This provides guidance on the key features of a scheme of work and the process of drawing one up, and includes a literacy example.