

ESSENTIAL SKILLS STANDARDS AND CURRICULUM

for Literacy and Numeracy in Northern Ireland



Department for the
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SKILLS
TO SUCCEED

The Refreshed Essential Skills Standards and Curriculum for Literacy and Numeracy in Northern Ireland



I am pleased to present the refreshed Literacy and Numeracy Essential Skills Standards and Curriculum for Northern Ireland.

In Northern Ireland there has been a great deal of progress in improving literacy and numeracy skills in recent years. However, our current literacy and numeracy proficiency is still some way behind the top performing countries and is below the Organisation for Economic Co-operation and Development (OECD) average. For Northern Ireland to compete globally it is important that we continue to improve our proficiency in literacy and numeracy skills.

In order to help us to build on the progress we have made already, the Literacy and Numeracy Essential Skills Standards and Curriculum have been refreshed and updated particularly in regard to references to technology and modern working practices. Examples are given as to how the skills might be applied across three contexts, making the universal application of the curriculum to all learners very clear. Practitioners from colleges and training organisations; representatives of the Council for the Curriculum, Examinations and Assessment Regulation; and the Education and Training Inspectorate were all fully involved in this refresh of the curriculum.

This refreshed curriculum will prove an invaluable tool for literacy and numeracy lecturers and tutors. It will also be very useful to programme managers, developers of literacy and numeracy training and materials, and to all organisations and individuals involved in the advancement of essential skills in literacy and numeracy. I hope that its production will assist in the important work of raising skills in literacy and numeracy.

Handwritten signature of Simon Hamilton.

Simon Hamilton MLA



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Introduction to the Refreshed Essential Skills Standards and Curriculum for Literacy and Numeracy in Northern Ireland

Introduction

This document sets out the refreshed Northern Ireland Standards and Curriculum for Essential Skills in Literacy and Numeracy. It replaces the original Adult Core Curriculum documents for literacy and numeracy produced in 2001. Its purpose is to provide a reference point for tutors, lecturers, awarding organisations, and others involved in the teaching and assessment of literacy and numeracy essential skills from September 2016.

Background

In 2002 the Department for Employment and Learning launched its 'Essential Skills for Living' Strategy to address the literacy and numeracy needs of adults. However in the intervening years statistical evidence showed that a major challenge was to ensure that the needs of the large numbers of young people leaving school without a GCSE grade A*-C in English and maths were addressed.

Steering group

In August 2014 a group of practitioners and other stakeholders were invited to form a steering group that would review recognised examples of excellent international practice and consider how the Department for Employment and Learning could update its own essential skills standards and curriculum in light of these.

The group was chaired by the Quality Improvement Adviser from the Department for Employment and Learning and comprised membership from Further Education Colleges, Training Organisations, the Education and Training Inspectorate and the Council for Curriculum, Examinations and Assessment (CCEA) Regulation.

The group concluded that the existing standards were fit for purpose, although they required modernisation in light of technology. In addition, using examples of international best practice, the curriculum should be expressed across three contexts, making it universally applicable. The three contexts are:

- Society and Citizenship – personal and community;
- Economy – workplace and employment; and
- Individual – education and training.

All steering group members brought their expertise and knowledge to the detailed work of the group and the materials were designed to modernise the essential skills curriculum and provide a resource for tutors.

International expert

An international expert from Canada, Scott Murray, provided advice and guidance to the steering group. As the International Study Director for the International Adult Literacy Survey (IALS) and the Adult Literacy and Life Skills Survey (ALL), Scott Murray was also involved in the Programme for the International Assessment of Adult Competencies (PIAAC).

Guidance on using the refreshed products

The original Adult Core Curriculum documents for literacy and numeracy will remain useful background documents for teachers and tutors. Both contain background information and an outline of progression between capabilities at different levels.

However the core curricula for literacy¹ and for numeracy² have been replaced with this refreshed document that will meet the needs of all learners, including those in the 16-18 age group. The sample activities within the previous core curriculum documents may still be used, however the standards themselves have been updated in line with modern technology, and in line with the advice received from the international expert. As such, it is the new refreshed standards and curriculum published by the Department for the Economy that must be used from September 2016.

1 Pages 22 – 135 of the Adult Literacy Core Curriculum

2 Pages 20 – 87 of the Adult Numeracy Core Curriculum



Literacy

Core Curriculum NI

Chapter 1

Speaking and Listening



Literacy

Speaking and Listening

Entry Level 1

At this level, learners can

- **Listen and respond** to spoken language, including simple narratives, statements, questions and single-step instructions
- **Speak to communicate** basic information, feelings and opinions on familiar topics
- **Engage in discussion** with another person in a familiar situation about familiar topics

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to listen to another person and respond appropriately in a familiar situation on familiar topics. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should involve communications with another (familiar) person to provide, respond to and clarify simple requests for information in everyday contexts including personal information about self.

Tutors should use teaching strategies to advance learner skills and knowledge of listening and speaking to others on everyday topics. Learners should be able to determine the gist of communications and extract specific information to provide an appropriate response. Learners should be able to provide information about self and know how to spell out personal details orally. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

SPEAKING AND LISTENING ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Listen for the gist of short explanations</p> <ul style="list-style-type: none"> - understand the difference between listening for gist and listening for specific details and know which one is applicable in a situation - use context clues and own experience to help understanding - understand how to register engagement or interest in a face to face exchange, e.g. by body language, eye contact, facial expression 	<p>Talk to a family friend or acquaintance:</p> <ul style="list-style-type: none"> • Exchange a greeting. • Take part in a casual conversation. <p>Make statements of facts clearly, reciting personal details as required at the doctor's surgery or council office, such as:</p> <ul style="list-style-type: none"> • Name. • Address. • Date of birth. 	<p>Express statements of fact e.g:</p> <ul style="list-style-type: none"> • Reporting a fault. • Reporting sickness or absence. <p>Listen to short announcements, for example tannoy announcements.</p> <p>Listen and respond to a simple telephone enquiry.</p>	<p>Express statements of fact when enrolling on a course.</p> <p>Make and respond to simple enquiries such as:</p> <ul style="list-style-type: none"> • Where the canteen is. • How to get a bus pass. • Classroom location. • Timetable.
<p>Listen for detail using key words to extract some specific information</p> <ul style="list-style-type: none"> - understand the importance of identifying the listening purpose and why the detail is needed - understand that detail is obtained through listening for key words, e.g. names, places, times, dates, cost - understand the importance of repeated words and phrases - understand the difference between listening for detail face to face, where clarification can be sought and listening to an impersonal announcement 	<p>Make requests and ask questions to gain information e.g. to find the cost of:</p> <ul style="list-style-type: none"> • A bus ticket. • Cup of coffee. • Top up utilities cards. <p>Respond to a question from e.g:</p> <ul style="list-style-type: none"> • Medical staff. • Plumber. • Child's teacher. 	<p>Express a preference with co-workers, e.g:</p> <ul style="list-style-type: none"> • Holiday leave. • Shift pattern. • Tea break times. <p>Ask questions to obtain specific information or instructions e.g:</p> <ul style="list-style-type: none"> • Fire evacuation. • Operating machinery. 	<p>Ask questions and follow specific information or an instruction as to how to log on to or use the computer.</p> <p>Pass on information clearly:</p> <ul style="list-style-type: none"> • Provide directions to the canteen. • Direct to the nearest emergency exit. • Direct to the nearest office.

SPEAKING AND LISTENING ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <ul style="list-style-type: none"> - recognise and understand some key words used in instructions - understand the need to be clear about what to do and how to ask for instructions to be repeated if necessary 	<p>Listen for detail and key words about e.g:</p> <ul style="list-style-type: none"> • Hospital. • Out patients. • Doctor's reception. • Airport. 	<p>Describe to a colleague, using appropriate work place language a straight forward task e.g:</p> <ul style="list-style-type: none"> • How to use the photocopier. • Where the canteen is. 	<p>Listen to and follow simple instructions such as labelling an image with the appropriate name.</p>
<p>Listen and respond to requests for personal information</p> <ul style="list-style-type: none"> - know and understand a range of contexts where people might legitimately be asked for personal information - know likely key words associated with listening for and providing personal information - know how to spell out their personal details for the listener if needed 		<p>Listen and respond to straightforward explanations:</p> <ul style="list-style-type: none"> • Attend a meeting. • Take an early lunch break. • Work overtime. 	<p>Follow verbal instructions for putting on basic safety clothing.</p>
<p>Speak clearly to be heard and understood in simple exchanges</p> <ul style="list-style-type: none"> - understand that effective communication depends on both speaker and listener, and the speaker must be aware of the needs of the listener - be able to organise what is said so that the listener can follow, and speak loudly and clearly enough to be heard 		<p>Follow verbal instructions for putting on basic safety clothing</p>	<p>Follow verbal evacuation instructions.</p>

SPEAKING AND LISTENING ENTRY LEVEL 1

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Make requests using appropriate terms

- understand that the manner in which requests are made can vary depending on how well the speaker knows the listener
- know and use some politeness conventions for making successful requests

Ask questions to obtain specific information

- understand that the question needs to fit the purpose
- know how to frame simple questions in order to get the information required

Make statement of fact clearly

- understand the importance of speaking clearly for the listener
- understand that context may affect how a statement of fact is said, e.g. the tone of voice for emphasis

Speak and listen in simple exchanges and everyday contexts

- understand that communication is a two-way, interactive process
- understand that non-verbal signals as well as spoken language contribute to communication between people

Literacy

Speaking and Listening

Entry Level 2

At this level, learners can

- **Listen and respond** to spoken language, including straightforward information, short narratives, explanations and instructions
- **Speak to communicate** information, feelings and opinions on familiar topics
- **Engage in discussion** with one or more people in a familiar situation to establish shared understanding about familiar topics

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to listen to other people and respond appropriately in a familiar situation on straightforward topics. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should involve short communications on straightforward topics and the exchange of information with others through discussions.

Tutors should use teaching strategies to advance learner skills and knowledge of listening and speaking to others on straightforward topics including contexts described on the following pages. Learners should be able to determine the gist of communications and extract specific information to provide an appropriate response to short narratives, explanations, instructions or presentations. Learners should be able to express simply their own feelings and opinions and speak clearly in order to provide information, ask questions, make requests, provide short accounts and descriptions and provide statements of fact. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

SPEAKING AND LISTENING ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Listen for and follow the gist of explanations, instructions and narratives</p> <ul style="list-style-type: none"> - recognise characteristic sequence markers and link words and use these to help follow order, e.g. first of all, firstly, at the beginning, secondly, then, next, after a while, meanwhile, finally, last of all, in the end, etc. 	<p>Provide personal details when signing up for:</p> <ul style="list-style-type: none"> • A new phone. • A loyalty card. 	<p>Express clearly statements of fact and short accounts and descriptions about:</p> <ul style="list-style-type: none"> • How to order paper. • How to operate the vending machine. 	<p>Participate in and contribute to a class discussion making relevant contributions.</p>
<p>Listen for detail in short explanations, instructions and narratives</p> <ul style="list-style-type: none"> - understand that key words and phrases vary with context - recognise and understand the importance of key words used in familiar contexts, e.g. related to employment, travel, education and training - understand and recognise some of the language characteristics of narratives, e.g. to describe people, places, events 	<p>Make a telephone call and provide appropriate information to:</p> <ul style="list-style-type: none"> • Make an appointment at the dentist. • Book a taxi. 	<p>Take part in face to face discussions with customers and colleagues.</p>	<p>Follow instructions to log onto and access an online activity on the Virtual Learning Environment (VLE).</p>
<p>Listen for and identify the main points of short explanations or presentations</p> <ul style="list-style-type: none"> - understand that identifying the main points means making a judgement about which parts are more important than the rest - understand that it may be possible to identify the main 	<p>Listen to and follow instructions for an activity e.g. using online video on how to:</p> <ul style="list-style-type: none"> • Change a wheel. • Bake a sponge cake. • Reset your broadband router. <p>Listen to brief recorded telephone instructions and follow prompts when:</p> <ul style="list-style-type: none"> • Telephone banking. • Ordering a repeat prescription. • Reporting a fault with a utility company. 	<p>Listen to and select the main points of short explanations or instructions and ask questions for clarification about:</p> <ul style="list-style-type: none"> • A new signing in procedure. • New work patterns. • Automated payroll procedures. <p>Receive and communicate phone messages to appropriate colleagues.</p>	<p>Listen to clear instructions regarding a classroom or workshop task e.g. how to access resources or where to put completed work.</p> <p>Listen to and relay messages e.g. inform a tutor that a classmate is going to be late, explain to training officer reason for absence.</p> <p>Ask relevant questions about any tasks.</p>

SPEAKING AND LISTENING ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>points without remembering or understanding all the detail</p> <ul style="list-style-type: none"> - understand that speakers often provide clues to the main points, e.g. by tone of voice or repetition 	<p>Listen to a radio or TV program on a topic of interest and identify and comment on the main points.</p>	<p>Report a hazard at work to a line manager.</p>	<p>Ask for and follow directions to the:</p> <ul style="list-style-type: none"> • Canteen. • Training office.
<p>Listen to and follow short, straightforward explanations and instructions</p> <ul style="list-style-type: none"> - understand that steps in instructions are to be followed in order - understand sequential markers in instructions (e.g. first, next, then) and in explanations (e.g. because, the reason for, so that) 	<p>Watch a film and discuss the plot with your friends.</p>	<p>Follow instructions to operate equipment such as a:</p> <ul style="list-style-type: none"> • Cash register. • Computer. 	<p>Participate in and make appropriate contribution to a group discussion.</p>
<p>Listen to and identify simply expressed feelings and opinions</p> <ul style="list-style-type: none"> - recognise familiar language used to express positive and negative feelings and opinions, e.g. I feel..., I like/ don't like..., I think that..., I believe that... - understand that non-verbal communication can help to indicate a speaker's feelings and opinions (e.g. gesture, facial expression, sigh) 		<p>Listen to and identify key information in a staff meeting.</p> <p>Ask questions to clarify understanding about:</p> <ul style="list-style-type: none"> • Changes in shift pattern. • Changes in safety procedures. <p>Discuss with colleagues issues from:</p> <ul style="list-style-type: none"> • An all staff e-mail. • A union leaflet. <p>Participate in and make appropriate contribution to an employee meeting.</p>	

SPEAKING AND LISTENING ENTRY LEVEL 2

Skills, Knowledge and Understanding.

The learner will be expected to:

Respond to straightforward questions

- understand that an adequate response will depend on the type of question (e.g. simple yes/no, specific information)
- understand ways of making appropriate positive and negative responses to questions
- give clear responses that the listener can follow

Speak clearly to be heard and understood in straightforward exchanges

- understand that the speaker should take account of the needs of the listener, by speaking to others clearly, audibly and intelligibly
- know and follow some principles for clear effective one-to-one exchanges

Make requests and ask questions to obtain information in everyday contexts

- understand that questions need to be framed so as to suit the context and the nature of the information sought
- know and use various politeness forms appropriate to the context to obtain information from others

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

SPEAKING AND LISTENING ENTRY LEVEL 2

Skills, Knowledge and Understanding.

The learner will be expected to:

Express clearly statements of fact, and short accounts and descriptions

- understand that meaning must be expressed clearly for the listener to follow, and act on if necessary
- understand that the amount of information and the style of account or description will depend on the context

Ask questions to clarify understanding

- know and use some strategies to clarify and confirm understanding, e.g. ask for information to be repeated, ask follow-on questions

Follow the gist of discussions

- be able to understand the general sense of a discussion by listening to what others say

Follow the main points and make appropriate contributions to the discussion

- listen and be able to distinguish the main points from the detail
- understand that appropriate contributions relate to the topic of conversation

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES



Literacy

Speaking and Listening

Entry Level 3

At this level, learners can

- **Listen and respond** to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone
- **Speak to communicate** information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone
- **Engage in discussion** with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to listen to other people, both face to face and on the telephone, and respond appropriately on straightforward topics in familiar and unfamiliar contexts. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should involve communications on straightforward familiar and unfamiliar contextualised topics and the exchange of information with others through discussions and telephone communications following suitable formal conventions to provide relevant contributions.

Tutors should use teaching strategies to advance learner skills and knowledge of listening and speaking to others on straightforward topics in face to face situations and on the telephone in different contexts. Learners should be able to recognise the difference in demands of telephone communications and how this raises the importance of listening. Learners should be able to listen for gist and details, recognising visual and verbal signals, in narratives, explanations, instructions, and presentations. Learners should be able to speak clearly, adjusting speed, phrasing and register, to express their own feelings and opinions. Learners should also be able to speak clearly in order to provide information and appropriate responses to other points of view, ask and respond to a range of questions, make requests, provide short accounts and descriptions and provide statements of fact in relation to familiar and unfamiliar contexts. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

SPEAKING AND LISTENING ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Listen for and follow the gist of explanations, instructions and narratives in different contexts</p> <ul style="list-style-type: none"> - know how to listen for gist, making use of their own knowledge, context clues, linking words and sequence markers - understand that listening on the phone can be more demanding than face-to-face listening (usually less knowledge of the context, no visual clues, so more reliance on hearing) 	<p>Listen to and participate in a group discussion to decide:</p> <ul style="list-style-type: none"> • What film to see and at what time. • What bus to get and which route. <p>Listen to a phone message and pass relevant details to family members, including changes to a scheduled meeting time or venue.</p>	<p>Listen to and participate in a group discussion about how to improve staff performance.</p> <p>Listen to a telephone message and pass relevant details to colleagues about:</p> <ul style="list-style-type: none"> • A change to a scheduled meeting time or venue. <p>Listen to issues raised in a staff meeting and reiterate these points to your colleagues.</p>	<p>Listen to and participate in a group discussion, such as a student focus group.</p> <p>Listen to a message and pass relevant details to peers about a change to a scheduled class or venue.</p> <p>Listen to issues raised in a student focus group and reiterate these points to student union.</p>
<p>Listen for detail in explanations, instructions and narratives in different contexts</p> <ul style="list-style-type: none"> - use key words to clue into a particular topic - focus listening in relation to purpose - understand the differences between listening for detail in real time on the telephone, and listening to recorded messages which can be replayed 	<p>Listen to the local news and provide a brief update of what is happening in the area to family and friends.</p> <p>Listen to different viewpoints at a local community debate and respond appropriately.</p>	<p>Listen to different viewpoints from your colleagues and respond appropriately to a:</p> <ul style="list-style-type: none"> • Grievance. • Difference of opinion. 	<p>Listen to different viewpoints from your peers and respond appropriately to a difference of opinion.</p>
<p>Listen for and identify relevant information and new information from discussions, explanations and presentations</p> <ul style="list-style-type: none"> - understand that judging the relevance of information will depend on the context and purpose of the listening 	<p>Listen clearly to questions asked in a community survey and respond using personal experience.</p>	<p>Listen clearly to questions being asked in team meetings and respond using professional experience.</p>	<p>Listen clearly to questions asked in class and respond using personal experience.</p>

SPEAKING AND LISTENING ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<ul style="list-style-type: none"> - understand the need to register new information in order to decide whether it is relevant or not - understand that significant points are often emphasised, repeated, or summarised at the end of an explanation or presentation 	<p>Provide clear and precise instructions to unfamiliar people requesting directions.</p> <p>Telephone a local hotel and obtain information for organising an event such as a:</p> <ul style="list-style-type: none"> • Party. • Wedding reception. 	<p>Provide clear and precise instructions to unfamiliar people requesting directions.</p> <p>Telephone a local hotel and obtain information for organising an event such as a:</p> <ul style="list-style-type: none"> • Staff party. • Conference. 	<p>Provide clear and precise instructions to unfamiliar people requesting directions.</p> <p>Telephone a local newspaper and obtain information about placing an advertisement to promote your course.</p>
<p>Use strategies to clarify and confirm understanding (e.g. facial expressions or gestures)</p> <ul style="list-style-type: none"> - understand that a listener can signal response to a speaker using visual and verbal signals depending on context - know and use some feedback signals to check understanding when listening face to face 	<p>Participate in a group discussion sharing ideas for fundraising.</p>	<p>Provide clear and precise instructions to colleagues in relation to using equipment and machinery.</p>	
<p>Listen to and respond appropriately to other points of view</p> <ul style="list-style-type: none"> - understand the tendency for people to listen less carefully to points of view different from their own - know some strategies for paying attention to other points of view and for responding appropriately even when disagreeing with the viewpoint 			

SPEAKING AND LISTENING ENTRY LEVEL 3

Skills, Knowledge and Understanding.

The learner will be expected to:

Respond to a range of questions about familiar topics

- understand that questions can come in different forms, which affect the kind of response required
- understand that the sorts of question will vary depending on the context and situation

Speak clearly to be heard and understood using appropriate clarity, speed and phrasing

- understand that pace of delivery affects clarity of speech and how easily the listener can hear and follow (e.g. speaking too quickly, or with too much hesitation)
- understand that appropriate speed and phrasing will depend to some extent on context
- be able to speak clearly and appropriately over short periods

Use formal language and register when appropriate

- understand that spoken language has different registers, depending on the formality of the situation and on the relationship between the speakers
- be able to shift registers for different familiar contexts and situations

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

SPEAKING AND LISTENING ENTRY LEVEL 3

Skills, Knowledge and Understanding.

The learner will be expected to:

Express clearly statements of fact and give short explanations, accounts and descriptions

- use knowledge of context and situation to judge the level of detail required
- understand that sticking to the point is usually a factor in successful short explanations, accounts and descriptions
- understand that, as well as facts, opinions and feelings may form part of explanations, accounts, descriptions, depending on context and situation

Make requests and ask questions to obtain information in familiar and unfamiliar contexts

- know how to make requests and ask questions clearly and simply so the listener understands what information is required
- know some strategies for clarifying and confirming understanding, especially when speaking over the telephone
- know and use suitable politeness conventions, and formal language and register where appropriate

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

SPEAKING AND LISTENING ENTRY LEVEL 3

Skills, Knowledge and Understanding.

The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Follow and understand the main points of discussions on different topics

- understand that discussion can serve different purposes, e.g. to share views, plan a task, solve a problem, clear the air
- understand that discussion does not always follow a linear sequence
- be able to listen with some concentration to grasp main points

Make contributions to discussions that are relevant to the subject

- make contributions at the appropriate time, i.e. following on from the previous point, not several points back
- know and use phrases that help relate their own contribution to others' in discussions with more than one person

Respect the turn-taking rights of others during discussions

- understand that productive discussion involves people speaking one at a time
- understand that people can use eye contact and gestures to help signal that they would like to speak next

Communication

Speaking and Listening

Level 1

At this level, learners can

- **Listen and respond** to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context
- **Speak to communicate** information, ideas and opinions adapting speech and content to take account of the listener(s) and medium
- **Engage in discussion** with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to listen to other people and respond appropriately in formal exchanges, taking account of listener(s) and medium, in familiar and unfamiliar situations on different topics. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should involve communications of varying length on different familiar and unfamiliar topics in a range of contexts, providing feedback and contributions in an appropriate manner relevant to the discussions.

Tutors should use teaching strategies to advance learner skills and knowledge of listening and speaking to others on different topics in formal exchanges relating to the contexts described on the following pages. Learners should be able to implement listening strategies when listening face to face, in large groups and on the telephone providing clear feedback and confirmation to others in a logical sequence as well as asking or responding to questions as necessary. During discussions learners must follow appropriate formal conventions including turn taking and phrases for interruptions. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

SPEAKING AND LISTENING LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Listen for and identify relevant information from explanations and presentations on a range of straightforward topics</p> <ul style="list-style-type: none"> – understand that relevance will depend on listening purpose, context or task 	<p>Expresses own opinion and elicits the opinions of others in a conversation about:</p> <ul style="list-style-type: none"> • A topical local issue. • A TV or film plotline. • The service provided by a local shop or café. 	<p>Take part in a meeting, using appropriate non-verbal communication, to:</p> <ul style="list-style-type: none"> • Plan rotas. • Set work deadlines. • Introduce new work practices. 	<p>Listen to a sequence of instructions and explanations in order to report information back to classmates.</p>
<p>Listen for and understand explanations, instructions and narratives on different topics in a range of contexts</p> <ul style="list-style-type: none"> – understand the importance of sustaining concentration and listening to the end to get overall understanding – understand the different listening demands when listening face to face, in a large group, and on the telephone 	<p>Using appropriate body language and facial expression, participate in a small group discussion at:</p> <ul style="list-style-type: none"> • A local residents' group. • A parent and toddler group. • A book club. 	<p>Listen and respond to others to identify and remedy problems, complaints or disagreements such as:</p> <ul style="list-style-type: none"> • Responding to calls from customers. • Dealing with internal requests for information or services. 	<p>Give an oral response to differing forms of communication such as a:</p> <ul style="list-style-type: none"> • Movie. • Song. • Audio book. • Radio programme.
<p>Use strategies to clarify and confirm understanding (e.g. facial expressions, body language and verbal prompts)</p> <ul style="list-style-type: none"> – understand listener can use visual and verbal signals to confirm or query understanding with speaker – know and use some strategies to check their own understanding 	<p>Listen for and identify relevant information from explanations or presentations, making requests or asking questions to clarify when:</p> <ul style="list-style-type: none"> • Attending a school talk on applying for post primary schools. • Setting up parental controls for the internet. • Making decisions about healthy eating for the family. 	<p>Give clear sequenced technical instructions to ensure colleagues' understanding, and ask questions, if necessary, to clarify:</p> <ul style="list-style-type: none"> • Health and safety instructions. • Operation of work equipment. • Plastering a wall. • Wiring a plug. 	<p>Make relevant contributions to a group discussion on a particular topic during:</p> <ul style="list-style-type: none"> • A class discussion. • Students' union meeting. • Student tutorial. • Focus group. <p>Present an account to peers, adjusting language as appropriate to the audience about:</p> <ul style="list-style-type: none"> • A recent holiday. • Prior learning. • Work experience.

SPEAKING AND LISTENING LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Provide feedback and confirmation when listening to others</p> <ul style="list-style-type: none"> – understand that speakers need feedback from listeners to gauge the effect of what they are saying and make adjustments if necessary – know and use some visual and aural feedback signals when listening face to face and on the telephone 	<p>Listen for and understand explanations and instructions on different topics such as:</p> <ul style="list-style-type: none"> • How to take a child's temperature. • An online video demonstration. 	<p>Communicate effectively for differing contexts such as:</p> <ul style="list-style-type: none"> • Radio communication. • Telephone or online conferencing. • Face-to-face digital communication. 	<p>Listen to spoken instructions and choose appropriate action about how to:</p> <ul style="list-style-type: none"> • Organise course portfolio. • Complete a piece of course work. • Enroll on a virtual learning environment. (VLE).
<p>Make contributions relevant to the situation and the subject</p> <ul style="list-style-type: none"> – understand that it is necessary to listen carefully in order to make relevant contributions at the right time 	<p>Express statements of fact, explanations, etc to:</p> <ul style="list-style-type: none"> • Pass on factual information regarding a local issue. • Recount a past experience. • Give instructions on how to set up face-to-face digital communication. 	<p>Listen and respond appropriately to specific information during a:</p> <ul style="list-style-type: none"> • Workplace fire drill. • Tannoy announcement. • Video conference. 	
<p>Respond to questions on a range of topics</p> <ul style="list-style-type: none"> – know that questions come in a variety of forms depending on context and topic – understand the expectations that different sorts of questions convey, and respond appropriately 	<p>Listen to and review a persuasive text and discuss the main idea by identifying the writing techniques such as:</p> <ul style="list-style-type: none"> • An advertisement. • Political literature or online campaign. 		
<p>Speak clearly in a way which suits the situation</p> <ul style="list-style-type: none"> – understand that pace, volume and precision of articulation vary depending on the situation (speaking face to face, on the telephone, to a group) 			

Skills, Knowledge and Understanding.

The learner will be expected to:

Make requests and ask questions to obtain information in familiar and unfamiliar contexts

- know how to make requests and ask questions to get required information, adapting level of formality to situation and context

Express clearly statements of fact, explanations, instructions, accounts, and descriptions

- know how to match content and level of detail to context and situation
- understand that, to convey meaning clearly in talk of more than a few moments, it is necessary to sustain concentration and keep the thread running

Present information and ideas in a logical sequence and include detail and develop ideas where appropriate

- understand that speakers need to organise, sequence and link what they say so that listeners can follow
- understand that main points and ideas can be supported and developed with details (e.g. examples, evidence)

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

SPEAKING AND LISTENING LEVEL 1

Skills, Knowledge and Understanding.

The learner will be expected to:

Follow and contribute to discussions on a range of straightforward topics

- understand that a discussion can be affected by the nature of its purpose and that their own purpose may differ from that of others
- know how to respond appropriately to other points of view

Respect the turn-taking rights of others during discussions

- understand that an effective discussion involves everyone having a fair chance to make their contributions
- know and use some strategies to signal to others that they can speak (facial expression, gesture, phrases)

Use appropriate phrases for interruption

- know what to say to create an opportunity to make a contribution at an appropriate time

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES



Communication

Speaking and Listening

Level 2

At this level, learners can

- **Listen and respond** to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context
- **Speak to communicate** straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation
- **Engage in discussion** with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to listen to, speak with and engage in discussion with other people and respond appropriately in a wide range of formal and social exchanges, adapting participation to the speaker, listener(s), medium and context, in familiar and unfamiliar situations on different topics. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should involve extended communications on different familiar and unfamiliar topics in a wide range of formal and social exchanges.

Tutors should use teaching strategies to advance learner skills and knowledge of listening and speaking to others on extended information and narratives, detailed explanations and multi-step instructions on different familiar and unfamiliar topics in a wide range of formal and social exchanges. Learners must be able to respond clearly and confidently in a way which suits the situation. They must provide and respond to criticism and implement questioning strategies to progress communications to appropriate outcomes. During discussions learners must follow appropriate formal conventions including turn taking and phrases for interruptions and know how to use factual information to support views and arguments. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

SPEAKING AND LISTENING LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Listen for and identify relevant information from extended explanations or presentations on a range of topics</p> <ul style="list-style-type: none"> – understand that relevance will depend on listening purpose – know how to record key relevant points when listening over a more extended period 	<p>Speak at some length in response to open, evaluative questions e.g. in a counselling situation.</p> <p>Make own points and help discussion cover necessary ground in a meeting to decide on a course of action, for example, to wind up a local club, team or association which is struggling to get participants.</p>	<p>Develop and justify personal view point, reflecting on the views of others relating to:</p> <ul style="list-style-type: none"> • The benefits of changes to recruitment policy. • Shift patterns. <p>Follow and carry out instructions from a supervisor or line manager left as a voice mail.</p>	<p>Listen to a presentation and note key points during a talk by careers staff.</p> <p>Put forward a proposal at a staff or student consultation meeting.</p>
<p>Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts</p> <ul style="list-style-type: none"> – understand that different types of presentation make different demands on the listener (understanding and following step-by-step in sequence in instructions, reaching a cumulative understanding by the end of a narrative) 	<p>Give a talk or presentation to others, such as at a parents' association meeting.</p> <p>Ask for information on an unfamiliar subject requiring precise details such as:</p> <ul style="list-style-type: none"> • How, where and when to register a marriage or death. • How to tax your car. • How to get an emergency passport. • How to move your phone number from your current mobile network to your new network. 	<p>Speak at some length in response to open, evaluative questions at:</p> <ul style="list-style-type: none"> • An appraisal. • A job interview. <p>Put forward a proposal at a union meeting.</p>	<p>Present information to other students on a topic of interest.</p> <p>Take part in a group discussion in class, debating a contentious issue such as:</p> <ul style="list-style-type: none"> • Lowering the driving age. • Increasing the school leaving age.
<p>Respond to detailed or extended questions on a range of topics</p> <ul style="list-style-type: none"> – understand that some questions require the responder to address more than one sub-question or to give an extended answer that covers several points 		<p>Actively participate and make useful contributions to discussions with work colleagues in a meeting.</p> <p>Put forward a point of view with supporting evidence at a meeting with management.</p>	<p>Listen to a set of instructions about a task and carry out the instructions as a team.</p> <p>Give a personal account regarding a movie, discussing the plot, themes and characters.</p>

SPEAKING AND LISTENING LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>– be able to construct coherent answers and keep track of the main thread when dealing with this type of question</p>	<p>Put forward a proposal at a parents’ meeting.</p>	<p>Present a point of view in an appropriate manner (tone, body language) at a work related meeting. Provide feedback to a colleague in a work setting.</p>	<p>Negotiate a process to complete a group activity.</p>
<p>Respond to criticism and criticise constructively</p> <p>– understand that successful co-operation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution</p> <p>– know and apply strategies for listening and speaking with care when exchanging opinions and judgements</p>	<p>Listen for pleasure to:</p> <ul style="list-style-type: none"> • A short story. • An episode of a novel. • A radio soap drama. • An audio book. • A podcast. <p>Listen to a presentation and note key points, e.g. from a careers advisor.</p>	<p>Discuss a problem with a colleague and develop a solution.</p> <p>Give a talk or presentation to others at a:</p> <ul style="list-style-type: none"> • Union meeting. • Work related meeting. 	<p>Actively contribute to a group discussion highlighting the issue and implications of:</p> <ul style="list-style-type: none"> • New technology. • Booking procedure in the learning and resource centre.
<p>Speak clearly and confidently in a way which suits the situation</p> <p>– know how to adapt the way of speaking (pace, volume, articulation) to suit listener, context and purpose</p> <p>– be able to sustain a clear, confident and appropriate style in formal and social exchanges of varying length</p>	<p>Use persuasive language to make comparisons which show an understanding of different perspectives about building an out of town shopping centre.</p>	<p>Provide feedback to a supplier about the service provided.</p>	<p>Take part in a video conference, explaining clearly own point of view and listen and respond to the views of others.</p>
<p>Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts</p> <p>– understand that to get detailed information involves wording questions carefully, asking follow-up ones to probe further if necessary</p>	<p>Deal with conflict using a range of strategies, e.g. tone and active listening to clarify points of conflict and suggesting options.</p>	<p>Explain and present a work place procedure to a group of colleagues, choosing language appropriate to the audience about:</p> <ul style="list-style-type: none"> • New time sheets. • Health and safety processes. • New shift patterns. 	<p>Listen to and discuss topical news items depicted in the media, and summarise and present issues orally and accurately e.g. government policies regarding:</p> <ul style="list-style-type: none"> • Immigration. • Education and training.

SPEAKING AND LISTENING LEVEL 2

Skills, Knowledge and Understanding.

The learner will be expected to:

Make relevant contributions and help to move discussions forward

- understand that, to be productive, discussion needs to progress towards agreed decisions, proposals and solutions
- know how to prevent discussion getting bogged down, by making constructive contributions and interventions

Adapt contributions to discussions to suit audience, context, purpose and situation

- understand that what makes contributions appropriate will vary depending on what hinges on the discussion, the make-up of the group, the degree of urgency, etc.
- be able to adapt own contributions in terms of number, length, level of detail to suit different circumstances

Use appropriate phrases for interruption and change of topic

- know how to signal an intervention and how to change the topic when appropriate, without dominating the discussion

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

SPEAKING AND LISTENING LEVEL 2

Skills, Knowledge and Understanding.

The learner will be expected to:

Support opinions and arguments with evidence

- understand that productive discussion involves making valid and convincing points, not browbeating people to accept own view
- know how to research information for a discussion
- use factual information and knowledge to support views and arguments

Use strategies intended to reassure (e.g. body language and appropriate phraseology)

- understand that productive discussion involves trust and co-operation, which allow differences to be aired constructively
- know and use gestures and phrases which signal co-operation and respect for group

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES



Literacy Core Curriculum NI

Chapter 2 Reading



At this level, learners can

- **Read and understand** short texts with repeated language patterns on familiar topics
- **Read and obtain information** from common signs and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their reading skills to different but familiar contexts. The learner should be able to apply their knowledge of text level reading strategies to recognise and understand the meaning of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path. Sources should be taken from a variety of digital and non digital media and reflect modern day reading practices and purposes.

TASK COMPLEXITY

Performance at this level should require learners to read basic and short texts on straightforward, familiar topics for different purposes with a limited vocabulary.

Tutors should use teaching strategies to advance learner skills and knowledge of text-level reading strategies, so they can read simple sentences, and understand their purposes, on short familiar topics. Learners should start to build a list of familiar words and ways to decode new words. They should also be able to recognise letters of the alphabet in both upper and lower case. Texts may include public signs and notices, lists, forms, records, or simple narratives. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding.
The learner will be expected to:

TASK FOCUS Reading Comprehension

Follow a short narrative on a familiar topic or experience

- know that text on a page goes from left to right and from top to bottom and be able to track a simple text as they read it aloud for themselves
- know and use a range of text-level strategies to get at meaning: their own background knowledge of content, the context of the text as a whole, presentational devices
- know that it is not always necessary to read every word in order to comprehend or gain information from a text
- understand that texts can be sources of information and enjoyment
- know some basic metalanguage that distinguishes written text from spoken texts, e.g. text, page, format, layout, print, image, caption, line, title, sentence, word, letter

SOCIETY AND CITIZENSHIP Personal and Community

EXAMPLES

Read an invitation to a party. From the invitation locate one of the following:

- Sender.
- Date of party.
- Time or duration of party.
- Location or address.
- Dress code e.g. fancy dress.
- How to reply.

Read a short narrative for enjoyment from a book or e-reader. Recognise the basic text structure, which may include:

- Page layout.
- Use of images to improve understanding of text.
- Use of headings.
- Sentence structure.
- Use of upper and lower case letters and their purpose.

Use your own knowledge and experience to show understanding of the narrative and ensure that it makes sense to you.

Recognise and understand the meaning of signs and symbols including:

- Crossing or road signs.

ECONOMY Workplace and Employment

EXAMPLES

Access your contacts list for telephone numbers to find a specific number. This may be stored in:

- Computer network.
- Mobile technologies including phones.
- Manual or paper based systems.

Recognise the order in which the contacts are stored so as to improve your search methods e.g. alphabetical order.

Plan tomorrow's journey to work by car or public transport. Navigate digital sources for example:

- Satellite navigation.
- Route planners.
- Digital maps.
- Mobile app etc.

suitable method to arrive at work in a timely manner.

Recognise and understand the meaning of signs and symbols including:

- No smoking.
- Parking arrangements.
- Use of mobile phones.
- WC facilities.
- Access arrangements e.g. lifts and stairs.

INDIVIDUALS Education and Training

EXAMPLES

Use a campus map to identify the location of rooms or other facilities that you will need to access in order to complete your training or education programme. Recognise signs and symbols that are used to define a purpose for some of the rooms or premises e.g. toilets, computing facilities etc.

Recognise and understand the meaning of signs and symbols which may include:

- No smoking.
- Parking arrangements.
- Disabled access.
- Room references e.g. cafeteria.
- Emergency and health and safety signage.
- Amenities, e.g. library.
- Computing icons etc.

READING ENTRY LEVEL 1

<p>Skills, Knowledge and Understanding. The learner will be expected to:</p>	<p>SOCIETY AND CITIZENSHIP Personal and Community</p>	<p>ECONOMY Workplace and Employment</p>	<p>INDIVIDUALS Education and Training</p>
<p>Recognise the different purposes of texts at this level</p>	<p>EXAMPLES</p>	<p>EXAMPLES</p>	<p>EXAMPLES</p>
<ul style="list-style-type: none"> – understand that different types of text will look different and that the format can often help identify the purpose of texts – know that symbols without words have meaning and understand the meaning of common signs and symbols 	<ul style="list-style-type: none"> • Directional information. • Food usage information. • Pharmacy or chemist. • Sport symbols e.g. swimming. • Health and hygiene. • Recycling symbols. • Public notices. • Dashboard symbols etc. 	<ul style="list-style-type: none"> • Emergency and health and safety signage e.g. first aid. • Room references etc. 	<p>Read a short document in relation to planned holiday periods during your training programme. From the document locate one of the following:</p>
<p>SENTENCE FOCUS Grammar and Punctuation</p>	<p>Use a local council publication to identify how you manage household waste by deciding what is allowed in specific bins. This includes:</p>	<p>Follow the instructions to complete a work timesheet to ensure that you receive payment for hours for work. Read the labels for each section of the document so that you enter your personal details and working hours accurately using upper and lower case text. Complete the document in line with company procedures.</p>	<ul style="list-style-type: none"> • Reason for closure. • When the institution closes. • When it will re-open. • Length of closure.
<p>Read and recognise simple sentence structures</p>	<ul style="list-style-type: none"> • Non recyclable household waste. • Recyclables. • Compost bin. • Glass and jars. 	<p>Use text level reading strategies to read a telephone message taken for you by the work receptionist. Identify who the call was from and determine the purpose of the message. Use this information to decide how to respond to the message.</p>	<p>Read a results notification slip for examinations or assessment that you have undertaken. From the document identify:</p>
<ul style="list-style-type: none"> – know that language is rule governed and understand that word order affects meaning – use implicit knowledge of language rules to predict meaning and check for sense – understand the concept of a sentence – know the name and understand the function of a full stop and an initial capital letter in a sentence and apply this knowledge to help with reading – understand that not all texts consist of whole sentences 	<p>Follow safety procedures including pin security or personal safety to operate an ATM machine. Follow the on screen instructions to access your account and perform transactions. Use the machine to:</p> <ul style="list-style-type: none"> • Withdraw cash. • Check balances. • Obtain withdrawal slips or statements. • Maintain personal safety and data safety procedures on completion of operation. 	<p>Read a short text message on a work related matter and prepare to read aloud to a</p>	<ul style="list-style-type: none"> • Qualification. • Results. • Grading or level of achievement. <p>Make sure the results make sense and decode less familiar words. Consider what the results mean for the rest of your training.</p>
			<p>Read the timetable for your current day of training or education. From the timetable understand:</p>

<p>Skills, Knowledge and Understanding. The learner will be expected to:</p>	<p>SOCIETY AND CITIZENSHIP Personal and Community</p>	<p>ECONOMY Workplace and Employment</p>	<p>INDIVIDUALS Education and Training</p>
<p>– know that, as well as marking a new sentence, capital letters are used for names and places and for the personal pronoun ‘I’</p>	<p>EXAMPLES</p>	<p>EXAMPLES</p>	<p>EXAMPLES</p>
<p>WORD FOCUS Vocabulary, word recognition and phonics</p>	<p>Follow instructions to access your social media account. Read a message directed to you e.g. birthday greeting, and post an appropriately structured response.</p>	<p>colleague. Take time and use decoding strategies to practice sounding out the less familiar words. When confident convey the message to your colleague verbatim or in your own words ensuring that you communicate all the key points from the message.</p>	<ul style="list-style-type: none"> • What classes are undertaken. • Start and finish time for classes. • Location of classes. • Break or rest sessions. <p>Use this information to plan your day.</p>
<p>Possess a limited, meaningful sight vocabulary of words, signs and symbols</p>			<p>Read a short information leaflet in relation to the rules or procedures for the use of campus amenities e.g. computer facilities, library, study rooms etc. This may include:</p> <ul style="list-style-type: none"> • Opening hours. • Consuming food and drinks. • Access or supervision etc.
<ul style="list-style-type: none"> – understand that written words carry meaning and that adults will already be familiar with many of the words they will meet in print, from their experience of spoken language – understand that some words occur in texts more frequently than others and recognise key high-frequency words – understand that there are words which are key personal words for them and their situation, identify these words and learn to recognise them – know and apply some techniques for recognising words on sight: length, shape, initial letter combinations, association with other words 			

READING ENTRY LEVEL 1

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Decode simple, regular words

- understand that own language experience can be used when reading, to help predict sense and meaning of words
- understand that illustrations and other graphics can give clues to the likely meaning of individual words
- understand that written words correspond to their spoken equivalents and are composed of letters in combinations, to represent spoken sounds
- identify sounds in familiar regular words from spoken experience and recognise correspondence between sounds (phonemes) and letters (graphemes)

Recognise the letters of the alphabet in both upper and lower case

- understand that letters can be represented in different ways, e.g. upper and lower case, different fonts and sizes
- know that letters of the alphabet occur in a particular sequence
- recognise, sound, name and sequence the letters of the alphabet
- understand and use the terms vowel and consonant



At this level, learners can

- **Read and understand** short, straightforward texts on familiar topics
- **Read and obtain information** from short documents, familiar sources and signs and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of text level reading strategies to recognise and understand the meaning of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path. Sources should be taken from a variety of digital and non digital media and reflect modern day reading practices and purposes.

TASK COMPLEXITY

Performance at this level should **require the learner to read short texts (e.g. two or three sentences, headings, labels, headlines, short phrases, notices, signs/symbols, lists, forms, notes, emails, letters, diagrams etc) on straightforward, familiar topics for different purposes with a limited vocabulary.**

Tutors should use teaching strategies to advance learner skills and knowledge of reading strategies so learners can read short stories and common sources of information, and forms. Learners should be able to use punctuation, linking words and illustrations and captions to locate information. The learner should also understand the purposes of texts and identify ways to decode new words. They should also be able to use initial letters to find words in alphabetical order and use a dictionary. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
TASK FOCUS Reading Comprehension	EXAMPLES	EXAMPLES	EXAMPLES
<p>Trace and understand the main events of chronological and instructional texts</p> <ul style="list-style-type: none"> – understand that chronological text is related to events in time – understand that instructional texts must be read in sequence – know and use text-level strategies to predict content and check meaning, e.g. their own background knowledge, context of text as a whole, title, headings, illustrations 	<p>Read and understand common words required on everyday personal forms including personal information (e.g. first name, surname, address, postcode, age, date of birth) in order to successfully complete an:</p> <ul style="list-style-type: none"> • Electoral form. • Medical form. • Competition entry. • Feedback form. 	<p>Use text level strategies and the initial letter in a word in order to:</p> <ul style="list-style-type: none"> • Rearrange files into alphabetical order. • Search for information on a specific career in a job handbook. 	<p>Read to understand meaning and the different purposes of texts for e.g. to explain, inform, instruct, entertain. Read the following, in order to understand the specific rules involved:</p> <ul style="list-style-type: none"> • Brief attendance requirements for a training or education programme. • Brief information on eligibility requirements for different jobs or vocational areas.
<p>Recognise the different purposes of texts at this level</p> <ul style="list-style-type: none"> – understand that different texts have different purposes, e.g. to explain, inform, instruct, entertain 	<p>Understand the relevance of linking words in phrases in order to buy tickets for e.g:</p> <ul style="list-style-type: none"> • Cinema or concert. • Bus journey. 	<p>Use illustrations and captions to locate information and contribute to meaning for e.g:</p> <ul style="list-style-type: none"> • Understanding a fire action sign. • Finding a specific TV programme or finding out about the content of TV programmes listed in a TV magazine or online. 	<p>Use illustrations and captions in order to gain meaning, for example:</p> <ul style="list-style-type: none"> • Complete a log in routine. • Read and understand notices or images about First Aid or CSR courses that might be offered in your training environment.
<p>Identify common sources of information</p> <ul style="list-style-type: none"> – understand that different sources of information are designed for different uses, e.g. newspaper, directory, listing – understand that similar information can be found in different sources and be presented in different ways – understand that sources 	<p>Read and understand a short chronological text to decide what action is needed to take medicine and establish how much and how long you need to take the medication for.</p>	<p>Read and understand common words used on forms relating to personal information (e.g. first name, surname, address, postcode, age, date of birth) and understand the meaning of linking words in phrases in order to complete everyday forms for example:</p> <ul style="list-style-type: none"> • Payroll form for processing. • Work placement documentation. • Send personal information to request 	<p>Use illustrations and captions in order to gain meaning, for example:</p> <ul style="list-style-type: none"> • Complete a log in routine. • Read and understand notices or images about First Aid or CSR courses that might be offered in your training environment. <p>Apply own life experience to help decode and understand the meanings of unfamiliar words. Where necessary use an online or paper-based (simplified) dictionary to find the meaning of new vocabulary.</p>
	<p>Apply own life experience to help decode and understand the meanings of unfamiliar words. Use a simplified dictionary (online or paper-based) to</p>		

READING ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>can be electronic as well as paper based, e.g. web sites</p> <ul style="list-style-type: none"> – understand that reading for information often involves locating specific details rather than reading a whole text 	<p>find the meanings of new vocabulary.</p> <p>Identify common sources of information in order to understand instructions and linking words and complete a task relating one step of instructions to the other for e.g:</p> <ul style="list-style-type: none"> • Preparing a ready meal. • Withdrawing money and interpreting bank receipts (also use knowledge of simple sentence structure and punctuation to aid understanding). 	<p>further information on a job.</p> <p>Where necessary apply own life experience to understand any unfamiliar words. Identify strategies to allow you to learn new vocabulary on sight e.g. association, visual shape, and pattern context.</p> <p>Use knowledge of punctuation in order to make sense of various types of written text. Understand end of sentence punctuation markers and use phonic and graphic knowledge to decode words.</p>	<p>Read and recognise the parts of new words including compound words, prefixes, suffixes, inflectional endings, plurals included on education and training materials.</p> <p>Trace and understand chronological events for example, use a calendar in a mobile phone or online planner to record appointments and term dates in order to follow or complete a task and to relate one set of instructions to another.</p> <p>Read and understand a brief, for example:</p> <ul style="list-style-type: none"> • An email or text from a teacher in relation to a change in class. • Notices about changes to classes or timetables or cancelled classes. • Reviews of progress. <p>Use knowledge of simple sentence structure and punctuation to aid understanding (understand the name and purpose</p>
<p>Use illustrations and captions to locate information</p> <ul style="list-style-type: none"> – understand that illustrations contribute to meaning and can help locate and interpret information 			
<p>SENTENCE FOCUS Grammar and Punctuation</p> <p>Read and understand linking words and adverbials in instructions and directions (e.g. next, then, right and straight on)</p> <ul style="list-style-type: none"> – understand that these types of word and phrase: expand the information in a sentence by providing details about place, sequence, time; relate one step of the instructions/ directions to another, enabling the reader to follow the whole text and complete the task <p>Read a short online customer review on a product that you are interested in buying. Consider the purpose of the text e.g. to explain, inform, instruct, entertain and decide whether or not it would encourage you to buy the product.</p> <p>Read and understand texts with different purposes in order to navigate tables of contents or use online navigation information</p>			

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning</p> <ul style="list-style-type: none"> – understand that sentences follow grammatical patterns, and certain types of words are more likely to occur in some places than others – understand that word order and the relationship between words in a sentence are as important to meaning as the words themselves 	<p>tools (search engines) to find a chapter in a car manual etc.</p> <p>Use phonic and graphic knowledge to decode any new words.</p>		<p>of the following end of sentence markers: full stop, question and exclamation marks).</p>
<p>Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words</p> <ul style="list-style-type: none"> – understand that an unknown word must make sense in the context of the complete sentence, and that this will rule out most alternatives 			<p>Read and understand linking words in a text and use knowledge of simple sentence structure for e.g. to find information on part-time or recreational courses.</p>
<p>Use punctuation and capitalisation to aid understanding</p> <ul style="list-style-type: none"> – understand that different punctuation marks are used for different purposes and know their names: full stop, question and exclamation marks for end of sentence 			

READING ENTRY LEVEL 2

Skills, Knowledge and Understanding.
The learner will be expected to:

- understand that this punctuation serves to help the reader make sense of written text, and apply this understanding in their own reading
- understand that all end-of-sentence markers are followed by an initial capital in continuous text written in complete sentences

WORD FOCUS
Vocabulary, word recognition and phonics

Read and understand words on forms related to personal information (e.g. first name, surname, address, postcode, age, date of birth)

Recognise high-frequency words and words with common spelling patterns

- read on sight high-frequency words
- read on sight personal key words
- know and use different techniques for learning to read words on sight, e.g. association, visual shape, and pattern context

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Use phonic and graphic knowledge to decode words

- understand that the meaning of individual words can often be deduced from surrounding context, using own life knowledge and experience as a guide
- understand that knowledge of sound and letter correspondence can be applied alongside these contextual clues to help decode words, e.g. use of initial phonemes/letters
- understand that the same sound (phoneme) can be spelt in more than one way and that the same spelling (grapheme) can represent more than one sound
- reinforce and extend knowledge of sound–letter patterns in simple words with common spelling patterns
- understand that some words can be split into specific parts, and recognise the parts, including compound words, prefixes, suffixes, inflectional endings, plurals, e.g. playground, replay, playful, playing, played, plays
- understand how each beat in a word is a syllable and breaking some words into syllables can help to decode them, e.g. family

READING ENTRY LEVEL 2

Skills, Knowledge and Understanding.
The learner will be expected to:

Use a simplified dictionary to find the meaning of unfamiliar words

- understand the function of dictionaries
- understand that dictionaries are organised alphabetically

Use initial letters to find and sequence words in alphabetical order

- understand that you do not have to start at the beginning of a list/dictionary
- use the initial letter to locate the starting point quickly

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES



Literacy Reading Entry Level 3

At this level, learners can

- **Read and understand** short, straightforward texts on familiar topics accurately and independently
- **Read and obtain information** from everyday sources

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of text level reading strategies (skimming, scanning and detailed reading) to recognise and understand the meaning of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path. Sources should be taken from a variety of digital and non digital media and reflect modern day reading practices and purposes.

TASK COMPLEXITY

Performance at this level should require the learner to read straightforward texts (e.g. narratives of two or three paragraphs, sentences, lists, forms, notes, emails, letters, simple instructions, diagrams and short reports etc) on familiar topics for different purposes (e.g. inform, instruct, describe).

Tutors should use teaching strategies to advance learner skills and knowledge of reading strategies (skimming, scanning, and detailed reading, as well as the use of images) to read key words, trace and understand information from longer documents (more than one paragraph). Learners should be able to use organisational features, punctuation and parts of speech to aid understanding. They should also be able to use first and second letters to put words into alphabetical order. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
TASK FOCUS Reading Comprehension	EXAMPLES	EXAMPLES	EXAMPLES
<p>Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph</p> <ul style="list-style-type: none"> – understand that meaning is built up through a text – understand the significance of the openings and endings of texts to overall meaning – understand that own knowledge (personal, contextual, phonological, grammatical, graphical) can be used to work out, predict and check the meaning of texts 	<p>Use organisational features and the language of instructional texts online and paper-based to:</p> <ul style="list-style-type: none"> • Enter online meter readings for utilities. • Navigate through a shopping or sport website. • Participate in a social media network. <p>Skim read online recipes in order to select a suitable recipe for a meal of your choice. Scan through selected recipes to make sure they are what you want. Carry out more detailed reading to understand the sequence of events and steps needed to complete and produce the dish that you want.</p> <p>Read the titles and headings and understand the organisational features of a text in order to locate information quickly e.g. planning television viewing using and online or printed guide.</p>	<p>Carefully read a job description to obtain specific information and see if you have the skills and qualifications required to apply for the job. Recognise the different purposes of texts e.g. to inform, instruct, describe, in order to interpret various work-related documents.</p> <p>Scan a health and safety instructional document in order to understand and apply the correct safety instructions or rules and Personal Protective Equipment (PPE) needed for a specific job. Understand that headings, sub headings and key words and illustrations give clues about contents.</p> <p>Read and understand the purpose of the following documents:</p> <ul style="list-style-type: none"> • Induction. • Customer complaints. • Memo – staff event. <p>Recognise the organisational features of these documents e.g. lists, numbered points, bullets, diagrams with</p>	<p>Navigate through e-learning or virtual learning facilities using captions and illustrations to locate and interpret information about a specific course or qualification.</p> <p>Read and understand the following documents:</p> <ul style="list-style-type: none"> • Weekly class timetabling information. • Promotional literature to establish what courses are available to you. <p>Use the relevant headings and subheadings relating to subjects or tutors and rooms in order to locate information quickly.</p> <p>Skim and scan a short interim training review to establish progress and performance to date and establish progress made by understanding the past, present and future tenses used in the written text.</p>
<p>Recognise the different purposes of texts at this level</p> <ul style="list-style-type: none"> – understand that different texts have different purposes, e.g. to inform, explain, instruct, entertain, describe, persuade – understand that texts of the same form can have different purposes, e.g. a letter 			

READING ENTRY LEVEL 3

<p>Skills, Knowledge and Understanding. The learner will be expected to:</p>	<p>SOCIETY AND CITIZENSHIP Personal and Community</p>	<p>ECONOMY Workplace and Employment</p>	<p>INDIVIDUALS Education and Training</p>
<p>Recognise and understand the organisational features and typical language of instructional texts, e.g. use of imperatives and second person</p> <ul style="list-style-type: none"> – understand the different ways of presenting instructions, e.g. lists, numbered points, bullets, diagrams with arrows – know that the content of instructional texts may be laid out in different ways, not always left to right across the whole page 	<p>EXAMPLES</p>	<p>EXAMPLES</p>	<p>EXAMPLES</p>
<p>Identify the main points and ideas, and predict words from context</p> <ul style="list-style-type: none"> – understand that some parts of texts may be more important to overall meaning than others – understand that the first sentence of a paragraph often introduces a new point/idea – understand that context and their own knowledge can help predict unfamiliar words 	<p>Recognise the different purposes of texts (inform, instruct, describe) and scan the following texts in order to trace and understand the content and meaning of:</p> <ul style="list-style-type: none"> • Electoral or voting information flyers. • Correspondence received regarding events in your local area. • Updates on recycling in your local area. • Brochures on shopping from leading outlets. • Travel brochures or information on visas. • Fast food and direct mail leaflets etc. <p>Read and follow the relevant images and texts on-screen in order to install an app, for example:</p> <ul style="list-style-type: none"> • Film or cinema app. • Property finder. • Social network apps (Skype, Twitter, Facebook etc). • Travel maps. • Weather apps. • Shopping apps • Music apps. • Sport or fitness apps. • Flight booking apps. • Current affairs apps (BBC/Sky etc). • Game apps. 	<p>arrows to understand the meaning and implications. Consider why paragraphs have been used and what theme each paragraph covers.</p> <p>Read and follow the relevant images and texts on-screen in order to install a job related app, for example:</p> <ul style="list-style-type: none"> • Jobfinder apps. • Career-builder apps. • Maps. <p>Do this on a mobile phone or portable device. Follow the prompts on the screen to ensure each stage has been completed to successfully upload the app to your device. Understand the specific vocabulary and icons associated with this type of task.</p>	<p>Read the contents, index or menu of a training book or guide (paper-based or online) to understand the content of your training or education programme.</p> <p>Scan read a CV or training document or text to proof read and identify any grammatical changes or punctuation and spelling changes needed. Look at the layout used in a CV and consider why certain features have been used.</p> <p>Read and understand correspondence (letters) from your training provider and decide on action or response needed.</p> <p>Read and follow the relevant images and texts on-screen in order to install an education and training app, for example:</p> <ul style="list-style-type: none"> • Local college or training provider apps.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Understand and use organisational features to locate information (e.g. contents, index, menus)</p> <ul style="list-style-type: none"> – understand that organisational features occur in different places within a text – understand the purpose of different organisational features and know that they work at different levels of detail, e.g. content, index, headings 	<p>Do this on a mobile phone or portable device. Follow the prompts on the screen to ensure each stage has been completed to successfully upload the app to your device. Understand the specific vocabulary and icons associated with this type of task.</p>		<ul style="list-style-type: none"> • Maps. • Specific training apps. <p>Do this on a mobile phone or portable device. Follow the prompts on the screen to ensure each stage has been completed to successfully upload the app to your device. Understand the specific vocabulary and icons associated with this type of task.</p>
<p>Skim read title, headings and illustrations to decide if material is of interest</p> <ul style="list-style-type: none"> – understand that many texts are not meant to be read from end to end – know that different features of a text provide clues to its contents and that illustrations contribute to meaning 	<p>Skim read titles, headings and illustrations and scan texts to identify the main points either online or paper-based ‘News’ stories. In doing so, recognise and understand the organisational features and typical language of instructional texts and understand the different features texts use depending on their purpose. Identify the grammatical rules used in the sentence structure and punctuation evident within these documents.</p>		<p>Read the shelves and signs in a library to find the relevant subject area needed for accessing more information on your course.</p>
<p>Scan texts to locate information</p> <ul style="list-style-type: none"> – understand that it is not always necessary to read every word – know that headings, sub-headings and key words give clues about content 			<p>Read the computer screen and follow online screen prompts in order to be able to select information about quantity, paper size, colour options, collation, page format etc and complete your printing job.</p>

READING ENTRY LEVEL 3

Skills, Knowledge and Understanding.
The learner will be expected to:

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Obtain specific information through detailed reading

- understand that it is sometimes necessary to read every word, or every word in a relevant section when located

Relate an image to print and use it to obtain meaning

- understand that images are part of a text and provide meaning

SENTENCE FOCUS
Grammar and Punctuation

Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person)

- understand that instructional texts have particular language features, and be able to recognise them
- understand that their own knowledge of these features can be applied to help gain meaning from other instructional texts
- know and use the term verb and understand its importance as an essential feature of a sentence which conveys the action

Skills, Knowledge and Understanding.

The learner will be expected to:

- understand that verbs also convey time in a sentence: past, present, future

Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning

- understand that grammatical patterns, word order, types of word and meanings are inter-related and that only certain types of words and certain meanings will make sense in any particular place in a sentence

Use punctuation and capitalisation to aid understanding

- understand that different punctuation marks are used for different purposes and know their names, including: speech marks to mark off what a speaker says from the surrounding text; commas to separate words in a list, or parts of a sentence
- understand that punctuation relates to sentence structure and

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

READING ENTRY LEVEL 3

Skills, Knowledge and Understanding.
The learner will be expected to:

text type to help the reader make sense of the written text, and apply this understanding in their own reading

WORD FOCUS
Vocabulary, word recognition and phonics

Recognise and understand relevant specialist key words

- understand that some words are more important than others in particular contexts
- know what key specialist words are relevant, e.g. at work, specific to a job, health
- understand that knowledge of word origins, shared roots, word structure (e.g. prefixes, suffixes) can help with reading some key specialist words

Read and understand words and phrases commonly used on forms

- know that some words and phrases are commonly used on forms

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Skills, Knowledge and Understanding.

The learner will be expected to:

Use a dictionary to find the meaning of unfamiliar words

- understand alphabetical order
- understand the importance of the alphabetical order of letters within a word

Use first- and second-place letters to find and sequence words in alphabetical order

- understand alphabetical order
- understand the importance of the alphabetical order of letters within a word

Use a variety of reading strategies to help decode an increasing range of unfamiliar words

- understand that effective readers draw on several sources of knowledge to help them make sense of unfamiliar words besides looking at the individual words themselves: clues from context, experience, text and sentence structure
- apply knowledge of sound and letter patterns and of structure of words, including compounds, root words, grammatical endings, prefixes, suffixes, syllable divisions to help decode words

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Communication

Reading

Level 1

At this level, learners can

- **Read and understand** straightforward texts of varying length on a variety of topics accurately and independently
- **Read and obtain information** from different sources

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of reading strategies (skimming, scanning and detailed reading) to recognise and understand the meaning of contextual tasks in order to obtain information. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path. Sources should be taken from a variety of digital and non digital media and reflect modern day reading practices and purposes.

TASK COMPLEXITY

Performance at this level should require learners to read texts of varying lengths with recognisable organisational features with differing sentence structures, styles and formats (e.g. documents with multiple paragraphs, contents, index, menus and sub-headings) on different topics in order to obtain information for a variety of purposes (e.g. to instruct, describe, report, explain and persuade).

Tutors should use teaching strategies to advance learner skills and knowledge of reading strategies (skimming, scanning and detailed reading, as well as the use of images) to read key words, trace and understand information from longer documents with different purposes. Learners should be able to recognise how language and textual features relate to purpose and use organisational and structural features to obtain information. They should be able to use knowledge of sentence types, parts of speech and punctuation to aid understanding. They should also be able to use reference material to find the meaning of unfamiliar words. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
TASK FOCUS Reading Comprehension	<p>Read for pleasure and/or personal development. Include paper-based and digital sources including novels, educational texts, magazines, newspapers and other web based resources. Use structural features associated with the source to locate information as well as different reading strategies to elicit the depth of information or learning required. Use reference materials to help with meaning of words and breadth of understanding.</p> <p>Use different paper-based and online sources of information on property rentals or purchases to allow you to identify suitable and viable types of accommodation to meet your needs and your budget. Access additional sources of information to support understanding of different terms and phrases used in the property market so that you can confidently make informed decisions.</p>	<p>Read to respond to a work related email. Recognise the structural features of the email received including:</p> <ul style="list-style-type: none"> • Sender and other recipients that make up the audience for the correspondence. • Subject to provide hints on the content. • Associated attachments. <p>Recognise how the language and tone of the text used in the email reflects the priority and purpose of the communication and how it will influence your response.</p> <p>Read minutes of a work related meeting to improve knowledge of developments in the company and any actions that need to be taken as a result of the meeting. Recognise how the statements are structured and how the language and other textual features are used to achieve different purposes. Use reading strategies to identify the main points and specifically where action is required that may impact on your job role.</p>	<p>Use a variety of reading strategies and organisational and structural features (e.g. contents, index, menus, sub-headings and paragraphs) to locate and complete a variety of important forms for example, an application for an education, training or e-learning programme and recognise the vocabulary associated with this type of text.</p> <p>Read and understand the terms and conditions of your education and training programme for e.g:</p> <ul style="list-style-type: none"> • Attendance. • Sickness policy. • Rules and regulations. <p>Use the language and textual features to understand the purpose of the text. Use relevant reference material (paper-based or online dictionaries) to find the meaning of unfamiliar words.</p>
<p>Trace and understand the main events of continuous descriptive, explanatory and persuasive texts</p> <ul style="list-style-type: none"> – understand that meaning is developed through a text, and it is necessary to sustain concentration and relate the parts of a text to each other in order to trace the main events and get an overall sense of what the text is about – understand that personal knowledge and experience, knowledge of context, grammar and vocabulary all contribute to determining overall sense – understand that meaning in texts can be implied as well as explicitly stated 			
<p>Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade)</p> <ul style="list-style-type: none"> – understand that choice of language and textual features reflect the purpose of a text – know that different types of text use different sorts of language, structural and presentational devices 			

READING LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>– understand that readers can choose different sorts of texts to read for pleasure, depending on their tastes and interests, e.g. imaginative texts: stories, novels, poems; factual texts: biographies, travel writing, information texts</p>	<p>Read information from a variety of sources in relation to phone, internet, TV package or utility services to allow you to decide on suitability of a service provider or to support your decision to switch provision. Recognise the language used by suppliers to competitively promote their services and persuade you to select their services. Identify the main points and specific details contained in the text to ensure that you obtain the key information.</p>	<p>Maintain effective paper based and digital file management systems to provide efficient retrieval and maintenance of organisational documents. Recognise and implement structural features of the system including:</p> <ul style="list-style-type: none"> • Indexing. • Alphabetical order. • Chronological order. • File properties and types. • Removal and deletion procedures. 	<p>Use a variety of paper-based and online sources to enhance your understanding of different purposes of texts and the purpose of punctuation use. Produce documents with different purposes using the organisational and structural features relevant to the text.</p>
<p>Identify the main points and specific detail</p> <p>– understand that some texts are structured around main points that are expanded or illustrated by specific detail</p> <p>– understand that in some texts and situations only the main points are essential to get the meaning, whereas in others every detail requires careful reading</p> <p>– understand that images can be used to convey additional information to that in the printed text</p>	<p>Use a comparison web site and insurance provider sources to select the most comprehensive and effective car or home insurance policy to meet your needs. Provide information accurately as requested by the comparison site and use glossary links to develop understanding of the purpose and nature of the information being requested. Use navigation features on the site to complete all relevant sections and generate a list</p>	<p>Read a job description to allow you to decide whether or not to apply for a post. Recognise specific features of the document including:</p> <ul style="list-style-type: none"> • Job title and employer. • Location of business. • Duties and responsibilities of the position. • Reporting procedures. • Qualifications and skills needed for the position. • Conditions of employment e.g. hours of work, salary and remuneration. • Essential and desirable criteria for the post. 	<p>Use a variety of reading strategies (skimming, scanning and detailed reading) to navigate education and training websites in order to find and obtain relevant information and identify particular courses of interest.</p>
<p>Use organisational and structural features to locate information (e.g. contents, index, menus, subheadings, paragraphs)</p> <p>– understand that different kinds of text have different structural and organisational features, e.g. contents, index, menus, chapters, sections, 'pages'/ layers in hypertext</p>		<p>From your own experience of the job type recognise any specialist</p>	<p>Read detailed reviews of a training course. Scan through the texts using the organisational features to obtain key points and feedback about the advantages and disadvantages of a particular training course. Identify points relating to duration, support, costs and course structure and breakdown as well as</p>

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<ul style="list-style-type: none"> – understand that different kinds of text require different methods of navigation, e.g. encyclopaedia in book form, links in hypertext 	<p>of insurance options. Use link pages to suitable provider and use suitable reading strategies to evaluate the documentation associated with the policies to understand the terms and conditions and the level of cover provided.</p>	<p>vocabulary and clarify any details that you are unsure of through the use of reference materials and additional sources of information.</p>	<p>the relevant ‘reading’ documents that may exist.</p>
<p>Use different reading strategies to find and obtain information</p> <ul style="list-style-type: none"> – understand that there are different ways of reading for different purposes – understand that skimming is for getting general gist and overall impression; scanning is for locating information – understand that specific information is obtained through detailed reading 	<p>Use web based sources to select a mobile phone and agreement. Find and obtain information in relation to:</p> <ul style="list-style-type: none"> • Network provider and coverage. • Types of agreement: contract, SIM only, pay as you go. • Services: minutes, data, text. • Communication type: 2G, 3G, 4G etc. • Mobile phone types. • Cost and length of contract. • Termination conditions. <p>Use reference materials and navigation links to clarify your understanding of terms to ensure that you have a sufficient understanding of your commitments to the agreement. Together with your own knowledge and experience decide the best offer for you.</p>	<p>Use detailed reading and other reading strategies to develop your understanding of the organisational risk assessment. Be clear in terms of your own responsibilities in relation to the assessment and resolve any uncertainty through the use of additional sources of information. Be aware of any specific risks or hazards in relation to your area of work and ensure that these make sense. Recognise how language and other textual features are used to achieve different purposes and set out the priorities in terms of health and safety.</p>	
<p>SENTENCE FOCUS Grammar and Punctuation</p>			
<p>Use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense</p> <ul style="list-style-type: none"> – understand that knowledge of sentence patterns and word order can help to predict unknown words and get meaning from text – understand that some 			

READING LEVEL 1

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

sentence structures and types of word will occur more often in some types of text than others

- understand that grammatical and semantic clues can be used alongside whole-text and word-level clues to make sense of individual words and of complete sentences
- understand the terms tense, negative, adverb, pronoun, phrase

Use punctuation to help their understanding

- understand the function of the omisive apostrophe to indicate a contracted word form in texts written in informal style
- know and use the term apostrophe
- secure knowledge of end-of-sentence punctuation and commas in helping to make sense of continuous text

WORD FOCUS
Vocabulary

Use reference material to find the meaning of unfamiliar words

- know there are different sources of information for word meanings, e.g. dictionary, glossary, key
- understand the structure of standard dictionary entries,

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

the abbreviations used, and the sort of information provided about each word

- understand the purpose of glossaries and where they are likely to be found

Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

- understand the types of word likely to be used in different kinds of text, depending on the context and purpose
- understand the use and effect of specialist vocabulary in particular text types

Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings

- understand that some words are related to each other in form and meaning and use this knowledge to help understand new words
- understand that prefixes can provide clues to meaning
- understand that languages borrow words from each other

Communication

Reading

Level 2

At this level, learners can

- **Read and Understand** a range of texts of varying complexity accurately and independently
- **Read and Obtain information** of varying lengths and details from different sources

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different contexts of varying complexity. The learner should be able to apply their knowledge of reading strategies (skimming, scanning, detailed and critical reading) to recognise and understand the meaning of extended text sources in contextual tasks in order to evaluate, compare and summarise information. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path. Sources should be taken from a variety of digital and non digital media and reflect modern day reading practices and purposes.

TASK COMPLEXITY

Performance at this level should require learners to read texts of varying complexity and length, including extended documents. These sources will have a range of implicit and explicit purposes and include the use of technical and unfamiliar vocabulary. Learners should be able to identify the main points in the text and carry out detailed and critical reading to allow sources to be evaluated, compared and summarised.

Tutors should use teaching strategies to advance learner skills and knowledge of reading strategies (skimming, scanning, detailed reading as well as the use of images) to identify main points, understand written argument and predict meaning from longer documents with different purposes. Learners should be able to recognise how language and textual features relate to purpose and use organisational and structural features to obtain information. They should be able to read critically to evaluate and compare information, ideas and opinions from different sources, including extended documents, technical texts and reference materials, and summarise this information. Learners should be able to use knowledge of sentence types, parts of speech and punctuation to aid understanding. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
TASK FOCUS Reading Comprehension	<p>Read reports and local publications that highlight the factors of unemployment in your area. Use the main reasons that have been suggested and critically evaluate this information against national data in order to identify the more specific characteristics of unemployment in your area. Ensure the sources are current and recognise any bias that may affect the reliability of the source so that you can produce a valid summary of the information.</p> <p>Read information to allow you to evaluate different options in relation to pension packages. Documents can be paper and/or web based from different pension providers but should also include independent advice. Through the documentation you should be able to identify different types of pension:</p> <ul style="list-style-type: none"> • State pension. • Workplace pension. • Personal or Stakeholder pension. • Recognise the implications in terms of: • Tax relief. 	<p>Use a range of company documents, which may include:</p> <ul style="list-style-type: none"> • Business plans. • Statistical data. • Accounts information. • Evaluations and appraisals. <p>Use one of these to evaluate organisational or departmental performance. Critically interpret the data and information against strategic goals and targets in order to determine the level of success for the organisation and key areas for improvement.</p> <p>Trace and understand the key points in your terms and conditions of employment and the policies and procedures in relation to your job role. Identify the specific details and the priorities in these documents so that your performance in the company is compliant with the arrangements in these documents.</p> <p>Follow organisational procedures to carry out staff appraisal. Review</p>	<p>Complete the application process for a higher education, further education or training course. Read online or paper-based prospectuses to help in the selection processes. Review advice and guidance in relation to the preparation of a personal statement so that you can complete this component and make the best impression to your nominated universities. Follow online instructions to complete the process.</p> <p>Use information and sign posting from careers department to advance career prospects through the selection of further or higher education options or training and employer led options. Carry out detailed review of the information from suppliers, employers and providers and evaluate this against independent sources to get a complete picture of your options.</p>
<p>Trace and understand the main events of continuous descriptive, explanatory and persuasive texts</p> <ul style="list-style-type: none"> – understand that continuous texts may be structured round a main event(s), idea(s), theme(s) – understand that it is sometimes necessary to infer meaning which is not explicitly stated, in order to arrive at a correct overall understanding – understand that judgements can be made about texts from an overall understanding of their content, by reflecting on what has been read 			
<p>Identify the purpose of a text and infer meaning which is not explicit</p> <ul style="list-style-type: none"> – understand that different kinds of text have different purposes, that texts can have more than one purpose, and that the real purpose of some texts can be different from the explicitly stated purpose – understand that format, structure, vocabulary and style provide clues to the purpose of a text – understand that the 			

READING LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>relevance of a text depends on the reader's purpose as well as the purpose of the text</p>	<ul style="list-style-type: none"> • Personal contributions. • Investment funds. • Projected growth and return. 	<p>documents in relation to the performance of individual staff which may include:</p>	<p>Use a range of sources that may include:</p>
<p>Identify the main points and specific details</p> <ul style="list-style-type: none"> – understand the difference between main points and specific detail as they occur in different types of text, e.g. a letter, a safety report, a rail timetable – understand the importance of knowing when it is sufficient to grasp the main points and when the details are also important – understand that knowledge of the organisation and layout of different texts can help distinguish main points from detail (e.g. headings, topic sentences) 	<p>Use this information to determine which pension is best for you and estimate when you may start to make your contributions to plan your future.</p> <p>Following dissatisfaction with a product purchased online, read documentation in relation to consumer rights legislation and the supplier's consumer complaints procedures in order to prepare a response that will compensate you for your dissatisfaction or any inconvenience incurred.</p>	<ul style="list-style-type: none"> • Questionnaires. • Staff reflections. • Sales information. • Comparative performance with other staff. • Individual targets. • Attendance and disciplinary information. <p>Evaluate this information to produce a summary of staff performance that can be discussed in an appraisal interview.</p>	<ul style="list-style-type: none"> • Own lecture notes. • Forum, blog or posts on a virtual learning environment. • Books, journals and other publications. • Web based sources etc. <p>Develop the required depth of knowledge and understanding to solve a problem or complete coursework requirements of the qualification that you are undertaking. Compare and evaluate the information in these sources to develop your own opinions and ideas.</p>
<p>Read an argument and identify the points of view</p> <ul style="list-style-type: none"> – understand the characteristic structures of written argument – understand that texts presenting an argument are adopting a particular point of view – understand the difference between objective fact and opinion/point of view 	<p>Use a range of sources of information in relation to holiday destinations to compare the suitability of each resort to meet your specific needs. Identify valid and reliable sources to evaluate the holiday including:</p> <ul style="list-style-type: none"> • Independent online review information. • Promotional literature. 	<p>Carry out research prior to the introduction of a new procedure, product, service or business proposal and determine how it will impact on organisation. Research may include a critical evaluation of a range of sources of information such as:</p> <ul style="list-style-type: none"> • Cost and projected income implications. • SWOT/PESTLE analysis. • Market research. • Independent online research. • Current legislation etc. <p>Recognise that different documents have different</p>	<p>Use a range of sources to allow you to recognise the costs associated with undertaking a position in further or higher education and training. Look at the implications in terms of:</p> <ul style="list-style-type: none"> • Long term and short term income. • Fees.

Skills, Knowledge and Understanding.
The learner will be expected to:

Read critically to evaluate information, and compare information, ideas and opinions from different sources

- understand that selection and presentation of information is rarely completely objective
- understand that information on the same topic from different sources may have different, even contradictory emphases
- understand the concept of bias and that it can be the result of what is left out of a text as well as what is there
- Assess the reliability of a source by understanding who has written the text and for what purpose

Use organisational features and systems to read and understand the purpose of texts.

- understand that information can be organised and referenced in different ways and in different layers of detail
- understand that different systems are used to organise whole texts, e.g. library systems, filing system in an office, on a computer

SOCIETY AND CITIZENSHIP
Personal and Community

EXAMPLES

- Finances.
- Suitability for age range of those travelling.
- Travel arrangements.
- Hotel amenities.
- Entertainment.

Summarise this information so that you can make a recommendation or a shortlist to the group that will be travelling

Use documents from a range of sources including graphs and charts to support your decision making process in terms of a suitable mortgage. These documents should include:

- Mortgage type and method of repayment.
- Interest rate information.
- Details on term of payments.
- Income and expenditure to determine affordability of repayments.
- Temporary introductory offers.

Use this information to analyse your income and expenditure to determine whether or not you can afford the repayments taking into consideration your employment security. Compare the costs and benefits of a mortgage to

ECONOMY
Workplace and Employment

EXAMPLES

purposes and that your decisions are based on reliable and valid information.

In line with the investigation of an incident at work e.g. health and safety, accident, complaint or grievance etc, use reading strategies to compare the witness reports in order to identify the specific details and the main points relevant to the event. Identify where the reports conflict with each other and use the volume of responses and your own knowledge to determine the most likely key points. Summarise these key points to determine the action that needs to be taken in response to the incident.

Following a recruitment drive carry out initial shortlisting of applicants. Read through each application and use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context to match them accurately to preset shortlisting

INDIVIDUALS
Education and Training

EXAMPLES

- Accommodation and other costs including travel etc.
- Loans and their long term implications including how they are repaid.

Critically evaluate each pathway against your career goal to determine the best route to bring you success in consideration of your personal situation.

Carry out independent study in preparation for examinations.

Use:

- Personal notes or notes from a study group.
- Tasks and assignments.
- Course text books or required reading.
- Digital sources.
- Study aids.
- Other documentation etc to develop your confidence in your subject and help you to achieve the highest grade possible.

Plan a gap year or a 'year out' which may

READING LEVEL 2

<p>Skills, Knowledge and Understanding. The learner will be expected to:</p>	<p>SOCIETY AND CITIZENSHIP Personal and Community</p>	<p>ECONOMY Workplace and Employment</p>	<p>INDIVIDUALS Education and Training</p>
<p>Use different reading strategies to find and obtain information (e.g. skimming, scanning, detailed reading)</p> <ul style="list-style-type: none"> – understand the importance of choosing the best reading strategy for the purpose in terms of time and efficiency – know how to skim for gist, scan to locate information, read in detail to select and judge relevance of specific information – understand the importance of selecting and noting key points for future reference 	<p>EXAMPLES</p>	<p>EXAMPLES</p>	<p>EXAMPLES</p>
<p>Summarise information from longer documents</p> <ul style="list-style-type: none"> – understand that summarising must be preceded by locating and selecting information through skimming, scanning and detailed reading – understand that selection involves distinguishing the main points and supporting detail in the document – understand that what to select and how best to present it in summary form will also depend on knowing the purpose and audience for the summary 	<p>rental of a similar property in the local area.</p> <p>Using paper-based or web based application process, follow on form instructions as well as help and guidance information from attachments and links to complete the application process for a passport, including:</p> <ul style="list-style-type: none"> • Passport eligibility. • Confirmation of identify and countersigning arrangements. • Passport photo requirements. • Cost or fees. <p>Follow instructions to complete forms from a public body e.g. electoral register or benefit claim etc. Recognise and understand the vocabulary associated with the text and the purpose of the information that is being requested. Use reference materials or other sources as well as own knowledge to clarify understanding or unfamiliar terms.</p>	<p>criteria in line with organisation procedures and current employment legislation. On completion of the process determine which of the applicants will move to the next stage of the recruitment process.</p> <p>Complete or contribute to a basic proposition for new work related contracts. Interpret the conditions of contract and the instructions to tenderers. Recognise the purposes of these documents so that you can accurately identify what is involved in the tendering process and put your organisation in a position to successfully tender for a contract.</p>	<p>include:</p> <ul style="list-style-type: none"> • Acquiring new skills or enhancing an existing one. • Discovering new cultures and customs. • Expanding your CV through additional work experiences. • Broadening your knowledge and awareness. <p>Review information from digital sources about forthcoming opportunities and seek opinions from those that have gone through similar experiences e.g. forums or postings, so that you can critically evaluate the costs and benefits of the opportunity in relation to your aspirations and your vocational path. Read information from your training and education provider to ensure your eligibility for the ‘gap year’ and the arrangements for your return to study.</p>

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

SENTENCE FOCUS Grammar and Punctuation

Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text

- understand that some grammatical forms and types of word signal the level of formality of a text, e.g. passive verbs, third person, abstract nouns
- understand that specific grammatical devices are used to persuade, e.g. deliberate ambiguity, rhetorical questions, repetition

Use punctuation to help interpret the meaning and purpose of texts

- understand that certain punctuation is used for particular purposes in some text types, e.g. colon, semicolon, hyphen, dash, brackets, in lists, leaflets, brochures
- understand the range and function of the various punctuation used in written English, and the way 'rules' and attitudes change over time

READING LEVEL 2

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

WORD FOCUS **Vocabulary**

Read and understand technical vocabulary

- understand that specialist fields of knowledge, skill and interest have an associated technical vocabulary
- understand that the purpose of technical vocabulary is to express precision of meaning
- understand that technical vocabulary is often coined by adapting/extending the meaning of existing words and word patterns, or building new words using known roots/ prefixes/suffixes and that this can provide clues to the meaning of unknown words, e.g. computer menu, astronaut, micro-surgery
- understand when it is possible to make an informed guess at the meaning of technical vocabulary from knowledge and context and when it is necessary to look up the meaning in a dictionary/ glossary

Use reference material to find the meaning of unfamiliar words (e.g. different types of dictionaries, electronic sources)

Skills, Knowledge and Understanding.
The learner will be expected to:

- understand that there are different sources of information for word meanings, how they are structured, and the conventions they use, e.g. paper and electronic dictionaries, glossaries, keys
- understand that there are different types of dictionary, e.g. contemporary usage, slang, quotations, etymological, antonyms/synonyms

Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose

- understand that choice of vocabulary contributes to the style of a text and relates to context, purpose, audience
- understand how vocabulary clues can be used to help extract meanings beyond the literal
- understand the concept of synonyms and that different words can express similar or related ideas, qualities, things, often at different levels of formality
- understand the purpose of, and be able to use, a thesaurus
- understand that the meaning and use of some words changes over time and that new words can be coined
- recognise and understand the use of similes, metaphors, idioms, clichés

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

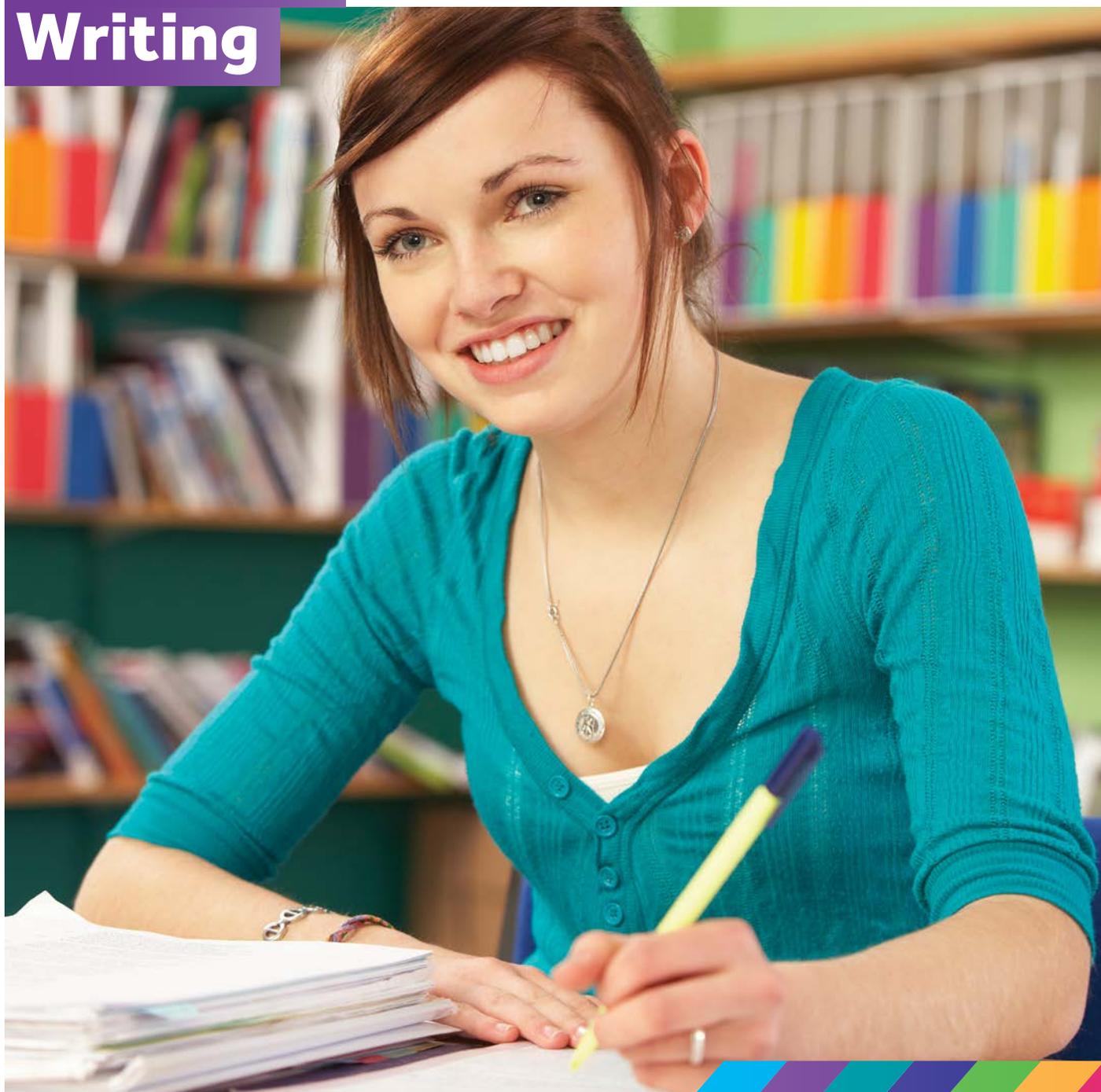


Literacy

Core Curriculum NI

Chapter 3

Writing



At this level, learners can

- **Write to communicate** information to an intended audience in documents such as forms, lists, messages, notes and records. Written text to be legible. Spelling, grammar and punctuation to be accurate and appropriate for this level.

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to write brief information to an intended audience. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should enable learners to write short sentences on familiar topics using limited vocabulary and spell correctly some familiar words.

Tutors should use teaching strategies to advance learner knowledge and skills of words, sentences and punctuation (use initial capital letters, including a capital letter for the personal pronoun 'I' and full stops) in order to allow learners to record words and phrases and construct simple sentences. The learner should also be able to spell correctly personal key and familiar words and use basic sound-symbol patterns to aid spelling. They should be able to write the letters of the alphabet in both upper and lower case. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Use written words and phrases to record or present information</p> <ul style="list-style-type: none"> – understand that writing is a way of representing language in a more permanent form than speech – understand that writing can be structured in different ways for different contexts and audiences, e.g. in sentences, in a list – understand that writers have to plan and organise their thoughts before writing them down 	<p>Construct grammatically simple sentences about you and familiar situations to include:</p> <ul style="list-style-type: none"> • A text message using standard English. • Shopping lists. • Notes to friends or family. <p>Write simple sentences about yourself using capital 'I' for the personal pro-noun and include a full stop and capital letter at the beginning of the sentence.</p>	<p>Open and reply to a simple workplace email message using short, simple text.</p> <p>Write common, everyday workplace specific vocabulary and abbreviations including:</p> <ul style="list-style-type: none"> • Notes to friends or family. • Product names. • Equipment. • Signage. 	<p>Type own personal details into an electronic format for example, online enrolment.</p> <p>Write one or two sentences to record class information.</p>
<p>Construct a simple sentence</p> <ul style="list-style-type: none"> – understand that writing is not simply speech written down but has its own structures and conventions – understand the concept of a sentence as the basic building block of continuous written text 	<p>Write a brief personal message e.g. on a greeting card.</p>	<p>Complete a simple form including:</p> <ul style="list-style-type: none"> • A leave sheet. • An overtime form. 	<p>Record class dates and times on a calendar.</p> <p>Record information on your calendar (mobile phone) including:</p> <ul style="list-style-type: none"> • Class times. • Appointments. • Work placements.
<p>Punctuate a simple sentence with a capital letter and a full stop</p> <ul style="list-style-type: none"> – understand that the beginning of a sentence is marked by a capital letter and the end is marked by a full stop – understand that writers use these rules to mark off one sentence 'block' from another, which helps the 	<p>Fill in personal details on a form using upper and lower case, including, for example, an application to join a community group or youth club.</p> <p>Use a calendar to record personal information, including:</p> <ul style="list-style-type: none"> • Doctor's appointments or a school meeting. 	<p>Complete workplace checklists, including:</p> <ul style="list-style-type: none"> • A cleaning record. • A health and safety checklist. <p>Send a short text to a colleague or supervisor.</p> <p>Write contact numbers for personal reference, including:</p>	<p>Complete and sign a simple form, for example:</p> <ul style="list-style-type: none"> • A timesheet. • A sickness absence. • A hardship fund application. <p>Compose a list of vocationally relevant words.</p>

WRITING ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>reader follow the text</p> <ul style="list-style-type: none"> – understand that a line of writing is not necessarily the same as a sentence – know and understand the terms, sentence, capital letter, full stop 	<p>Use some common abbreviations e.g. Mr/Mrs/ Ms, AM and PM.</p>	<ul style="list-style-type: none"> • Immediate supervisor. • Colleague. • Emergency services. 	<p>Label vocationally relevant illustrations and write a simple sentence of explanation.</p>
<p>Use a capital letter for personal pronoun ‘I’</p> <ul style="list-style-type: none"> – understand that the letter ‘I’ on its own is a word as well as a letter – understand that the letter ‘I’ is always spelt with a capital when used for the personal pronoun – understand that the letter ‘I’ is often used at the beginning of a sentence 	<p>Draw on a word bank or personal dictionary to write short sentences.</p>	<p>Write a to-do list.</p>	
<p>Spell correctly some personal key words and familiar words</p> <ul style="list-style-type: none"> – understand that, to be written down, words have to be spelt – understand that spelling is rule governed: the same word is always spelt in the same way – understand how letters are formed and used to spell words – understand that there are different strategies for learning to spell – understand that spelling is only one aspect of the writing process 	<p>Add new contact details for family or friends to your phone.</p>	<p>Write a note to a colleague e.g. telephone message.</p>	

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Write the letters of the alphabet using upper and lower case

- understand that letters can be written in upper and lower case
- understand that choice of case will vary with context and purpose

Use basic sound–symbol association to help spelling, as appropriate for the needs of the learner

- understand that sounds are associated with letters and strings of letters
- understand that there are more sounds (phonemes) in English than letters of the alphabet, so some sounds are represented by combinations of letters
- understand that there are many common letter patterns that can be learnt to help spelling
- understand that, to learn to spell, it is important to develop an awareness of sound patterns
- know how to identify and segment phonemes in words for spelling
- understand the terms vowel and consonant

At this level, learners can

- **Write to communicate** information with some awareness of the intended audience in documents such as forms, lists, messages, notes, records, e-mails and simple narratives. Written text to be legible. Spelling, grammar and punctuation to be accurate and appropriate for this level.

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to write brief information to, and have some awareness of, an intended audience. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should enable learners to write two or three short sentences on familiar topics using limited vocabulary, spell correctly some familiar words and produce legible text.

Tutors should use teaching strategies to advance learner ability to use written words and phrases to record information and construct simple and compound sentences using the correct punctuation (capital letters, full stops and question marks) and parts of speech (proper nouns and adjectives). They should be able to spell the majority of personal and familiar words correctly using their knowledge of sound-symbol patterns. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Use written words and phrases to record or present information</p> <ul style="list-style-type: none"> – understand the concept of ‘fitness for purpose’ in composition – that the writer selects the best organisation and style for the context, audience and purpose, e.g. continuous text/chart/numbered points 	<p>Compose short pieces of writing for different audiences:</p> <ul style="list-style-type: none"> • An absence note to a child’s teacher. • An email to a friend. • A post on social media. <p>Access and use online learning resources.</p>	<p>Enter information onto an online system.</p> <p>Record information from a telephone message.</p> <p>Complete a pro-forma describing a work related accident.</p>	<p>Create a short report about a class visit.</p> <p>Write a report about what has been learnt this week.</p> <p>Complete a training log book with familiar information.</p>
<p>Construct simple and compound sentences, using common conjunctions to connect two clauses (e.g. as, and, but)</p> <ul style="list-style-type: none"> – understand that simple sentences can be combined to make compound sentences by using conjunctions – understand that, if a compound sentence has too many bits added on, the reader will not be able to follow the sense – know some common conjunctions e.g. and, but, or, as 	<p>Write a list, for example:</p> <ul style="list-style-type: none"> • Chores for family members to complete. • A to-do list for a trip. <p>Prepare instructions for a friend or family member, for example on how to use the washing machine.</p> <p>Produce a personal piece of writing on a topic of their choice using simple and compound sentences.</p>	<p>Complete a work related form, e.g:</p> <ul style="list-style-type: none"> • An expense form. • A travel form. • A delivery docket. <p>Write a list of tasks to be completed by colleague on the next shift.</p> <p>Create an agenda for a workplace meeting.</p>	<p>Write a list of tasks to be completed by members of the group, for example, an action plan.</p> <p>Write brief bullet points about information provided during induction or a training session.</p>
<p>Use adjectives</p> <ul style="list-style-type: none"> – understand that adjectives extend the information in sentences, by providing some detail about a noun – understand that adjectives help the writer to describe people, feelings, places, situations, objects in more detail 	<p>Produce a descriptive piece of writing using correctly a range of simple and compound sentences, adjectives and</p>	<p>Write a brief list of outcomes from a team meeting.</p>	<p>Write a brief text expressing an opinion on, for example:</p> <ul style="list-style-type: none"> • Canteen facilities. • Student satisfaction surveys.

WRITING ENTRY LEVEL 2

<p>Skills, Knowledge and Understanding. The learner will be expected to:</p>	<p>SOCIETY AND CITIZENSHIP Personal and Community</p>	<p>ECONOMY Workplace and Employment</p>	<p>INDIVIDUALS Education and Training</p>
<ul style="list-style-type: none"> – understand that the choice of adjectives can often convey a writer’s attitude – know and use the term adjective 	<p>EXAMPLES</p>	<p>EXAMPLES</p>	<p>EXAMPLES</p>
<p>Use punctuation correctly (e.g. capital letters, full stops and question marks)</p>	<p>proper nouns about:</p> <ul style="list-style-type: none"> • A holiday. • A childhood memory. 		<p>Create an advertisement to promote a service offered within a vocational context using adjectives and proper nouns.</p>
<ul style="list-style-type: none"> – understand that capital letters and end-of-sentence punctuation cannot be used arbitrarily, but must mark the grammatical boundaries of a complete sentence – understand that punctuation is best thought about at the stage of composition and included as the sentences are put down, rather than added from scratch at the end – understand that questions are sentences that have a different word order from straightforward statements – understand that question marks signal to the reader that the sentence is asking a question 	<p>Create and respond to text messages not using text language.</p>		<p>Produce a piece of writing suggesting improvements, e.g:</p> <ul style="list-style-type: none"> • Longer class times. • Improved facilities in the library.
<p>Use a capital letter for proper nouns</p>	<p>Write a short description of an item for sale to be placed on a notice board or an online site.</p>		<p>Complete an online application form for a course using upper and lower case as appropriate.</p>
<ul style="list-style-type: none"> – understand what is meant by a proper noun – understand the purpose of marking proper nouns by an initial capital 			<p>Write a note of explanation about your absence to the teacher, trainer or manager.</p>

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Spell correctly the majority of personal details and familiar common words

- understand that for most people spelling has to be learnt
- understand that all learners need a range of strategies but that some work better for some people than others
- understand that not all spellings can be worked out from the sound of the word; visual strategies are needed as well
- understand that looking carefully at letter patterns when reading helps remember the spelling for writing

Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner

- understand that many words follow regular spelling patterns which correspond to certain sounds
- understand that it is possible to greatly reduce the chances of making random spelling errors by

WRITING ENTRY LEVEL 3

Skills, Knowledge and Understanding.

The learner will be expected to:

- applying their knowledge of spelling patterns and rules
- understand that adding –s to nouns is a common way of indicating more than one, and know the term plural
- understand that –ed and –ing are common spellings at the end of words to show the past and present forms of verbs
- understand that some words can be split into parts to help spelling, e.g. compound words, words with prefixes or suffixes

Produce legible text

- understand the concept of ‘fitness for purpose’ in the presentation of writing, e.g. that the critical importance of accuracy, legibility, neatness will vary depending on context, audience and purpose
- understand that handwriting and digital text entry are skills that people need to learn to use to produce legible text in different circumstances

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES



ANNUUEL

ANNÉE :

FEVRIER

MARS

AVRIL

MAI

JUIN

JUILLET

Charlotte
Dupont

IMMO

Charlotte
SEAN

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Charlotte
Yves

Vacances

Jules

At this level, learners can

- **Write to communicate** information and opinions with some adaptation to the intended audience in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions and short reports. Written text to be legible. Spelling, grammar and punctuation to be accurate and appropriate for this level.

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to write about information and opinions to varying audiences. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should enable learners to write two or three paragraphs on familiar topics using an extended vocabulary. Learners should be able to proof-read paragraphs, spell correctly commonly used words and longer words and produce legible text.

Tutors should use teaching strategies to advance learner knowledge of simple and compound sentences and punctuation (capital letters, full stops, question and exclamation marks) and parts of speech (subject-verb agreement) and tense to plan and draft short paragraphs of information. They should be able to sequence writing and use linking words for chronological writing. They should also be able to use their developing knowledge of sound-symbol relationships and phonological patterns to aid their ability to spell correctly. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding.
The learner will be expected to:

Plan and draft writing

- understand that the choice of how to organise writing depends on the context and audience
- understand that there are different ways of planning, e.g. notes to organise and review thinking, a list of points to include, a diagram to group related points together
- understand that drafting follows planning and involves turning plans into something nearer the finished version
- understand that some writing has to be written straight off, with the only planning taking place in the writer's head

Organise writing in short paragraphs

- understand that paragraphs normally consist of more than one sentence
- understand that paragraphs are not arbitrary divisions put in at the end of writing but a way of grouping the main points and supporting detail at the drafting stage
- understand that paragraphs are often introduced by a topic sentence
- understand that paragraphs can be arranged under headings in certain sorts of texts, e.g. information texts

SOCIETY AND CITIZENSHIP Personal and Community

EXAMPLES

Plan and draft pieces of writing for different purposes:

- An email to complain about poor service.
- A thank you letter for a gift.
- A family recipe.

Send and receive an email in a formal context:

- To enquire about accommodation.
- To enquire about availability of a service.

Write a creative, expressive or imaginative text, for example, a recommendation about a hotel for an accommodation review site.

Using paragraphs to express own opinion about a community issue by writing a letter using the correct format. For example, a letter to the council about bin collection.

ECONOMY Workplace and Employment

EXAMPLES

Write a clear set of instructions for using routine or everyday technology, for example:

- Office equipment.
- Machinery.

Write a routine report, for example, about an accident or incident.

Complete workplace records and forms accurately and legibly using correct technical and work related vocabulary.

Use email to communicate effectively in the work place.

Write a factual text, for example, update a CV.

Complete a performance appraisal review.

Record feedback from a customer regarding the quality of service.

INDIVIDUALS Education and Training

EXAMPLES

Take personal classroom notes to enhance learning.

Prepare an assignment and proof-read for accuracy.

Complete a variety of texts for different purposes, for example:

- Class notes.
- Formal letters.
- Advertisements and log books.

Use technology for routine communication with peers and the teacher.

Complete a training evaluation or feedback form.

Plan and draft a reflective account of the workplace using correct spelling, punctuation and grammar.

WRITING ENTRY LEVEL3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<ul style="list-style-type: none"> – understand that paragraphs need to follow on from each other using appropriate linking words 	<p>Complete a review for one of the following:</p> <ul style="list-style-type: none"> • A film. • A product purchased. 		<p>List a set of instructions which are chronologically ordered.</p>
<p>Sequence chronological writing</p> <ul style="list-style-type: none"> – understand that some writing is sequenced by order of events in time – understand that certain linking words are useful to join sentences and paragraphs in chronological writing, e.g. first, then, later, while, before, after 	<p>Write a chronological account of an event in your own life, for example:</p> <ul style="list-style-type: none"> • Personal life history. • Recent holiday. 		<p>Write the details of an accident in sequential order.</p>
<p>Proof-read and correct writing for grammar and spelling</p> <ul style="list-style-type: none"> – know when to proof-read, i.e. after drafting and editing, to check if the text can be the final version 			<p>Record feedback from a customer or an employer regarding a completed task.</p>
<p>Write in complete sentences</p> <ul style="list-style-type: none"> – understand that simple and compound sentences can be amplified by expanding the information around the noun and the verb to give additional information about agents and actions – understand that longer or more complicated sentences are built up according to patterns or rules, relating to word order 			

Skills, Knowledge and Understanding.

The learner will be expected to:

Use correct basic grammar (e.g. appropriate verb tense, subject-verb agreement)

- understand the concepts of past, present and future, that human beings exist in time, and that language reflects this through the tenses of verbs which can change form to convey time past, present or future
- understand that verbs convey actions (physical and non-physical)
- understand that a verb and its subject or ‘doer’ must ‘agree’; both must be either singular (i.e. one) or plural (i.e. more than one)
- understand that in some regional varieties of spoken English the subject and verb do not always agree (e.g. we was, he were) but, as written English is a non-regional standard, writers use the same written forms wherever they live
- know and understand the terms verb, tense, subject of a sentence

Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks)

- understand that these are the complete family of sentence boundary markers used in continuous text written in complete sentences

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

WRITING ENTRY LEVEL3

Skills, Knowledge and Understanding.

The learner will be expected to:

- understand that exclamation marks and sometimes question marks can affect meaning, and can act as the equivalent of intonation in spoken language

Spell correctly common words and relevant key words for work and special interest

- know and understand their own preferred strategies for extending spelling competence
- understand the importance of cumulative learning in spelling, of relating new to known spelling
- know that there are dictionaries specifically for spelling, and understand that ordinary dictionaries can be used to check spellings if the initial letters are known
- understand that some special-interest texts have glossaries of terms which can be used as reference for spelling as well as meaning
- understand that a computer spell-checker is of limited use until the user can judge how appropriate the suggested corrections are for the sense

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Use their developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words, as appropriate for the needs of the learner

- understand that knowing spelling patterns (e.g. common letter strings, visual patterns, analogies) reduces the chance of random errors
- understand that there is not always a strict sound-symbol association in spelling, e.g. silent letters
- understand how segmenting words into phonemes and breaking them into syllables (beats) or components (compounds) helps work out spelling

Produce legible text

- understand that handwriting is the most suitable/only medium for some tasks and digital text entry is preferable for others
- understand the features of a clear, legible handwriting style

Communication Writing Level 1

At this level, learners can

- **Write to communicate** information, ideas and opinions clearly using length, format and style appropriate to purpose and audience in documents such as forms, records, e-mails, letters, narratives, instructions, reports and explanations. Written text to be legible. Spelling, grammar and punctuation to be accurate and appropriate for this level.

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to write documents of varying lengths, formats and styles to include information, ideas and opinions appropriate to purpose and audience. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should enable learners to plan and draft a piece of writing using paragraphs, proof-read it for accuracy, spell correctly commonly used words in work, studies and daily life and produce legible text.

Tutors should use teaching strategies to advance learner knowledge of the quantity and detail of information needed to plan and draft writing using simple and compound sentences. They should be able to use an extended list of conjunctions and punctuation (capital letters, full stops, question and exclamation marks, colons and dashes) grammar (subject-verb agreement) and past, present and future tense. Learners should be able to present information in a logical sequence using language suitable for audience and purpose. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Plan and draft writing</p> <ul style="list-style-type: none"> – understand that planning must take account of purpose, context and audience – understand that planning needs to be sufficiently clear and organised to be used as the basis for drafting – know different techniques for planning writing, e.g. notes, lists, diagrams, flow charts – know when planning and drafting are appropriate and when it is necessary to write something straight off 	<p>Plan and draft a descriptive piece of writing where ideas, details and events relevant to the story-line are developed and described. For example, a speech at a wedding.</p> <p>Respond to an article in the paper expressing a personal opinion.</p> <p>Use an image to add meaning to a piece of writing, for example:</p> <ul style="list-style-type: none"> • Produce a leaflet. • Produce a report. • Produce an advertisement. 	<p>Write a clear set of instructions for using routine or everyday technology, such as office equipment or machinery.</p> <p>Use a relevant source to compile a structured report.</p> <p>Produce a range of text using appropriate informal or formal language, for example:</p> <ul style="list-style-type: none"> • Reports. • Notes to colleagues. 	<p>Take detailed personal classroom notes to enhance learning.</p> <p>Prepare a story board or mind map using suitable software.</p> <p>Prepare an application for progression in study.</p> <p>Produce a range of text using appropriate informal or formal language, for example:</p> <ul style="list-style-type: none"> • Reports. • Notes to colleagues.
<p>Judge how much to write and the level of detail to include</p> <ul style="list-style-type: none"> – understand that the length of text and the level of detail depend on the nature of the content and on purpose and audience – understand that planning and drafting involve making decisions on length and detail 	<p>Plan, draft, edit and proof-read pieces of writing for different purposes, for example:</p> <ul style="list-style-type: none"> • An email or letter to complain about poor service. • An email requesting clarification regarding holiday accommodation. 	<p>Write a chronological report of appropriate length and detail using the correct subject verb agreement, such as an accident or incident report.</p>	<p>Prepare an assignment and proof-read for accuracy.</p>
<p>Present information in a logical sequence using paragraphs where appropriate</p> <ul style="list-style-type: none"> – understand that information is best presented so that: the opening clearly signals the subject to the reader; points are organised in 		<p>Complete workplace records and forms accurately and legibly using correct technical and work related vocabulary.</p>	<p>Complete a variety of texts for different purposes, for example:</p> <ul style="list-style-type: none"> • Class notes. • Formal letters. • Advertisements. • Log books.

WRITING LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>a logical order; it is clear how one point relates to another; the whole makes coherent sense</p> <ul style="list-style-type: none"> – understand that paragraphs are one way of organising information in continuous text, enabling the main points to be expanded with supporting detail 	<p>Produce a range of text using appropriate informal or formal language, such as:</p> <ul style="list-style-type: none"> • A business letter. • Corresponding with a friend. 	<p>Using formal language compose an email to communicate effectively in the work place.</p>	<p>Use technology for routine communication with peers and the teacher using suitable format and language.</p>
<p>Use language suitable for purpose and audience</p> <ul style="list-style-type: none"> – understand that writers can select language at different levels of complexity, formality and specialism, and depending on context, audience and purpose – understand that some types of written communication have specific language associated with them, e.g. invitations, estate agents' leaflets 	<p>Write a product review for a website e.g. electrical appliance, phone or tablet.</p> <p>Write a creative, expressive or imaginative text:</p> <ul style="list-style-type: none"> • A recommendation for a holiday destination visited. • Advice about keeping safe online. 	<p>Write a factual text, for example, update a CV.</p> <p>Complete a performance appraisal review.</p>	<p>Complete a training evaluation and give suggestions for improvement using formal language.</p>
<p>Use format and structure for different purposes</p> <ul style="list-style-type: none"> – understand that there are different ways of organising and presenting text, depending on its type and purpose, e.g. paragraphs, numbered lists, bulleted points, charts, tables, sub-headings – understand that diagrams, sketches, drawings can be used alongside writing to make meaning clearer, e.g. instructions, explanations 	<p>Produce a formal letter expressing personal opinions about a complex local issue.</p> <p>Write a clear and detailed account organised sequentially describing how to prepare for an event, for example:</p> <ul style="list-style-type: none"> • To prepare for and run in a marathon. • To plan a wedding. 	<p>Record feedback from a customer regarding the quality of service and an action plan detailing how the complaint can be addressed.</p> <p>Write a clear and detailed account, organised sequentially, describing how to prepare for an event, for example, how to plan and organise a workplace meeting.</p>	<p>Plan and draft a reflective account of a workplace incident using correct spelling, punctuation, grammar and subject verb agreement.</p> <p>List a set of instructions which are chronologically ordered, for example:</p> <ul style="list-style-type: none"> • How to log on to a Virtual Learning Environment (VLE). • How to access an attendance record. • How to access an online timetable.

WRITING LEVEL 1

Skills, Knowledge and Understanding.

The learner will be expected to:

to make longer 'sentences', but should be split into separate sentences or be correctly joined, e.g. by a conjunction

Use correct grammar (e.g. subject-verb agreement, correct use of tense)

- understand that, while writing, a writer needs to keep checking that singular subjects have a singular verb and that plural subjects have a plural verb
- understand that it is easy to change tense unintentionally while writing and it is important to check for the correct tense

Punctuate sentences correctly, and use punctuation so that meaning is clear

- know all the punctuation markers for the beginnings and ends of sentences, and know when to use each one
- understand that, in writing which is not in sentences, other punctuation can be used to make meaning clear, e.g. colons to mark the start of a list, dashes before each item in a vertical list

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Spell correctly words used most often in work, studies and daily life

- know and apply a range of methods (visual, phonetic, kinaesthetic, use of analogies and mnemonics) to help learn and remember correct spellings
- know and apply some spelling rules to help attempt and check spellings
- understand that the spelling of homophones is related to meaning and grammar

Produce legible text

- understand the different aspects relating to legible text written by hand and by digital means. Understand that a personal computer is an ideal tool to use where presentation is very important (e.g. a CV) because it allows errors to be corrected without evidence of the alterations

At this level, learners can

- **Write to communicate** information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience in a wide range of documents. Written text to be legible. Spelling, grammar and punctuation to be accurate and appropriate for this level.

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to write clear and effective documents of varying lengths, formats and styles to include information, ideas and opinions appropriate to purpose, content and audience. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. In a training or education situation, they can be adapted and supplemented with other examples and illustrations that are more specific in terms of the learner's career path.

TASK COMPLEXITY

Performance at this level should enable learners to plan and draft a piece of writing using different styles, proof-read it for accuracy, spell correctly words used most often in work, studies, daily life and familiar technical words and produce legible text.

Tutors should use teaching strategies to advance learner knowledge of the quantity and detail of information needed to plan and draft writing using simple, compound and complex sentences. Learners should also be able to use an extended variety of conjunctions and punctuation (capital letters, full stops, question and exclamation marks, colons, semi-colons, commas, inverted commas, apostrophes and dashes) grammar (subject-verb agreement) and parts of speech (active and passive verbs and pronouns). They should be able to present information in a variety of formats and styles using formal and informal language to reflect the different purposes of writing. Delivery and assessment should reflect modern day literacy practices and purposes addressing the core curriculum standards on the following pages.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Plan and draft writing – understand that planning and drafting include sub-stages:</p> <p>(a) organising information and thinking in note/diagram form</p> <p>(b) distinguishing what <i>must</i> go in from what <i>might</i> go in, and deciding the optimum length for the task</p> <p>(c) choosing the appropriate language and structure to get across their meaning</p> <p>– understand that planning and drafting decisions relate to the subject</p>	<p>Write a clear, well-structured article to a council on a local issue, presenting alternative views, evidence and recommendations, for example:</p> <ul style="list-style-type: none"> • Lack of facilities. • Anti-social behaviour. • Lack of public transport. <p>Plan and draft a descriptive piece of writing where ideas, details and events relevant to the story-line are developed and described:</p> <ul style="list-style-type: none"> • A speech at a wedding. • A presentation. 	<p>Write a clear set of instructions for using routine or everyday technology, e.g. office equipment or machinery.</p> <p>Write a risk assessment for a workplace setting.</p> <p>Design and create promotional materials advertising the company's services and products.</p> <p>Write and illustrate a report describing the appropriate Personal Protective Equipment (PPE) for the workplace.</p>	<p>Write a critical evaluation of a work placement.</p> <p>Write an extended piece of text using comprehensive language and layout e.g. an assignment or a portfolio task.</p> <p>Identify relevant resources to write an extended piece of text e.g. about use of social media or school leaving age.</p>
<p>Judge how much to write and the level of detail to include</p> <p>– understand that the length of text and the level of detail depend on the nature of the content and on purpose and audience</p> <p>– understand that planning and drafting involve making decisions on length and detail</p>	<p>Using persuasive techniques, write an article for a newspaper expressing a personal opinion using formal language, on various topics, for example:</p> <ul style="list-style-type: none"> • Smoking ban. • Price of fuel. 	<p>Using relevant sources, compile a structured report regarding equality in the workplace or stress management.</p>	<p>Prepare a story board or mind map using suitable software and use this to write a discursive essay e.g. should we all be driving electric cars, is recycling really value for money, eco houses.</p>
<p>Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate</p> <p>– understand that how material is best sequenced will depend on the type of</p>	<p>Using persuasive techniques and informal language, write a letter to convince a friend to join a fitness class or local slimming club.</p>	<p>Produce a range of text using formal language and appropriate format, for example:</p> <ul style="list-style-type: none"> • Reports. • Emails. • Memos to colleagues. 	<p>Prepare an application for progression in study.</p>

WRITING LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>content and purpose of writing, e.g:</p> <p>(a) in explanation or description, the writer should consider whether the reader needs to understand certain points before they can understand others (e.g. how a car engine works)</p> <p>(b) in persuasive texts, the writer needs to sequence information and ideas in the way most likely to convince the reader (e.g. to use public transport in favour of cars)</p> <p>(c) some writing needs to combine both techniques (e.g. an account of how a piece of medical equipment works, together with a request for money to buy one)</p> <p>Use format and structure to organise writing for different purposes</p> <ul style="list-style-type: none"> – understand which format, structure and layout are best for which sort of task, e.g. a table to organise information for reference or comparison, numbered points to separate stages in a process, paragraphs to develop an argument – understand that some forms of writing follow standard formats and 	<p>Use an image or graph to support and add meaning to a piece of writing, for example:</p> <ul style="list-style-type: none"> • House prices. • Temperature charts. • Currency conversion. <p>Plan, draft, edit and proof-read pieces of writing for different purposes using a range of sentence structures, for example:</p> <ul style="list-style-type: none"> • An email or letter to complain about poor service. • An email or letter requesting clarification regarding holiday accommodation. <p>Produce a range of text using appropriate informal or formal language, such as:</p> <ul style="list-style-type: none"> • A letter to bank manager. • Correspondence with a friend. <p>Write a product review for a website about, for example:</p> <ul style="list-style-type: none"> • A phone. • A tablet. • An electrical appliance. 	<p>Write a chronological report of appropriate length and detail using the correct subject-verb agreement, for example an accident or incident report.</p> <p>Complete workplace records and forms accurately and legibly using correct technical and work related vocabulary.</p> <p>Write a letter of application and a CV.</p> <p>Complete a performance appraisal review.</p> <p>Record feedback from a customer regarding the quality of service and a report detailing how the complaint has been addressed.</p> <p>Create minutes summarising a meeting.</p>	<p>Prepare an assignment and proof-read for accuracy.</p> <p>Complete a variety of texts for different purposes, for example:</p> <ul style="list-style-type: none"> • Class notes. • Formal letters. • Advertisements. • Log books. <p>Use technology for routine communication with peers and teacher using suitable format and language.</p> <p>Complete a training evaluation and compile a report highlighting areas for improvement using formal language.</p> <p>Plan, draft, write and proof-read a reflective account of a workplace incident using correct spelling, punctuation, grammar and subject-verb agreement.</p> <p>Produce a variety of texts which are of an</p>

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>structures, e.g. memos, business letters, agendas and minutes of meetings</p>	<p>Write a persuasive text, for example:</p> <ul style="list-style-type: none"> • A recommendation for a holiday destination visited. • Advice about keeping safe online. 	<p>Write a clear and detailed account, organised sequentially, describing how to prepare for an event. For example, how to plan and organise a workplace meeting.</p>	<p>appropriate length, for example:</p> <ul style="list-style-type: none"> • Reports. • Letters. • Assignments.
<p>Use formal and informal language appropriate to purpose and audience</p> <ul style="list-style-type: none"> – understand that formality of language is a continuum, from informal speech with friends and family through to formal official written language – know how to judge the appropriate level of formality suitable for different types of writing tasks and contexts, e.g. a letter to a friend, a safety report for work 	<p>Produce a formal letter expressing a balanced argument about a complex social issue, for example:</p> <ul style="list-style-type: none"> • Water charges. • Education and health cuts. • Welfare cuts. 		<p>Give an account of an accident describing what happened in sequential order.</p> <p>Gather feedback from students regarding an issue for presentation.</p>
<p>Use different styles of writing for different purposes (e.g. persuasive techniques, supporting evidence, technical vocabulary)</p> <ul style="list-style-type: none"> – understand that the style of writing involves choice of vocabulary, sentence length and structure, how the text is organised – understand that what is appropriate style depends on purpose, audience, context 			

WRITING LEVEL 2

Skills, Knowledge and Understanding.

The learner will be expected to:

Proof-read and revise writing for accuracy and meaning

- understand that, as well as checking for errors of spelling, grammar and general sense, proof-reading enables the writer to spot: unintended ambiguity (where meaning can be taken in more than one way); longwindedness or repetition (where the same point could be made more concisely); compression (where too many points are pushed into too few words and the sense is muddled)
- understand that revising these might involve rewriting some sentences as well as adding or removing individual words

Construct complex sentences

- understand that complex sentences have more variety of structure than simple and compound sentences, and that this stops the writing becoming boring
- understand that complex sentences always have more than one part (clause) and the parts are more closely related to each other than two separate sentences

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Skills, Knowledge and Understanding.

The learner will be expected to:

- understand that simple or compound sentences are preferable for some types of writing, e.g. instructions or directions
- understand that effective writing often uses a mixture of simple, compound and complex sentences

Use correct grammar (e.g. subject–verb agreement, correct and consistent use of tense)

- understand that, in complex sentences which may have several parts, particular care is needed to check subject–verb agreement
- understand that the choice of tense depends on the task
- understand that in longer texts the writer needs to keep checking back while writing, not at the end, and to check that the tense remains consistent
- understand that, when writing texts such as impersonal reports, passive verb forms are useful to keep the focus on the action rather than on who performs it, e.g. *It has recently been revealed that the association is losing money.*

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

WRITING LEVEL 2

Skills, Knowledge and Understanding.

The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Use pronouns so that their meaning is clear

- understand that pronouns are used to refer to nouns, to avoid having to repeat the noun each time
- know that, when using pronouns, it must be clear to what or to whom they refer, and to check this when proof-reading
- know the term *pronoun* and be able to identify personal pronouns: *I, me, we, us, you, they, them*
- understand how these link to the concept of first, second and third person, singular and plural, and subject-verb agreement

Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)

- understand when commas are needed in sentences (e.g. to separate items in a list and parts of some complex sentences, to enclose extra information), and that commas should not be used in place of full stops
- understand the use of the apostrophe to show a missing letter(s) (e.g. *they're, we've, I'm*)
- know the full verb equivalents and that the

Skills, Knowledge and Understanding.

The learner will be expected to:

- writer can choose short or full forms depending on the formality required
- understand the difference between it's (it is) and its (belonging to it)
 - understand the use of the apostrophe to show where a final –s indicates that something belongs to someone/thing
 - understand the use of inverted commas for direct speech and to indicate a quotation

Spell correctly words used most often in work, studies and daily life, including familiar technical words

- know and apply a range of methods (visual, phonetic, kinaesthetic, use of analogies and mnemonics) to help learn and remember correct spellings
- understand how knowledge of word roots, prefixes and suffixes can support spelling, including the spelling of technical words
- understand that some polysyllabic words have unstressed vowel sounds, and that it is often helpful to segment the word into its parts, e.g. *diff-er-ent*, *inter-est-ing*, *poison-ous*

Produce legible text

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

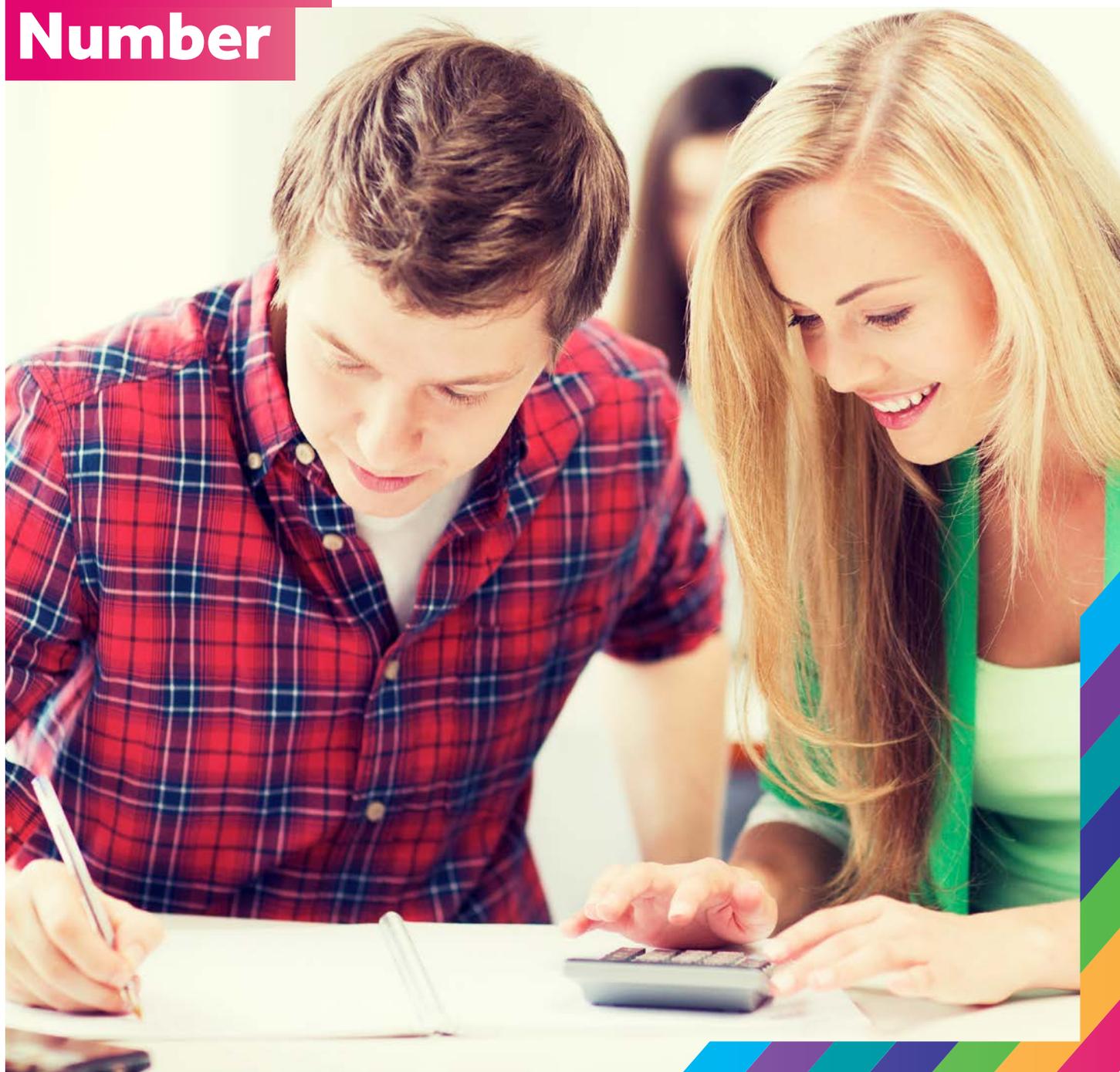


Numeracy

Core Curriculum NI

Chapter 4

Number



Numeracy

Number

Entry Level 1

At this level, learners can

- **Read and understand** information given by numbers and symbols in simple graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers and measures
- **Generate results** which make sense and use given methods and given checking procedures appropriate to the specified purpose
- **Present and explain results** which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

NUMBER COMPLEXITY

Performance at this level should involve the recognition of and the relationship between, and simple arithmetic (addition and subtraction) of, whole numbers under the value of ten (10).

Tutors should use teaching strategies to advance learner knowledge of small whole numbers. Where necessary use a calculator (online or hand held) to carry out and check accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers Count reliably up to 10 items – understand that if items are rearranged the number stays the same – know how to count on and back from any small number	Recognise, and use appropriately, number in household and everyday equipment which may include: <ul style="list-style-type: none"> • Remote controls. • Mobile/landline telephone. • Kitchen appliance settings. • Lift/Elevator. • Calculator or Keyboards. • Digital scheduler. • Gas/Electric meter readings. 	Recognise and correctly use number in work in order to count correctly: <ul style="list-style-type: none"> • Small stock takes and deliveries. • Check small receipts. • Dial telephone numbers. • Buttons on a lift or elevator. • Payslips e.g. hours worked. • Ticket system in job centres. • Navigate online jobsearch. • Enter wifi access code onto different electronic devices. • Clock in/out of work. 	Recognise and use numerical data to locate classrooms or training locations based on floor number and room number. Room references may be in alphanumeric text. Recognise and read posters in everyday material and contexts: <ul style="list-style-type: none"> • Signs. • Notices. • Adverts. • Online publications. • Prospectuses.
Read and write numbers up to 10, including zero – understand that numerals can be represented in different ways, e.g. Roman numerals, Arabic numerals – recognise Arabic numerals written in different fonts and styles e.g. 9, ⑨	Recognise and use numerical information in outdoor areas including signs, posters, vehicles and business which may include: <ul style="list-style-type: none"> • Addresses. • Telephone numbers and promotions for businesses and services. • Road signs e.g. speed, bridge clearance, exit markers. • Council signs e.g. fines. • Water depth. 	Recognise and use number <u>up to 10</u> in order to successfully: <ul style="list-style-type: none"> • Compare small orders. • Look up telephone numbers. • Understand calendar dates, and schedule appointments. • Interpret +, - and = when solving work related problems and when using a calculator. • Understand order of people as they appear on the agenda, while taking minutes at staff meeting. • Order of events, locations or procedures, that is meaning of 	Count the items on a suggested reading list for your courses and list them in order of importance in order to plan your reading or items that you are going to purchase.
Order and compare numbers up to 10, including zero – understand and use the vocabulary of comparing numbers, e.g. more than, less than – understand ordinal numbers, e.g. first, second, third	Read and recognise numerical information on product tags and labels which may include: <ul style="list-style-type: none"> • Pricing and discounting. • Washing instruction. 		Read and write numbered lists in a range of documents with numerals represented in different formats including Roman numerals and Arabic numerals as well as ordinal and cardinal numbers.

NUMBER ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Whole numbers</p> <p>Add single-digit numbers with totals to 10</p> <ul style="list-style-type: none"> – understand the operation of addition and related vocabulary, e.g. add, sum of, total, plus, etc. – know all pairs of numbers with a total of 10 – understand that addition is commutative (the concept not the terminology) 	<ul style="list-style-type: none"> • Nutritional information. • Units of alcohol. • Levels of protection e.g. sun cream UVA protection. <p>Prepare for a small children’s party:</p> <ul style="list-style-type: none"> • Count children invited. • Obtain and provide contact information. • Count party bags and items to include in each bag. • Cut to size e.g. cakes or pizza. • Prepare cutlery for settings. • Make amendments for people that do not attend. • Count presents and match to ‘thank you’ cards. • Estimate costs using a calculator. 	<p>ordinal numbers first, second... e.g. the meeting is in the third training room on the left.</p> <p>Prepare for a work residential and use your knowledge of number to:</p> <ul style="list-style-type: none"> • Identify the number of staff attending. • Count meals and rooms required and deduct these where necessary. • Count the amount of resources or training materials and packs needed for the event. 	<p>Use knowledge of how numbers are represented to navigate a contents or index page in digital or paper-based format to find sections of text relevant to your course materials.</p> <p>Carry out a short research project relevant to your area of study and record the data gathered on a tally chart. Consider different graphical and tabular ways to present the results.</p>
<p>Subtract single-digit numbers from numbers up to 10</p> <ul style="list-style-type: none"> – understand the operation of subtraction and related vocabulary, e.g. difference, take away, less than – know subtraction facts for pairs of numbers with totals to 10, e.g. $10 - 6 = 4$ – know how to add back to check, e.g. $10 - 6 = 4$, $6 + 4 = 10$ – understand that subtraction is not commutative and that, using whole numbers, you can only subtract a number from itself or from a larger one – understand that subtracting zero leaves a number unchanged 	<p>Plan your viewing of a box set of television programmes by using the series and season numbering, as well as the episode numbering, to ensure that each is watched in the correct order.</p>	<p>Select prices and record work-related items correctly from a catalogue. Check the amount of items ordered against the delivery to ensure this is correct.</p> <p>Recognise and understand number used in work signage:</p> <ul style="list-style-type: none"> • Pricing documents. • Speed limit in a work environment. • Storage temperatures e.g. fridges. • Work fines. • Opening hours. 	<p>Read to understand timetabling information in relation to your training or education course.</p>

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Whole numbers</p> <p>Interpret + , - and = in practical situations for solving problems</p> <ul style="list-style-type: none"> – understand that + and - represent operations of addition and subtraction – understand = represents equality, and know related vocabulary, e.g. equals, is equal to, is the same as <p>Use a calculator to check calculations using whole numbers</p> <ul style="list-style-type: none"> – know the signs for addition, subtraction, equals – recognise the numerals 0–9 – understand the order to key in numbers and operators – know how to clear the display, and understand that this should be done before starting a new calculation 	<p>Count the items received in a flat pack furniture package. Match the items e.g. types of screws, to those in the product listing and identify where quantities are not correct. Recognise the numerical ordering of instructions which may be represented in different ways to ensure the item is assembled in the right order.</p> <p>Follow page numbers or other numerical document navigation information in a digital or paper based document, recognising that numbers may be represented in different forms e.g. book or a digital source such as an e-reader or internet source.</p>	<p>Maintain a tally record of small items of stock, equipment or stationery used in the work environment.</p> <p>Use the index in a work related document to locate and understand small pieces of information relating to work policies, e.g. holiday entitlement, travel or sickness absence, contact telephone numbers in case of emergencies etc.</p>	<p>Interpret relevant numerical data which may include:</p> <ul style="list-style-type: none"> • Opening and closing times for premises. • Lesson start and finish times. • Break and lunch durations. • Duration of lesson. • Closure dates and duration as well as other holiday arrangements. • Follow directions to classroom locations or references and floors. • Contact information for teachers and tutors. <p>Use this information to maintain good timekeeping and attendance in your lessons.</p>

Numeracy

Number

Entry Level 2

At this level, learners can

- **Read and understand** information given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers, measures and simple shapes to record essential information
- **Generate results** to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using appropriate numbers, simple diagrams and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

NUMBER COMPLEXITY

Performance at this level should involve the recognition of common fractions and the relationship between, and simple arithmetic (addition, subtraction and single-digit multiplication) of, whole numbers under the value of one hundred (100). Round numbers to make approximate calculations.

Tutors should use teaching strategies to advance learner knowledge of whole number arithmetic and recognition of common fractions. Where necessary use a calculator (online or hand held) to carry out and check accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers	<p>Participate in a range of games that are appropriate to your level of understanding in number. Understand game scoring and the order of play to measure performance. These may include:</p> <ul style="list-style-type: none"> • Darts • Bingo • Dominoes • Card games • On line/digital game scoring • Sudoku • Quizzing 	<p>Use an appropriate range of work-related documents, search engines, job finders, apps and newspapers etc and study the use of number within these.</p>	<p>Read to understand the results received as notification of the outcome for a test or assessment. Recognise the scoring and any banding that has been used to determine grading or outcomes so that you understand the results.</p>
Count reliably up to 20 items			
<ul style="list-style-type: none"> – count in twos and tens up to 100 – count on in tens up to 100, starting from any two-digit number 		<p>Recognise and record correctly the number of items on a:</p> <ul style="list-style-type: none"> • Delivery list. • Stock take. • Bus ticket to work. 	
Read, write, order and compare numbers up to 100	<p>Develop an aerobic and an anaerobic exercise programme. Plan the activities counting down repetitions and timing of sessions.</p>	<p>Use your knowledge of number to price the cost of public transport for a journey to work. Compare daily prices in order to work out the cheapest.</p>	<p>Read an examinations timetable to identify and select only the relevant dates and times when you are required to attend your provider for tests or assessments. Identify the location and duration of the event and use a calendar (mobile phone) or digital/on-line planner to schedule these events so you can plan your attendance. Set reminders or notifications to give you advance warning of the events. Create a study timetable to allocate time to prepare for the exams in order to give you the best chance for success.</p>
<ul style="list-style-type: none"> – understand that the position of a digit signifies its value – know what each digit in a two-digit number represents, including the use of zero as a place holder – recognise odd and even numbers up to 30 	<p>Recognise that different petrol stations display prices for different fuels and that they are in competition with each other. Compare prices in local suppliers to determine which location is the best to purchase your fuel from.</p>	<p>Recognise and record the number of jobs available in your profession and locality and make comparisons between hours worked and wage per hour in order to decide which package is the best.</p>	
Add and subtract two-digit whole numbers	<p>Operate an ATM to check your account or make a withdrawal. Follow on screen instructions to enter your pin number</p>	<p>Use your knowledge of multiplication to estimate your daily income based on hours worked. Use rounding where</p>	<p>Discuss information located in a specific graph or chart</p>
Recall addition and subtraction facts to 10			
<ul style="list-style-type: none"> – understand that there are different strategies to help with mental addition and subtraction – understand that subtraction is the inverse of addition 			

NUMBER ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers – know how to align numbers for column addition	safely, check your account balance, recent transactions and enter an amount to withdraw. Get a receipt for the transaction and check the receipt to ensure it is correct.	appropriate to estimate your weekly income and use appropriate checking methods e.g. halving, calculator work etc, to check your answer.	related to the course being studied, e.g. latest publications in newspapers on growth areas in industry and training programmes.
Multiply using single-digit whole numbers – understand and use the vocabulary of multiplication, e.g. multiplied by, times, lots of – understand the operation of multiplication as repeated addition, e.g. $3 \times 5 = 5 + 5 + 5$ – understand that multiplication is commutative, e.g. $2 \times 4 = 4 \times 2$, but that the meaning is different, e.g. take 2 tablets 4 times a day (4×2) is different from take 4 tablets twice a day (2×4) – know doubles of numbers to 10 – understand the relationship between halving and doubling	Make a purchase of single or multiple items. Prior to paying, estimate the cost by rounding to whole numbers and using multiplication where appropriate.	Price a range of suppliers for work -related courses and training, and compare these costs using rounding. Use a calculator to check accuracy of the estimations and present your findings in bar or tally chart.	Use a calculator to undertake familiar and predictable numerical calculations (+, -, x and =) required as part of your professional & technical area of study.
	Recognise and understand sales promotional information in the form of common fractions. Understand how it will impact on the original price of the item and calculate the cost after the discount is applied.	Recognise quantities in terms of halves and quarters. Understand that half an hour is longer than a quarter of an hour in order to work out how much time it will take to complete a job. Provide an estimate for a job or task in terms of labouring hours.	
	Interpret common fractions used in telling the time e.g. $\frac{1}{2}$ past, $\frac{1}{4}$ past or to. Understand how these relate to minutes in problem solving.		

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers	<p>You are sending letters/ parcels through the postal service. Understand that the cost is determined by:</p> <ul style="list-style-type: none"> • Item size and weight. • Post type to determine speed and type of delivery and insurance issues. <p>Use the relevant information to calculate the cost of a single item or multiple items of post.</p> <p>Compare car parking costs in different locations in your local area to decide which best suits your needs. Consider the price per hour that is being offered and calculate or estimate the cost of your parking. Look at any offers that are available that could make a difference to your decisions e.g. all day price offers.</p> <p>Interpret the information provided on a medicine bottle or contained in a prescription to determine the dosage and frequency for the medication to be taken. Recognise information that comes in the form of common fractions and the necessary time intervals between dosages.</p>	<p>Manage a range of payment methods to include cash, credit and debit cards, cheques or accounts. Count your float at the start to ensure you have the right number of each coin and that the coins are not mixed:</p> <ul style="list-style-type: none"> • 100 x 1p • 50 x 2p • 100 x 5p • 100 x 10p • 100 x 20p • 40 x 50p • 20 x £1 <p>Count your float again at the end of the day to ensure it balances and matches the electronic total, check results on a calculator.</p> <p>Recognise and interpret time correctly to ensure that you are starting your work shift on time and taking the correct number of breaks that you are entitled to. For example:</p> <ul style="list-style-type: none"> • A quarter past 7pm is 7.15pm and half past 7pm is 7.30pm. • Interpret 24 hour time notation. • Set an alarm on your mobile phone or other timing device so that you give yourself 	<p>Use your knowledge of halves and quarters of quantities to understand examinations cycle in a course or the structure of a course, for e.g. $\frac{1}{2}$ a course is assessment-based and the remainder is coursework.</p> <p>Determine readings or measurements from different items of equipment relevant to your area of training. These may include:</p> <ul style="list-style-type: none"> • Length and Distance. • Weight and Force. • Capacity and Volume. • Temperature. • Speed. • Time etc. <p>Use information from the public transport service to work out the number of the bus service that you need to get to a training or education establishment that you are attending or to a work placement. From the public transport resources, locate the correct stand you need to be at and the appropriate time to be there.</p>
<p>Approximate by rounding to the nearest 10</p> <ul style="list-style-type: none"> – understand place value for units and tens 			
<p>Use and interpret +, -, x and = in practical situations for solving problems</p> <ul style="list-style-type: none"> – understand that +, -, x and = represent operations 			
<p>Use a calculator to check calculations using whole numbers</p> <ul style="list-style-type: none"> – understand the order to enter a two-digit number – understand the order to key in numbers and operators – know how to clear the display and cancel a wrong entry 			
Fractions			
<p>Read, write and compare halves and quarters of quantities</p> <ul style="list-style-type: none"> – know the words half, quarter and the symbols $\frac{1}{2}$, $\frac{1}{4}$ – understand that two halves make one whole 			

NUMBER ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Fractions</p> <ul style="list-style-type: none"> – understand that four quarters make one whole – understand that two quarters and one half are equivalent <hr/> <p>Find halves and quarters of small numbers of items or shapes</p> <ul style="list-style-type: none"> – understand the connection between a half of and share (or divide) into two equal groups or parts – understand the connection between one quarter of and share (or divide) into four equal groups or parts – know halves of even numbers to 20 	<p>Select your lottery numbers for a forthcoming draw and complete your entry, ensuring the dates are correct. Check your numbers to see if you have won and use digital sources to determine the amount of winnings.</p> <p>Plan a sporting activity by creating teams from a group of people. Divide the people up so that the teams are even and decide what to do with the remainders. Arrange transport by determining how many vehicles are required.</p>	<p>sufficient time to get ready for work.</p> <p>Price different window cleaner services for your workplace. In comparing the price, consider all aspects of the price and this may include:</p> <ul style="list-style-type: none"> • Count number of windows. • Multiply windows by cost. • Payment arrangements e.g. weekly, monthly. • Check to ensure the basic invoices match correctly and make the payment. 	



Numeracy

Number

Entry Level 3

At this level, learners can

- **Read and understand** information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers, measures and diagrams to collect and record relevant information
- **Generate results** to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using appropriate numbers, diagrams, charts and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

NUMBER COMPLEXITY

Performance at this level should involve the recognition of common fractions and their equivalences and the relationship between them, and simple arithmetic (addition, subtraction, two-digit multiplication and short division) of, whole numbers under the value of one thousand (1000) which may include interpretation of decimal numbers up to 2 decimal places. Round numbers to make approximate calculations.

Tutors should use teaching strategies to advance learner knowledge of whole & decimal number arithmetic and common fractions and equivalences. Where necessary use a calculator (online or hand held) to carry out and check accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Whole numbers</p> <p>Count, read, write, order and compare numbers up to 1000</p> <ul style="list-style-type: none"> – understand that the position of a digit signifies its value – know what each digit in a three-digit number represents, including the use of zero as a place holder – recognise odd and even numbers – count on or back in 10s or 100s starting from any two-digit or three-digit number, up to 1000 	<p>You are planning to go to the cinema or an event. There are costs for entry and these vary depending on age or status for example:</p> <ul style="list-style-type: none"> • Under 12 or under 18. • Unemployed, student or senior citizen. • Group pricing. <p>Use this information to determine the cost for yourself and, where appropriate, use addition and multiplication to determine or estimate the total cost for a group of people.</p>	<p>Count how many hours/ days of training are needed in order to advance to the next level of a work-related course or to get a higher wage at work.</p> <p>You are pricing different venues for the annual staff Christmas party. Record and understand:</p> <ul style="list-style-type: none"> • How many staff are going. • How many courses are needed. • Work out total cost based on a price per head. 	<p>Following the course induction read to understand the terms and conditions of your education or training programme. Recognise key numerical values which may include:</p> <ul style="list-style-type: none"> • Attendance requirements e.g. 30 hours per week. • Work placement components e.g. up to 3 days per week. • Completion of timesheets. • Allowances or grants. • Payment arrangements e.g. BACS transfer weekly or cheque etc. • Sick pay entitlements. • Holiday entitlements. • Deductions for non participation e.g. per day. • Payments for expenses e.g. travel.
<p>Add and subtract using three-digit whole numbers</p>	<p>Recognise the information contained on a payslip or payment confirmation. This may include:</p>	<p>Compare this price across different venues (use addition and multiplication methods to do this and use the correct checking methods to ensure accuracy (inverse – division)). Use knowledge of rounding to get an approximate cost.</p>	
<p>Recall addition and subtraction facts to 20</p> <ul style="list-style-type: none"> – understand that there are different strategies for adding and subtracting – know how to align numbers in column addition – understand that there are different methods of checking answers, e.g. adding in a different order, using inverses, using a calculator 	<ul style="list-style-type: none"> • Dates. • Rates of payments. • Quantities or amounts e.g. hours. • Deductions. • Subtotals e.g. net pay before deductions. • Totals e.g. gross pay after deductions. <p>Identify information that is relevant to you and check (by calculator where appropriate) that the data is accurate.</p>	<p>Use odd and even numbers to plan staff training and organise groups for ice breakers e.g. (1,2) and work out total number of staff needed to make up a team for a sports or training activity.</p>	
<p>Multiply two-digit whole numbers by single-digit whole numbers</p>	<p>Monitor numerical information obtained</p>		

NUMBER ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers	<p>through your phone or from your online account in relation to your mobile phone usage. This information may include:</p> <ul style="list-style-type: none"> Contracted minutes or contracted data. Amounts of data and minutes used and remaining. Individual call durations and costs. 	<p>Complete an attendance or leave record in relation to your employment. Count up the amount of holidays or days in lieu you are due annually based on your entitlement and length of service. Determine what leave you have used and days remaining.</p>	<p>journey to ensure that you arrive in a time efficient manner. This may include:</p> <ul style="list-style-type: none"> Departure time. Mode of transport. Transport schedules. Walking distances or times. Backup arrangements if problems arise.
<p>Recall multiplication facts (e.g. multiples of 2, 3, 4, 5, 10)</p> <ul style="list-style-type: none"> recognise two-digit and three-digit multiples of 2, 5 or 10 and three-digit multiples of 50 and 100 understand how the distributive law can be used in multiplication (the concept, not the terminology) understand that there are different strategies for multiplying 	<p>Recognise fractions and equivalent fractions to use in a recipe to approximate amounts of ingredients e.g. $\frac{1}{2}$ cup, $\frac{1}{4}$ teaspoon. Measure out the items using appropriate measuring equipment and combine them to create the food item.</p>	<p>Calculate the holidays you've already used, by subtraction, in order to allow you to manage your time off and plan ahead.</p>	
<p>Divide two-digit whole numbers by single-digit whole numbers and interpret remainders</p> <ul style="list-style-type: none"> understand division as repeated subtraction understand that division is the inverse of multiplication understand that division is not commutative, i.e. $8 \div 4$ is not the same as $4 \div 8$ understand the concept of remainder, and that remainders need to be interpreted in context when solving problems 		<p>Use your knowledge of place value to understand work contributions to pension, student loan, national insurance etc that is provided on a payslip.</p>	
<p>Approximate by rounding numbers less than 1000 to the nearest 10 or 100</p> <ul style="list-style-type: none"> understand place value for units, tens, hundreds 			

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers	<p>Use division to share a lottery win with a small syndicate of family and friends. Recognise what fraction each person will receive and perform calculations to ensure that the winnings are distributed evenly and check your answer using a calculator.</p>	<p>Use your knowledge of number to understand statutory guidance and information from your employer to determine the income you will receive for maternity/ paternity leave, or for sickness. Calculate the difference between this level of income and your normal income and consider how it impacts on your financial situation.</p>	<p>Understand metric units in order to provide specific course information for e.g. personal height and weight in a fitness course, or the mass and volume of ingredients in a hospitality course.</p>
<p>Estimate answers to calculations</p> <ul style="list-style-type: none"> – know how to approximate numbers by rounding and use in approximate calculations – understand that a knowledge of context enables ‘guessing’ at answers (e.g. it should be about . . .), or judging if answers are sensible (e.g. that’s far too big; it doesn’t make sense to have an answer less than 1, etc.) 	<p>Read a job advertisement in a newspaper or digital publication. Recognise the numerical data in the advertisement which may include:</p>	<p>Plan and record information needed to be put in a job advert for your work organisation so that the advert includes:</p> <ul style="list-style-type: none"> • Contract duration. • Address of business. • Hours of work. • Rate of pay, salary, bonuses etc. 	<p>Collect, collate and discuss data from surveys relating to your area of study and create a PowerPoint presentation on the data that includes a basic graph or chart that effectively represents your data. Report the key numerical information from the graph or chart.</p>
<p>Use and interpret +, -, x, ÷ and = in practical situations for solving problems</p> <ul style="list-style-type: none"> – understand that +, -, x, ÷ represent operations 	<p>Use this information to estimate the weekly wage and to decide if the position is suitable for you.</p>	<ul style="list-style-type: none"> • The address. • Contact telephone number. • Levels of qualifications needed for the job. • Number of days required and hours. • Annual salary. 	<p>Use your knowledge of number and rounding to compare prices of training courses from different providers and select one based on value for money and public transport costs based on the location of the course.</p>
Fractions and decimals	<p>Plan journeys in advance. Use digital information sources to determine distance (which may include decimal notation) and compare the travel costs to determine the most cost effective mode of travel. Consider different methods which may include:</p>	<p>Prepare a bill of materials or parts list for a particular job.</p>	<p>Present basic collected data in a chart or graph prepared for</p>
<p>Read, write and understand common fractions (e.g. $\frac{3}{4}$ $\frac{2}{3}$)</p> <ul style="list-style-type: none"> – understand that the bottom number (denominator) indicates the number of equal parts in the whole – understand that a unit fraction is one part of a whole divided into equal parts 		<p>Use a calculator to check balances of amounts listed in a work invoice.</p>	

NUMBER ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Fractions and decimals</p> <ul style="list-style-type: none"> – understand that non-unit fractions are several equal parts of a whole, indicated by the top number (numerator) 	<ul style="list-style-type: none"> • <i>Car</i> • <i>Walking</i> • <i>Bus</i> • <i>Bicycle</i> • <i>Taxi</i> • <i>Train</i> <p>Look at different options for the journey which may include multiple journey tickets, car share, travelling outside peak times etc. which may reduce the cost to you.</p>	<p>Complete work timesheets ensuring accurate number of hours worked, and wages are listed in the correct columns and that this information totals correctly.</p>	<p>an assignment. For example, process collected data in a spreadsheet and present the results to other course participants.</p>
<p>Recognise and use equivalent forms (e.g. $\frac{5}{10} = \frac{1}{2}$)</p> <ul style="list-style-type: none"> – understand that equivalent fractions look different but have the same value – understand that when the top and bottom number of a fraction are the same, this is equivalent to 1 	<p>Read, to check your personal or business bank statement online or in paper based form. You can check information that may include:</p>	<p>Be able to provide a customer (within a retail environment) with the correct change. Practise giving the correct change of different amounts from £10, £20 etc.</p>	<p>Recognise numerical language used with current everyday digital technologies including decimal notation to 2 decimal places, which may aid you in your training and may include:</p>
<p>Read, write and understand decimals up to two decimal places in practical contexts (such as: common measures to one decimal place, e.g. 1.5 m; money in decimal notation, e.g. £2.37)</p> <ul style="list-style-type: none"> – understand that the decimal point separates pounds and pence, or m and cm – understand the use of zero as a place holder, e.g. £1.05 is £1 and 5p – understand the use of a leading zero, e.g. 35p = £0.35; 0.5m = 50 cm 	<ul style="list-style-type: none"> • Account details e.g. sort number and account number. • Withdrawals or deposits. • Bank charges and payments. • Balances etc. <p>Use a calculator to check the balances and highlight any discrepancies in the bank statement so that you can bring these to the attention of the bank.</p> <p>Safely complete a purchase of a product through an online retailer. Confirm the price and delivery arrangements. Enter your card or account details and apply</p>	<p>Use the daily production data from the workplace to determine the productivity of the organisation. Calculate the level of shortfall or surplus from a daily target so that it can be reported back to management.</p>	<ul style="list-style-type: none"> • File sizes (docs, photo etc). • Internet speeds. • Memory capacity or size. • Data usage information. • Purchasing and rating information from an online App provider etc. <p>Be able to compare these values and determine which are appropriate for your purpose.</p>
	<p>On receipt of a delivery, check the items against the delivery note before signing. Count items and calculate the total number of items in batches e.g. 5 crates with 16 boxes to a crate.</p>	<p>Follow instructions and on line functions to apply numerical and non-numerical criteria to retrieve relevant data from a database on a</p>	

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Fractions and decimals – recognise 0.5 as a half, e.g. 2.5 m as 2 ½ m	any discount codes where appropriate. Check details and totals before completing the order.	Recognise and understand fractions so that the correct fraction 1/3 off can be added to a product.	specific education or training programme. Examples of queries may include:
Use a calculator to calculate using whole numbers and decimals to solve problems in context, and to check calculations – know how to key in and interpret money calculations e.g. key in 85p as 0.85, interpret 8.2 as £8.20 – understand that a calculator will sometimes display a string of digits after the decimal point, and that it is only necessary (at this level) to read the first two, e.g. 1.33333333 is £1.33 – know and use strategies to check answers obtained with a calculator			<ul style="list-style-type: none"> • Relational criteria (=, >, <, >=, <=, not equal to). • Conditional criteria. • Logical criteria. • Multiple criteria. • Simple formulae.

Application of Number Number

Level 1

At this level, learners can

- **Read and understand** straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material
- **Specify and describe** a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome
- **Generate results** to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using an appropriate format to a given level of accuracy

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

NUMBER COMPLEXITY

Performance at this level should involve the manipulation of large whole and decimal numbers, fractions, percentages and arithmetic thereof (addition, subtraction, multiplication and division). Round numbers to make approximate calculations/estimations and calculate simple ratio and direct proportion.

Tutors should use teaching strategies to advance learner knowledge of whole, decimal, fractional and percentage notation and their associated arithmetic. Where necessary use a calculator (online or hand held) to carry out and check accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers	<p>Recognise the differences in units of measure, including measures in metric and imperial form.</p>	<p>Put file plans or work related documents in numerical order.</p>	<p>Use paper based and online sources to plan your travel arrangements to your training or education premises and any associated work experience placements. This may include:</p>
Read, write, order and compare numbers, including large numbers	<p>Understand that each can be converted into equivalent measures using formulae, graphs or online conversion methods. Be able to convert between measures to improve your understanding of measures of:</p> <ul style="list-style-type: none"> • Distance, Weight and Capacity. • Temperature (negative numbers). • Currency (£, \$ and €). 	<p>Read route numbers on delivery labels.</p>	<ul style="list-style-type: none"> • Maps to scale to determine distance. • Walking and cycling routes. • Bus timetables and prices. • Taxi costs. • Fuel consumption. <p>Use this information to estimate the time it will take to get to the destination. Consider your travel allowances on the programme to determine the best mode of travel.</p>
<ul style="list-style-type: none"> – understand that the position of a digit signifies its value – know what each digit represents in a number up to seven digits, including the use of zero as a place holder – understand the symbols for greater than, less than 	<p>Play games of probability or chance for fun. These may include:</p>	<p>Select items from a catalogue within budgetary constraints. For e.g. workplace stationery order.</p>	<p>Identify items that you need to buy for your course of study which may include single or multiple quantities of small hand tools, stationery etc. Use rounding to determine an approximate cost and use a calculator to determine the actual cost. Based on your income create</p>
Recognise negative numbers in practical contexts (e.g. temperatures)	<ul style="list-style-type: none"> • Cards • Dice • Sports • Lottery 	<p>Identify costs incurred for travel to work for the week to include:</p>	
<ul style="list-style-type: none"> – understand the words positive and negative – know that 0°C is the temperature at which water freezes – understand that a negative temperature is below zero 	<p>Interpret and calculate the probabilities using fractions (may also consider percentages and decimals). Weigh them against the success factors for the game in order to make positive decisions in the game and provide the best outcomes.</p>	<ul style="list-style-type: none"> • Petrol or public transport costs. • Cost of buying and making lunch for the week. 	
Add, subtract, multiply and divide using efficient written methods		<p>If unemployed or working part-time, work out the amount of benefits you are entitled to based on your age or numbers of hours worked. Estimate by rounding how much money you will be entitled to for a week, month, year etc. Check your calculations using accurate checking methods.</p>	
Multiply and divide whole numbers by 10 and 100			
Recall multiplication facts up to 10 x 10 and make connections with division facts			

NUMBER LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers			
Recognise numerical relationships (e.g. multiples and squares) – recognise multiples of 2 to 9, up to 100 – recognise multiples of 10, 50, 100, 1000 – know square numbers up to 10×10	Plan a holiday or break for yourself or friends and family. Use a range of information sources including on line sources to consider: <ul style="list-style-type: none"> • Costs – individual and group, adults and children. • Costs – accommodation type. • Currency exchange rates. • Temperature information. • Spending money. Use this information to decide what the best holiday is for your budget.	Cross check bills and invoices for accuracy to ensure totals are correct and the decimal point has been put in the correct place depending on quarterly or annual payments etc.	a purchase plan for these items over a fixed period of time.
Work out simple ratio and direct proportion – understand simple ratio as the number of parts, e.g. three parts to one part – understand direct proportion as the same rate of increase or decrease, e.g. double, half	From a recipe determine the amounts of each ingredient that you need using a ratio for the number of servings that you want to prepare. Recognise where fractions can be used e.g. $\frac{1}{2}$ cup, and apply this ratio to each of the ingredients to ensure that it is consistent with the original recipe.	Recognise and use percentages correctly to apply discounts to items in a sale. Understand the strategies to convert % to fractions in order to quickly work out discount for e.g. $50\% = \frac{1}{2}$ which means divide total amount by 2 and then subtract this from the original cost. Check calculation by ensuring the total amount adds up to 100.	Complete forms for a means tested grant or allowance to support your participation on your education or training course. Highlight the income and expenditure in the home so that your application can be assessed accurately.
Approximate by rounding – understand that numbers can be rounded to different degrees of accuracy, e.g. nearest 10, 100, 1000, million		Compare on line companies to work out the cheapest cost of internet service based on the amount of data and service needed.	

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers	<p>You are planning to improve your health and fitness. This involves monitoring your intake and your weight and may include:</p> <ul style="list-style-type: none"> • Age, weight and height to determine Body Mass Index (BMI) and identify the category you fall into. • Calories in different types of food. • Percentage and proportion of fats, proteins, carbohydrates etc. • Alcohol intake by volume including the units and calories for different types of drinks within the same category e.g. different types of lager including strong and light lagers etc. • Weight loss programmes. • Exercise –distances, weights, cost of gym membership etc. <p>Plan your health programme and track progress.</p>	<p>If your work involves travel to different sites, ensure that this is recorded:</p> <ul style="list-style-type: none"> • Multiply price per mile by total journey then double for a return journey. • Multiply this by the number of journeys taken and correctly total the claim required and input this data into the correct columns. <p>Ask the learner to check the working out on a calculator.</p>	<p>Total your income from training and education, travel expenses and part time work. Create a spending or saving plan to determine how this money will be used. Consider what fraction of the money will be allocated to different areas of expenditure and this may include:</p> <ul style="list-style-type: none"> • Household expenditure. • Travel costs. • Personal entertainment. • Family expenses. • Seasonal costs. • Loan repayments. • Other expenditure. <p>Use this expenditure to identify how much you can save on a weekly or monthly basis. Create the plan and implement it. Review the plan after a period of time to see if you can make improvements.</p>
Estimate answers to calculations			
<ul style="list-style-type: none"> – know how to make approximate calculations – understand that a knowledge of context enables ‘guessing’ at answers (e.g. it should be about . . .), or judging if answers are sensible (e.g. that’s far too big; it doesn’t make sense to have an answer less than 1, etc.) 			
Fractions, decimals and percentages			
Read, write, order and compare common fractions and mixed numbers			
<ul style="list-style-type: none"> – know common equivalent fractions, e.g. equivalent to a half, quarters, thirds, fifths, tenths – understand that in unit fractions, the larger the denominator, the smaller the fraction, but that this is not true of non-unit fractions 			
Find parts of whole number quantities or measurements (e.g. $\frac{2}{3}$, $\frac{3}{4}$)			
<ul style="list-style-type: none"> – understand the relationship between unit fractions and division when finding parts 			
		<p>If organising staff events, research whether or not group discount can be applied including, meals, accommodation or conferencing facilities etc. Work out the percentage discount available and divide this by the total cost to calculate price.</p>	
		<p>Calculate percentage increase to work out how much credit your business is in or the implications of a 10% pay rise based on your current salary. Check your calculations by inverse or using a calculator.</p>	<p>Interpret marketing materials, promotional literature and on line sources from a range of training or education providers to aid you in the selection of an appropriate programme of study. Criteria on which to base your</p>

NUMBER LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Fractions, decimals and percentages			
– understand that there are different strategies for finding fractional parts	Plan a night out and identify a restaurant or venue to suit your needs. Consider any discounts or offers that may reduce the cost of the night out which may include:	Work out the postage costs to send letters or packages to different places and countries based on weight (be able to read numbers correctly on scales) and affix the correct price of stamps needed.	decision may include:
Recognise equivalencies between common fractions, percentages and decimals (e.g. 50% = ½, 0.25= ¼) and use these to find part of whole-number quantities – know common fraction equivalents, e.g. half, quarters, fifths, tenths	<ul style="list-style-type: none"> • Menu prices. • Group discounts. • Early bird offers. • Buy one get one free or bring your own. • Free parking etc. On receipt of the bill use fraction and division calculations to determine the amount that each person has to pay. Use a calculator to check your results and do not forget to include a gratuity of 10-15% for good service.	In spreadsheet software use mathematical symbols and use basic counting skills when inserting rows and columns.	<ul style="list-style-type: none"> • Success rates across the provision in tabular or graphical form which may include percentages. • Performance league tables. • Journey and travel requirements. • Allowances, expenses and grants or other funding information. • Attendance requirements. Compare the providers and select the organisation that best meets your needs.
Read, write, order and compare decimals up to three decimal places – understand that the position of a digit signifies its value – know that the decimal point separates whole numbers from decimal fractions – know what each digit represents, including the use of zero as a place holder	While out shopping recognise the discount information that is used for marketing and promoting sales by retailers. Be able to apply a range of different methods to perform calculations in relation to the offers e.g. ½ price, 1/3 off, 10% discount etc. Use rounding and estimation where appropriate. Understand the equivalences between offers represented as fractions and as percentages and	Evaluate the data relating to buying or changing a company car. Other than the make, model of the car, you may also consider:	Create a study timetable in advance of a period of examinations. The timetable should provide a balance between study and rest and you can determine a ratio for this. From this you can determine:
Add, subtract, multiply and divide decimals up to two places – know and use strategies to check answers e.g. approximate calculations using whole numbers		<ul style="list-style-type: none"> • Costs including maintenance. • Fuel consumption. • Emissions and ‘green’ issues. • Depreciation. Also consider how it will be purchased, is it better to lease the car or buy it and if you are buying it is it better to pay outright, or to put down a deposit and pay in instalments through a finance arrangement? Make the best decision based on your financial position.	<ul style="list-style-type: none"> • Daily hours of study. • Study times. • Ratio of study based on priority across different subjects. Use the time effectively to bring about success in the examinations and alter allocations as priorities change.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Fractions, decimals and percentages	<p>where appropriate use a calculator to check calculations and results of your estimations to make sure they make sense.</p>	<p>Calculate a down payment on goods given in percentages. Consider the term and the interest rate for the repayments and calculate the repayment amount.</p>	<p>Compare the costs of accommodation to determine the most financially viable living arrangements for your studies. This may include:</p>
<p>Multiply and divide decimals by 10, 100</p> <ul style="list-style-type: none"> – understand place value for whole numbers and to two-decimal places 	<p>Plan your weekly shopping and create a shopping list. Use different sales information to determine which retailers are the best to get value for your money. You may consider:</p>	<p>Determine the total cost of borrowing based on these calculations and consider if this could be done cheaper.</p>	<ul style="list-style-type: none"> • Student assigned accommodation. • Private rental or landlord and consider multi occupancy. • Living with parents.
<p>Approximate decimals by rounding to a whole number or two decimal places</p> <ul style="list-style-type: none"> – know what is meant by decimal places 	<p>You may consider:</p> <ul style="list-style-type: none"> • Internet shopping with online cost comparisons. • Price per volume or weight shown on labelling displayed with the product. • Sales offers: buy one get one free and multiple items and discounts. • Rewards schemes. 		<p>In each type of accommodation you may consider living costs, travel costs and financial support</p>
<p>Read, write, order and compare simple percentages, and understand simple percentage increase and decrease</p> <ul style="list-style-type: none"> – understand percentage as the number of parts in every 100 – know that 100% is the whole – understand that a 10% pay increase is more than a 5% pay increase, but the actual increase depends on the number operated on 	<p>Count items and calculate costs to ensure that you can afford the purchases as well as your other outgoings.</p>		
<p>Find simple percentage parts of quantities and measurements</p> <ul style="list-style-type: none"> – understand that there are different ways of calculating percentages – understand that knowing a range of methods for 			

NUMBER LEVEL 1

Skills, Knowledge and Understanding.

The learner will be expected to:

Fractions, decimals and percentages

use with different numbers can make life easier than a single method applied to all numbers (but the choice remains the learner's)

Find simple percentage increase and decrease

- understand that a percentage increase can be found by finding the percentage part and adding on
- understand that a percentage decrease can be found by finding the percentage part and subtracting

Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages

- know how to change a fraction to a decimal on a calculator
- understand that percentages can be calculated in different ways, one of which is to use the function (%) key on a calculator
- know how to interpret a rounding error such as 6.999999 as 7
- know and use strategies to check answers obtained with a calculator

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES



Application of Number

Number

Level 2

At this level, learners can

- **Read and understand** mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material
- **Specify and describe** a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity
- **Generate results** to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

NUMBER COMPLEXITY

Performance at this level should involve the manipulation of large whole and decimal numbers, fractions, percentages and arithmetic thereof (addition, subtraction, multiplication and division) including the substitution of numbers into formulae. Round numbers to make approximate calculations/estimations and calculate ratio and direct proportion.

Tutors should use teaching strategies to advance learner knowledge of whole, decimal, fractional and percentage notation and their associated arithmetic. Where necessary use a calculator (online or hand held) to carry out and check accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Whole numbers	<p>Select a lender for a personal loan, mortgage or finance arrangement. Use different sources of information including online loan calculators to determine the affordability of the loan. For each lender you may consider:</p> <ul style="list-style-type: none"> • Loan amount, term and annual percentage rate (APR). • Payment arrangements including an instalment plan. • How changing a deposit may alter payments and costs. • Penalties (e.g. default on loan). • Existing expenditure to make sure that you can afford the amount based on your other outgoings. <p>Set out a plan to complete home improvement activities. This may involve:</p> <ul style="list-style-type: none"> • Use scale to determine actual lengths and sizes. • Redecorating: coverage of wall paper using wall height and roll length or coverage of paint per tin volume. • Floor covering: determine area to be covered, wastage for cutting, pack/roll/tile size, dimensions and 	<p>Consider the potential impact of taking a zero hours contract on your future income and against your financial liabilities.</p> <p>Use statistical data collated from your workplace to work out the different times of the year that your company is in profit or loss and estimate the costs and charges incurred as a result of this.</p> <p>Use collected data (e.g. surveys) and describe some of the results using fractions. For e.g. a $\frac{1}{4}$ of people surveyed said that....</p> <p>Work out the cost of a European study trip for staff. Consider:</p> <ul style="list-style-type: none"> • Number of staff. • Funding available per person to cover costs based on the estimated daily living allowance per day in each country. • Using the currency rate, to convert funding. • Keep a record of receipts and money spent in order to justify expenditure. 	<p>Investigate offers for student loans from different lenders. When you look at the loan amount you should consider:</p> <ul style="list-style-type: none"> • Loan amount per year across each year of study. • Tuition fees versus maintenance loan. • Other sources of income to reduce need for a loan. • Interest charges. • Cost of repayment. • The value of any incentives or additionality offered. <p>Use an online repayment calculator and graphical data to analyse the loan and then balance your decision against:</p> <ul style="list-style-type: none"> • Potential future earnings. • Wage deductions including national insurance and income tax and take home pay. • Future liabilities and the impact a student loan may have on them. • Impact of non achievement of qualifications. • Impact of
<p>Read, write, order and compare positive and negative numbers of any size in a practical context</p> <ul style="list-style-type: none"> – understand that the position of a digit signifies its value – know what each digit in a number represents, including the use of zero as a place holder – understand the meaning of negative numbers in a practical context, e.g. temperature below zero, loss in trading 			
<p>Carry out calculations with numbers of any size using efficient methods</p> <ul style="list-style-type: none"> – understand the words multiple and factor and relate them to multiplication and division facts – understand the word prime and know prime numbers up to 20 – know and use strategies to check answers, e.g. approximate calculations, estimation 			
<p>Calculate ratio and direct proportion</p> <ul style="list-style-type: none"> – understand ratio written in the form 3:2 – understand how to work out the number of parts in a given ratio, and the value of one part 			

NUMBER LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Whole numbers</p> <p>Evaluate expressions and make substitutions in given formulae in words and symbols to produce results</p> <ul style="list-style-type: none"> – understand that words and symbols in expressions and formulae represent variable quantities (numbers), not things (i.e. $2a + 2b$ cannot be explained as 2 apples and 2 bananas) – understand that the contents of brackets must be worked out first – understand that, when there is no operator between a number and a variable, or two variables, multiplication is implied, e.g. $2a = 2 \times a$; $ab = a \times b$; $2ab = 2 \times a \times b$ – understand that, when there is no operator between a number and a bracket, multiplication is implied, e.g. $2(a + b) = 2 \times (a + b)$ 	<p>coverage.</p> <ul style="list-style-type: none"> • Extensions: building line length to determine brick or block, volume for concreting, first fixing and second fixing materials. • Other renovations. Use this information to estimate the cost of materials. Consider prices from contractors where appropriate and any borrowing requirements to complete the work. <p>Research and compare different providers for phone, internet and TV services or utilities providers. Compare each on cost, introductory offers and switching offers. Use these calculations to determine the value and savings of a provider.</p>	<ul style="list-style-type: none"> • Apply for costs of cover needed when away. <p>Apply correct formulae to work out redecorating jobs in the workplace in order to estimate funds needed for tender. For example, work out the area and perimeter in order to re-floor rooms by substituting the correct figures into formulae.</p> <p>Complete work timesheets. Write fractions of an hour as decimals on the timesheet.</p> <p>Change minutes into fractions of an hour for timesheets and add hours on a timesheet that include fractions. Where appropriate determine the income from the timesheet and apply overtime rates as needed.</p>	<p>unemployment or under employment.</p> <p>Carry out a survey in relation to your subject area. Through research analyse quantitative data from a range of sources including tabular and graphical data. From the survey, use statistical calculations to interpret the data to generate results. Present and describe the results in a range of ways including graphical presentations.</p>
<p>Fractions, decimals and percentages</p> <p>Use fractions to order and compare amounts or quantities</p> <ul style="list-style-type: none"> – know how to change fractions to equivalent fractions with a common denominator 			

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Fractions, decimals and percentages	<p>Compare insurance providers to get the best coverage for your needs. Use different calculation tools including online tools, to consider options which may include:</p> <ul style="list-style-type: none"> • Life Assurance • Home insurance • Car insurance • Health insurance • Personal Injury • Unemployment insurance • Holiday insurance <p>Be able to understand the cost of the insurance and the level of protection that it affords. Recognise methods to reduce the premiums including excess arrangements.</p> <p>Plan or evaluate investment options. Understand the type of investment opportunity and 'asset class' e.g. shares, bonds, property, cash etc. Interpret performance information in tabular and graphical form based on the level of risk that you can apply. Consider how splitting your investments into a number of options will spread the risk. Project your return which may be:</p> <ul style="list-style-type: none"> • Interest payments. • Dividends from shares. 	<p>Compare the costs of the quotes from different suppliers or tenders in order to choose one that is value for money.</p> <p>Depending on your work setting, work out the ratio of:</p> <ul style="list-style-type: none"> • Staff to children needed if you are arranging a children's visit. • Baby feed needed. • Cement aggregate ratios. <p>Compare and contrast different prices of training courses and resources for staff:</p> <ul style="list-style-type: none"> • Research and make a list of training courses and costs. • Multiply these prices by number of staff due to complete them. • Work out the cost of room hire based on venue. • Work out associated time in lieu required if the course is taking place outside working hours. • Write a budget or tender to apply for funding to meet these costs. • Work out the percentage of VAT that 	<p>Select a programme of study by evaluating the costs associated with undertaking a position in further or higher education or training. Use a range of sources including online services to consider areas of income and expenditure which may include:</p> <ul style="list-style-type: none"> • Current employment situation. How this may alter with course commitments. • Current expenditure. • Grants and allowances. • Course fees. • Travel and accommodation. • Loans and repayments. • Future income etc. <p>Use this information to decide the suitability of a course to allow you to fulfil your career and life goals.</p> <p>Plan a year out or gap year during your studies. Use on line sources and student services to determine costs associated with:</p> <ul style="list-style-type: none"> • Travel to and from destination and other travel costs.
<p>Identify equivalencies between fractions, decimals and percentages</p> <ul style="list-style-type: none"> – understand that fractions, decimals and percentages are different ways of expressing the same thing – know that percentages are fractions out of 100 – know that decimal fractions are expressed in tenths, hundredths, thousandths 			
<p>Evaluate one number as a fraction of another</p> <ul style="list-style-type: none"> – understand equivalent fractions – understand simplest form – know how to reduce a fraction to its simplest form, e.g. by recognising equivalent fractions, by using factors to 'cancel' – recognise prime numbers (i.e. numbers that can't be cancelled) – understand that quantities must be in the same units to evaluate one as a fraction of another 			
<p>Use fractions to add and subtract amounts or quantities</p> <ul style="list-style-type: none"> – know some common addition and subtraction facts, e.g. $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$, $\frac{3}{4} - \frac{1}{2} = \frac{1}{4}$ 			

NUMBER LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Fractions, decimals and percentages	<ul style="list-style-type: none"> • Rent from properties. • Capital gains etc. 	<p>needs to be added to the total expenditure.</p>	<ul style="list-style-type: none"> • Comparison of accommodation costs.
<p>– understand how to change fractions to equivalent fractions for the purpose of adding and subtracting</p> <p>Note Beware of teaching routines which learners attempt to copy but don't understand</p>	<p>Fulfil the accounting responsibilities for a local club or society that you are affiliated to. Maintain paper based and digital records that are suitable for audit including:</p>	<p>Use appropriate checking methods to ensure accuracy.</p>	<ul style="list-style-type: none"> • Student discounts and services in destinations. • Current exchange rates. • Use different indexes to compare costs of living in destinations e.g. retail index.
Order, approximate and compare decimals when solving practical problems	<ul style="list-style-type: none"> • Membership fees. • Fund raising activities. • Grants or donations etc. • Loan or borrowing and repayments. • Rent or property payments. • Maintenance expenditure. • Utilities and running costs etc. • Taxation including VAT. 	<p>Correctly input company's daily, weekly and annual expenditure onto a spreadsheet to track money spent and remaining amounts left for the year.</p>	<ul style="list-style-type: none"> • Employment arrangements in destination. <p>Determine how much you will need for your time away and use arithmetic methods e.g. ratio, fractions or percentages to set a budget to break down the total into categories of expenditure.</p>
<p>– understand place value for whole numbers and up to three decimal places</p> <p>– understand that decimals can be rounded to different degrees of accuracy, depending on the purpose</p>	<p>Manage your own personal finances. Total your income from all sources which may include:</p>	<p>Use knowledge of conversion costs and internet research to work out differences between buying work-related products and resources online (abroad) compared to ordering these from a local supplier. Use correct checking calculations to ensure accuracy.</p>	<p>Create spreadsheets in relation to your area of study. These documents should use a variety of:</p>
Add, subtract, multiply and divide decimals up to three places	<ul style="list-style-type: none"> • Wage/employment. • Benefit entitlement e.g. tax credit, pension, allowances etc. • Incomes from investment etc. 	<p>Use online research tools to compare and contrast the cost of updating:</p>	<ul style="list-style-type: none"> • Arithmetic operators (+, -, x and ÷) and calculations and formatting to determine percentage values.
<p>– know and use strategies to check answers, e.g. approximate calculations using whole numbers</p>	<p>Identify and total your outgoings which may include:</p> <ul style="list-style-type: none"> • Utilities. 	<ul style="list-style-type: none"> • Public and liability insurance. • Company car costs. • Insurance for company bus and the number of drivers that need to be added to this. 	<ul style="list-style-type: none"> • Arithmetic functions e.g. statistical operations. • Formulae with appropriate use
Order and compare percentages and understand percentage increase and decrease			
Find percentage parts of quantities and measurements			
<p>– understand that percentages can be</p>			

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Fractions, decimals and percentages worked out in different ways – know how to work out VAT – understand that the rate of VAT is set by government and is subject to change	<ul style="list-style-type: none"> • Food. • TV, Internet, telephones. • Heating and travelling. • Loan repayments e.g. mortgage. • Rent and rates etc. Identify areas where you could reduce expenditure and plan what proportion could be saved.	Interpret building plans and maps in order to complete a job correctly. Calculate actual measurements from a scale drawing. For example: <ul style="list-style-type: none"> • Measure the dimensions from the drawings. • Convert these measurements from cm to metres (or other units as needed) and work out the scale needed. 	of parenthesis to determine order of calculations. <ul style="list-style-type: none"> • Appropriate formatting of values e.g. date, currency, decimal places etc. • Checking methods. • Graphical presentations.
Evaluate one number as a percentage of another – understand that this may require changing a fraction to a percentage, and that it can be done in different ways	Carry out independent research on a local or national issue. Use a variety of sources of quantitative data to obtain results. This may include: <ul style="list-style-type: none"> • Media reports. • Statistical data e.g. health, unemployment, birth and death rates, crime, education etc in tabular or graphical form. 	For example: <ul style="list-style-type: none"> • Measure the dimensions from the drawings. • Convert these measurements from cm to metres (or other units as needed) and work out the scale needed. • Cross check your calculations to ensure accuracy. 	Use a range of retail outlets including online providers to purchase the books and stationery for your area of study. You can consider: <ul style="list-style-type: none"> • Percentage saving from second hand books. • Saving from use of e-readers. • Discounts and special offers on prices. • Price comparisons across multiple suppliers. • Savings from group buying along with other learners in your class or group.
Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages – understand the use of memory and constant functions – know and use strategies to check answers obtained with a calculator	<ul style="list-style-type: none"> • Financial data e.g. public expenditure, wages rates, benefits, property values etc. • Historical data and survey data. Analyse the data to provide supporting evidence for association, causation, significance and reliability.	If your job is commission based, work out the total amount you will be entitled to if you complete more than your target. Set yourself sales targets to increase your commission.	



Numeracy

Core Curriculum NI

Chapter 5

Measures Shape and Space



Numeracy

Measures Shape and Space

Entry Level 1

At this level, learners can

- **Read and understand** information given by numbers and symbols in simple graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers and measures
- **Generate results** which make sense and use given methods and given checking procedures appropriate to the specified purpose
- **Present and explain results** which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different, but familiar contexts. The learner should be able to apply their knowledge of measures, shapes and space to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non-digital media and reflect a modern context.

MEASURES, SHAPE AND SPACE

Performance at this level should involve the recognition of simple 2D and 3D shapes. Know the vocabulary and concepts associated with time and measurement (length, weight and capacity). Recognise everyday coins and notes. NUMBER COMPLEXITY at this level requires addition and subtraction of whole numbers under the value of 10.

Tutors should use teaching strategies to advance learner knowledge of the names and values of coins and notes. Vocabulary and concepts associated with time and measurement. Name common 2D and 3D shapes. Where necessary use a calculator (online or handheld) to carry out and check the accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

MEASURES, SHAPE AND SPACE ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	Select appropriate notes to pay for a phone top up card.	Select coins and/or notes to pay for lunch in the staff canteen.	Select notes and/or coins to: <ul style="list-style-type: none"> • Pay for a class trip. • Pay for lunch in the canteen. • Pay for a snack from the vending machine.
Recognise and select coins and notes – know the names and value of coins and notes	Select a pound coin from a range of coins for a shopping trolley.	Understand seasons, months and days in terms of holiday leave.	Understand day and time of class or training session.
Relate familiar events to: times of the day; days of the week; seasons of the year – understand and use vocabulary related to the time of day, e.g. o'clock, midday, morning, afternoon – understand that times are repeated in the 12-hour clock, and need to be qualified by morning or afternoon if the context is not obvious – know the days of the week and their order – know the seasons of the year and their order	Understand seasons, months, days and times when deciding to take a holiday.	Understand days and times in terms of shift patterns and break times e.g. fill a sample day planner marked in hours.	Understand terminology such as spring term, summer term and Easter break in context of the course.
Describe size and use direct comparisons for the size of at least two items	Organise a taxi to arrive on a given day and at the correct time, am or pm.	Place items according to size on supermarket shelves.	Judge the appropriate size of safety clothing, e.g. hard hat, high visibility jacket, safety boots. Ask the learner if it looks too big or too small.
– understand and use vocabulary related to size, e.g. large, small, larger, smaller, smallest	Use online and hard copy TV listing to plan an evening's TV viewing.	Use judgement of size when packing crates e.g. too big, too long, and too heavy.	Understand days and times in terms of the class schedule e.g. fill in a sample day plan.
	Discuss daily activities and their related times e.g. <ul style="list-style-type: none"> • Favourite TV programmes. • Getting up and going to bed. • Meal times. 	Judge whether a screw or nail is too short and select a longer one.	Compare heights of students in the class.
	Discuss seasons in relation to events such as: <ul style="list-style-type: none"> • New Year. • Religious festivals. • Public holidays. 	Compare hourly rates of pay e.g. ask the learner who earns the most.	Compare the cost of different part time and
		Compare the hours worked by different employees or by the	

MEASURES, SHAPE AND SPACE ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	Ask for items by comparative size, e.g. large coffee, small portion of food.	same employee on different days.	full time courses. Ask the learner which is the most expensive.
Describe length, width, height, and use direct comparisons for length, width and height of items – understand and use vocabulary related to length, width and height, e.g. long, short, wide, narrow, tall; longer, too long, longest	Ask the learner to choose suitable portion sizes for food, using the “eatwell plate” for guidance.	Recognise shapes of tables in a restaurant and how a bigger table could be created for a larger group.	Ask for items by comparative size in the canteen, e.g. large coffee, small portion of food.
Describe weight and use direct comparisons for the weight of items – understand and use vocabulary related to weight, e.g. heavy, light, heavier, lighter, heaviest – understand that weight is independent of size	Check a child’s height against the minimum measure for a fairground ride.	Position, using appropriate vocabulary: <ul style="list-style-type: none"> • Customers in a restaurant. • Place settings. • Items on a shelf. 	Give directions to a new student to help them find: <ul style="list-style-type: none"> • Canteen. • Toilets. • Learning resource centre. • Classroom.
Describe capacity and use direct comparisons for the capacity of items – understand and use vocabulary related to capacity, e.g. full, empty, holds more than, holds less than – understand that capacity is a measure of volume (not just how tall or how wide) and that shapes of containers can be deceptive, e.g. broad based and narrow top	Compare the following: <ul style="list-style-type: none"> • Weights e.g. suitcases and filled shopping bags. Ask the learner which is heavier. • Sizes of soft drink containers e.g. bottles, cans. Ask the learner which is bigger. • Containers of solids for dried goods e.g. bags of pasta or rice. Ask the learner which holds the most. • Prices of petrol, diesel, home heating oil over time and from different suppliers. • Costs of parking in different locations. • Prices for similar objects e.g. soft drinks from different shops and vending machines. 	Give or follow directions to find a specific item in a warehouse or to put fresh stock away.	Follow evacuation procedures or directions to given locations in a training organisation or college.
		Direct a customer to a specific supermarket item.	
		Follow evacuation procedures or directions to given location in the workplace.	

MEASURES, SHAPE AND SPACE ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Shape and space</p> <p>Recognise and name common 2D and 3D shapes</p> <ul style="list-style-type: none"> – know the names of common 2D shapes, e.g. rectangle, square, circle – know the names of common 3D shapes, e.g. cube – understand that shape is independent of size – understand that shape is independent of orientation (i.e. shape is not fixed in space) and recognise shapes in different orientations – understand the difference between 2D (e.g. flat) and 3D (e.g. solid, or a container) shapes 	<p>Recognise shapes of traffic signs and understand that the shape has a meaning.</p> <p>Identify a cube, cylinder and cuboid from various food containers and packages.</p> <p>Experiment with drawing common shapes e.g. different sized rectangles using simple apps or computer packages.</p> <p>Recognise simple 2D and 3D shapes in games on a computer and / or mobile device.</p> <p>Follow directions:</p> <ul style="list-style-type: none"> • On a satellite navigation system. • To find a specific location e.g. X-Ray in a hospital, doctor's surgery. <p>Follow the safety procedures leaflet on an aircraft.</p>		
<p>Understand everyday positional vocabulary (e.g. between, inside or near to)</p>			

Numeracy

Measures Shape and Space

Entry Level 2

At this level, learners can

- **Read and understand** information given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers, measures and simple shapes to record essential information
- **Generate results** to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using appropriate numbers, simple diagrams and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different, but familiar contexts. The learner should be able to apply their knowledge of measures, shapes and space to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non-digital media and reflect a modern context.

MEASURES, SHAPE AND SPACE

Performance at this level should involve being able to name 2D and 3D shapes and recognise the properties of common 2D shapes. Know the vocabulary and concepts associated with time (analogue and 12 hour digital, half hours and quarter hours) and measurement. Compare standard and non-standard units (length, weight and capacity). Read and compare positive temperatures. Make amounts of money (up to £1) in different ways. NUMBER COMPLEXITY at this level states addition and subtraction of whole numbers under the value of 100 and single digit multiplication.

Tutors should use teaching strategies to advance learner knowledge of simple 2D and 3D shapes and their properties. Know the vocabulary and concepts associated with time and measurement. Compare lengths, weights, capacities and positive temperatures. Calculate the cost of more than one item and change from a transaction. Where necessary use a calculator (online or handheld) to carry out and check the accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

MEASURES, SHAPE AND SPACE ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	Pay with the exact money: <ul style="list-style-type: none"> • Fare on a bus (for fares less than a £1). • When paying for goods in a shop e.g. a newspaper, milk, popcorn at the cinema. 	Read the time on an analogue or digital workplace clock, phone or computer screen to recognise breaks and leaving times.	Compare times displayed on an analogue clock with a digital clock in order to be punctual for class.
Make amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins	Calculate the cost of one first class stamp and the change from a £1 coin.	Understand dates on payslips, company holidays and annual leave forms.	Measure and compare the lengths of a workshop and classroom (to the nearest metre).
Calculate the cost of more than one item and the change from a transaction, in pence or in whole pounds	Understand the ‘use by dates’ and ‘best before’ on food labels.	Calculate the cost of a drink and sandwich from the canteen and work out the change when paying with pound coins.	Measure and compare lengths of various materials in a workshop (to the nearest centimetre).
<ul style="list-style-type: none"> – understand that the same strategies used with numbers can be applied in practical situations using money 	Write the date of birth on a passport application form, or application form to join a doctor or dental surgery.	Compare the cost of a freshly made sandwich from the canteen with the cost of a pre-packaged sandwich from a vending machine or local shop.	Understand term dates.
Read and record time in common date formats	Record birthdays, anniversaries and other significant dates on a calendar.	Compare weights of various items by using familiar objects (e.g. 1kg bag of sugar). Ask the learner if it is heavier, lighter, twice the weight etc.	Determine the most suitable measurement for the length of a room, height of a door, width of a desk, width of a window, size of a computer screen.
<ul style="list-style-type: none"> – know the months of the year in words and abbreviated forms – know the months of the year in their numbered sequence, e.g. March is the third month 	Measure the dimensions of a card to work out the cost of posting.	Weigh yourself to the nearest kilogram.	Check the margin size on a word document by displaying the ruler.
<ul style="list-style-type: none"> – understand the UK convention of writing the date in order of day, month, year 	Measure, prior to lifting, the weight of an item to ensure it complies	Compare the capacities of containers of soft drinks sold in the canteen and vending machines.	

MEASURES, SHAPE AND SPACE ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures			
<p>Read and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours</p> <ul style="list-style-type: none"> – understand that analogue clock faces can be marked in different ways, e.g. Arabic or Roman numerals, dots, lines – understand quarter past, half past, quarter to and know the corresponding position of the hands on the clock face – understand that the digital clock shows hours and minutes and know that :15 on a digital clock is quarter past, :30 is half past, :45 is quarter to 	<p>Check the weight of hand luggage and checked in bags before boarding a flight, to make sure they comply with the airline’s regulations.</p> <p>Read and compare the temperatures, using positive degree Celsius scales for holiday destinations and explain which is warmer, cooler etc.</p> <p>Measure out the quantities needed for items in a recipe using a simple scale in grams or kilograms.</p> <p>Estimate the number of jugs of juice needed for a child’s birthday party by estimating how many glasses could be filled from the jug.</p>	<p>with manual handling guidelines.</p> <p>Estimate the weight of an item to be lifted and distance to be carried.</p> <p>Measure out the quantities needed for items in a catering kitchen using a simple scale in grams or kilograms.</p> <p>Estimate the number of bottles of water needed on the table at a restaurant by estimating how many glasses could be filled from the bottle.</p> <p>Use a temperature probe and accurately record the temperature of the food on a hot food counter.</p>	<p>Estimate the temperature of a classroom to ensure it is warm enough or cool enough.</p> <p>Record the dates of exams onto a calendar.</p> <p>Record the start and end time for each class onto a day planner.</p> <p>Compare the lengths of screws and nails in the workshop to select the correct one for a job.</p>
<p>Read, estimate, measure and compare length using common standard and non-standard units (e.g. metre, centimetre, paces)</p> <ul style="list-style-type: none"> – understand that non-standard units are not agreed measures and can therefore vary – understand that standard measures are fixed 	<p>Recognise that petrol is dispensed in litres and compare the costs across various retailers.</p> <p>Read and understand the times recorded in TV magazines.</p>	<p>Understand references to the shape of health and safety signs in the workplace.</p> <p>Using positional vocabulary:</p> <ul style="list-style-type: none"> • Follow fire evacuation procedures and explain them to others. 	<p>Understand references to the shape of health and safety signs in the college or training organisation’s building.</p> <p>Give directions to a new student to help them find e.g. canteen, toilets, learning resource centre, classroom using positional vocabulary.</p> <p>Follow evacuation procedures or</p>

MEASURES, SHAPE AND SPACE ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures <ul style="list-style-type: none"> – know that metres and centimetres are metric units of length, and have an idea of their size relative to familiar things – recognise and write metre and centimetre in full and abbreviated to m, cm – know that 1 m = 100 cm – understand m and cm divisions on simple scales – know how to use a ruler to draw and measure lines to the nearest centimetre 	<p>Understand references to the shape of signs in the Highway Code.</p> <p>Identify everyday items by shape (2D and 3D).</p> <p>Recognise simple 2D and 3D shapes in games on a computer and / or mobile device.</p> <p>Follow directions on a satellite navigation system.</p> <p>Follow the safety procedures on an aircraft.</p> <p>Follow directions to find a specific location e.g. X-Ray in a hospital, doctor’s surgery.</p> <p>Use a map to locate the nearest supermarket in a town and practise giving and following directions.</p>	<ul style="list-style-type: none"> • Describe where a business/shop is in relation to local landmarks. <p>Arrange products for display according to given instructions.</p>	<p>directions to given locations in a training organisation / college.</p> <p>Describe where the college or training organisation is in relation to local landmarks.</p> <p>Give oral directions to a classmate on how to get to class from the train or bus station.</p> <p>Identify common shapes in the classroom.</p>
Read, estimate, measure and compare weight using common standard units (e.g. kilogram) <ul style="list-style-type: none"> – know that a kilogram is a metric unit of weight and have an idea of the weight relative to familiar quantities, e.g. items of food – recognise and write kilogram in full and abbreviated to kilo and kg – understand kilogram divisions on a simple scale 			

MEASURES, SHAPE AND SPACE ENTRY LEVEL 2

Skills, Knowledge and Understanding.

The learner will be expected to:

Common measures

Read, estimate, measure and compare capacity using common standard and non-standard units (e.g. litre, cupful)

- understand that non-standard units are not agreed measures and can therefore vary
- understand that standard measures are fixed
- know that a litre is a metric unit, and have an idea of the amount relative to familiar quantities (e.g. such as cartons or bottles of milk and other drinks) and to non-standard measures, e.g. more than a cup
- recognise and write litre in full and abbreviated to l
- understand litre divisions on a simple scale

Read and compare positive temperatures in everyday situations such as weather charts

- understand that temperature is a measure of heat (or cold)
- understand that weather temperature is measured in degrees Celsius in the UK (but that different scales exist)

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Skills, Knowledge and Understanding.

The learner will be expected to:

Common measures

Read simple scales to the nearest labelled division

- understand that scales measure in different units
- understand labelled divisions on different scales

Shape and Space

Recognise and name 2D and 3D shapes

- know the names of 2D shapes, e.g. rectangle, square, circle, triangle
- know the names of 3D shapes, e.g. pyramid, cylinder
- understand that shape is independent of size and orientation

Describe the properties of common 2D and 3D shapes

- describe the properties of common 2D shapes, such as the number of sides and corners
- describe the properties of common 3D shapes, such as the shape of faces, and the number of faces, edges and corners

Use Positional Vocabulary

- understand and use positional vocabulary, e.g. on the left, on the right, above, below, behind, etc

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Numeracy

Measures Shape and Space

Entry Level 3

At this level, learners can

- **Read and understand** information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers, measures and diagrams to collect and record relevant information
- **Generate results** to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using appropriate numbers, diagrams, charts and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different, but familiar contexts. The learner should be able to apply their knowledge of measures, shapes and space to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non-digital media and reflect a modern context.

MEASURES, SHAPE AND SPACE Performance at this level should involve ability to use the properties of 2D and 3D shapes to solve simple problems (side length, angles). Know the concepts associated with time (read, measure and record time to the nearest 5 minutes). Estimate, measure, interpret and compare lengths, weights and capacities. Read and compare positive temperatures. Add and subtract amounts of money (using decimal notation). NUMBER COMPLEXITY at this level states addition and subtraction of whole numbers under the value of 1000 and double digit multiplication and short division. It may include interpretation of decimal numbers up to 2 decimal places.

Tutors should use teaching strategies to advance learner knowledge by using the properties of 2D and 3D shapes to solve simple problems. Know the concepts associated with time (to the nearest 5 minutes). Be able to estimate and compare lengths, weights and capacities and interpret distances. Be able to read and compare positive temperatures. Be able to add and subtract money (whole and decimal amounts). Where necessary use a calculator (online or handheld) to carry out and check the accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

MEASURES, SHAPE AND SPACE ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	<p>Check the total cost of an itemised credit card statement using a spreadsheet or a calculator. Round the costs to the nearest pound and check if the answer you calculated on the spreadsheet or calculator seems reasonable.</p>	<p>Find the total cost of an office requisition and check the total by estimation, rounding to an appropriate amount. Check using a calculator.</p>	<p>Estimate and calculate the cost of equipment needed for the course.</p>
<p>Add and subtract sums of money using decimal notation</p> <ul style="list-style-type: none"> – know how to align decimal points and figures in column addition and subtraction – know how to enter sums of money in a calculator 	<p>Estimate the total cost of a supermarket shopping list by rounding amounts to the nearest 10p or £1.</p>	<p>Understand temperatures for heating, reheating, cooling and freezing food, in a commercial kitchen, to meet food safety standards.</p>	<p>Estimate and calculate the cost of personal protective equipment (PPE).</p>
<p>Round sums of money to the nearest £ and 10p and make approximate calculations</p> <ul style="list-style-type: none"> – recognise when to round up to the nearest £, e.g. £1.99 is approximately £2 	<p>Understand:</p> <ul style="list-style-type: none"> • Programme times in a TV guide or cinema listing before planning the activities for that evening. • Dates and times given on an internet flight booking. • Check in and departure times for a flight or hotel. 	<p>Know how to read dates and times on emails, computer home pages etc.</p>	<p>Know how to read dates and times on an educational prospectus, term dates, emails etc.</p>
<p>Read, measure and record time</p> <ul style="list-style-type: none"> – understand and use am and pm – understand and use common date formats – know how to use a calendar – read analogue and 12-hour digital clocks to the nearest five minutes 	<p>Measure a window for a curtain or blind.</p>	<p>Measure and compare the length of screws, nails, lengths of wood etc. using mm, cm, m.</p>	<p>Know how to read a timetable and identify the start and end times of each class.</p>
	<p>Understand a distance given in miles or kilometres on a paper or digital map.</p>	<p>Estimate and measure the weights of parcels to be delivered. Calculate the related delivery charges.</p>	<p>Identify which bus or train to catch to get to class on time. When would you need to leave the house to catch the train or bus?</p>
		<p>Estimate the distance and time taken travelling to and from work.</p>	<p>Organise a class trip calculating the distance to the venue using a simple scaled map and the cost of transport and entry.</p>
			<p>Look at the different units used in MS Word</p>

MEASURES, SHAPE AND SPACE ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	Weigh portions of food as part of a calorie controlled diet.	Read work times using an analogue and digital clock to ensure punctuality.	e.g. font size in points, margins in centimetres. Look at the options available in the tools menu and experiment with different units.
Read and interpret distance in everyday situations	Calculate the cost of posting various sizes of birthday and Christmas cards.	Weigh the ingredients needed in a commercial restaurant.	Estimate, measure, record and compare the temperature in various classrooms.
<ul style="list-style-type: none"> – know the units used for measuring longer distances, e.g. kilometres, miles – have an idea of distance in miles, e.g. know what is in walking distance when following directions 	Check bank statements or telephone bill for accuracy.	Find the correct units of measure for various items in the workplace. Practice estimating, measuring and recording lengths of these items using suitable units. Use mm, cm and m.	Use straight lines, right angles and 2D shapes when filming and photographing as part of a media course.
Read, estimate, measure and compare length using non-standard and standard units	Ask the learner to read a household budget and interpret findings.	Estimate, calculate and order lengths of steel or wood needed on site.	Recognise and use shapes in MS Word and other computer applications.
<ul style="list-style-type: none"> – read scales to the nearest labelled or unlabelled division 	Ask the learner to estimate the cost of items in an online basket.	Add appointments to an electronic calendar.	Understand references to the shape of health and safety signs around the campus.
<ul style="list-style-type: none"> – know that 10 mm = 1 cm; 1000 mm = 1 m 	Ask the learner to weigh ingredients for a recipe.	Compare thermometers for different purposes e.g. fever scans, temperature probe, clinical thermometers etc.	Identify common shapes in the classroom.
Read, estimate, measure and compare weight using non-standard and standard units	Ask the learner to estimate the distance to various local tourist attractions.	Use a temperature probe and accurately record the temperature of the food on a hot food counter. Compare to food hygiene standards.	
<ul style="list-style-type: none"> – read scales to the nearest labelled or unlabelled division 	Ask the learner to select the correct weights for various household items.		
<ul style="list-style-type: none"> – know that 1000 g = 1 kg 			

MEASURES, SHAPE AND SPACE ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	Use a 5m tape measure to measure the dimensions of a room.	Check the temperature in a workplace setting e.g. in an office.	
Read, estimate, measure and compare capacity using non-standard and standard units – read scales to the nearest labelled or unlabelled division – know that 1000 ml = 1 litre	Choose the appropriate household instrument from a selection provided to match a variety of measuring tasks e.g. <ul style="list-style-type: none"> • Tape measure. • Medicine spoon. • Kitchen scales. • Bathroom scales. • Measuring jugs. 	Recognise normal and abnormal body temperature in a health setting. Pack items into a delivery van.	
Choose and use appropriate units and measuring instruments – know metric units of length, weight and capacity – know which instrument is appropriate for measuring length, weight and capacity of differing magnitude	Check the temperature on a weather forecast and use this information to decide on suitable clothing and activities. Use the internet to find today's temperatures in different global cities.	Fill shelves with packed items. Understand references to the shape of health and safety signs in the workplace.	
Read, measure and compare temperature using common units and instruments – know how to read a thermometer – understand that temperature can be measured on different scales, but that Celsius is the standard scale in the UK	Identify and discuss the differences in pricing of similar objects e.g. soft drinks bought from different venues such as supermarket, garage, vending machine, hotel. Identify 2D and 3D shapes in computer games.	Arrange products for display according to given instructions. Group tables in a restaurant to suit the number of guests.	

MEASURES, SHAPE AND SPACE ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Shape and Space</p> <p>Sort 2D and 3D shapes to solve practical problems using properties (e.g. lines of symmetry, side length, angles)</p> <ul style="list-style-type: none"> – understand and use vocabulary related to shape, e.g. side length, angle, line of symmetry – identify right angles in 2D shapes and in the environment – recognise that a straight line is equivalent to two right angles 	<p>Identify right angles in everyday items.</p> <p>Investigate ways of stacking 3D shapes of the same size on a shelf and for a display e.g. cylinders (cans), cuboids (boxes).</p>		



Application of Number Measures Shape and Space

Level 1

At this level, learners can

- **Read and understand** straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material
- **Specify and describe** a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome
- **Generate results** to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain** results which meet the intended purpose using an appropriate format to a given level of accuracy

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different, but familiar contexts. The learner should be able to apply their knowledge of measures, shapes and space to develop skills, knowledge and understanding of contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non-digital media and reflect a modern context.

MEASURES, SHAPE AND SPACE
Performance at this level should involve being able to calculate the perimeter and area of 2D shapes and the volume of a cuboid. Solve problems using the properties of 2D shapes (tessellation and symmetry). Calculate using time. Estimate, measure and compare lengths, weights, capacities and

temperatures. Add, subtract and convert units of measurement in the metric system. Add, subtract, multiply and divide amounts of money. **NUMBER COMPLEXITY at this level states addition, subtraction, multiplication and division of large whole and decimal numbers. Recognise and compare common fractions, decimals and percentages.**

Tutors should use teaching strategies to advance learner knowledge by calculating the perimeter and area of simple 2D shapes and the volume of a cuboid. Calculate using time. Estimate, measure and compare lengths, weights, capacities and temperatures. Add, subtract and convert units of measurement using the metric system. Add, subtract, multiply and divide amounts of money. Where necessary use a calculator (online or handheld) to carry out and check the accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

MEASURES, SHAPE AND SPACE LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	<p>Be able to calculate benefits and entitlements.</p> <p>Calculate and control weekly expenditure.</p> <p>Price a shopping list of items from the internet and calculate the total cost.</p> <p>Estimate and plan for future expenditure e.g. holidays, Christmas etc.</p> <p>Using a credit union for loans and savings:</p> <ul style="list-style-type: none"> • For a given monthly loan repayment figure, calculate the total repayment over a fixed period. • For weekly savings to the credit union calculate how much has been saved in a specified timeframe. <p>Compare estimated figures with actual costs.</p> <p>Use a spreadsheet to record personal expenditure on a weekly or monthly basis or for large events e.g. wedding, holiday.</p>	<p>Subtract tax and national insurance payments from gross pay.</p> <p>Check wages calculation for the week or month.</p> <p>Plan a workplace outing, calculate the total cost and the contribution required from each person to cover the cost e.g. Christmas outing.</p> <p>Use a spreadsheet to record business expenditure as an employee.</p> <p>Calculate holiday entitlement and keep track of entitlement used and holidays due.</p> <p>Calculate total number of hours spent on one job over a period of time for billing purposes.</p> <p>Fill in a timesheet.</p> <p>Work out when you will move up to the next pay scale.</p>	<p>Budget for travel to and from course and for meals when attending course.</p> <p>Budget for paying off course fees and personal protective equipment (PPE) or uniform over a period of time.</p> <p>Manage additional expenses of course e.g. photocopying account and calculate how many credits are needed and how much this will cost.</p> <p>Use a watch or stopwatch to measure time taken to complete timed tasks e.g. quiz questions.</p> <p>Understand and follow course timetable.</p> <p>Plan for and meet assessment and exam deadlines by using a study planner or diary.</p>
<p>Add, subtract, multiply and divide sums of money and record</p> <ul style="list-style-type: none"> – understand place value of whole numbers and decimals – know that, for column addition and subtraction, decimals should be aligned by the decimal point 			
<p>Read, measure and record time in common date formats and in the 12-hour and 24-hour clock</p> <ul style="list-style-type: none"> – understand and use common date formats – understand time in the 12-hour and 24-hour clock – know that midnight is 00:00, or 0000, and 12:00 or 1200 is midday – understand and use timetables – know the units of time: millennium, century, year, month, week, day, hour, minute, second 			

MEASURES, SHAPE AND SPACE LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	Compare the cost of different delivery services and their respective costs.	Utilise “use by dates” to ensure correct stock rotation.	Calculate how long the break between lessons is.
Calculate using time – know the relationship between units of time, e.g. 1 hour = 60 min – add and subtract times in hours and minutes – convert units of time, e.g. 70 minutes is 1 hour 10 minutes	Compare and decide which units of time are most appropriate for various sporting disciplines. Use oven timer or thermometer to cook food correctly.	Weigh packages to ensure correct postage is paid and calculate total weight of a batch of packages in a consignment. Work out how much is left from a length, weight and capacity after removing a given amount.	Work out the year in which you will become qualified. Estimate and measure weights of various objects for manual handling guidelines.
Read, estimate, measure and compare length, weight, capacity and temperature using common units and instruments – know the standard metric units of length, weight and capacity including abbreviations (km, m, cm, mm, kg, g, l, ml) – read scales to the nearest labelled and unlabelled division	Use best before dates on food correctly. Use public transport timetables, both written and on apps to: <ul style="list-style-type: none"> • Calculate time between connecting trains, buses or planes. • Calculate estimated time of arrival or length of journey. 	Use standard metric units of measure related to specific work context. e.g: <ul style="list-style-type: none"> • Measure the weight of ingredients in the catering industry. • Measure the length of a worktop correctly. • Measure the correct amount of paint needed to cover a wall. 	Work out distance and time to and from: <ul style="list-style-type: none"> • Placement and home. • Placement and home via college or training organisation.
Read, estimate, measure and compare distance – know that distance is measured in miles or kilometres – know how to use a simple scale to estimate distance on a road map	Calculate the length of a television or radio programme. Convert minutes recorded from TV programmes into hours and minutes.	Adjust the thermostat to make sure the work environment is comfortable.	Read and use a fire evacuation plan, understanding the scale. Work out how much tape would be required to mark out the perimeter of a court for 5 aside football or badminton. Measure the perimeter of a poster to allow for a border decoration.

MEASURES, SHAPE AND SPACE LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	<p>Calculate how many years and months until a significant future event e.g. wedding, birth, sporting event such as the Olympics or world cup.</p>	<p>Estimate and measure distance to and from places of work and delivery distances to customers.</p>	<p>Measure the area of a hall to find out how many people can attend a fresher's ball within health and safety guidelines.</p>
Add and subtract common units of measure within the same system – know the relationship between metric units	<p>Calculate distance to social events, print off and follow directions or a map from the internet.</p>	<p>Measure:</p> <ul style="list-style-type: none"> • The length and width of packages for postage. • The amount of cabling needed to install wall sockets. • The length of barrier gates or tape needed to secure a work area. • The area of a table top for a table covering ensuring length and width measurements are in the same units. • The area of a meeting room to find out how many people can come to the meeting within health and safety guidelines. • The area of a wall and work out how many tiles would be required to cover it. 	<p>Calculate the area of a notice board to work out how many posters of a certain size will fit on the board.</p>
Convert units of measure in the same system – know the relationship between metric units	<p>Measure:</p> <ul style="list-style-type: none"> • The length of fencing needed to enclose a garden. • The length of wallpaper border needed to decorate a room. • The length of drop for new curtains and the length of pole needed. • The height and weight of family members. • The length and width of a rectangular room and use this to calculate the area for carpet, laminate flooring or paint. • The length, width and height of a cuboid window box in order to calculate its volume for the amount of soil needed to fill it. 	<p>Calculate the volume of packaging required to deliver something.</p>	<p>Use right angles to construct simple plans of rooms and buildings.</p>
Work out the perimeter of simple shapes – know that perimeter is the boundary of a shape – know that perimeter is measured in units of length – understand that the measurements required to calculate the length of the perimeter depend on the shape		<p>Use tessellating shapes to tile a work area e.g. carpet tiles.</p>	<p>Use tessellating patterns to produce a poster for the course.</p>
Work out the area of rectangles – know that area is a measure of surface – know what measurements are required to calculate area, and how to obtain them			

MEASURES, SHAPE AND SPACE LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Common measures</p> <ul style="list-style-type: none"> – know that measurements must be in the same units before calculating area – know that the area of a rectangle = length x width – know that area is measured in square units 	<p>Use volume to work out best value products.</p> <p>Use tessellating shapes to tile a given area in the home e.g. bathroom.</p> <p>Use right angles:</p> <ul style="list-style-type: none"> • To ensure that curtains are made square. • To ensure that shelves and pictures are hung straight. 	<p>Pack a carton or crate with regular and irregularly shaped packaging.</p> <p>Use right angles:</p> <ul style="list-style-type: none"> • To ensure walls are built square. • To ensure cabinets, cupboards etc are built square. 	
<p>Work out simple volume (e.g. cuboids)</p> <ul style="list-style-type: none"> – know that volume is a measure of space – know what measurements are required to calculate volume, and how to obtain them – know that measurements must be in the same units before calculating volume – know that the volume of a cuboid = length x width x height (or depth) – know that volume is measured in cubic units 			

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Shape and space

Solve problems using the mathematical properties of regular 2D shapes (e.g. tessellation or symmetry)

- know that angles are measured in degrees
- know that a right angle is 90 or a quarter-turn
- know that four right angles fill a space
- identify regular shapes

Draw 2D shapes in different orientations using grids (e.g. in diagrams or plans)

- know the properties of regular 2D shapes

Application of Number Measures Shape and Space

Level 2

At this level, learners can

- **Read and understand** mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material
- **Specify and describe** a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity
- **Generate results** to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different, but familiar contexts. The learner should be able to apply their knowledge of measures, shapes and space to develop skills, knowledge and understanding of contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non-digital media and reflect a modern context.

MEASURES, SHAPE AND SPACE Performance at this level should involve being able to use formulae for the perimeter, area and volume of shapes. Work out dimensions from scale drawings. Use 2D representations of 3D shapes. Calculate and use measuring instruments for time. Estimate, measure and compare lengths, weights, capacities and temperatures using different systems. Add, subtract and convert

units of measurement between metric and imperial systems. Calculate with sums of money and convert between currencies. NUMBER COMPLEXITY at this level states addition, subtraction, multiplication and division using numbers of any size. Substitute into formulae. Calculate using fractions, decimals and percentages.

Tutors should use teaching strategies to advance learner knowledge of formulae when calculating perimeter, area and volume of shapes. Calculate dimensions from scale drawings. Use 2D representations of 3D shapes. Calculate and use measuring instruments for time. Work with lengths, weights, capacities and temperatures using different systems. Calculate with sums of money and convert between currencies. Where necessary use a calculator (online or handheld) to carry out and check the accuracy of calculations. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

MEASURES, SHAPE AND SPACE LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	<p>Use information from newspapers, banks, internet to find the value of £1 in different currencies, discuss how these vary from day to day.</p> <p>Given exchange rates for £1 for a selection of countries and currencies, calculate the equivalent amount for different sums e.g. £10, £50, £100, £200.</p> <p>Look at on-line shopping sites, hotels or flight prices that use different currencies on the internet and convert the prices to sterling using any relevant method.</p> <p>Use bank buying rates to convert amounts in different currencies brought back from a holiday into sterling again.</p> <p>Calculate cooking time according to the weight e.g. meat.</p> <p>Calculate journey times from timetables.</p>	<p>Compare the price for an item of equipment from various international companies.</p> <p>Use currency conversion to price your company's products for selling abroad.</p> <p>Calculate time you have worked in a week using record from time cards or work cards.</p> <p>Measure the time taken to produce an item to help with calculation of product price.</p> <p>Use a calendar to calculate the length of time between given dates e.g. shift cycles, bank holidays, annual leave.</p> <p>Check products fall within the required tolerance measures for quality control e.g. checking weight of bags of sweets.</p> <p>Measure appropriate quantities to produce a mixture of the required</p>	<p>Use currency conversion to:</p> <ul style="list-style-type: none"> • Work out the cost in sterling of an educational trip abroad e.g. entry fees to sites, accommodation, transport and food. • Compare the cost of educational courses in other countries. <p>Use a calendar to calculate the length of time between given dates e.g. term time, holiday dates.</p> <p>Measure appropriate quantities to produce a mixture of the required strength and consistency e.g. epoxy glues, icing, paint, hair dye.</p> <p>Use timetables and fare information to find total time taken and total weekly travel cost to get to and from a course or training venue.</p> <p>Measure a number of different quantities to make a product</p>
<p>Calculate with sums of money and convert between currencies</p> <ul style="list-style-type: none"> – understand that exchange rates of currencies are not fixed, but vary on a daily basis – understand buying rate and selling rate 			
<p>Calculate, measure and record time in different formats</p> <ul style="list-style-type: none"> – understand dates and times written in different formats – know how to use measuring instruments, e.g. timers on appliances, clocks, watches, etc. – know the relationship between units of time, e.g. sec, min, hr, day, week, month, year 			
<p>Estimate, measure and compare length, distance, weight and capacity using metric and, where appropriate, imperial units</p> <ul style="list-style-type: none"> – know the metric units of length, distance, weight, capacity 			

MEASURES, SHAPE AND SPACE LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Common measures</p> <ul style="list-style-type: none"> – know the common imperial units of length, distance, weight, capacity, where appropriate, e.g. yard, feet, inches, miles, tons, pounds, ounces, pints, gallons – read scales to different levels of accuracy, including reading between marked divisions 	<p>Calculate the return date from a given departure date for different time spans e.g. 7 days, 10 days, 14 days.</p> <p>Use appropriate measurements in the same system (metric or imperial) to calculate your Body Mass Index (BMI).</p> <p>Adjust and set up the timer on a central heating system.</p>	<p>strength and consistency e.g. epoxy glues, icing, fibreglass, paint, hair dye.</p> <p>Calculate the real life or scale plan measurement using appropriate units e.g.</p> <ul style="list-style-type: none"> • Marking out on a building site. • Spaces for car parking. • Room layouts in a nursery. 	<p>according to a given specification e.g. recipe, stool.</p> <p>Adapt a recipe to the required number of portions and measure out quantities.</p> <p>Compare temperatures in different countries and convert between the Celsius and Fahrenheit where appropriate.</p>
<p>Estimate, measure and compare temperature, including reading scales</p> <ul style="list-style-type: none"> – know how to read a thermometer – know that temperature can be measured on Celsius and Fahrenheit scales 	<p>Adjust temperature using room thermostats.</p> <p>Convert measurement in the imperial system to metric when buying a carpet and use the information to calculate the total cost per square metre.</p>	<p>Check the storage temperatures for refrigerators and freezer compartments converting between Celsius and Fahrenheit where necessary.</p> <p>Decide on safe storage temperatures for different types of food.</p>	<p>Use conversion tables to convert weight, lengths, and capacities using any relevant measure e.g.</p> <ul style="list-style-type: none"> • Capacities on containers. • Weights for vehicles. • Weights for groceries. • Weights for babies or adults. • Dimensions of timber or sports pitches.
<p>Calculate with units of measure within the same system</p> <ul style="list-style-type: none"> – know the relationship between metric units – know the relationship between common imperial units, where appropriate 	<p>Estimate values for cool, medium and hot ovens in both Celsius and Fahrenheit.</p> <p>Be able to read and record the temperature accurately from a variety of different devices both</p>	<p>Check Health and Safety regulations for working temperatures.</p> <p>Calculate the number of boards of a specific size that can be cut from a standard length of timber.</p>	<p>Construct a conversion chart or line graph to convert miles to kilometres and use it to convert between the two, using distances between towns etc.</p>

MEASURES, SHAPE AND SPACE LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	<p>analogue and digital and recognise whether they are in Fahrenheit or Celsius from the device or the situation.</p> <p>Match rough equivalencies between metric and imperial units.</p> <p>Calculate the amount of paint or wallpaper required from the area of the wall to be painted or decorated.</p> <p>Calculate the area of an L-shaped room to work out cost of carpet or tiles.</p> <p>Measure the perimeter of a room or garden to calculate the amount and cost of skirting board or fencing.</p> <p>Work out the volume of soil needed for a circular tub.</p> <p>Use a planner on paper or a planning app to work out the layout of your new kitchen.</p>	<p>Practice using given formula to find the area of circles and other regular shapes, e.g.</p> <ul style="list-style-type: none"> • Calculate the number of circular pastry bases from a sheet of pastry. • Calculate the number of circular table tops from a rectangular board or sheet of metal. <p>Measure the perimeter of a room or garden to calculate the amount and cost of skirting board or fencing.</p> <p>Calculate the amount of grass seed required for irregularly shaped gardens.</p> <p>Calculate the consumption and costs of materials for housing renovations.</p> <p>Work out the volume of water needed to fill a swimming pool, fish pond or water feature.</p> <p>Prepare simple plans and scale drawings to help plan a job.</p>	<p>Match rough equivalencies between metric and imperial units.</p> <p>Practice using given formula to find the area of circles and other regular shapes, e.g.</p> <ul style="list-style-type: none"> • Calculate the number of circular pastry bases from a sheet of pastry. • Calculate the number of circular table tops from a rectangular board or sheet of metal. <p>Use a formula to calculate and compare the time taken to complete a journey to college or course venue using different road types, taking into account speed limits.</p> <p>Use scale from maps and plans to work out actual sizes for classrooms to show different layouts. Use different scales.</p>
<p>Calculate with units of measure between systems and approximate conversion factors</p> <ul style="list-style-type: none"> – know rough equivalences between common metric and imperial measures, e.g. 1 lb is about 450 grams, a litre is a bit less than 2 pints, a gallon is about 4 ½ litres, a kilogram is a bit more than 2 lb, a metre is a bit more than a yard, an inch is about 2 ½ cm, a foot is about 30 cm – know how to use approximate conversion factors, e.g. 1 inch = 2.54 cm 			
<p>Understand and use given formulae for finding perimeters and areas of regular shapes (e.g. rectangular and circular surfaces)</p> <ul style="list-style-type: none"> – know what is meant by perimeter, circumference, diameter, radius – recognise the symbol for pi, and know its approximate value 			

MEASURES, SHAPE AND SPACE LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Common measures	Plan the layout of a garden or flowerbed.	Use scale from maps and plans to work out actual sizes for houses and rooms. Use different scales.	Describe 3D objects from a 2D representation.
<ul style="list-style-type: none"> – know how to make substitutions in a formula and work out the result 			
Understand and use given formulae for finding areas of composite shapes (e.g. non-rectangular rooms or plots of land) <ul style="list-style-type: none"> – know that measurements must be in the same units before calculating area – know how to break down a composite shape into regular shapes 		Extract measurements from plans and elevations.	
Understand and use given formulae for finding volumes of regular shapes (e.g. a cuboid or cylinder) <ul style="list-style-type: none"> – know that measurements must be in the same units before calculating volume – recognise the symbol for pi, and know its approximate value – know how to make substitutions in a formula and work out the result 		Draw a net to allow sheet metal to be folded into a 3D shape such as an open top box.	
		Arrange a cutting pattern on material so as to minimise waste.	

Skills, Knowledge and Understanding.
The learner will be expected to:

PLEASE USE THIS SPACE TO RECORD YOUR OWN EXAMPLES

Common measures

Work out dimensions from scale drawings (e.g. 1:20)

- understand scale written as a ratio
- understand that, when expressed as a ratio, the scale is independent of units

Shape and space

Recognise and use common 2D representations of 3D objects (e.g. in maps and plans)

- understand that 3D objects can be represented in 2D

Solve problems involving 2D shapes and parallel lines (e.g. in laying down carpet tiles)

- understand the meaning of parallel, and recognise parallel lines



Numeracy Core Curriculum NI

Chapter 6 Handling Data



Numeracy

Handling data

Entry Level 1

At this level, learners can

- **Read and understand** information given by numbers and symbols in simple graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers and measures
- **Generate results** which make sense and use given methods and given checking procedures appropriate to the specified purpose
- **Present and explain results** which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

DATA COMPLEXITY

Performance at this level should involve **the ability to extract simple information from lists, sort and classify objects using a single criterion and the ability to construct simple representations or diagrams, using knowledge of numbers, measures or shape and space. NUMBER COMPLEXITY at this level requires addition and subtraction of whole numbers under the value of 10.**

Tutors should use teaching strategies to advance learner knowledge of handling data in the digital age. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Data	<p>Recognise and be able to read and interpret simple lists in everyday life which may include:</p> <ul style="list-style-type: none"> • Opening and closing times for doctors, government agencies, shopping centres or car parks. • Reading a T.V. guide from the newspaper, on screen T.V. menu classified by time, or internet guide. 	<p>Recognise and be able to read and interpret simple lists in everyday life which may include:</p> <ul style="list-style-type: none"> • Bank or mobile phone statements on and off line. • Employment dress codes, rules, rotas, breaks, lunch stop and start times, clock in cards. • Payslip deductions. • Work related absences, accidents, overtime. • Canteen menu and costs. • Organisation flow charts. • Phone extension lists and 'how to' lists. 	<p>Recognise and be able to read and interpret simple lists in everyday life which may include:</p> <ul style="list-style-type: none"> • Timetables. • Placement rules. • Student allowance forms. • Bank statements. • Assignment deadlines. • Curriculum coding. • Room numbers. • Canteen menus. • Email listings for tutors and peers. • Mobile phone contact lists. • Health and safety topics. • College or training organisation policies, such as internet and social media use. • Library or canteen open times. • Library referencing.
<p>Sort and classify objects using a single criterion</p> <p>– understand the concept of a criterion, e.g. a single feature such as colour, shape, gender</p>	<p>Recognise and classify by a criterion. Examples may include:</p> <ul style="list-style-type: none"> • Reading a store guide to find the correct floor. • Reading a sign to determine which level to go to in a hospital. • Using a bus timetable to travel to a certain destination or to find out how many buses go daily to a destination. • Accessing a website e.g. NHS to find a local doctor or dentist or to check symptoms. • Accessing Yell.com, or other online directory to find out the number of florists or mechanics in local area. 	<p>Recognise and classify by a criterion. Examples may include:</p> <ul style="list-style-type: none"> • Workplace department layout, e.g. emergency exits, fire evacuation procedures. • Machinery instructions. • Sales catalogues. • Vending machines. • Travel brochures. • Stationery orders and invoices. 	<p>Recognise and classify by criterion. Examples may include:</p> <ul style="list-style-type: none"> • Building layout including floor and class room. • Practical skills rules. • Types of vocational courses available in college or training organisation.
<p>Construct simple representations or diagrams, using knowledge of numbers, measures or shape and space</p> <p>– understand that the purpose of representations is to communicate Information</p> <p>– understand that information can be represented in different ways</p>			

HANDLING DATA ENTRY LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
	<p>Construct representations of information. Carry out simple surveys within a group. Create and read mind maps, pictograms, tallies and bar charts. Examples could include:</p> <ul style="list-style-type: none"> • Social media users, online shopping or twitter etc. • People who have internet access at home. 	<p>Construct representations of Information. Carry out simple surveys within a group. Examples could include:</p> <ul style="list-style-type: none"> • Male and female employees. • Working pattern or hours worked. • Sales or orders. • Number of employees. • Productivity records. • Temperature recordings for workplace machinery. • Staff training by completion. 	<ul style="list-style-type: none"> • Enrolment criteria, coding or cost. • Students' daily spend. • Types of transport to get to college or placement. <p>Construct representations of information. Carry out simple surveys within a class group. Examples could include:</p> <ul style="list-style-type: none"> • Type of mobile phone networks or contracts. • Time spent on social media. • Most popular sharing apps, e.g. Snapchat, What's app, Instagram, Twitter, Facebook.



Numeracy

Handling data

Entry Level 2

At this level, learners can

- **Read and understand** information given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers, measures and simple shapes to record essential information
- **Generate results** to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using appropriate numbers, simple diagrams and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

DATA COMPLEXITY

Performance at this level should involve the ability to extract information from lists, tables, diagrams and block graphs. Make numerical comparisons between graphs. Sort and classify objects using TWO criteria and the ability to collect simple numerical information and represent it so it makes sense to others. NUMBER COMPLEXITY at this level states addition and subtraction of whole numbers under the value of 100 and single-digit multiplication.

Tutors should use teaching strategies to advance learner knowledge of handling data in the digital age. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Data			
Extract information from lists, tables, simple diagrams and block graphs – understand that tables are arranged in rows and columns – understand that a title, labels, etc. provide information	Look at the football league tables in the paper and work out what order they are in. Then select, for example: <ul style="list-style-type: none"> • The team with the most points and the team with the fewest points. • The team with the most games played and the team with the fewest games played. • One local team and find another team that has played the same number of matches. 	Look at statistics on a price comparison website for a variety of items, for example: <ul style="list-style-type: none"> • Groceries. • Tablets. • Mobile technology. Read and use a calendar to organise meetings and appointments. Examples could include: <ul style="list-style-type: none"> • Hard copy appointment diaries. • Online diaries. 	Look at an educational prospectus or news paper for information, including: <ul style="list-style-type: none"> • Class times. • Days and locations of classes. • Qualifications needed. Understand the progression route between essential skills levels, using the online core curriculum diagram.
Make numerical comparisons from block graphs – understand that the height of the bar indicates the numerical value in that category and so values are compared through the heights of bars – understand that titles, labels, etc. provide essential information	Select from a restaurant menu: <ul style="list-style-type: none"> • The cheapest item, the most expensive item and the item(s) which cost a given amount of money. Select information from either online or offline sales brochures: <ul style="list-style-type: none"> • Information on furniture dimensions, colours available, clothes sizes etc. 	Read and understand bus, plane and shipping timetables. Extract information from a job vacancy list, for example: <ul style="list-style-type: none"> • Job reference numbers. • Hours per week and rates of pay. 	Understand class timetables and assessment deadline dates. Use a virtual learning platform from your college or training organisation to find course structure and resources.
Sort and classify objects using two criteria – understand the concept of a criterion, e.g. a feature such as colour, shape, gender, height	From catalogues and online shopping sites (EBay, Amazon), find:	Compare phone charges between various providers to find the best deal available. Understand information on food and drink labels.	Collect simple numerical information, for example: <ul style="list-style-type: none"> • During hairdressing stock takes. • From appointment books.

HANDLING DATA ENTRY LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Data</p> <p>Collect simple numerical information</p> <ul style="list-style-type: none"> – understand the need to be clear about what information is required prior to collection – understand that information can be recorded in different ways <p>Represent information so that it makes sense to others (e.g. in lists, tables and diagrams)</p> <ul style="list-style-type: none"> – understand that information can be represented in different ways, e.g. a list, a table, a diagram – understand the importance of labelling information in tables and diagrams 	<ul style="list-style-type: none"> • The price of individual items from advertisements for sales. <p>Understand how to read a bar chart on and off line, e.g. relating to a planned trip find information on the following:</p> <ul style="list-style-type: none"> • Temperature. • Holiday destinations. • Rainfall charts. • Hours of sunshine. <p>From a clothing catalogue choose:</p> <ul style="list-style-type: none"> • Clothes which are the learner’s own size and which are blue or black etc. <p>From a picture, or group of people, select:</p> <ul style="list-style-type: none"> • Those who are male and wearing blue, black etc. <p>Sort a set of playing cards using different criteria:</p> <ul style="list-style-type: none"> • All the cards that are either hearts or number 7. • All the cards that are either clubs or number 5. 	<p>Understand enrolment details for a college course by year.</p> <p>Examples of numerical information that can be collected and recorded in tables, charts and diagrams include:</p> <ul style="list-style-type: none"> • Types of travel to work, including by bus, train, car and walking. • Car sales by make or by year. • Number of hotel guests per week. • Nutritional information. <p>From a list of popular food items ask the learner to select food items which are below 200 kcal and less than 3g fat.</p> <p>Select from a pub food menu, the items which will be hot and under a certain price.</p> <p>Represent information to others in various formats, including bar charts, for example:</p> <ul style="list-style-type: none"> • Unemployment in Ireland by region. • Month of year and sales figures. 	<ul style="list-style-type: none"> • From hospitality appointment books, menus, pricing details. <p>Use the online calendar provided to book an MOT test online.</p> <p>Understand how to read information from a bar chart, on or off line, for example:</p> <ul style="list-style-type: none"> • Peoples’ jobs by area. • Population charts. • Product sales. • Social media users. <p>Select toys suitable for children of a given age, (the age of the learner’s placement group if this is appropriate) from a toy catalogue, e.g. toys which are made of wood, blue, from Harry Potter or similar.</p> <p>Sort basic shapes using the criteria number of sides and right angles.</p> <p>Represent information to others in various formats, including bar charts, for example:</p>

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
	<p>Examples of numerical information that can be collected and recorded in tables, charts and diagrams include:</p> <ul style="list-style-type: none"> • Height of person and name. • Day of week and temperature. • Month of year and birthday. <p>Represent information to others in various formats, including bar charts, for example:</p> <ul style="list-style-type: none"> • A tally chart recording colour of cars passing on a road. • A table showing T.V. viewing by time. • A tally or pictogram showing the mode of transport to work. 	<ul style="list-style-type: none"> • Car sales and colours. • Ice cream sales by flavour. • Numbers of customers by week. • Tally chart recording sales of goods. • Appointments cancelled or kept. • Creating a simple street map using a co-ordination grid. • Organisational chart representing company employees. 	<ul style="list-style-type: none"> • Number of people with or without a mobile phone. • Number of students in class who have a smartphone. • Holiday destination by year. • Restaurant sales by week. • People visiting a salon by week. • Products used per day. • Table showing age and gender of class group. • Pictogram represented by drawing of male and female to represent gender in a class or placement setting etc. • Simple weather maps of Northern Ireland using different symbols for different weather, e.g. clouds, sun or snow.

Numeracy

Handling data

Entry Level 3

At this level, learners can

- **Read and understand** information given by numbers, symbols, diagrams and charts used for different purposes and in different ways in graphical, numerical and written material
- **Specify and describe** a practical problem or task using numbers, measures and diagrams to collect and record relevant information
- **Generate results** to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using appropriate numbers, diagrams, charts and symbols

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of elementary contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

DATA COMPLEXITY

Performance at this level should involve the ability to extract numerical information from lists, tables, diagrams and simple charts. Make numerical comparisons from bar charts and pictograms. Make observations and record numerical information using a tally. Then organise and represent information in different ways so that it makes sense to others. NUMBER COMPLEXITY at this level states addition and subtraction of whole numbers under the value of 1000 and double-digit multiplication and short division. It may include interpretation of decimal numbers up to 2 decimal places.

Tutors should use teaching strategies to advance learner knowledge of handling data in the digital age. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can also be adjusted in terms of complexity to allow for differentiation within learner groups.

Skills, Knowledge and Understanding.
The learner will be expected to:

Data

Extract numerical information from lists, tables, diagrams and simple charts

- understand that the title, labels, key, etc. provide information
- use a scale to extract numerical values

Make numerical comparisons from bar charts and pictograms

- understand that comparisons can be made from the height or length of bars, or the number of pictures
- understand that a picture or icon in a pictogram can represent more than one, but that each picture or icon represents the same number

SOCIETY AND CITIZENSHIP Personal and Community

EXAMPLES

Use a holiday brochure or website to locate and extract and compare information, for example:

- Price information.
- Accommodation amenities.
- Temperatures of a number of places of interest.
- Accommodation ratings, using the symbols provided.

Use a map to gauge distance from accommodation to local beach.

Use a local map to follow the route of the bus. Locate each bus stop on the route.

Look at train timetables to extract information, for example:

- Going from the nearest station to concerts, football matches or exhibitions which are advertised locally.
- Ensure that trains will be running on the correct days by reading the labels on the timetable.

ECONOMY Workplace and Employment

EXAMPLES

Use a stationery catalogue to select items that need replenished.

Use a map to gauge distance from workplace to local post office.

Use a local map to find own building and other places of interest.

Look through booklets for any electrical item such as a radio, computer, printer etc. Study the diagrams and establish on the actual item where each of the identified features are.

Extract information from a cookery book on the contents of recipes.

Extract information regarding the number of calories in particular foods and relate this to recommended daily allowances.

INDIVIDUALS Education and Training

EXAMPLES

Use a course timetable to ascertain the times and locations of classes.

Look at local bus timetables. Extract information from them, such as how to get to the place of learning.

Look at plans of classrooms and establish the dimensions. Go to the local planning department to see how plans are used. Look at plans for a local project and establish where the project will be sited.

Plan a holiday using holiday brochures to extract information.

Use on line or off line car sales information and extract details of makes and models of cars for sale.

Use information from brochures to record reference numbers for ordering and replenishing stock levels.

HANDLING DATA ENTRY LEVEL 3

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Data</p> <p>Make observations and record numerical information using a tally</p> <ul style="list-style-type: none"> – understand the importance of defining categories prior to collecting data – know what is meant by a tally – know that tally marks have to be counted up to give a frequency 	<p>Use a map of the UK to follow the route of the train. Do the same with the motorway network, following routes to similar events.</p> <p>Ask ten people in four different places if they ate five portions of fruit and vegetables a day. Show the results as a pictogram. (E.g. Full cabbage = 2 people and ½ cabbage = 1 person).</p> <p>Carry out a survey in the community to compare the locations of holiday destinations. Record your results using a tally chart. Organise your findings and present using pictures, tables and charts providing clear labels and appropriate scales.</p> <p>Survey 20 people to find out what they eat for breakfast and identify the most popular breakfast. Do you think that the most popular breakfast is the healthiest?</p>	<p>Use information from workplace research and compare simple statistical information, e.g. product sales over a week.</p> <p>Carry out a survey for a sandwich shop to identify the most popular sandwiches.</p> <p>Ask 100 people to name their favourite sandwiches from those listed below and put results in a bar chart: BLT, ham and cheese, egg and onion, chicken salad, roast beef and mustard.</p> <p>Do a survey on the distance employees travelled to work. Record your results using a tally chart. Organise your findings and present using pictures, tables and charts, providing clear labels and appropriate scales.</p> <p>Use the clothes section of a catalogue and survey the type of material that the clothes are made of.</p>	<p>Use information from vocationally relevant research and compare simple statistical information. E.g.</p> <ul style="list-style-type: none"> • For childcare, check the number of births in a specific location. <p>Do a survey on the mode of transport used by 100 students to get to location of course. Record your results using a tally chart. Organise your findings and present using pictures, tables, charts, providing clear labels and appropriate scales.</p> <p>Ask the learner to visit the library and draw a diagram showing each section, such as fiction, magazines, journals, sports, business, study area, IT area etc.</p> <p>Ask the learner to draw a symbol which represents the duration of their lesson with you.</p>

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Data</p> <p>Organise and represent information in different ways so that it makes sense to others</p> <ul style="list-style-type: none"> – know how to present data in tables, charts and diagrams – know how to use a simple scale to represent data in a bar chart or pictogram – understand the different elements in charts, e.g. the title, axis, scale, key – label diagrams and charts 	<p>Ask the learner to draw a plan of the local children’s playground, showing the types of equipment.</p> <p>Ask the learner to devise a pictogram representing the size of the crowds at given football matches.</p> <p>Ask the learner to count the cars in a car park which are red, blue, silver etc, and draw a bar chart to represent their results. Discuss with them an appropriate scale for the bar chart, after they have collected their information and before they draw their bar chart.</p> <p>Draw a diagram to show the different heights of four people. This could also be expressed as a pictogram or a bar chart. Discuss with the learner which of these they find most appropriate or easiest to understand. Encourage them to give reasons for their choices.</p>	<p>According to your survey, what is the most popular material to make clothes out of?</p> <p>Ask the learner to visit a small supermarket and draw a diagram of the shop layout that may include sections such as fruit, vegetables, meat, dairy produce, tinned vegetables, jams and marmalades, frozen food etc.</p>	<p>Ask the learner to draw an ordnance survey map of the college or training organisation using the correct labelling.</p>

Application of Number

Handling data

Level 1

At this level, learners can

- **Read and understand** straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material
- **Specify and describe** a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome
- **Generate results** to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** which meet the intended purpose using an appropriate format to a given level of accuracy

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

DATA COMPLEXITY

Performance at this level should involve the ability to extract and interpret information from lists, tables, diagrams, charts and line graphs. Collect, organise and represent discrete data in tables, charts, diagrams and line graphs. Find the arithmetical average for a set of data. Find the range for a set of data. Introduction to probability where candidates show that some events are more likely to occur than others and express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1. NUMBER COMPLEXITY at this level states addition, subtraction, multiplication and division of large whole and decimal numbers. Recognise and compare common fractions, decimals and percentages.

Tutors should use teaching strategies to advance learner knowledge of handling data in the digital age. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can be adjusted in terms of complexity to allow for differentiation within learner groups. Examples can also be adjusted to accommodate extracting, interpreting, collecting, organising and representing discrete data.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Data and statistical measures	<p>Use an online currency conversion website to access currency exchange rates or graphs for a period of time.</p>	<p>Check and extract currency rates for example Sterling or Euro for a period of time using an online currency rate or graph and a newspaper.</p>	<p>Use a currency table and graph to compare the prices of cars between the UK and Europe and find best rates.</p>
Extract and interpret information (e.g. in tables, diagrams, charts and line graphs)	<p>Use a bar chart to show types of T.V. programmes, broken into genres, e.g. soaps, dramas, documentaries etc, watched by adults in the community.</p>	<p>Create a bar chart showing breakdown of types of drinks consumed by workers.</p>	<p>Understand the information from a table of supermarket sales, recorded over a certain time period.</p>
<ul style="list-style-type: none"> – understand that the title, labels, key, etc. provide information – know how to read the scale on an axis – know how to use a simple scale such as 1 cm to 1 m – know how to obtain information from a pictogram, pie chart, bar chart, single-line graph, including use of decimal numbers 	<p>Extract and interpret information from the World Health Organisation (WHO) on recommended growth for a male or female baby from 0-24 months (reading only the median percentile line).</p>	<p>Create a bar or line graph showing membership of a sports club over a period of five years.</p>	<p>Use a table to work out the annual insurance premium by age of driver and insurance group.</p>
Collect, organise and represent discrete data (e.g. in tables, charts, diagrams and line graphs)	<p>Use a bar chart to:</p> <ul style="list-style-type: none"> • Compare the populations of different countries using an appropriate scale to represent millions. • Show sales figures for well known products, e.g. L'Oréal, by country. 	<p>Create a line graph showing unemployment rates from beginning of recession 2007 to present day.</p>	<p>Read a line graph that records temperature in a cold storage room over a period of hours. Examples could include positive and negative temperatures.</p>
<ul style="list-style-type: none"> – know how to choose a sensible scale to fit the data – label charts, graphs, diagrams 	<p>Ask the learner to calculate the mean number of patients</p>	<p>Create a table showing employee mileage claim and expenses for a monthly period.</p>	<p>Extract and interpret information from a table or bar chart, e.g.</p> <ul style="list-style-type: none"> • Record the number of visitors over a 12 month period to local visitor attractions.
Find the arithmetical average (mean) for a set of data		<p>Extract information from a table and create a bar chart to represent the information. An example could be type of item</p>	
<ul style="list-style-type: none"> – know that the mean is one sort of average (the most common) – know that the mean is worked out by adding up 			

HANDLING DATA LEVEL 1

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Data and statistical measures	attending accident and emergency, over a specific timeframe.	borrowed from a library. E.g. hard copy, e-book, audio book, video, DVD.	Develop a pie chart showing how students would spend a typical day, e.g:
<p>the items and dividing by the number of items</p> <ul style="list-style-type: none"> – understand that the mean can give a ‘distorted average’ if one or two values are much higher or lower than the other values, e.g. the mean salary or wage in a company can be distorted by one or two very high salaries 	<p>Ask the learner to calculate the mean of a set of data, e.g.</p> <ul style="list-style-type: none"> • Mean shoe size. • Mean age of class sample. • Mean price from list of shopping goods. • Mean score of a cricket batsman. • Mean annual temperature in popular holiday locations. • Mean amount of weight lost in a keep fit class. • Mean monthly spend on electricity, groceries, petrol etc, from sample group. 	<p>Ask the learner to calculate the mean of a set of data, e.g.</p> <ul style="list-style-type: none"> • Mean rates of pay among employees in a business. • Mean number of children in families in a given area. • Mean number of employees in different local companies. • Mean amount of customers over a weekly period. 	<ul style="list-style-type: none"> • Sleeping, studying, using social media, playing sport etc.
Find the range for a set of data			<p>Use a bar chart to show forecasted sales of mobile technology by year.</p>
<ul style="list-style-type: none"> – understand that the range measures the spread of a set of data – understand that the range is the difference between the smallest and largest values in the set of data 		<p>Ask the learner to work out the age range for a group of employees.</p>	<p>Ask the learner to calculate the mean of a set of data, e.g.</p>
Probability			<ul style="list-style-type: none"> • Mean hours of sunshine per month in a holiday location.
Show that some events are more likely to occur than others	<p>Ask the learner to work out the range of:</p> <ul style="list-style-type: none"> • Spectators at a football ground over a time period. • Car prices by dealership. • Temperatures in holiday location. 	<p>Ask the learner to work out the range of years completed in same employment.</p>	<ul style="list-style-type: none"> • Mean cost of monthly mobile phone charges, e.g. contract or pay as you go.
<ul style="list-style-type: none"> – understand that some events are impossible – understand that some events are certain to happen – know that some events are more likely to occur than others – understand the concept of possible outcomes, e.g. there are two possible 	<p>Use probability lines to show fractions, decimals or percentages to show the likelihood or</p>	<p>Ask the learner to work out the range of customer sales over a twelve month period.</p>	<ul style="list-style-type: none"> • Mean length of songs on a CD or student’s playlist. • Mean score in a class test, using grades. • Mean number of hours worked in part time jobs by student group.
			<p>Ask the learner to work out the range of house prices in local area.</p>

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
<p>Probability</p> <p>outcomes for the gender of a baby</p> <ul style="list-style-type: none"> – understand that some events can happen in more than one way, e.g. there are three possible ways of getting an odd number with the throw of a die – understand that probability is an expression of likelihood and use terms such as a one in two chance <p>Express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1</p> <ul style="list-style-type: none"> – understand that the likelihood of an event is measured on a scale from 0 (impossible) to 1 (certain) – understand that likelihood (or probability) is expressed as the number of ways the event can happen divided by the total number of possible outcomes – understand that likelihood or probability can be written as a fraction, decimal or percentage, e.g. the likelihood that a coin will land heads-up is 50%, .5 or $\frac{1}{2}$ – the expression there is a fifty-fifty chance is an expression of likelihood using percentages 	<p>unlikelihood of certain events. E.g.</p> <ul style="list-style-type: none"> • Day following night. • Northern Ireland winning the FIFA World Cup. • Christmas day being 25th December. • Probability of a new born being male or female. <p>Use a coin to show the 50/50 chance or 1 in 2 chances of a head showing when tossed.</p> <p>Use a die to show there is a one in six chance of throwing a three.</p>	<p>Ask the learner to work out the range of petrol and diesel prices from different garages.</p> <p>Use a deck of cards for different probability scenarios, e.g. selecting a red card, a number card, a face card.</p> <p>Work out the probability of an accident occurring within the workplace.</p> <p>Work out the probability of incurring an illness as you age.</p>	<p>Ask the learner to work out the range of wages for a specific role within companies in the local area e.g. HR, marketing, web design.</p> <p>Ask the learner to work out the age range of a class or college group.</p> <p>Use a pictogram to show the probability of it raining or being sunny in a particular week or month.</p> <p>Describe the probability of gender within a particular course and class, e.g.</p> <ul style="list-style-type: none"> • Hair and Beauty. • Bricklaying. <p>Ask the learner to work out the probability of all class group members using smart phones or 4g networks.</p>

Application of Number

Handling data

Level 2

At this level, learners can

- **Read and understand** mathematical information used for different purposes and independently select and compare relevant information from a variety of graphical, numerical and written material
- **Specify and describe** a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity
- **Generate results** to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
- **Present and explain results** clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience

Tutor Guidance on Development of Competence Goals

At this level the learner should be able to apply their skills to different but familiar contexts. The learner should be able to apply their knowledge of numbers and the relationships between them to develop skills, knowledge and understanding of contextual tasks. Examples of contexts are listed on the following pages. These lists are not exhaustive and should not be regarded as mandatory or restrictive. Sources should be taken from a variety of digital and non digital media and reflect modern numerical practices.

DATA COMPLEXITY

Performance at this level should involve the ability to extract discrete and continuous data from tables, charts, diagrams and line graphs and represent this data also in: tables, charts, diagrams and line graphs. Also the ability to find the mean, median and mode using them as appropriate to compare two sets of data. Find the range and use it to describe the spread within sets of data. Candidates are able to identify the range of possible outcomes of combined events and record the information using diagrams or tables. NUMBER COMPLEXITY at this level states addition, subtraction, multiplication and division numbers of any size. Substitute into formulae. Calculate using fractions, decimals and percentages.

Tutors should use teaching strategies to advance learner knowledge of handling data in the digital age. Tutors can consider making contexts more specific in terms of an area of employment or subject specific professional and technical training. The examples can be adjusted in terms of complexity to allow for differentiation within learner groups. Examples can also be adjusted to accommodate extracting, interpreting, collecting, organising and representing discrete data including within this scale, chart and axis labelling.

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Data and statistical measures	<p>Use a graph to show the speed of a car, using speed and time in either axis.</p>	<p>Use a Carroll diagram to indicate when a number is even and not even; prime or not prime.</p>	<p>Use conversion charts that show:</p> <ul style="list-style-type: none"> • Body Mass Index (BMI). • Temperatures 0C to 0F.
<p>Extract discrete and continuous data from tables, diagrams, charts and line graphs</p> <ul style="list-style-type: none"> – understand how to use scales in diagrams, charts and graphs – know how to interpret information from bar charts, pie charts and line graphs with more than one line 	<p>Use conversion charts that show:</p> <ul style="list-style-type: none"> • Metric to imperial units, e.g. kms to miles. • Currency conversions (Sterling/Euro). <p>Use Venn diagrams that show e.g. male, female, sport.</p>	<p>Use conversion charts that show:</p> <ul style="list-style-type: none"> • Currency conversion charts (Sterling/Euro). • Temperature conversion charts (Celsius/Fahrenheit). <p>Use a line graph to compare UK energy consumption between coal, petroleum and natural gas.</p>	<p>Carry out research to obtain information in relation to newborn babies and produce a cumulative frequency table or line graph to show percentile growth, e.g. age and weight from new born to 24 months.</p>
<p>Collect, organise and represent discrete and continuous data in tables, charts, diagrams and line graphs</p> <ul style="list-style-type: none"> – understand that continuous data is collected through measurement – understand that continuous data can only be collected to a certain degree of accuracy – know how to choose a suitable scale to fit the data – label charts, graphs, diagrams 	<p>Use a line graph to compare two different things, e.g. the monthly hours of sunshine between two different countries.</p> <p>Use a line graph to work out an electricity bill based on number of units and cost in pounds on each axis.</p> <p>Use a line graph to show continuous data for two people and how much weight they have lost over a period of time.</p>	<p>Use histograms based on frequency to establish most common outcome. E.g. a factory counting the number of sweets in a sample of 1000 packets.</p> <p>Use a line graph to show the global fluctuations in the price of a barrel of oil.</p> <p>Use pictograms to show how many millions of barrels of oil are produced by a particular</p>	<p>Use a comparative line graph or table to show:</p> <ul style="list-style-type: none"> • Heart rate fluctuation relating to cardio vascular exercise. • Gross and net pay of group of adult earners. • Fuel consumption in petrol and diesel cars over a period of time. <p>Ask the learner to create a scatter diagram showing correlation, e.g. shoe size and height.</p>

HANDLING DATA LEVEL 2

Skills, Knowledge and Understanding. The learner will be expected to:	SOCIETY AND CITIZENSHIP Personal and Community	ECONOMY Workplace and Employment	INDIVIDUALS Education and Training
	EXAMPLES	EXAMPLES	EXAMPLES
Data and statistical measures	<p>Use a cumulative frequency line graph showing percentage marks achieved in a class test including lower, medium and upper quartiles.</p>	<p>country. E.g. One pictogram barrel = one million barrels.</p>	<p>Use a frequency table and bar chart to show the number of hours spent on social media by a group of students.</p>
<p>Find the mean, median and mode, and use them as appropriate to compare two sets of data</p> <ul style="list-style-type: none"> – understand what is meant by mean, median and mode – understand that each average is useful for different purposes 	<p>Use a frequency table for both continuous and discrete quantitative data e.g. the height of a tree or number of rooms in a house.</p>	<p>Use line graphs from stock exchange information about particular companies and how their share value can fluctuate.</p>	<p>Use a pie chart to show a breakdown of holiday expenses, including:</p> <ul style="list-style-type: none"> • Flights. • Entertainment. • Spending. • Transport. • Insurance. • The number of texts a student sends on his/her mobile daily.
<p>Find the range and use it to describe the spread within sets of data</p> <ul style="list-style-type: none"> – understand that the range is the difference between the highest and lowest values in a set of data 	<p>Find the mean, median and mode, and use them as appropriate to compare two sets of data, e.g.</p> <ul style="list-style-type: none"> • Average house price by regions within Northern Ireland. • Favourite football team scores over a season including average goals scored and conceded. • The ages of children in two families. <p>Ask the learner to work out the mean spend per month on groceries.</p> <p>Compare averages and ranges of prices of cars of different makes and/or ages.</p>	<p>Ask learners to work out the average disposable income by earners.</p> <p>Ask learners to work out the mean or median number of occupants in a number of flats.</p> <p>Ask learners to work out the mean, median and mode of different prices per Kilowatt from different gas suppliers.</p> <p>Use a line graph to find the range of speeds of a car during a particular journey.</p> <p>Ask learners to work out the mean, mode and range of sales orders per day in a business.</p>	<p>Ask learners to work out the mean, median and range of mobile phone costs, from list of 20.</p> <p>Ask learners to work out the range of costs for different products from different supermarkets.</p> <p>Ask learners to work out the mode of 20 common products bought by consumers in a beauty salon.</p>

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	EXAMPLES	EXAMPLES	EXAMPLES
<p>Probability</p> <p>Identify the range of possible outcomes of combined events and record the information using diagrams or tables</p> <ul style="list-style-type: none"> – understand that events are independent when the outcome of one does not influence the outcome of another, e.g. the gender of a baby does not influence the gender of a second one – understand that events are combined when the outcome depends on the separate outcome of each independent event, e.g. the likelihood that twins will both be girls – record the range of possible outcomes of combined events in tree diagrams or in tables 	<p>Use a tree diagram to show e.g.</p> <ul style="list-style-type: none"> • All the boy/girl possibilities when a couple have two children. Understand that the gender of the 1st child has no effect on the gender of the 2nd child. • All possible outcomes of tossing a coin and it landing on the same side three times in a row. • All possible outcomes of planting two bulbs which could be white, purple or yellow when they bloom. 	<p>Ask learners to work out the probability of variance in insurance rates for different ages of car drivers, houses in different areas, linked to accidents and crime rates.</p>	<p>Ask learners to work out the mean cost of going out socially over a period of time for a student.</p> <p>Ask learners to work out the mean, median and range for each song length on a students' iPod or mobile playlist.</p> <p>Ask learners to work out the modal age of players in the English premier league.</p> <p>Compare averages and ranges of temperature or rainfall at two or more places.</p> <p>Use weather statistics to estimate the probability of different types of weather, e.g. temperature and hours of sunshine.</p> <p>Use a table to show the results of tossing two dice together.</p> <p>Use a tree diagram to show all possibilities of throwing two dice.</p>



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