Skills for Life

The national strategy for improving adult literacy and numeracy skills

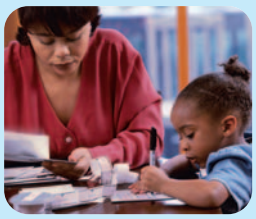
Materials for Embedded Learning

Family life:

focus on parenting

modules 4–6

- learner materials in colour and black-and-white
- teacher notes
- referencing to Adult Core Curricula and National Tests
- audio CD
- CD-ROM with Word and PDF files, and interactive practice materials



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Skills for Life: the national strategy for improving adult literacy and numeracy skills

Many millions of adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy, which aims to help 2.25 million learners gain a national qualification by 2010.

Since 2001, a massive 2.4 million adults across England have taken up to 4.8 million courses in literacy, language and numeracy skills. Over 750,000 of these learners have gone on to achieve nationally recognised qualifications – a commitment set out by the Government in the *Skills for Life* strategy.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals, their families, on the economy and on society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, to live in a disadvantaged area or to be unemployed. They and their children risk being cut off from the benefits of a world increasingly linked through information technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is an ambitious strategy that is designed to address literacy, language and numeracy needs of adults and young people. It covers all post-16 learners on learning programmes at levels from Pre-entry up to and including Level 2. These programmes range from discrete to embedded courses, and from classroom and community provision to voluntary and work-based learning. Achievement and progress in *Skills for Life* are recognised through certification of Key Skills, GCSE Maths and English, and adult literacy and numeracy. It is therefore crucial that the strategy supports and reflects the successful implementation of all other post-16 strategies. These strategies include *Success for All*, the strategy for reforming post-16 further education, and the *Skills Strategy,* which aims to ensure that the skills we develop are valuable to young people and valued by employers. Our goal to improve the skills of young people is also central to the 14–19 Opportunity and Excellence strategy and the 14–19 Education and Skills White Paper.

Each organisation and individual has a contribution to make. We believe that the most important element for successful delivery of *Skills for Life* is partnership, together with the ownership of the strategy by all our key supporting and development partners.

Government departments, the Learning and Skills Council (LSC), Jobcentre Plus, the Prison and Probation Services, development and learning providers in the post-16 learning sector, businesses, the CBI, the TUC, Sector Skills Councils and many other organisations are working together to improve the literacy, language and numeracy skills of adults. The four key objectives are:

- **Learner and employer engagement**
  To engage and increase participation of young people and adults from priority groups in *Skills for Life* learning, through targeted activities within and across Government and its agencies, the work place and the community.
- **Ensuring capacity**
  To improve the planning and funding of *Skills for Life* provision so that literacy, language and numeracy provision is effective and well co-ordinated.
- **Improving quality**
  To improve standards and quality in teaching and learning in literacy, language and numeracy, to remodel and professionalise the *Skills for Life* workforce.
- **Improving achievement and progression**
  To improve outcomes in literacy, language and numeracy provision and progression onto further learning and assess impact on social inclusion and economic outcomes.

Skills for Life *Materials for Embedded Learning*

Generic *Skills for Life* learning materials were first published in 2003 as part of the new national learning infrastructure. These learning materials and teachers' guides are high-quality literacy, numeracy and ESOL resources closely mapped to the core curricula at all levels from Pre-entry up to and including Level 2. The materials are generic, but relate to real-life contexts.

To further broaden participation and encourage the effective acquisition of literacy, language and numeracy skills by a wider range of learners, these new *Materials for Embedded Learning* have been commissioned. These materials make clear the extent to which literacy, language and numeracy skills underpin success at work and in the community, and provide teachers and learners with the means to improve literacy, language and numeracy and vocational/community skills. Crucially, they are referenced both to the Adult Core Curricula and to the National Occupational Standards wherever relevant.

These materials have been developed and quality assured by specialists in literacy, language and numeracy and specialists in the relevant vocational and community contexts. They have been trialled by practitioners in a range of programmes and revised in the light of their feedback.

The *Materials for Embedded Learning* are intended to give learners the confidence to make progress and achieve qualifications in literacy, language or numeracy and in their vocational or other learning programme. We believe their introduction will make an important contribution to the effective implementation of the *Skills for Life* and *Success for All* strategies as well as the *Skills Strategy.*

We commend the materials to you, and hope that their use will enhance the learning experiences of the diverse range of young people and adults who need to improve their literacy, language and numeracy skills to realise their potential.

Skills for Life Strategy Unit

The Skills for Life Materials for Embedded Learning project

Welcome!

First, the definition of 'embedded learning' that the project has used. In the context of the *Skills for Life* strategy:

> Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications, and succeed in life and at work.

The files that constitute this project (of which this is one) set out to explore this idea in a variety of contexts and media. The resources contained in this project will assist those who are preparing learners for national qualifications in work-, college- and community-based settings. The aim is to bridge teaching the specific content of the programme of learning on the one hand, and Literacy, Language and Numeracy (LLN) on the other. The materials build on the firm evidence that there are many adult learners for whom literacy, language and numeracy 'barriers' stand in the way of successful vocational attainment.

By setting literacy, language and numeracy learning in realistic context-based settings, the hope is that the obvious value of enhancing literacy, language and numeracy skills will be self-apparent to learners.

Title	*Order code*
Vocational settings	
Social care	embedded/SC
Trowel occupations	embedded/TR
Horticulture	embedded/HO
Retail	embedded/RE
Warehousing	embedded/WA
Catering	embedded/CA
Hospitality	embedded/HOS
Painting operations	embedded/PA
Production line manufacturing	embedded/PL
Cleaning	embedded/CL
Hairdressing	embedded/HA
Transport	embedded/TA
Early years (Birth to 7)	embedded/EY
ESOL support pack for Catering	embedded/CA/ESOL
Employability materials	
E2E (Entry to employment)	embedded/EE
First Aid	embedded/FA
Food hygiene	embedded/FO
Health and safety (with manual handling)	embedded/HS
ICT	embedded/ICT
Skills for construction	embedded/CO
Professional development	
Effective communication for international nurses (modules 1–2)	embedded/NU
Effective communication for international nurses (modules 3–6)	embedded/NU/3–6
Community settings	
Family health	embedded/FH
Sports leadership	embedded/SL
Family life: the growing child	embedded/GC
Family life: focus on parenting	embedded/FP
Get on in the community	embedded/GO

Titles can be ordered from DfES Publications, telephone number 0845 60 222 60. Alternatively they can be accessed from the Embedded Learning Portal: www.dfes.gov.uk/readwriteplus/embeddedlearning

How the materials are presented: paper-, screen- and audio-based

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Audio clips on CD

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Access to the paper-based resources from CD

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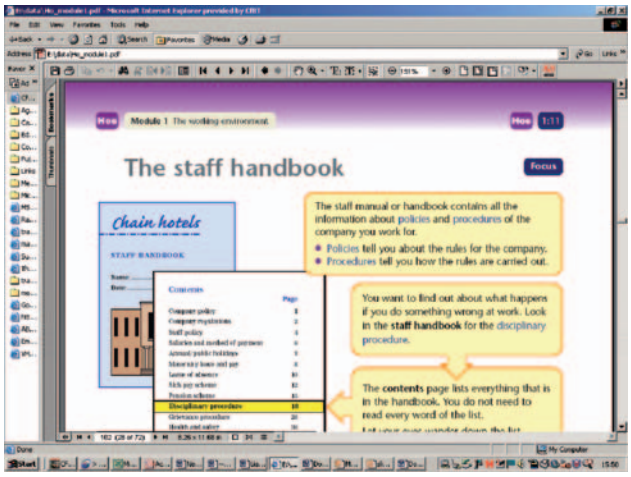

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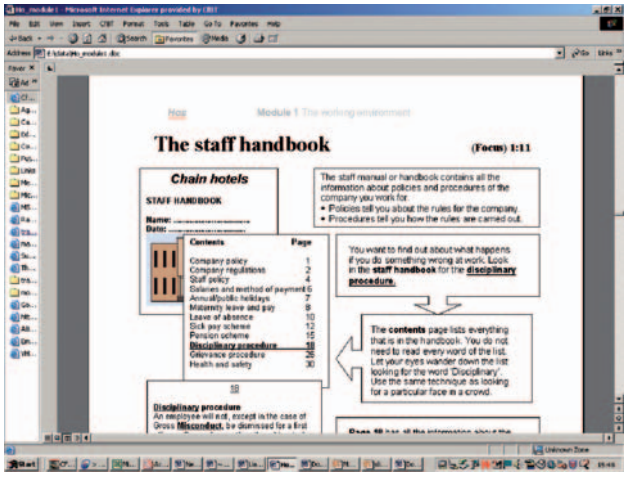

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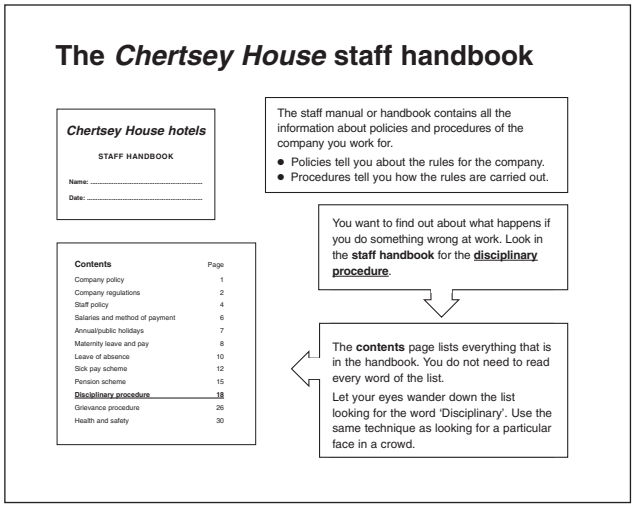

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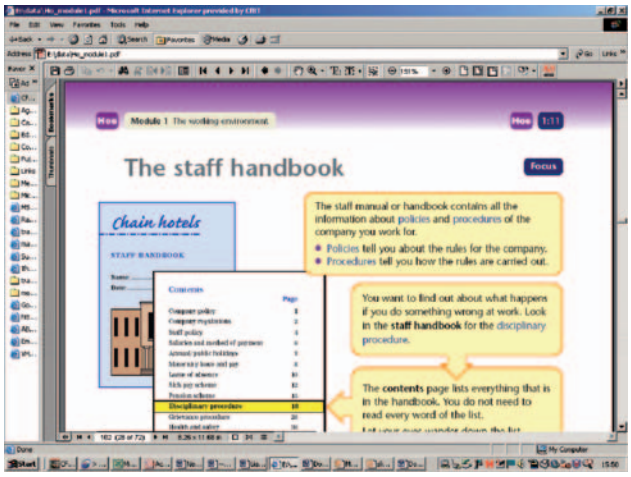

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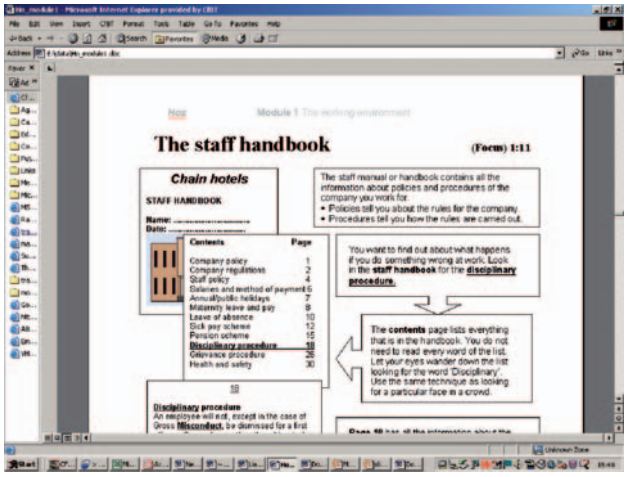

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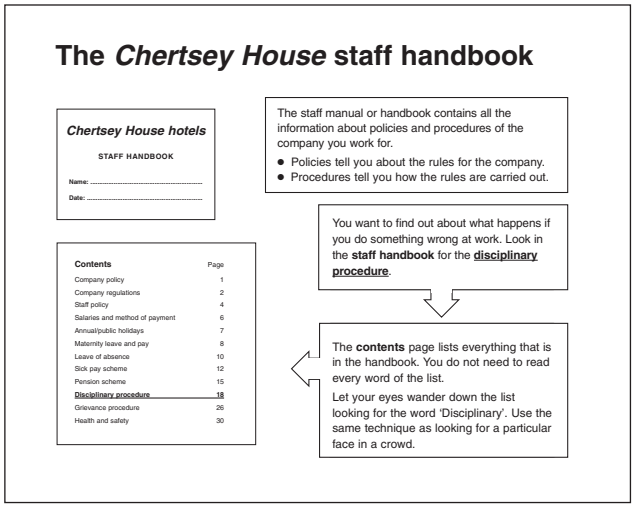

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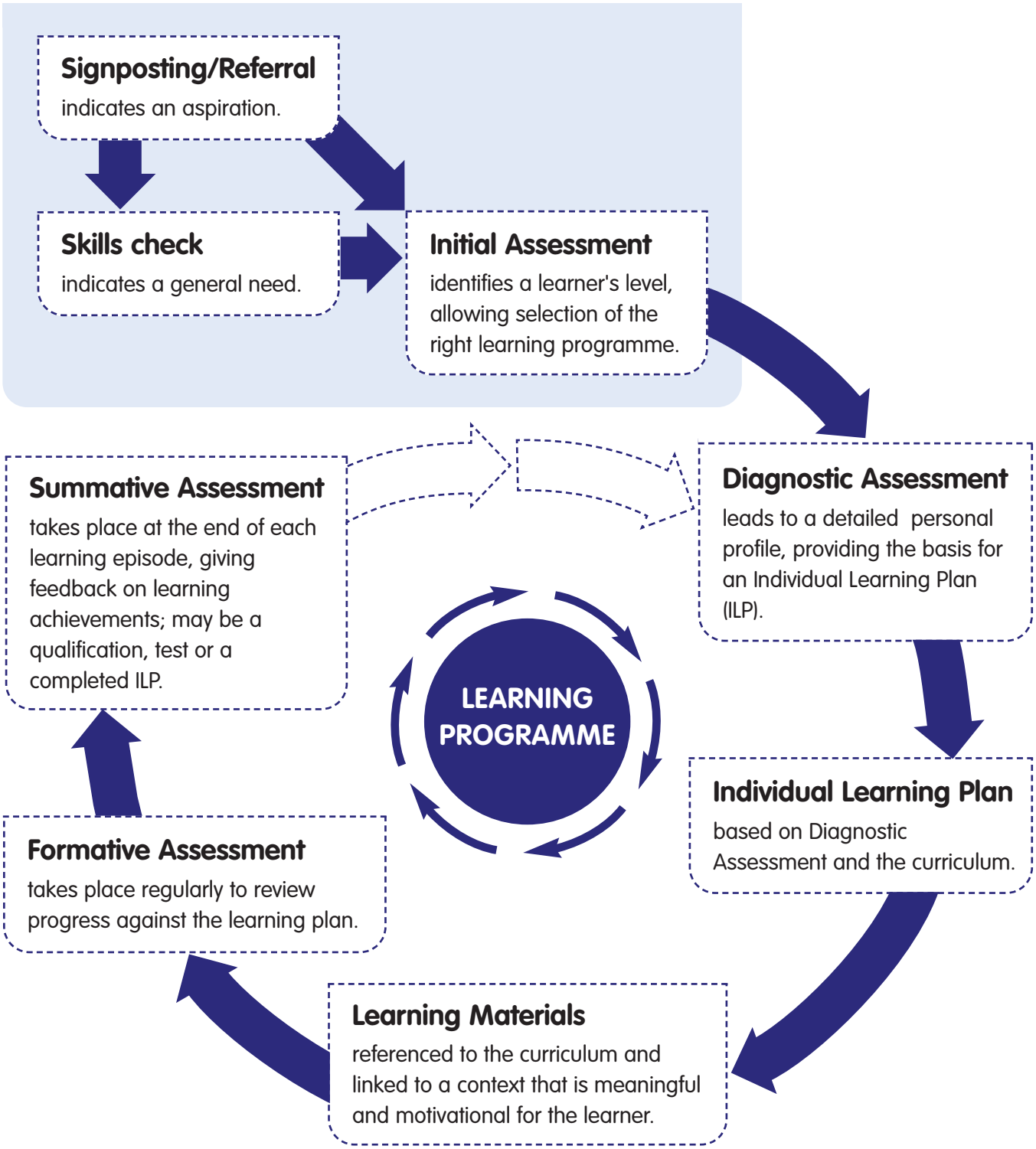
The 'learning journey'

The diagram below and the following definitions show the key stages in the 'learning journey' for adults with *Skills for Life* needs. For more information on *Skills for Life* assessment tools see the next section overleaf.



The various stages of the learning journey are defined in many different ways. The Department for Education and Skills uses these definitions:

Signposting/Referral

Individuals are 'signposted' when they are given information on where they can find further information, advice, guidance or learning provision. The individuals act on their own behalf to follow this information up. Individuals are 'referred' when they are transferred to a source of more in-depth information, advice, guidance, related services or learning provision. This process is mediated by the adviser, who makes an appointment for the client or gives the client's details to a provider. Referral always requires the client's permission. The adviser then contacts the agency to ensure that the referral has taken place. The first unit of the Level 2 Adult Learner Support Qualification provides ideal training in Skills for Life awareness and signposting.

Skills check

A skills check is a screening process that is used to check the literacy, language or numeracy skills of an individual. It is used to identify learners who might benefit from more in-depth assessment of their skills. The process usually takes about 10 minutes.

Only a practitioner trained in the use of a skills check or screening tool may administer them. The Level 2 Adult Learner Support Qualification provides practitioners with these skills.

Initial Assessment

Initial assessment identifies a learner's skills against a level or levels within the National Standards. It should be used to help place learners in appropriate learning programmes at an appropriate level. It is usually followed by detailed diagnostic assessment. Learners may have different levels of reading, writing, numeracy and language skills. The process may take around 30 minutes. Initial assessment should be administered by a practitioner trained to at least Level 3 with the support of a Literacy/Numeracy/ESOL specialist teacher.

Diagnostic Assessment*

Diagnostic assessment identifies a learner's strengths and weaknesses and highlights any skills gaps. It helps provide a detailed learner profile against the standards and curriculum documents and should also be used to inform and structure a learner's individual learning plan (see below) to use as a basis for a programme of study. This process takes several hours and should be carried out as part of a learner's learning programme.

Individual Learning Plan (ILP)

An individual learning plan is an outcome of initial and diagnostic assessment. It sets out the learner's plan to learn, a timetable for learning, ways of learning and resources required. ILPs are compiled, reviewed and developed by the specialist teacher in consultation with the learner.

Formative Assessment*

Formative assessment helps both learner and teacher to review progress and is a central part of the learning process. It will take place during a learning programme on a regular basis. It helps learners and their teachers to identify progress in relation to the learning plan. Progress should be recorded and new learning goals identified.

Summative Assessment*

Summative assessment provides evidence of what a learner has achieved at the end of each learning episode. It provides feedback to a learner and teacher on achievements in relation to the standards and curriculum documents. Summative assessment may take the form of a record of achievement, a unit of qualification, a whole qualification or a test.

* Ongoing Diagnostic, Formative and Summative Assessments should be carried out by a Literacy/Numeracy/ESOL specialist teacher.

Other related initiatives

Skilled for Health

Skilled for Health is a cross-cutting initiative created jointly by the Department of Health and the Department for Education and Skills to help people to improve their literacy, numeracy and language skills in and through a health context. The programme aims to build awareness among LLN and Health providers of the links between poor basic skills and health outcomes.

Skilled for Health stands alongside *Skills for Life* as a major government adult learning initiative. Whilst *Skills for Life* is focussed primarily on workplace skills, *Skilled for Health* explores the link between LLN skills and improved health. Improving health literacy is one of the mechanisms for improving personal health skills and tackling health inequalities, and is one of the strategies outlined in the government White Paper *Choosing health: making healthy choices easier*.

A series of pilot projects have explored, in different health-related settings, ways of building health awareness and at the same time consolidating LLN skill. Using resources and experience from the pilots as a starting point, the project has also generated learning resources using the *Materials for Embedded Learning* project as a model. These and other resources will be made available to partner organisations involved in the next stages of development of *Skilled for Health*. For more details go to www.dfes.gov.uk/readwriteplus/embeddededlearning and select the tab *Skilled for Health*.

Every Child Matters

The green paper *Every Child Matters* sets out the Government's proposals for reforming the delivery of services for children, young people and families. It builds on existing measures to ensure that we protect children at risk of harm and neglect from negative outcomes and support all children to develop their full potential.

Every Child Matters: Change for Children is a new approach to the well-being of children and young people from birth to age 19.

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

This means that the organisations involved with providing services to children – from hospitals and schools, to police and voluntary groups – will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

You can find out more at www.everychildmatters.gov.uk

Skills for Families

Skills for Families was a successful Skills for Life Strategy Unit (SfLSU) and Learning and Skills Council (LSC) initiative undertaken by a consortium led by the Basic Skills Agency between March 2003 and July 2005 to:

- pilot local infrastructures for planning and managing family literacy, language and numeracy
- develop and test a range of delivery models, using LSC funding and based on the *Skills for Life* learning infrastructure and the National Curriculum, to improve the literacy, language and numeracy skills of parents and children
- test approaches to teacher training and capacity building for schools and other organisations working with families, linking closely with the SfLSU's front line staff training strategy at all times; and
- disseminate effective practice to other LEAs, local LSCs, voluntary organisations and other relevant agencies.

You can find out more at www.lsc.gov.uk/National/Partners/PolicyandDevelopment/SkillsForFamilies/default.htm

The Additional *Skills for Life* Assessment Tools project

This project is contributing to the development of the *Skills for Life* learning infrastructure through creating new, dedicated Skills Check and Initial Assessment tools.

A **Skills Check** is a screening process used to check the literacy, language or numeracy skills of an individual. It can help to identify learners who might benefit from more in-depth assessment of their skills. The process usually takes about 10 minutes.

Initial Assessment (IA) tools provide the learner and teacher with reliable 'working at this Level' outcomes. They are presented in 'generic' and 'workplace' presentation formats. On computer the tools take between 30 and 40 minutes to complete; on paper 40 to 50 minutes is more normal.

The 'generic' tools can be used in community settings such as family learning, or with young people. They contain questions on the home, leisure activities and work.

The 'workplace' tools have been designed for learners already in work or training or who may be looking for work. The settings used are associated with the workplace and/or employment, but are not tied to any particular sector.

Initial Assessment tools for Literacy and Numeracy

Initial Assessment tools for both Literacy and Numeracy are available. Both are available in paper-based and on-screen formats.

Initial Assessment tools for ESOL

Initial Assessment tools for ESOL in a workplace setting are available in paper-based and on-screen formats for:

- Speaking and Listening
- Reading and Writing.

'Generic' Speaking and Listening is also available in on-screen format only.

Sector-Specific Skills Check and Initial Assessment tools

Sector-specific tools have been generated for a range of vocational areas:

- Passenger Transport
- Facilities Management
- Retail
- Health and Social Care.

For each sector, paper-based and on-screen versions of the following are available:

- Skills Check tool
- IA tools for Literacy, Numeracy and ESOL.

Smart Move Skills Check

Smart Move Skills Check is designed to be a short, first-step check of a learner's skills. The tool takes a positive view of the skills already acquired by the learner and the tool takes less than 10 minutes to complete. The results provide the teacher with a starting point for discussing next steps, as they provide an indication of the level at which the learner might already be working. The following tools are available in paper-based and on-screen formats:

- Smart Move (Generic)
- Smart Move for the workplace.

A guide to using the *Skills for Life* Smart Move Skills Check tools is also available.

For the latest information on which materials are available to order, please visit: www.dfes.gov.uk/readwriteplus

The *Success for All* strategy

Success for All was the change programme set up by the Standards Unit to transform quality and responsiveness across the learning and skills sector. The Government announced in its White Paper, *Further Education: Raising Skills, Improving Life Chances*[1] that from June 2006 *Success for All* would be subsumed within the new national quality improvement strategy being developed by the new national Quality Improvement Agency (QIA) and its partners.

One priority for the *Success for All* strategy was to identify and disseminate good practice and innovative teaching and learning approaches. Teaching and learning resources and associated support have been developed and distributed to the sector for eight curriculum areas, with a further three in development:

- Phase 1: construction, business, Entry to Employment (E2E), and science (Autumn 2004)

[1] *Further Education: Raising Skills, Improving Life Chances*, Cm 6768, The Stationery Office, March 2006.

- Phase 2: health and social care, ICT, land-based studies and mathematics (Autumn 2005)
- Phase 3: adult and community learning, engineering, and modern foreign languages (Autumn 2006).

This work has now been taken over by the QIA.

The Quality Improvement Agency (QIA)

The QIA, which was launched in April 2006, was formed from the restructuring of the Learning and Skills Development Agency and part of the Standards Unit in the Department for Education and Skills. The QIA is responsible for leading the development of a single, integrated quality improvement strategy for the sector, which will build on *Success for All*. The outline of the strategy is expected to be published in June 2006, with the full strategy following in the autumn. The strategy will:

- articulate a vision of excellence in the learning and skills system
- indicate the priorities for improvement and strategic change that need to be addressed to achieve that vision
- set out how the national agencies will work together with colleges, education and training organisations to deliver these priorities.

The two key aims of the QIA are to:

- assist providers to be fully responsive to the needs of learners and employers and commit to, and achieve, continuous improvement and excellence
- ensure that the national agencies involved in quality improvement establish a coherent operational framework that will more effectively support the sector's own self-improvement by aligning their activities, sharing information and reducing duplicated contact with providers.

The role of the QIA is expanding rapidly. Keep up to date via www.qia.org.uk

Skills for Life learning materials for literacy, numeracy and ESOL

The immediate precursor to this project was the development of a wide range of generic *Skills for Life* learning materials, as part of the new national learning infrastructure. These materials and teachers' guides are high-quality literacy, numeracy and ESOL resources closely mapped to the adult core curricula at all levels from Pre-entry up to and including Level 2. The materials are generic, but relate to real-life contexts. These resources are referred to in the Teacher notes in this file, as a source of supplementary back-up resources that can be used to reinforce specific LLN learning points. The resources can be accessed via: www.dfes.gov.uk/readwriteplus

The *Move On* project

Move On is a strand of *Skills for Life* that focuses on people improving their literacy and numeracy skills to Levels 1 and 2 and gaining a national qualification by enabling them to take the National Tests. (The links between these resources and the National Tests are explained in more detail on page 5.) *Move On* challenges the notion that widening participation in learning is best achieved by 'hiding' basic skills provision in other activities and offers a direct approach to promotion, recruitment and delivery. It provides a staged approach to embedding *Skills for Life* provision in other courses and activities. 'Get On' at work is used to promote this opportunity with employers.

The *Move On* project is funded by the Skills for Life Strategy Unit of DfES to extend this approach across the country. Its aims are to:

- Encourage more adults to brush up their English and maths skills and achieve a national qualification by taking the National Tests in Adult Literacy and Numeracy at Levels 1 and 2
- Disseminate the *Move On* approach and give support to organisations wishing to adopt it
- Develop resources and models of recruitment and delivery for different settings and client groups, and work with stakeholders to adopt them.

Visit www.move-on.org.uk for more details and to order, download or use on line a wealth of resources including:

- Nine sets of practice tests on paper and CD and a mini test to inform screening
- Guidance on becoming a test centre and a digest of different awarding bodies' offers and fees

- Promotion resources: scratch cards, leaflets, posters and screensavers
- Preparation for testing session plans and materials for tasters and courses.

The *Learning for Living* Pathfinder Project

The *Learning for Living* suite of guidance documents is aimed at anyone who is working with people with learning difficulties or disabilities in the areas of communication, literacy, language (ESOL) and numeracy, and also in the area of the wider Key Skills of Working With Others, Improving Own Learning and Performance and Problem Solving. Practitioners and managers may be working in any context, including education, work-based learning, prisons or the probation service, social services centres or residential homes and voluntary and community settings. The learners may be developing their literacy (including communication), language and numeracy skills, as they are required, for progression on vocational courses, to gain access to work or to become more independent.

Key outcomes of the project

The project has created a suite of guidance documents and associated DVD resources. Each document has a different emphasis:

- person-centred learning
- bilingual learners
- employment
- family learning
- continuing professional development.

Who are the learners?

The learners are 16+ years old, with no upper age limit. They are individuals who have experienced barriers to learning. They may include learners with:

- clearly identified learning difficulties
- physical and sensory impairments
- unseen disabilities such as long-term health conditions, mental health difficulties, autistic spectrum disorders and dyslexia
- disrupted learning experiences and difficulties with learning which have led them to work at a significantly lower level than the majority of their peers (for example, those in offender establishments).

They will be working at Pre-entry, Entry levels 1, 2 and 3 and Levels 1 and 2 of the Adult Literacy, Numeracy and ESOL Core Curricula.

More information about the guidance documents can be accessed via the Pathfinder website, hosted at the DfES:
www.dfes.gov.uk/readwriteplus/learningforliving/

Embedded learning: teaching and learning methodologies

The teacher

The material in this pack has been written to enable its use by family learning teachers, preferably with, but possibly without, literacy, language and numeracy specialist support. The resources may also be used by literacy, language and numeracy specialists working alongside family learning specialists. Anyone who has undertaken the Certificate for Adult Literacy/ Numeracy Subject Support Level 3 or its equivalent will be well placed to make best use of the resources contained in this file. This course should cover the following:

- knowledge and understanding of the Adult Literacy and Numeracy Core Curricula and the Adult ESOL Core Curriculum
- detailed knowledge of and familiarity with how the curriculum documents are organised and used
- knowledge and understanding of *Access for All*
- an understanding of how the Adult Literacy and Numeracy Core Curricula support the development of Key Skills
- an understanding of personal and social barriers to learning and how to support learners
- knowledge of and ability to use a range of support strategies, materials and resources
- knowledge of a range of strategies to support learners with learning difficulties and disabilities
- knowledge of a range of strategies to support ESOL learners
- the ability to match teaching to learning styles and use a range of teaching styles
- knowledge of how to recognise and use good quality embedded learning materials
- knowledge of nationally recognised literacy, language and numeracy qualifications for learners.

It would also be useful to have the following:

- the ability to assess learners for literacy, language and numeracy needs, record this assessment in an ILP and refer learners for further assessment if required
- the ability to review learners' progress against literacy, language and numeracy objectives and amend ILPs appropriately
- the ability to amend existing materials used in order to develop embedded materials. In addition, it is assumed that teachers will be familiar with and able to employ a range of **teaching methodologies** and **teaching aids**, including the following:
  - group teaching, where learners work as a single group or a number of small groups, encouraging all learners to participate fully, including those with known learning difficulties and ESOL needs
  - one-to-one teaching, focused on an individual learner's learning needs, aimed at accommodating 'spiky' learning profiles
  - teaching that takes account of a range of learning styles, principally visual, auditory and kinaesthetic
  - teaching of speaking and listening skills
  - teaching of linked practical skills
  - support for learners' practising of newly acquired skills, aiming to develop confidence and independence
  - use of audio-visual aids such as OHT, flipchart, whiteboard, interactive whiteboard, CD/audio tape, video
  - use of ICT to enable learners to research and present work.

The learner

The material in this pack is intended to offer literacy and numeracy teaching support for learners. It is assumed that learners will have undergone some form of assessment prior to commencing this programme of learning:

- to identify existing knowledge and skills
- to identify any specific issues or barriers that may impact on learning, e.g. transport, childcare
- to identify any specific learning needs that may impact on learning or that may require support
- to identify and describe specific support needs.

Programmes of learning are all required to have some capacity for incorporating support for learners with 'spiky' learning profiles, including those learners who:

- have more or less prior knowledge and experience of parenting skills
- may be dyslexic
- may have 'patchy' reading and writing skills
- may have more or less expertise in speaking and listening skills
- may have 'patchy' numeracy skills or more or less experience in the specific numeracy skills required
- have ESOL needs
- would benefit from activities that extend skills beyond the specific requirements of the learning programme.

It is the teacher's responsibility to differentiate teaching to accommodate learners' needs, within reason. It is assumed that any learner whose needs cannot reasonably be accommodated within the main learning programme will be referred for and receive appropriate support. This support will need to be provided by staff with appropriate expertise.

Issues affecting learning

Dyslexia

Learners who are dyslexic may or may not know about it. Estimates suggest that as few as a quarter of dyslexic learners are officially identified during their years in statutory education, though this situation varies across the country. It is quite likely therefore that teachers will come across learners who are actually dyslexic though they have not been recognised as such or given specific support for their dyslexia. Suggestions for supporting dyslexic learners described in the Teacher notes are good practice for all learners and can safely be used with any learner experiencing the difficulties described, irrespective of whether they have been officially identified as being dyslexic. Any learner showing significant difficulties with the aspects of literacy or numeracy described in the Teacher notes (*If the learner has difficulty* section), particularly where there is some suspicion of dyslexia, should be referred for specialist diagnosis and support.

Other learning difficulties and disabilities

Sensory: learners may have visual or auditory skills difficulties that affect learning. Learners may need to develop strategies to perform occupational skills and meet the requirements of the workplace. You will need to take specialist advice about appropriate support in the learning programme and strategies for the workplace.

Physical: learners may have physical difficulties that affect learning, particularly of practical skills. Learners may need to develop strategies to perform occupational skills and meet the requirements of the workplace. You will need to take specialist advice about appropriate support in the learning programme and strategies for the workplace.

English for Speakers of Other Languages (ESOL)

This section contains a brief explanation of the needs of ESOL learners, and an introduction to the range of teaching and learning strategies that have been developed to address them. It should also be pointed out that with the exception of the Effective Communication for International Nurses files, the project is not fundamentally for ESOL learners. Where the files feature suggestions for ESOL learners, these are intended as a starting point for awareness rather than as a comprehensive approach. In the hands of experienced ESOL teachers, a lot of effective learning activities will be possible. In other contexts, teachers should be aware of the possibility that learners may well need to be referenced to specialist ESOL support.

The term ESOL is used to refer to learners who live in the UK but whose first language is not English. With very few exceptions, they will have been born in a non-English speaking country and the majority will have come to the UK as adults or teenagers.

ESOL learners vary greatly in terms of country of origin, languages spoken, length of time in the UK, educational background, and employment experience. Like other learners on vocational courses, some will have little or no work experience and others may be re-training. However, unlike other learners, some of the ESOL learners who are re-training may be professionals who cannot work in their profession in the UK (e.g. lawyers). Others could be already experienced in the vocational area they are studying, and so be familiar with the vocational content of the course, but need help with the language and the cultural context.

It is outside the scope of these learning materials to provide a full English language skills development programme. As a starting point however, the paragraphs that follow offer a brief introduction to the difficulties that ESOL learners face, and strategies for addressing them. The Teacher notes in the materials highlight particular ESOL issues that may cause difficulties for learners in this sector.

Difficulties experienced by ESOL learners

The difficulties experienced will vary according to a learner's situation. For example:

- A learner who has been in the UK a long time and picked up English informally may listen and understand well and speak fluently, but have difficulty with reading and writing.

- A learner with a good educational background may have learned English by formal methods in school. This learner may read and write well, but have difficulty with listening and speaking.
- A learner whose own language is written in a different script may have difficulty with reading and writing, but have literacy skills in their own language that they can transfer to English.

Other learners may be different again, and it will be necessary to find out about the learner's situation before analysing needs.

Specific areas of difficulty

Reading

- 'Everyday' vocabulary as well as specialist vocabulary can cause problems, e.g. relating the word 'length' to the word 'long'; key phrases like 'except for' when reading instructions.
- Grammar can cause problems, e.g. use of the passive in instructions – 'hard hats must be worn', compared with 'people must wear hard hats'.

Listening

- As with reading, 'everyday' vocabulary can cause problems.
- Learners may have real difficulty understanding the informal spoken language used by their colleagues or clients, e.g. care workers dealing with elderly British people.

Writing

- Grammar may be an issue, e.g. writing reports needs accurate use of the past tense.

Speaking

- Learners may not be able to use key phrases with enough fluency.
- Learners may be incomprehensible when they say longer words, because they do not stress the words properly.
- Learners may sound rude when they don't mean to be, because their intonation is different from that of English people.

Stress is the emphasis put on certain syllables. For example, we say 'e***mer***gency', not '***e***mergency'.

Intonation is the rise and fall of the voice (the tune). In English, a change in intonation can change the impression given, e.g. of politeness or rudeness.

Numeracy

- Some learners may be good at numeracy, but not be able to express concepts in words, e.g. comparatives – 'X is 2 cm longer than Y'.

Culture

- Some learners may lack basic information about the British system, e.g. the NHS; the fact that there are Health and Safety laws.

How to help

Problems with vocabulary

- Encourage learners to see vocabulary (lexical items) as meaningful phrases rather than single words, e.g. 'in accordance with' is a whole item, and talking about the meaning of the word 'accordance' on its own is confusing.
- Show learners how to look up phrases in dictionaries using the key word, (e.g. look under 'accordance' to find 'in accordance with'). Help them to pick the right meaning for the context. Encourage their use of bilingual dictionaries, but try where possible to make sure the dictionary they use is not too basic.
- Don't ask ESOL learners to write their own definitions of words and phrases. You could write your own definitions, then ask the learners to match the definitions to the words or phrases.
- To make meaning clear, try mime, visuals or lots of examples of the use of the new vocabulary in a similar context to the one in which they met it.

Problems with grammar

- Find a good self-help grammar book for learners to use or to get ideas for your own teaching. Particularly useful for learners on vocational courses are those books with sections on past tenses, passives, conditionals, comparatives and superlatives.

Problems with formal and informal language

- Make time to examine informal phrases learners might hear from colleagues or clients (e.g. 'I'm feeling out of sorts', 'this machine's knackered') and re-phrase them in your own or the learners' own words.
- Discuss with learners the type of person who is likely to use the phrases, e.g. an elderly person or a young person. Discuss with learners whether they only need to understand the phrases or if they are phrases it would be appropriate to use themselves.
- Discuss with learners any connotations the phrases might have, e.g. 'he's going round the bend' is considered insulting, and although care workers might hear it said, it would be unprofessional for them to use it.

Problems with speaking

- Learners may not be fluent in utterances they need to use in their work, e.g. 'How can I help you?' in customer service. They can develop fluency by listening and repeating selected utterances from a taped dialogue. They should listen to the whole dialogue at least twice, then listen and repeat selected parts of the dialogue.
- ESOL learners may find it difficult if they are asked to role-play a situation immediately after listening to a dialogue on tape. Selective repetition from the tape can be a useful interim stage.
- If learners cannot pronounce key vocabulary comprehensibly, demonstrate which syllable is stressed. You can mime this by saying the word and bringing your hand down on the stressed syllable, or you can write the word and underline the stressed syllable (or both).
- To help learners sound polite or interested, take a key utterance and mime the intonation pattern by moving your hand up and down to show the 'tune'. Learners need to repeat key utterances, trying to get the intonation right, e.g. 'Is everything all right?' in the catering industry.

Lack of experience of the cultural context

- If learners lack experience of the British system, for example 'Entry to Employment' or 'Jobseeker programme', try to draw on their experience of the systems of their own countries and encourage them to make comparisons. Try to encourage an atmosphere where the ESOL learners learn about the British system at the same time as other learners in the group get an insight into the cultures the ESOL learners come from.

Background information

Adult Core Curriculum documents

The Adult Literacy and Numeracy Core Curricula define and describe the literacy and numeracy skills required by adults at a range of levels: Entry 1, Entry 2, Entry 3, Level 1 and Level 2. Print versions of the curricula documents can be obtained from Prolog using the phone number shown on the back cover of this file. Interactive versions of the curricula, which are cross-referenced to *Access for All*, can be downloaded via www.dfes.gov.uk/readwriteplus.

These documents list skills at each level, grouped into:

literacy: reading, writing, speaking and listening

numeracy: number, measures, shape and space and handling data.

Each of these sections is subdivided, with detailed definitions of the specific skills required and descriptions of how they can be taught. Each skill has a unique reference code, described elsewhere in this document. In addition to these two documents, there are the following:

Adult pre-entry curriculum framework: this framework sets out the entitlement to learning literacy and numeracy for adults with learning difficulties and/or disabilities who have not yet reached Entry 1 in the Adult Literacy and Adult Numeracy core curricula. It has been organised as a series of eight milestones.

Adult ESOL core curriculum: this defines and describes the literacy skills required by English for Speakers of Other Languages.

Access for All: this offers guidance on making the adult literacy and numeracy core curricula accessible to the whole range of learners, including those with disabilities and/or learning difficulties.

LSC funding guidance

The LSC has issued guidance on funding embedded literacy, language (ESOL) and numeracy provision. The following (Annex G of the *Funding Guidance for Further Education in 2006/07*) outlines their guidance:

Funding the Embedded Delivery of Basic Skills Provision

Introduction

1 This annex explains how the embedded (or integrated) delivery of literacy, numeracy or ESOL provision with vocational or other skills is funded and how it should be recorded on the Individualised Learner Record (ILR).

Background

2 The LSC is aware that there has been some confusion in the sector about how to fund the delivery of embedded basic skills provision. For the purposes of this annex, 'embedded teaching and learning' is defined as follows:
Embedded teaching and learning combines the development of literacy, language (ESOL), and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and at work.

3 Embedded basic skills combine the delivery of literacy, language (ESOL) or numeracy learning aims with other learning aims.

4 There is no single learning aim recognised as an embedded basic skills learning aim, and the LSC does not recognise this concept for funding purposes.

5 It follows that embedding basic skills is an approach to curriculum delivery and involves at least one vocational learning aim and one basic skills learning aim. What is required, therefore, is that the teaching and learning of both the vocational and the basic skills learning aims is acknowledged and recorded.

Funding Embedded Basic Skills Provision

6 For funding purposes, an embedded approach requires two or more learning aims to be in place – one for the vocational programme and the other for the additional literacy, language (ESOL) or numeracy programme. Learners will be enrolled on both these learning aims, and funding will be drawn down accordingly. Only the basic skills learning aim will be eligible for the 1.4 programme-weighting uplift. The vocational learning aim will be paid at the usual programme weighting for that subject.

7 There is a generally held misconception that provided at least 50 per cent of a course comprises basic skills, then the 1.4 uplift would apply to the whole course (sometimes referred to as the '50 per cent rule'). This is not the case: each learning aim receives its related programme weighting.

8 Where learners are following multi-learning aim programmes that include basic skills learning aims, they may be eligible for the basic skills disadvantage uplift. Annex F to this Guidance describes in detail how to determine when a basic skills learner is entitled to the disadvantage uplift.

Recording Embedded Basic Skills Provision

9 The teaching and learning of both the vocational and the basic skills learning aims should be recorded. The ILR should contain a separate learning aim record for each learning aim. The learning aim reference (field A09) determines the appropriate programme weighting, as identified by the Learning Aims Database. The start and planned end dates (fields A27 and A28) plus the number of glh (field A32), will determine the size of each learning aim and the overall learning programme. Where basic skills are embedded within a vocational learning aim, the overall size of the learning programme must be greater than the vocational learning aim delivered in a traditional manner, that is on its own.

10 Register details will confirm that the teaching has been delivered for both (or all) learning aims involved in the programme.

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Introduction to *Family life: focus on parenting*

This is one of the Project's community-based files. The approach we have taken with these community-based resources is to identify areas of adult interest and needs, and to use these as levers for Literacy, Language and Numeracy (LLN) skills development. In this file and its partner file *Family life: the growing child*, these materials are designed to aid LLN skills development, and to increase understanding of issues around parenting. But underpinning these is a fundamental objective – to build confidence and encourage participation in the learning process.

A key implication of this broad approach to the challenges faced by learners is that we have set out to cast the attainment range of the resources as widely as possible: from Milestone 7 of the Pre-entry curriculum to Level 1 of the Adult Core Curriculum.

The materials have been written to facilitate the exploration of important issues for the parents/carers of children in an age range from birth through to about five years. They are based on session themes identified by family centre practitioners. Childminders, GNVQ course leaders and Family Literacy, Language and Numeracy coordinators have also been consulted, as has Parenting UK. To appeal to a broad community audience, the materials focus on frequently asked questions and topics, rather than being embedded in any one family learning/literacy programme or course. They are intended for a wide range of learners, including those who may find it challenging both to articulate and to address issues that they have actively avoided in the past. For others, the topics and the participative approach to learning that is encouraged may simply never have been experienced before.

With this in mind, topics of immediate concern to learners have been taken as starting points for the learning process. The resources are presented in two files. This file (modules 4–6) is grouped under three main themes of 'the family', 'the community' and 'family finance'. The issues are more general to family life and are not as age specific as in the first file.

The Family life: the growing child file is organised into three sections according to the age of the children: 0–3, 3–5 and 5+. Common issues that run across the stages of child development (such as the difficulties presented at mealtimes) have been used as the focus for the themes. This means that a project worker can focus on a subject of interest to parents with different aged children. As children develop through the stages at different ages, it is also useful for parents to see the progression and overlap between the stages, and focus on this rather than being too age-specific.

Whilst the resources are presented in a logical sequence, they are not designed to be progressive through either file. It should be possible to start and end anywhere, based on the learner's interests, needs and previous experience.

The intention is that the teacher is supported in addressing specific LLN skills through the use of the materials, as an integral part of their family programme. Those teaching the course may not be LLN specialists but will have a unique opportunity to promote the development of these skills. With this in mind, the teaching suggestions have been kept as straightforward as possible; experienced LLN practitioners will draw on their own experience to add to the suggestions offered here.

> The nature and scale of support for parents and other carers is changing very rapidly. With this in mind, any comments on the resources contained in this file are welcomed: on the use you have made of them, aspects of content or approach that have been of particular value to you, or that could be improved. The consultation questionnaire at the front of this file provides a straightforward way to offer feedback on key issues. During your use of these resources, do please feel free to offer your feedback at any stage.

What's in the materials

The materials are presented in six modules. The format is simple: each Learner page is faced by its accompanying Teacher notes page. The Learner

pages have been created as a stimulus for discussion and activity. The Teacher notes pages suggest key teaching points and strategies for differentiated learning activities.

Learner and Source pages

The Learner/Source pages carry as little as possible in the way of 'instructional text', in order to facilitate participation by those for whom reading is a significant barrier. Content is offered mainly through the use of cartoons and photographs.

Teacher notes

The Teacher notes are divided into sections for ease of use.

Introduction: This contains two bulleted points stating the rationale for the teacher and the LLN skills to be covered.

Talk about it: This activity encourages learners to discuss and share their experiences and knowledge of the topic. Italics are used to highlight key questions and teaching points.

Main activities: Two or three broad bands are used on each page: Milestone 7–8, Entry 1–2 and Entry 3–Level 1. These interpretations of the Learner pages build progressively, enabling the teacher to interpret each Learner page at an appropriate level. Within the context of a mixed group of learners, this approach also enables the teacher to pitch their expectations of the learners differently without the complexity of using different resources. This approach means that the same Learner pages can reveal evidence of attainment at a wide range of levels.

ESOL: Some learners may be coming to these resources from an ESOL (English for Speakers of Other Languages) perspective. With such learners in mind, specific ideas are offered in addition to the main teaching framework, in order to offer appropriate support.

Extension: These activities have been designed primarily for the learners to apply or extend the knowledge and skills learned during the session into their everyday lives.

Curriculum references: A table indicates the adult core curriculum levels targeted by the Main activities.

Guide to *Teacher notes* layout

The title indicates the main content for the theme.

Vocabulary/Resource box highlights main words and aids organisation.

FP Module 4 The family

PAGE 4:5
2 3 Looking after yourself with a new baby

Vocabulary
priorities, awkward, I don't suppose ..., deserve, exhausting

Resources
audio clips and player, Source material page 0:04

A brief introduction to each page is given.

- Becoming a new parent can be both exhausting and overwhelming. With all the demands of a baby, finding time for yourself can be hard. Eating properly and making time to unwind can help with feelings of tiredness and make a big difference to a parent's day.
- This page gives an opportunity to practise speaking and listening skills through role playing asking for help and using the telephone.

All **Talk about it – the typical day**

Ask learners to describe how having a baby has changed their lives. *Do you manage to get out now or find time for yourself? Does the baby have a sleep during the day? What do you do while they are sleeping? What are your priorities? How do you fit everything that needs to be done into a day/week?*

The suggested teaching activities are broken down into two or three progressive bands.

M7–8 **Ask questions**

Look at the learner page together. Talk through the options. Discuss trying to balance a parent's needs with those of the family. *How do you make time for yourself? Do you feel it is important? Who could you ask to help out? Do you feel awkward asking people to help?* Listen to audio clip 2. Talk about asking parents for help. Some offer help readily, others don't want to seem pushy. Show how to be polite but still get the request across. *What if they can't babysit on the evening you want?* Listen to audio clip 3. Discuss how to find a convenient time for both or trying someone else. Model asking questions to request help. Talk about speaking to the doctor or health visitor about local parent support groups.

Each band features an emboldened explanation of objectives.

E1–2 **Make requests**

Look at the learner page together and discuss the situations. Talk about the importance of parents having a balance between their needs and those of their family. Having some time for themselves, even if it is just an uninterrupted bath, can make a parent feel re-energised. *What do you do if you would like some time to yourself? Do you have friends or family you could ask for help?* In pairs ask learners to role play situations where they need to make requests and ask for help – see Source material page 0:04 for suggestions. Together make a list of dos and don'ts for making requests; distinguish between requests and commands. Talk about the tone of the requests and how to be polite. Discuss what learners would like to do if they had a free hour. Turn the suggestions into a wish list and photocopy for learners.

Italics are used for suggested questions.

E3–L1 **Ask questions over the telephone**

After completing the role-play situations as above, ask learners to role play making requests using the telephone. *How does this differ from face to face? How do you clarify information?* In some cases help may be needed outside the family or close circle of friends. Role play asking for help in more formal situations, e.g. the health visitor or doctor. *Do you change your language or tone?* Talk about using suitable politeness. Help learners to prepare in advance some questions they may wish to ask professionals.

Language ideas are matched to activities.

ESOL

Practise asking questions, e.g. 'Could you possibly …?' and also dialogues before embarking on the role-play situations. Play the audio clips a few times and help learners pick out relevant language, e.g. 'I wonder if you could …' Other prompts: 'Could you possibly …?', 'I'd be really happy if you could …'. Practise role plays with native speakers where possible.

Extension ideas are given where appropriate.

Extension

Ask learners to identify some 'Me' time during the week, choose one of the items from the wish list and arrange for someone to help out. Encourage learners to listen out for people making requests on TV programmes during the week. Listen to the phrasing and vocabulary used. *Do they make the requests at appropriate times? Does the timing influence the response?*

	M7–8	E1–2	E3–L1
Speaking and listening	SLc/M7.4 SLc/M8.2	SLc/E1.2 SLc/E2.2	SLc/E3.4 SLc/L1.2

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References to the adult curriculum are given in each band and curriculum area.

The chart also offers an indication of the curriculum levels at which the learner may produce evidence.

Guide to *Learner page* layout

This is the Family life: focus on parenting file.

There are three modules in this file.

This is the module title.

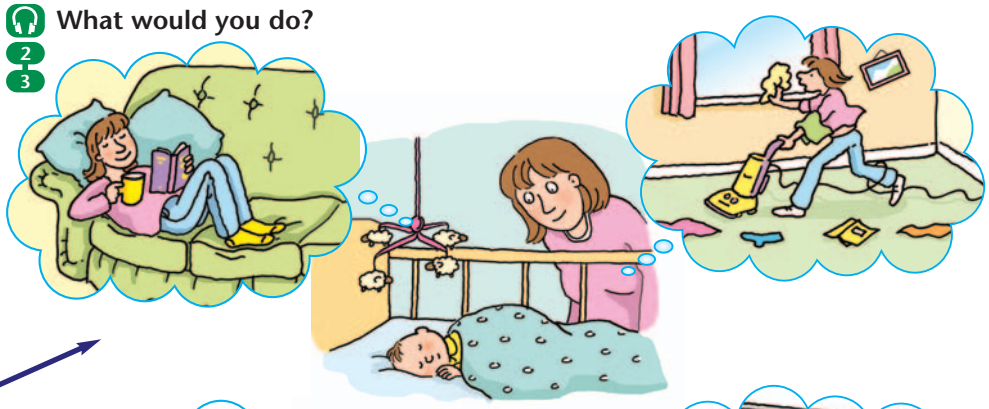
This is the module number and page number within the module.

Looking after yourself with a new baby

This audio icon indicates that audio clips accompany this task. The **numbers** are the track numbers on the accompanying audio CD.

What would you do?

2
3



Cartoons are used to give content clues in a light-hearted way.

Getting out

Find a local parent group.

Talk to your health visitor.

Arrange with your partner, family or good friend to help out.

All the pages in the file are numbered consecutively to enable accurate replacement.

Planning and curriculum coverage

These materials are designed to supplement existing teaching materials and learning programmes. Planning is required to identify appropriate opportunities within your scheme of work to focus on embedded learning. The curriculum coverage grids on the following pages will help you to identify where and when to incorporate these materials. They are laid out as shown in Figure 1 on page 6.

Figure 2 offers a brief explanation of what the curriculum references mean.

A typical entry (for example, the objective 'Read and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours') is MSS1/E2.4. The codes after the forward slash indicate the level of the curriculum objective, which can range from Milestone 7–8, through Entry 1, 2 or 3 to Level 1. The final number simply indicates the objective's position in the sequence.

A full explanation of the curricula and how they are organised is given in the Adult Literacy Core Curriculum and the Adult Numeracy Core Curriculum, both of which can be accessed via www.dfes.gov.uk/readwriteplus

Additional source materials

A wide range of resources are included in the 'Source material' section. This includes additional learning materials which can be used within the context of a teaching session, such as photocopy masters for items that might be copied onto card and then cut up, offering 'matching' activities, or role-play cards. Others are forms to fill in. The final section is 'Check it' tests, linked to National Test objectives.

Check it skills tests

Check it skills tests, and accompanying answers, can be found on pages 0:37–0:41 within the Source materials. These are banks of tests set at Level 1. Using the contexts explored in the file, the tests pose multiple-choice questions based on the style used in the National Tests at Level 1. They are intended to offer learners the opportunity to demonstrate a competence linked to the National Test objectives, after they have completed an activity. With this in mind, each test item references the page where the content ideas have been explored. The test item addresses a literacy or numeracy objective, for which the appropriate curriculum reference is given.

The intention is not to offer rigorous testing opportunities, but rather, to suggest to learners that the National Tests may be closer to their grasp than perhaps they had thought. Teachers may wish to develop their own test items based upon the model offered here. The next section outlines more details about the National Tests.

National Tests (and Qualifications) in Adult Literacy, Numeracy and ESOL

National Qualifications are available in Literacy, Numeracy and ESOL at Entry Level and Levels 1 and 2, including National Tests at Levels 1 and 2. They offer nationally recognised certification and participation in these should be encouraged where appropriate. Further details can be found at:
www.move-on.org.uk

The highlighted curriculum objectives in the Curriculum coverage grids that follow indicate the content objectives of the National Tests that are addressed within the scope of this file. It should be emphasised however that these are only indicative, and are subject to change.

Follow-up resources

If learners wish to follow up any of the Literacy, Numeracy and ESOL topics introduced by this resource in more detail, comprehensive teaching and learning resources can be accessed via:
www.dfes.gov.uk/readwriteplus/teachingandlearning

Figure 1

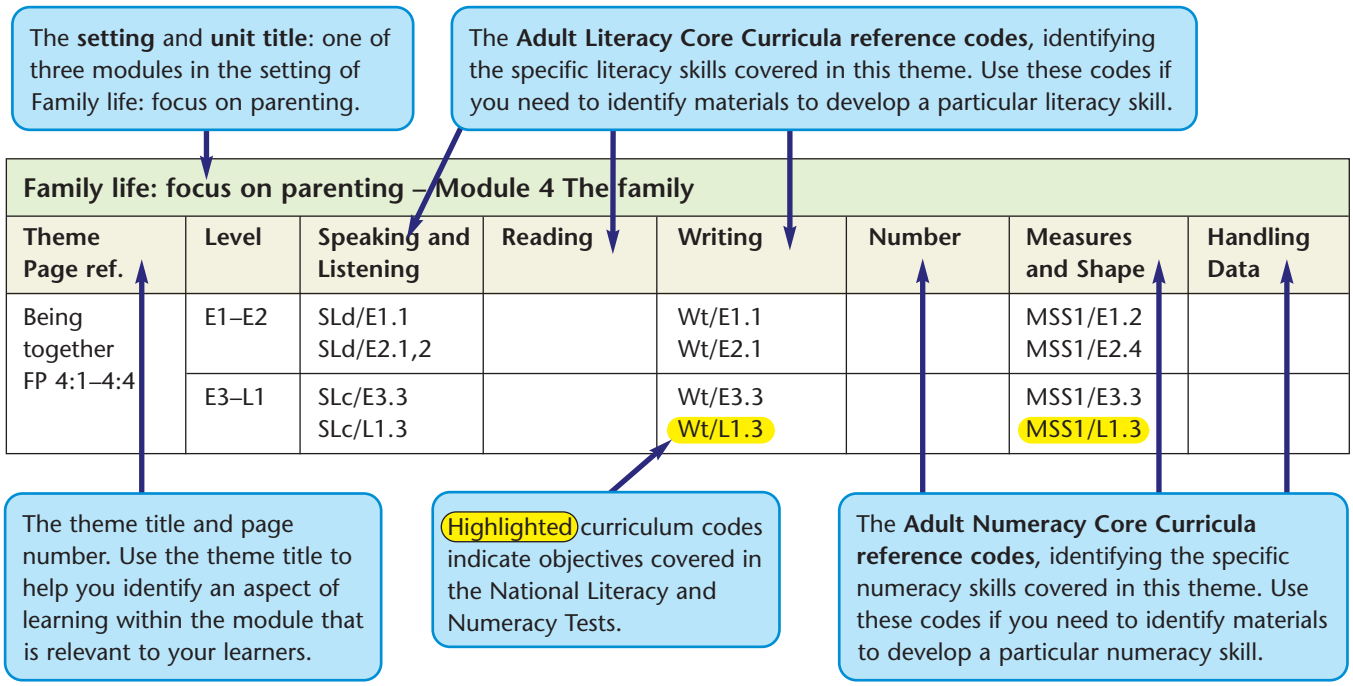


Figure 2

Curriculum area	Detailed element	Curriculum reference
Speaking and listening	Listen and respond	SLlr
	Speak to communicate	SLc
	Engage in discussion	SLd
Reading	Text focus – interest in reading	Rti
	Text focus – reading comprehension	Rtc
	Text focus – reading comprehension	Rt
	Sentence focus – grammar and punctuation	Rs
	Word focus – vocabulary, word recognition and phonics	Rw
Writing	Text focus – writing composition	Wt
	Sentence focus – grammar and punctuation	Ws
	Word focus – spelling and handwriting	Ww
Number	Whole numbers	N1
	Fractions, decimals and percentages	N2
Measures, shape and space	Common measures	MSS1
	Shape and space	MSS2
Handling data	Data and statistical measures	HD1
	Probability	HD2

Curriculum coverage grids

Family life: focus on parenting – Module 4 The family							
Theme Page ref.	**Level**	**Speaking and Listening**	**Reading**	**Writing**	**Number**	**Measures and Shape**	**Handling Data**
Being together FP 4:1–4:4	M7–M8	SLlr/M7.1 SLlr/M8.1,2				MSS1/M7.1,2 MSS1/M8.1	
	E1–E2	SLd/E1.1 SLd/E2.1,2		Wt/E1.1 Wt/E2.1		MSS1/E1.2 MSS1/E2.4	
	E3–L1	SLc/E3.3 SLc/L1.3		Wt/E3.3 Wt/L1.3		MSS1/E3.3 MSS1/L1.3	
My family is changing FP 4:5–4:9	M7–M8	SLc/M7.4 SLc/M8.2	Rw/M7.3 Rw/M8.3	Wt/M7.2 Wt/M8.4			
	E1–E2	SLc/E1.1,2 SLc/E2.1,2 SLd/E1.1 SLd/E2.1,2	Rt/E1.2 Rt/E2.3 Rw/E1.1 Rw/E2.2	Wt/E1.1 Wt/E2.1			
	E3–L1	SLc/E3.1,4 SLc/L1.1,2	Rt/E3.1,2,5 Rt/L1.1,2,4,5				
Dealing with emotions FP 4:10–4:15	M7–M8	SLc/M7.1 SLc/M8.1					
	E1–E2	SLc/E1.1,2 SLc/E2.1 SLd/E1.1 SLd/E2.1,2 SLlr/E1.1,2 SLlr/E2.2,5	Rs/E1.1 Rs/E2.2				
	E3–L1	SLc/E3.1,2 SLc/L1.1 SLd/E3.1,2,3 SLd/L1.1,2,3 SLlr/E3.2,4,5 SLlr/L1.1,3,4	Rs/E3.2 Rs/L1.1 Rt/E3.1,2 Rt/L1.1,2				
Family safety FP 4:16–4:18	M7–M8		Rw/M7.3 Rw/M8.3			MSS2/M7.1 MSS2/M8.1	
	E1–E2	SLd/E1.1 SLd/E2.1,2	Rs/E1.1 Rs/E2.2 Rw/E1.1,2 Rw/E2.2	Wt/E1.1 Wt/E2.1		MSS2/E1.1 MSS2/E2.1	
	E3–L1	SLd/E3.1,2,3 SLd/L1.1,2,3	Rs/E3.1,2 Rs/L1.1	Wt/E3.1,4 Wt/L1.2,4		MSS2/L1.2	HD1/E3.1 HD1/L1.1

Family life: focus on parenting – Module 5 The community							
Theme Page ref.	**Level**	**Speaking and Listening**	**Reading**	**Writing**	**Number**	**Measures and Shape**	**Handling Data**
Taking part FP 5:1–5:8	M7–M8	SLc/M7.1,4 SLc/M8.1,3 SLd/M7.1 SLd/M8.1	Rtc/M7.3 Rt/M8.3				
	E1–E2	SLc/E1.1,2,3 SLc/E2.1,2,4 SLd/E1.1 SLd/E2.1,2 SLlr/E1.2 SLlr/E2.1,2,5,6	Rt/E1.1 Rt/E2.4			MSS1/E2.3	
	E3–L1	SLc/E3.2,4 SLc/L1.1,2 SLd/E3.1,2,3 SLd/L1.1,2,3 SLlr/E3.2,4,6 SLlr/L1.3,4,5,6	Rt/E3.4,9 Rt/L1.3				
Getting help FP 5:9–5:17	M7–M8	SLlr/M7.1,2 SLlr/M8.1,2 SLc/M7.1,5 SLc/M8.1,3	Rw/M7.3 Rw/M8.3	Wt/M7.1,2 Wt/M8.1,4	N1/M8.5		
	E1–E2	SLc/E1.1,3 SLc/E2.1,2,4 SLlr/E1.1,2,4 SLlr/E2.2,5,6	Rt/E1.2 Rt/E2.3,4 Rw/E1.1,2,3 Rw/E2.1,5	Wt/E1.1 Wt/E2.1 Ww/E1.1,2,3 Ww/E2.1,2,3			
	E3–L1	SLc/E3.1,2,4 SLc/L1.1,2 SLlr/E3.2,6 SLlr/L1.1,6	Rt/E3.2,6,7,9 Rt/L1.4,5 Rw/E3.2,4 Rw/L1.2	Wt/E3.1 Wt/L1.1,2,4,5		MSS1/E3.3 MSS1/L1.3	
Citizenship FP 5:18–5:20	M7–M8	SLd/M7.1 SLd/M8.1					
	E1–E2	SLd/E1.1 SLd/E2.1,2 SLlr/E1.4 SLlr/E2.5,6					
	E3–L1	SLd/E3.1,2,3 SLd/L1.1,2,3 SLlr/E3.5,6 SLlr/L1.6	Rt/E3.8 Rt/L1.5				

Family life: focus on parenting – Module 6 Family finance							
Theme Page ref.	**Level**	**Speaking and Listening**	**Reading**	**Writing**	**Number**	**Measures and Shape**	**Handling Data**
Entitlements FP 6:1–6:3	M7–M8						
	E1–E2		Rs/E2.2,3 Rt/E1.1,2 Rt/E2.1,2,3		N1/E1.6 N1/E2.5		
	E3–L1	SLc/E3.4 SLlr/E3.1,2 SLlr/L1.1	Rt/E3.1,2,4,6,7,8 Rt/L1.1,2,5 Rw/E3.3 Rw/L1.1		N1/E3.6	MSS1/E3.3 MSS1/L1.3	
Responsibilities FP 6:4–6:6	M7–M8		Rtc/M7.1,2 Rt/M8.3	Wt/M7.2 Wt/M8.4			
	E1–E2		Rs/E2.4 Rt/E1.1 Rt/E2.1 Rw/E1.1,3 Rw/E2.1	Wt/E1.1 Wt/E2.1 Ww/E1.1,2 Ww/E2.1			
	E3–L1		Rt/E3.1,7,8 Rt/L1.1,4 Rw/E3.4	Wt/E3.2 Wt/L1.2,3			
Budgeting FP 6:7–6:12	M7–M8		Rtc/M7.2 Rt/M8.2	Wt/M7.2 Wt/M8.4			HD1/M8.2
	E1–E2	SLlr/E1.1,2 SLlr/E2.1,2	Rt/E1.1,2 Rt/E2.1,2 Rw/E1.1 Rw/E2.1,5	Wt/E1.1 Wt/E2.1	N1/E1.3 N1/E2.2		HD1/E1.1,2
	E3–L1		Rt/E3.1,2,6,7,8,9 Rt/L1.1,5 Rw/E3.1,4 Rw/L1.1	Wt/E3.2 Wt/L1.3	N2/L1.11	MSS1/E3.1,2 MSS1/L1.1	HD1/E3.1,4 HD1/L1.1
Money-saving tips FP 6:13–6:21	M7–M8		Rtc/M7.1,2,3 Rt/M8.2,3	Wt/M7.2 Wt/M8.4			
	E1–E2		Rs/E2.2 Rt/E1.1,2 Rt/E2.1,2,3,4	Ws/E2.2 Wt/E1.1 Wt/E2.1 Ww/E1.1	N2/E2.1	MSS1/E1.1,2 MSS1/E2.1,2,4	HD1/E1.2
	E3–L1	SLc/E3.4	Rs/E3.2 Rs/L1.5 Rt/E3.1,5,6,7,9 Rt/L1.1,4,5	Ws/E3.1 Ws/L1.1 Ww/E3.3 Wt/E3.1,4 Wt/L1.1,3,5,6	N2/E3.3 N2/L1.4	MSS1/E3.1,2 MSS1/L1.1	HD1/E3.4 HD1/L1.2