

Level 2

# Standards for adult literacy

*(including spoken communication)*

## Speaking and listening

### **At this level, adults 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

### **An adult will be expected to:**

- listen for and identify relevant information from extended explanations or presentations on a range of topics
- listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts
- speak clearly and confidently in a way which suits the situation
- respond to detailed or extended questions on a range of topics
- respond to criticism and criticise constructively
- make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
- express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary
- present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
- make relevant contributions and help to move discussions forward
- adapt contributions to discussions to suit audience, context, purpose and situation
- use appropriate phrases for interruption and change of topic
- support opinions and arguments with evidence
- use strategies intended to reassure, *eg body language and appropriate phraseology*

**in a wide range of formal and social exchanges**

### Reading

**At this level, adults can:**

**read and understand**

a range of texts of varying complexity accurately and independently

**read and obtain information**

of varying length and detail from different sources

**An adult will be expected to:**

- trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- identify the purpose of a text and infer meaning which is not explicit
- identify the main points and specific detail
- read an argument and identify the points of view
- read critically to evaluate information and compare information, ideas and opinions from different sources
- use organisational features and systems to locate texts and information
- use different reading strategies to find and obtain information, *eg skimming, scanning, detailed reading*
- summarise information from longer documents
- read and understand technical vocabulary
- use reference materials to find the meanings of unfamiliar words

**in a wide range of text types**

### Writing

**At this level, adults can:**

**write to communicate**

information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

**An adult will be expected to:**

- plan and draft writing
- judge how much to write and the level of detail to include
- present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate
- use format and structure to organise writing for different purposes
- use formal and informal language appropriate to purpose and audience
- use different styles of writing for different purposes, *eg persuasive techniques, supporting evidence, technical vocabulary*
- construct complex sentences
- use correct grammar, *eg subject-verb agreement, correct and consistent use of tense*
- use pronouns so that their meaning is clear
- punctuate sentences correctly and use punctuation accurately, *eg commas, apostrophes, inverted commas*
- spell correctly words used most often in work, studies and daily life, including familiar technical words
- proof-read and revise writing for accuracy and meaning
- produce legible text

**in a wide range of documents**

# Guidance and examples

## Literacy (including spoken communication) level 2

The skills of spoken communication, reading and writing play a fundamental part in adult life. Effective communication skills support independent living and broaden the choices and opportunities available to individuals.

The examples listed below broadly indicate the types of contexts and situations where adults with skills at this level will be able to use them efficiently.

These activities and applications are given only as guidance. Each adult is different and in real life contexts and situations the range of skills required may vary. It is recognised that not all of these examples will be relevant to each individual's experience, interests and aspirations. For this important reason the guidance should not be seen as definitive or prescriptive of how, when or where skills should be developed, practised or applied.

## Examples

### Citizen and community

- expressing an opinion among strangers at a public meeting
- handling negotiations and expressing views about a controversial issue
- finding information in the local library to clarify an issue or support a position
- writing a formal letter of complaint or advice to an official or an organisation

### Economic activity, including paid and unpaid work

- handling a difficult situation at work
- finding information in an instruction manual or a technical handbook
- reading and comparing service contracts, *eg for photocopiers or cleaning services*
- summarising information from a document in preparation for a meeting
- replying to a business letter requesting specific information
- making positive contributions to a meeting at work

### Domestic and everyday life

- putting forward a proposal at a parents' meeting at school
- following instructions for self-assembly furniture or other equipment
- following written instructions and advice for post-operative care for self or others
- describing an event on an insurance claim

### Leisure

- coaching a local sports team and making appropriate arrangements
- following a debate on a topical issue on television or radio and discussing with others
- reading extended texts for pleasure
- composing and producing information for a local club, *eg events, newsletters, committee meetings*

### Education and training

- making a short presentation to other learners in the group
- making constructive comments about another learner's presentation
- locating relevant information in the library and making records for personal use
- summarising information from a range of documents
- preparing and revising for assessments

### Using ICT in social roles

- using a computer system in a library or bookshop to find out if a book is in stock
- searching for information on the internet
- locating files on a familiar computer system

At this level adults are confident and capable of using communication skills effectively in a range of familiar contexts and situations. Adults are also aware of the need to adapt their speech and writing to medium and context, and are able to do this using a range of straightforward strategies.

## Access Statement

Adults with a disability may have special learning requirements and be unable to demonstrate certain of the capabilities or skills specified in the standards. As a reasonable adjustment and to aid access, it is recommended that alternative methods are investigated to allow individuals to demonstrate their abilities.

Curriculum developers and qualification designers are expected to produce guidance for centres on recognising special learning requirements. This guidance should be supported by a framework for identifying and adopting appropriate alternative approaches.