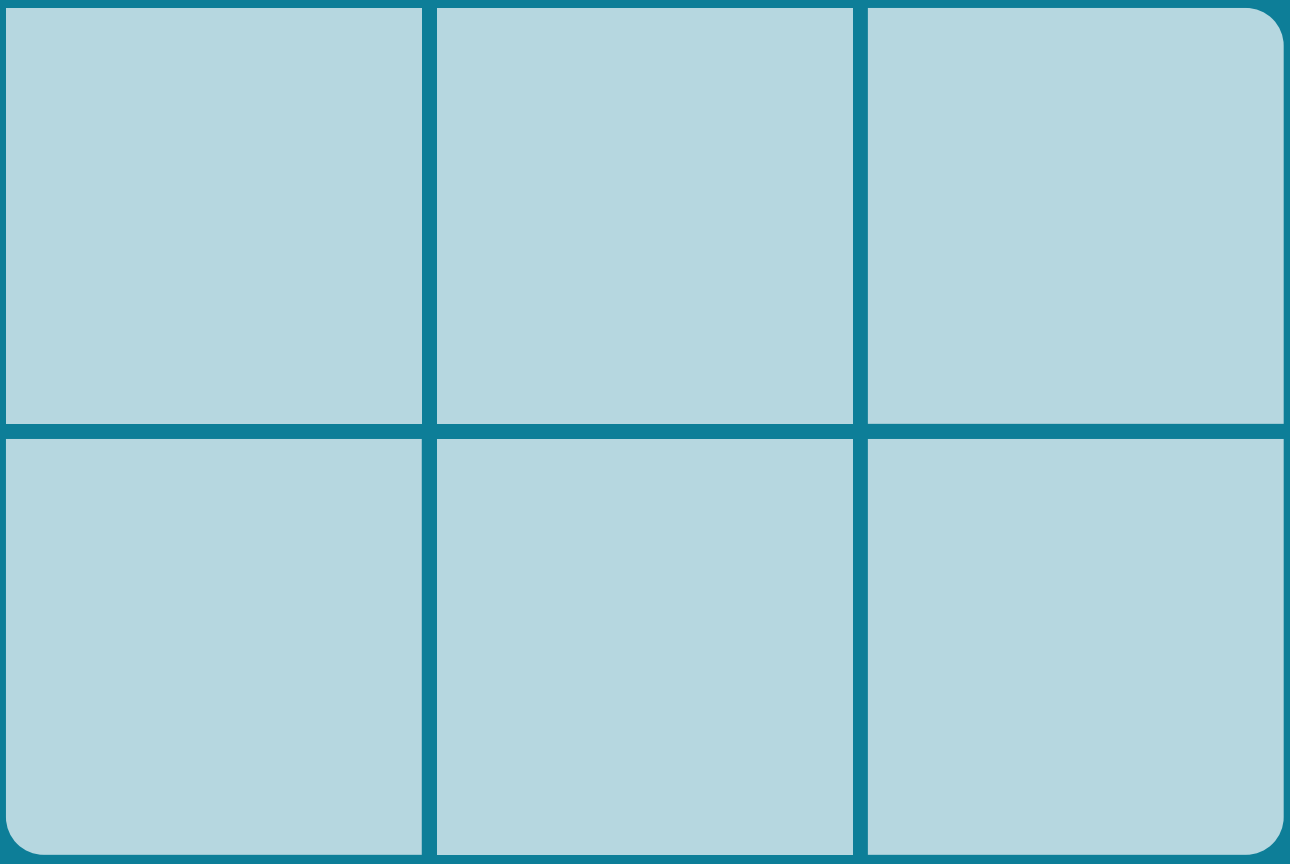
National standards for adult literacy and numeracy

User guide and glossary



department for
education and skills
creating opportunity, releasing potential, achieving excellence

QCA

The Basic Skills Agency
Yr Asiantaeth Sgiliau Sylfaenol

Contents

Page 1
Introduction

Page 2
Understanding the standards

Structure of the standards 3

Page 4
The standards

Levels of demand and the qualifications framework 5

Page 6
The standards and the key skills specifications

Page 9
Glossary

Literacy 10
Numeracy 12

Page 14
Progression charts

Literacy 14
Numeracy 16

Introduction

Adult literacy and numeracy

Literacy and numeracy are the fundamental skills that every adult needs to be able to function and progress at work and in society in general. Collectively the skills of literacy and numeracy are often referred to as the basic skills.

A fresh start

Significant numbers of adults in Wales have weak basic skills. The National Basic Skills Strategy for Wales places great emphasis on the need to strengthen adult literacy and numeracy programmes and ensure that adult learners are provided with good quality opportunities to improve their basic skills.

Underpinning the improvement of programmes is the development of standards for literacy and numeracy in English and Welsh.

This booklet presents the standards for adult literacy and numeracy in English and Welsh and explains their structure and purpose.

The adult literacy and numeracy standards

Separate sets of standards have been produced for literacy and numeracy. Each set of standards consists of a framework which presents each skill at entry level, level 1 and level 2.

The framework designers recognise that each adult has different aspirations, past experiences and skills levels. The structure of the standards has been devised to ensure that every adult has the opportunity to develop their skills to a level appropriate to their abilities. The standards also underpin other aspects of the Strategy.

These include:

- literacy and numeracy curricula for adult learners
- revising national qualifications for adult literacy and numeracy
- developing national tests for literacy and numeracy
- developing screening and diagnostic assessment material to determine the needs of individuals
- a national baseline survey of the adult population
- introducing new qualifications for teachers of literacy and numeracy.

The government commissioned the national standards in English to ensure that all these developments offer consistent support for adult learners. The Basic Skills Agency on behalf of the Welsh Assembly Government has developed parallel standards in Welsh.

Audience

The standards have been devised primarily for use by designers of qualifications, developers of curricula and those who are responsible for providing training and support for adult literacy and numeracy. The standards have not been written for adult learners themselves.

Language

The standards use plain English or Cymraeg Clir whenever possible and technical language only when required. To ensure clarity of understanding and consistency of interpretation, a glossary of terms is included.

Access to the standards

The standards recognise that each adult is unique; a complex mixture of confidence and ability that is influenced by past experience. This complexity has been described as an uneven or ‘spiky’ skills profile.

It is important to recognise that not all adult learners have development needs or a personal profile that lies within the standards. Some adult learners have a profile that is pre-entry level, others are non-native English speakers.

Additional curriculum documents have been developed to support learners with special learning requirements:

- *The Pre-Entry Curriculum Framework* sets out the entitlement to learning litereacy 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;
- *Access for All* is a manual designed to support literacy and numeracy teachers in making the curriculum accessible to the whole range of learners, including those with disabilities and/or learning difficulties;
- *The ESOL Core Curriculum* details the skills, knowledge and understanding that non-native English speakers need in order to demonstrate achievement of the National Standards.

Understanding the standards

The adult literacy and numeracy standards are the outcome of a review of existing or similar frameworks, including the:

- national literacy strategy for schools in England
- national numeracy strategy for schools in England
- national curriculum levels for English
- national curriculum levels for mathematics
- key skill of communication
- key skill of application of number.

As the result of this review, development work and widespread consultation were undertaken, leading to the production of national standards for literacy and numeracy.

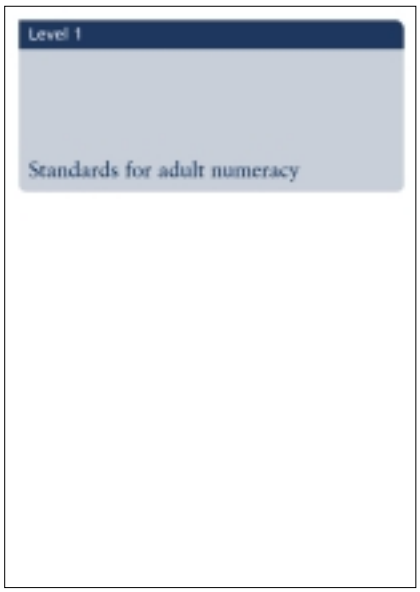
The developers have taken particular care to ensure coherence and consistency with the key skills of communication and application of number at levels 1 and 2.

Adult literacy

The aim of the adult literacy standards is to specify the full range of skills required for an adult to communicate confidently, effectively and efficiently.

Adult numeracy

The aim of the adult numeracy standards is to specify the full range of skills required for an adult to confidently apply numeracy, efficiently and effectively.



The standards have been developed to enable all adult learners to recognise the role that numeracy plays in their everyday life. It is important that adult learners are able to recognise the contribution that numeracy makes to understanding information, problem-solving or making decisions.

The standards provide a framework and create the opportunity for others to develop approaches to teaching that offer skills development through a problem-solving approach.

Structure of the standards

The standards for literacy and numeracy at each level consist of two parts:

- the standards
- guidance and examples

The standards

The standards provide a detailed specification of the skills and capabilities that comprise each skill, together with descriptors that define the level of performance of each capability.

Guidance and examples

A brief set of guidelines that provide some examples of the roles, uses and contexts of the skills and capabilities at the specified level.

The examples are taken from everyday adult life and are grouped under the following headings:

- citizen and community
- economic activity, including paid and unpaid work
- domestic and everyday life
- leisure
- education and training
- using ICT in social roles

The guidance is not intended to define or prescribe the activities or uses made of each skill at each level. The examples are simply suggestions to show where adults might demonstrate effective and efficient use of the skill.

The examples may also help developers understand the demand of each level. They are not intended to provide an assessment framework or a list of topics to be included in adult literacy and numeracy tests or qualifications.

The standards

Each standard specifies what an adult is expected to be able to do at each level.

The name of the skill

The level of the skill sub level at entry level

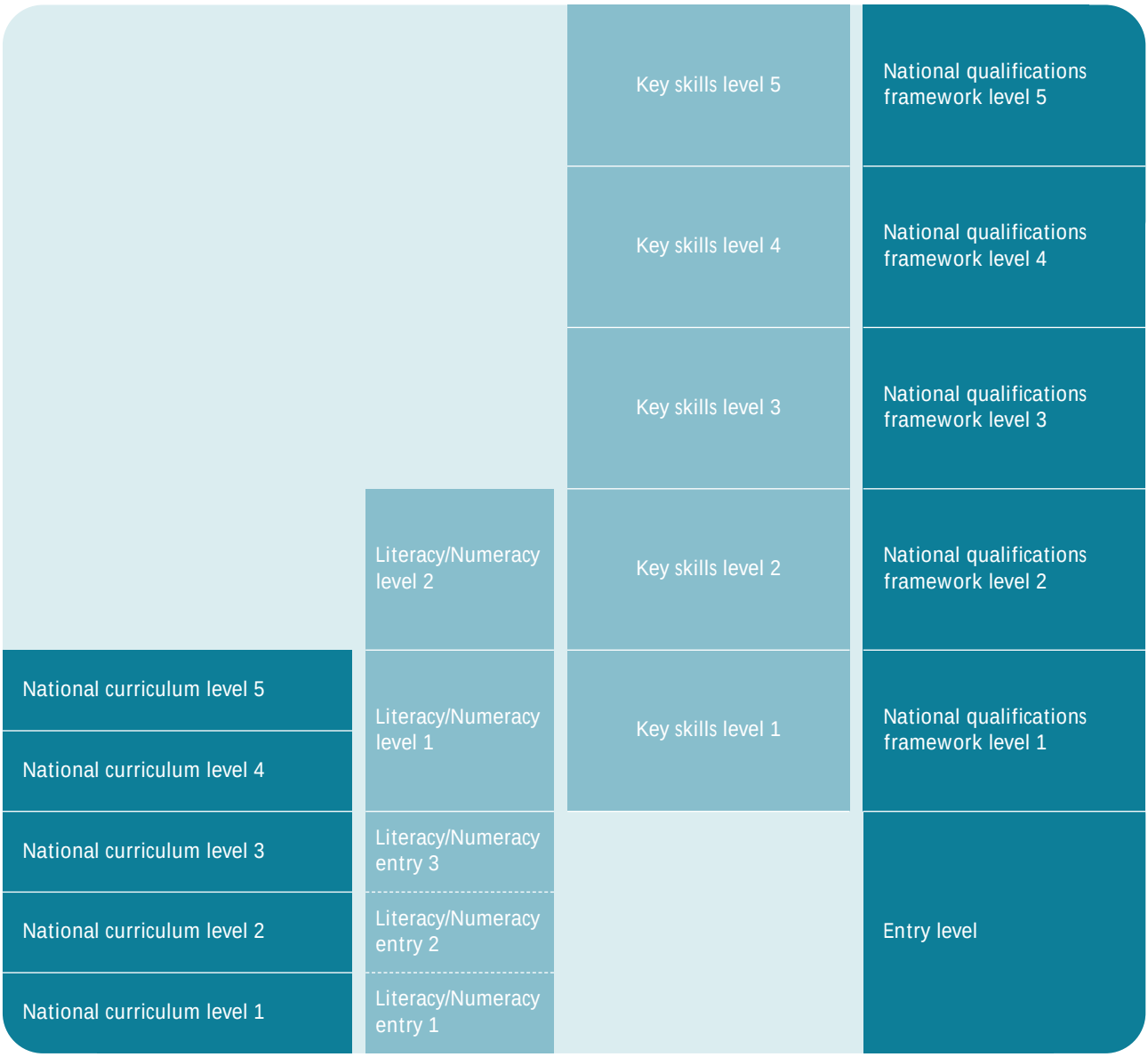
The capabilities or sub-skills These are the same at every level.

The stems of the components of each capability are the same for all levels and sub-levels of literacy and numeracy. The description for each component, however, varies according to level to help identify skill development.

The descriptors of each component. These provide the detail to the components. These are level-specific, signalling progression. These provide objective, unambiguous criteria at which level and capability can be assessed.

Levels of demand and the qualifications framework

The three levels of the standards correspond to the levels of demand of qualifications in the national qualifications framework. For example, the standards at level 1 are equivalent in demand to the key skills at level 1 and broadly equivalent to levels 4 and 5 of the national curriculum for schools.



The standards and the key skills specifications

The links between the skills

The standards relate most directly to part A of the key skills units of communication and application of number at levels 1 and 2. The standards for literacy and numeracy specify the skills and capabilities for each skill at each level. In this way they provide amplification of the knowledge, techniques and understanding described in part A of the key skills units at the equivalent level.

The alignment provides key skills practitioners with an opportunity to confirm that learners possess the range of knowledge, techniques and understanding appropriate for the key skill unit and its level.

The relationship of the standards to the key skills units also supports curriculum and qualification developers seeking to secure consistency and coherence for learners.

Opportunities should be created for the functionally literate adult to become an effective communicator and for the numerate adult to become confident and capable of applying number in a variety of contexts.

The key skills units

The key skills units are units of assessment that are written for the candidate directly and each unit has three parts:

- a short overview of what candidates need to know (part A)
- a description of what candidates must do (part B)
- brief guidance on activities and examples of evidence (part C).

Part A

This part of the key skill describes what candidates need to know at the relevant level, in order to have the confidence to apply their skills appropriately. It can be used to assess candidates prior learning as well as their current capabilities and to identify learning needs.

The standards provide a detailed specification of the skills and capabilities that an adult is expected to be able to demonstrate at the relevant level.

The degree of detail and precision provided by the descriptors at levels 1 and 2 can be used to clarify the knowledge, skills and understanding required by the equivalent key skill at the same level.

Standards for adult numeracy

Level 1

Glossary

This glossary has been produced to ensure that curriculum developers, qualification designers and practitioners understand the intended meaning of vocabulary used in the standards.

Plain English is used throughout, although some technical expressions and terms have been used to ensure that the standards include an appropriate level of detail and precision.

The glossary has two sections, **literacy** and **numeracy**, where expressions and terms are listed in alphabetical order.

The explanations of the expressions and terms have drawn extensively on similar glossaries produced for the frameworks listed earlier in this booklet. Using common interpretations for these expressions and terms will help to bring consistency and coherence to work in English/literacy/communication *and* mathematics/numeracy/application of number.

Literacy glossary

agreement *(or concord)*: in some cases the form of a verb changes according to its subject, so the verb and subject 'agree', *e.g. I am/he is/they are; I was/you were; I like/she likes, I don't/he doesn't.*

appropriate: describes a text, word, utterance or style that is suitably phrased for its intended audience and form. *Appropriate* accepts that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is more concerned with the right grammatical formulation of an expression.

audience: the people addressed by a text. The term includes listeners, readers of text, film/TV audiences and users of information technology.

chronological: an adjective that describes writing, organised in terms of sequences of events across time.

common: use of words, patterns of spelling and grammatical constructions that occur frequently.

complex information: materials containing *complex information* present a number of ideas, some of which may be abstract, detailed or require learners to deal with sensitive issues. In such material, the relationship of ideas and the lines of reasoning may not be immediately clear, and specialised vocabulary and complicated sentence structures may be used.

decode: to translate the visual code of the letters into a word.

descriptive: defines text that attempts to describe an event, a process or a state without passing judgement on it, or offering an explanation of it. Because of its concern to convey an experience as accurately as possible, *descriptive text* often makes greater use of adjectives and figurative language than other forms of writing.

detailed reading: indicates a form of reading that is at the opposite end of the spectrum from skimming or scanning. *Detailed reading* involves careful reading in order to extract specific information, but also to gain a complete understanding of the text's intentions and the way in which language choice and syntax combine to produce a particular message.

everyday: an adjective used to describe text, language and situations that are the daily experience of most people.

explanatory: an adjective used to describe text written to explain how or why something happens. *Explanatory* text tends to use connectives expressing cause and effect, *e.g. so, therefore, as a result* and time, *e.g. later, meanwhile,* and the passive voice, *e.g. tax is usually deducted at source,* more than many other forms of text.

familiar: describes contexts, situations, sources, topics or words of which the learner has some prior knowledge or experience.

formal: depicts a style of language where the choice of words, syntax and address is determined by a distance from the audience, which may be dictated by the context, *e.g. a letter of application, official documents,* or the result of a lack of knowledge of this audience. *Formal* language tends to be characterised by more elaborate grammatical structures and by longer and more conservative vocabulary, *e.g. receive rather than get, gratuity rather than tip.*

format: the way in which a text is arranged or presented, *e.g. as a book, leaflet, essay, video, audiotape* or the way in which it is structured, *e.g. the use made of headings, subheadings, diagrams/photographs with captions.*

gist: the main point or idea of a text. Reading for gist is therefore reading for identification of the main point only.

grammar: the conventions that govern the relationships between words in any language, including the study of word order and changes in words. Study of *grammar* enhances both reading and writing skills and supports effective communication.

graphic knowledge: the ability to understand the key features of the English writing system, including the basic shape of the letters, the plural form of nouns, spelling patterns in verb endings, the difference between upper and lower case, etc. At its more complicated, this term may also be used to show understanding of the other features, typographical or visual, of a text that holds a clue to its meaning.

high frequency words: words that occur frequently; someone who is unable to recognise or use these words will therefore be at a disadvantage. A number of attempts have been made (notably by Dolch) to identify those words that learners most need to acquire in order to advance their learning.

informal: depicts a style of language where choices of words, grammatical construction and address are determined by a connection with the audience which may be actual or sought. *Informal* language tends to be more colloquial and familiar than formal language, to use less technical or complex vocabulary and to have simple grammatical structures.

instructional: describes text written to help readers achieve certain goals, *e.g. recipes, vehicle repair manuals, self-assembly instructions. Instructional*

text tends to use imperative verbs often placed at the beginning of sentences to form a series of commands, and time-related connectives.

key words: the words that carry the substance of a phrase or the meaning of a sentence. Identifying the *key words* of a text is therefore a means of understanding its gist. The term is also applied to those words in any subject that, it is considered, learners have to understand if they are to progress.

limited, meaningful vocabulary: a person with a *limited, meaningful vocabulary* is able to recognise and use a restricted number of words only, but these words are important for that person to function effectively in their everyday and working lives.

medium: the way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for hearing impaired people). The term is also used to denote means of communication, *e.g. television, telephone, film, radio, computer, press.*

narrative: describes text that retells events, often in chronological sequence. *Narrative* text may be purely fictional, it may include some information, or it may be in prose or poetic form.

organisational features *(of text):* refers to those aspects of the visual display of text that give a clue to its status and to its relation to other pieces of text. Such features include: contents pages, chapter headings and other subheadings, bullet-point lists, captions to photographs and illustrations, text presented in special display boxes, tables, footnotes, indexes, etc.

personal key words: refers to those words that are important to learners in terms of their daily lives. No two people's *personal key words* will be exactly the same, since they will include the person's address, the names of family members, employer's name and address, and so on.

persuasive: describes a text that aims to persuade the reader. A continuous, *persuasive* text typically consists of a statement of the viewpoint, arguments and evidence for this thesis, possibly some arguments and evidence supporting a different view and a final summary or recommendation. Other types of *persuasive* texts, *e.g. advertisements,* use a combination of textual features including words, sounds and images, together with intertextual knowledge, in order to persuade.

phonic: relates to vocal, or speech, sounds. As a plural noun, *phonics* denotes a method of teaching reading and spelling that is based on establishing the link between the sound of a word and its graphical representation.

regular: an adjective used to describe words, typically verbs and nouns, that conform to general rules. It is possible to predict the plural form of a *regular* noun, or the simple past and past participle form of a *regular* verb; it is not possible to do so with irregular nouns and verbs.

repeated language patterns: a phrase to describe the repetition of vocabulary and the recurrence of structural features in grammar and spelling that enable the learner to make accurate predictions about the sound and sense of words and constructions, and therefore obtain meaning from text.

scan: to look over a text very quickly, trying to find information by locating key words.

short: denotes words, sentences and texts of such a length as to be accessible to learners and to enable them to experience a sense of achievement at having successfully decoded them. Short and long are terms which are also applied to vowel sounds.

sight vocabulary: words that a learner recognises on *sight* without having to decode them or work them out.

simple: when applied to narrative, words, sentences, or an adjective that indicates a basic, uncomplicated structure. A *simple* sentence structure, for example, follows the standard pattern of subject, verb (and, optionally, object); a *simple* narrative will follow a chronological sequence and be told from one viewpoint only.

skim: to read to get an initial overview of the subject matter and main ideas of a passage.

straightforward: describes subjects and materials that learners often meet in their work, studies or other activities. *Straightforward* content is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts are simple and learners will be familiar with the vocabulary.

structure: the way in which letters are built up into words, words built up into sentences and sentences built up into paragraphs, etc. Learners use *structural* features to process new words, *e.g. by recognising that the suffix 'ly' usually indicates an adverb, or that the prefix 're' will convey the sense of 'again',* new constructions, *e.g. that initial speech marks are likely to indicate the start of something somebody said, that an exclamation mark denotes a rise in volume or emotion,* and new forms of organisation, *e.g. a new paragraph will introduce a new idea, a new time, or perhaps a new viewpoint.*

technical vocabulary: words that have a particular meaning that depends on the (usually, working) context in which they are used.

text: words (and images) that are organised to communicate.
Texts vary in form, purpose and length, *e.g. from a personal list to an advertisement (on screen, in print), from a set of instructions (by phone, at the workplace) to a magazine feature or a fictional short story.*

Numeracy glossary

approximation: a result that is not exact but sufficiently close to be useful in a practical context.
Verb: **approximate**
Adverb: **approximately**

average: sometimes used synonymously with arithmetic 'mean'. More widely, measures of average include mean, median and mode.

bar chart: a particular form of representation of data. Frequencies are represented by bars of equal width where the lengths are proportional to the frequencies. The bars may be presented vertically or horizontally.

block graph: a particular form of representation of grouped data. In its simplest form, where the class intervals are equal and rectangles have bases of the same size, the *block graph* can be considered as a bar chart and the length of each rectangle represents the total in each class.

calculate efficiently: use knowledge of number systems and operations, *e.g. use multiplication rather than repeated addition*. In the context of using tools use available operations and functions, *e.g. memory and constant functions on a calculator, and the sum formula in a spreadsheet for a range of cells, rather than the addition of individual cells.*

capacity: volume, ie a measure in three-dimensional space, applied to liquids, materials that can be poured or containers. Units include cubic centimetres (cm^3), cubic metres (m^3). *Note: a litre is 1000cm^3 (the volume of 1 kg of water).*

combined events: a set of independent events with a single outcome. An independent event does not influence a subsequent event, *e.g. one throw of a die does not influence a second throw.* Two throws of a die is a combined event with 36 possible outcomes (6 x 6). The probability of throwing two sixes is 1/36.

common: an adjective used to describe units, instruments, measures, date formats, etc that are widely used in everyday life in non-specialist contexts.

continuous data: data resulting from measurement (e.g. length, temperature). *Continuous data* can take any value between two values and can only be measured approximately to a certain degree of accuracy. Continuous data are usually represented by a line.

data: information of a quantitative nature consisting of counts or measurements. Where they refer to items or events that are separate and can be counted, the *data* are discrete. Where they refer to quantities such as length or capacity that are measured, the data are continuous.
Singular: **datum.**

discrete data: data resulting from a count of separate items or events, *e.g. number of people.*

distribution: in recording data, the way in which values in the set of observations are arranged.

electronic or mechanical aid: a tool for calculating, *e.g. a calculator, spreadsheet.*

estimate: to arrive at a rough answer by calculating with suitable approximations for numbers or, in measurement, by using previous experience.

evaluate (an expression): to work out the value of an expression when numbers have been substituted for variables.

event: used in probability to describe the outcome of an action or happening.

everyday: an adjective used to describe numbers, measures, units, instruments, etc that fall within the daily lived experience of most people in non-specialist contexts.

expression: a mathematical statement involving variables written in words or symbols, *e.g. length x width, a x b (or ab).*

familiar: describes contexts, situations, numbers, measures, instruments, etc of which the learner has some prior knowledge or experience.

formula: any identity, general rule or mathematical law.
Plural: **formulae**.

frequency table: a table for a set of observations showing how frequently each event or quantity occurs.

grouped data: observed data arising from counts and grouped into non-overlapping intervals, *e.g. number of people in different age-groups with intervals 0–9, 10–19, 20–29, 30–39, 40–49, etc.*

inverse operations: operations that, when they are combined, leave the entity on which they operate unchanged, *e.g. addition and subtraction are inverse operations (e.g. 5 + 6 – 6 = 5); multiplication and division are inverse operations (e.g. (6 x 10)/10 = 6).*

line graph: a diagram showing a relationship between two variables.

mean: a type of average. The arithmetic mean is the sum of quantities divided by the number of them, *e.g. the arithmetic mean of 5, 6, 14, 15 and 45 is (5 + 6 + 14 + 15 + 45) / 5 = 17.*

median: a type of average. The median is the middle number or value when all are arranged in ascending order, *e.g. the median of 5, 6, 14, 15 and 44 is 14.* Where there are an even number of values, the arithmetic mean. of the two middle values is calculated, *e.g. the median of 5, 6, 7, 8, 14 and 44 is (7 + 8) / 2 = 7.5.*

mode: a measure of average – the most frequently occurring in a set of data.

number bond: a pair of numbers with a particular total, *e.g. number bonds to ten, all pair of numbers with the total 10.*

pictogram: a particular form of representation of data. Suitable pictures/symbols/icons are used to represent objects. For large numbers one symbol may represent a number of objects and a part symbol then represents a rough proportion of the number.

pie-chart: a particular form of presentation of data. A circle is divided into regions. The frequency or amount of each quantity is proportional to the angle at the centre of the circle.

probability: the likelihood of an event happening. *Probability* is expressed on a scale from 0 to 1. Where an event cannot happen, its probability is 0 and where it is certain its probability is 1. The probability of scoring 1 with a fair die is 1/6.

property: any attribute, *e.g. one property of a square is that all sides are equal.*

quadrilateral: a polygon with four sides and four interior angles.

range: a measure of spread in statistics. The difference between the greatest and the least in a set of numerical data.

ratio: a comparison of quantities of the same kind, written a:b, *e.g. a mixture made up of two ingredients in the ratio 3:1 is 3 parts of the first ingredient to 1 part of the second; the first ingredient makes up 3/4 of the total mixture, the second makes up 1/4 of the total.*

regular: a polygon is a regular polygon if all the sides are equal and all the internal angles are equal.

round *(verb):* to express a number or measurement to a required degree of accuracy, *e.g. 543 rounded to the nearest 10 is 540.*

sequence: a succession of terms formed according to a rule. There is a definite relation between one term and the next and between each term and its position in the sequence, *e.g. 1, 4, 9, 16, 25, etc.*

simple: an adjective applied to numbers, information, diagrams, charts etc that make limited demands on the learner, *e.g. small whole numbers, numbers that are easier to work with (eg multiples of 2, 5 10, 100), uncomplicated representations of limited amounts of data, etc.*

standard unit: units that are agreed throughout a community, *e.g. the metre is a standard unit of length.* Non-standard units are not widely agreed.

straightforward: describes information, subjects and materials that learners often meet in their work, studies or other activities.

substitute: to assign a value to a variable.

symbol: a letter, numeral or other mark that represents a number, an operation or another mathematical idea, *e.g. V (Roman symbol for five), > (is greater than).*

system *(of measure)*: an agreed system of measure in which units are defined and are in a fixed relationship to each other.

table: an orderly arrangement of information, numbers or letters, usually in rows and columns.

tally: make marks to represent objects counted.

tolerance: acceptable variation in measurement.

unit fraction: a fraction that has 1 as the numerator and whose denominator is a non-zero integer, *e.g. 1/2, 1/3.*

volume: a measure in three-dimensional space. Measured in cubes, *e.g. cubic centimetres (cm^3), cubic metres (m^3).*

weight: the force with which a body is attracted towards the earth's centre. In non-scientific contexts, often used synonymously with mass (though technically different). Metric units include kilograms (kg) and grams (g).

Literacy progression

Entry level	
Entry 1	**Entry 2**
Speaking and listening **At this level, adults can:**	**Speaking and listening** **At this level, adults can:**
listening and respond to spoken language, including simple narratives, statements, questions and single-step instructions	**listening and respond** to spoken language, including straightforward information, short narratives, explanations and instructions
speak to communicate basic information, feelings and opinions on familiar topics	**speak to communicate** information, feelings and opinions on familiar topics
engage in discussion with another person in a familiar situation about familiar topics	**engage in discussion** with one or more people in a familiar situation to establish shared understanding about familiar topics
Reading **At this level, adults can:**	**Reading** **At this level, adults can:**
read and understand short texts with repeated language patterns on familiar topics	**read and understand** short straightforward texts on familiar topics
read and obtain information for common signs and symbols	**read and obtain information** from short documents, familiar sources and signs and symbols
Writing **At this level, adults can:**	**Writing** **At this level, adults can:**
write to communicate information to an intended audience	**write to communicate** information with some awareness of the intended audience

Entry 3	Level 1	Level 2
Speaking and listening **At this level, adults can:**	**Speaking and listening** **At this level, adults can:**	**Speaking and listening** **At this level, adults can:**
listening and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone	**listening and respond** to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context	**listening 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 information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone	**speak to communicate** information, ideas and opinions adapting speech and content to take account of the listener(s) and medium	**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 familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics	**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	**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
Reading **At this level, adults can:**	**Reading** **At this level, adults can:**	**Reading** **At this level, adults can:**
read and understand short, straightforward texts on familiar topics accurately and independently	**read and understand** straightforward texts of varying length on a variety of topics accurately and independently	**read and understand** a range of texts of varying complexity, accurately and independently
read and obtain information from everyday sources	**read and obtain information** from different sources	**read and obtain information** of varying length and detail from different sources
Writing **At this level, adults can:**	**Writing** **At this level, adults can:**	**Writing** **At this level, adults can:**
write to communicate information and opinions with some adaptation to the intended audience	**write to communicate** information, ideas and opinions clearly using length, format and style appropriate to purpose and audience	**write to communicate** information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience

Numeracy progression

Entry level	
Entry 1	**Entry 2**
Understanding and using mathematical information **At this level, adults can:**	**Understanding and using mathematical information** **At this level, adults can:**
read and understand information given by numbers and symbols in simple graphical, numerical and written material	**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 and measures	**specify and describe** a practical problem or task using numbers, measures and simple shapes to record essential information
Calculating and manipulating mathematical information **At this level, adults can:**	**Calculating and manipulating mathematical information** **At this level, adults can:**
generate results which make sense and use given methods and given checking procedures appropriate to the specified purpose	**generate results** to a given level of accuracy using given methods and given checking procedures appropriate to the specified purpose
Interpreting results and communicating mathematical information **At this level, adults can:**	**Interpreting results and communicating mathematical information** **At this level, adults can:**
present and explain results which show an understanding of the intended purpose using appropriate numbers, measures, objects or pictures	**present and explain results** which meet the intended purpose using appropriate numbers, simple diagrams and symbols

Entry 3	Level 1	Level 2
Understanding and using mathematical information **At this level, adults can:**	**Understanding and using mathematical information** **At this level, adults can:**	**Understanding and using mathematical information** **At this level, adults 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	**read and understand** straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material	**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 problem or task using numbers, measures and diagrams to collect and record relevant information	**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	**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
Calculating and manipulating mathematical information **At this level, adults can:**	**Calculating and manipulating mathematical information** **At this level, adults can:**	**Calculating and manipulating mathematical information** **At this level, adults can:**
generate results to a given level of accuracy using given methods, measures and checking procedures appropriate to the specified purpose	**generate results** to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose	**generate results** to an appropriate level of accuracy using methods, measures and checking procedures appropriate to the specified purpose
Interpreting results and communicating mathematical information **At this level, adults can:**	**Interpreting results and communicating mathematical information** **At this level, adults can:**	**Interpreting results and communicating mathematical information** **At this level, adults can:**
present and explain results which meet the intended purpose using appropriate numbers, diagrams, charts and symbols	**present and explain results** which meet the intended purpose using an appropriate format to a given level of accuracy	**present and explain results** clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience

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