



Curriculum Principles Overview

Theme one is designed to help explain the principles of the Curriculum Framework so that tutors can be clear about the theories that underpin their practice.

UNIT 1 provides a more detailed knowledge of the social practices view of literacy and numeracy in order to understand the key learning theories behind the curriculum. Three aspects of this are covered: literacy and numeracy events and practices; social goals, networks and cultural practices; the literacy and numeracy environment.

Activity A Literacy and numeracy events and practices

Activity B Exploring the meanings of texts

Activity C Identifying and transferring skills from different domains of life

UNIT 2 provides more detailed ideas about developing meta-cognitive strategies. Two aspects of this are covered: helping tutors and learners to be more aware of the learning strategies that they use; creating a good learning environment.

Activity A Understanding and changing learning styles

Activity B Improving the learning environment

UNIT 3 focuses a particular aspect of metacognition, scaffolding, and is about developing an understanding of how learners can be helped to move from being a 'novice' to an 'expert'. Three aspects are discussed: the scaffolding process; using questioning to develop learning; helping to develop a particular skill in a learner through scaffolding.

Activity A Developing the scaffolding process

Activity B Scaffolding learning through effective questioning

Activity C Using scaffolding to develop learners' skills

UNIT 4 is about developing a critical literacies approach. It shows the importance of helping learners look beneath the surface of texts through critical questioning and evaluation.

Activity A Functional and critical literacies

Activity B Resources for developing critical literacies

Activity C Developing critical literacies

Activity D Textual analysis for developing critical literacies

Activity E Text clustering

Activity F Persuasive writing

NB Core activities are marked in bold and are Unit 1 Activity A, Unit 2 Activity A and Unit 3 Activity A



| Knowledge – What? | Skills – How to? | Understanding – Why? |
|---|---|--|
| <p>What are the key learning theories behind the CF</p> <p>What is meant by literacy and numeracy events and practices</p> <p>What networks are we part of and what cultural practices do we take for granted</p> <p>What is the relationship between the ALN environment and different domains of practice</p> | <p>How to investigate literacy and numeracy practices</p> <p>How to identify the practices that can be inferred from events and relate these to what a learner already knows and can do</p> <p>How to identify hidden assumptions about common practices and find help to solve the problems that are generated</p> <p>How to build on learners' existing skills in different domains of practice</p> | <p>Why a social practices approach should be used</p> <p>Why the differences between events and practices are important</p> <p>Why our understanding of ALN is influenced by specific practices in our own networks</p> <p>Why do the different domains of life fit into larger social practices</p> |
| <p>What meta-cognitive strategies do we use currently</p> <p>What contributes to an ideal learning environment</p> | <p>How to develop and use other strategies</p> <p>How to develop a more effective learning environment</p> | <p>Why it is important to develop our existing strategies</p> <p>Why learners reflection on what they do is valuable</p> |
| <p>What role does the scaffolding process play in enabling learning</p> <p>What is effective questioning</p> <p>What techniques can be used to develop learners' skills</p> | <p>How to sequence learning activities that enable learners to develop</p> <p>How to devise and use questions</p> <p>How to develop learners' skills using scaffolding.</p> | <p>Why use scaffolding</p> <p>Why use questions to develop learners</p> <p>Why move from the concrete to the abstract in developing learning</p> |
| <p>What does critical literacy mean for learners and tutors</p> <p>What questions does critical literacy lead to</p> | <p>How to encourage learners to view texts critically</p> <p>How to generate discussion around issues of critical literacy</p> | <p>Why critical literacy is an important topic</p> <p>Why critical literacy changes the way we think about literacy</p> |



Key Learning Theories in the ALN Curriculum

The aim of this session is to gain a more detailed knowledge of the social practice view of literacy and numeracy in order to understand the key learning theories behind the curriculum in more depth.

Key features of the Social Practice Approach

Literacy and numeracy are best understood as a set of social practices; these can be inferred from *events* that are mediated by written and numerical texts.

Literacy and numeracy practices are purposeful and embedded in broader social goals, networks and cultural practices.

There are different literacies and numeracies associated with different domains of life.

Literacy and numeracy practices are patterned by social institutions and power relationships, and some practices are more dominant, visible and influential than others

Literacy and numeracy practices change and new ones are frequently acquired through processes of informal learning and sense making.

(Adapted from Barton, D. and Hamilton, M. (2000: p 7) *Local Literacies*, London: Routledge).

A social practice view of literacy and numeracy, rather than locating 'the problem' in an individual's lack of skills, accepts that the situation is more complex than that and problems or difficulties are not just to do with people's failings rather it is to do with the complexity of contemporary life that requires us to learn a huge variety of new ways of interacting with our environments. It also means building on what people already know rather than denying, rejecting or even denigrating their own knowledge, and in order to do this we need to investigate their practices and use them as a basis for helping them to achieve their goals.

The rest of this session will concentrate on investigating our own and others literacy and numeracy practices so that we can understand how these theories operate in a variety of practice contexts.

Literacy and numeracy events and practices

Literacy and numeracy *events* are the things that happen when people are reading, writing, or calculating as part of some other activity and the literacy and numeracy *practices* are an integral part of these observable moments but we may not be aware of them.

In many cultures if we want to make a tribute to a loved one that has died we commission a gravestone and there are particular conventions about what might be on that stone. In this case the *event* is the cluster of activity involved in someone commissioning an inscription for the headstone from an undertaker and the stonemason carving the words on the stone. There is a social interaction (between the bereaved and the undertaker, the undertaker and the stonemason) and text and speech are both used).

QuickTime™ and a
TIFF (LZW) decompressor
are needed to see this picture.

Example 1 A Gravestone

The literacy and numeracy *practices* we can infer from this is that, in the culture of the people involved, it is customary to show respect and affection for someone who has died by causing their name and their dates of birth and death to be written on a material that has some permanence (stone, brass and so on). These practices would also include other events such as reading aloud, singing certain texts whose numbers are displayed for all to read and find in a specific book of songs (adapted from Fowler, E. and Mace, J. (2005) *Outside the Classroom*, Leicester: NIACE)



Example 2 Using a mobile phone to text

In this case the *event* is the message, for example, 'where are you?' and the *practice* that can be inferred from this is very varied. Here is an example from a

deaf person reported on the BBC news webpage on 8th February 2002. 'I am deaf and have been using a mobile phone for almost two years. I have never used it to have a voice conversation but almost exclusively for text messaging. This made a massive difference in my life, especially my social life as anyone could just text me and say 'wanna go for a drink?' I would thoroughly recommend using this technology to any deaf person. The only problem is that copious text messaging can result in rather expensive conversations'.

Another interesting practice that has developed, as can be seen from the two descriptions below, is that text messaging now has its own language.

SMS, WAP & mob fonez (this paragraph is written in text message shorthand, or "texting"; a translation is provided below.) sht msg srvc (SMS) allows sngL sht msgz of ^ 2 160 caractRs 2 b passed Btwen mob fonez, fax machines o EMSG addresses. msgz R sent along a mob fone network, & must pass Thru an SMS centre which handLz & manages d msgz. d popularity of txt msgN, az it bcame known, t%k d mob industry by surprise, & yung ppl even invented thR own lngwjj of abbrz & smileys' 2 overcome laboriousness of typing w a ten-key keypad.

Translation

SMS, WAP and mobile phones/ /Short Message Service (SMS) allows single short messages of up to 160 characters to be passed between mobile phones, fax machines or e-mail addresses. Messages are sent along a mobile phone network, and must pass through an SMS centre that handles and manages the messages. The popularity of text messaging, as it became known, took the mobile industry by surprise, and young people even invented their own language of abbreviations and 'smileys' to overcome the laboriousness of typing with a ten-key keypad.

This paragraph was translated by Transl8it!, an online service that transforms standard English into text shorthand and shorthand into standard English (from <http://www.aclearn.net>).

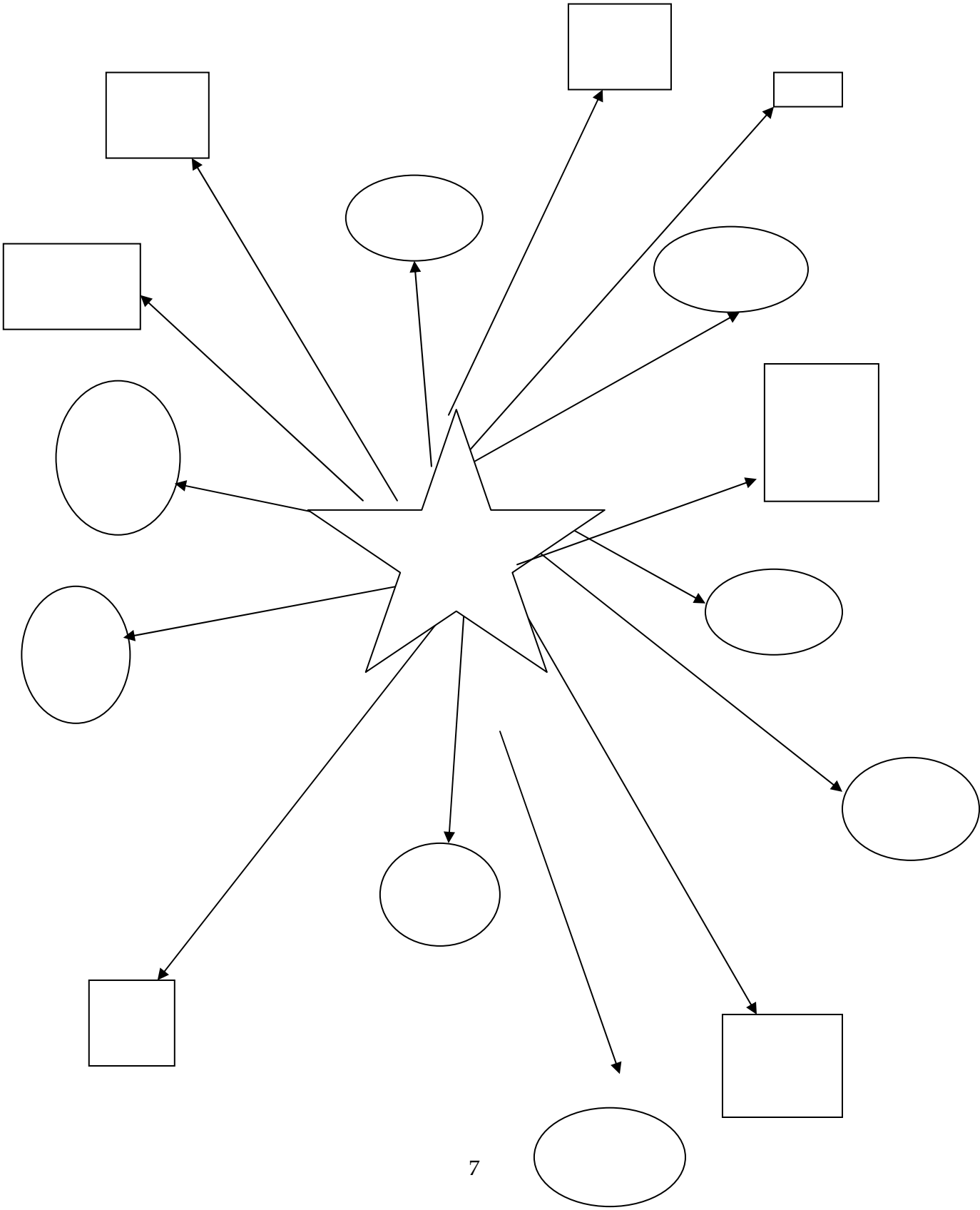
Purpose: To familiarise participants with the process of developing spider diagrams and identifying existing Skills, Knowledge, and Understanding

Duration: 30-60 minutes

Literacy and numeracy events and practices

Using the text *event* of sending the text message 'where are you' identify as a whole group what the *practices* are that can be inferred from it. Divide into smaller groups and use the complex capabilities lists in the curriculum framework (36-40) to draw a spider diagram using Tasksheet 1 to show what skills, knowledge and understanding members of the group already have about writing and sending a text. Compare the KSU across the groups. What were the differences and commonalities? Brainstorm ideas for how can tutors make sure they use learners' existing KSU and build on them to enable learners to develop further.

Curriculum Principles
Unit 1: Activity A: Tasksheet 1



Social goals, networks and cultural practices

Our use of language, literacy and numeracy signals our membership of the social groups we belong to and move in and out of in our lives. When we hear someone speak we can usually tell their gender and age and often their social class, their ethnic origin, and the region that they come from by listening to their pronunciation, tone, pitch, vocabulary and grammar. However, we don't speak in the same way in all contexts. For example, here is a family learning participant talking about her child's speech in an article by Jim Crowther and Lyn Tett (Tett, L. and Crowther, J. (1998) 'Families at a disadvantage: class, culture and literacies' *British Educational Research Journal* 24 (4), pp. 449-460)

[My daughter says] 'can I say troosers? I say 'no it's trousers' but my friend says, 'no she's Scottish, let her speak as she wants' – but I try to teach her to speak properly – she'll learn more that way. When they grow up they need to know that there is a right time and place to speak. When my girl goes for an interview I'd like to think she'd speak the way the person expects her to speak. That she doesn't go in and speak all slang. But if she comes back and speaks slang that's fine'.

This example shows that speech patterns aren't just natural but form part of the norms of our family and community networks and also shows how the more powerful language of Standard English wins out against the less powerful Scots.

Similarly what we take for granted in literacy and numeracy practices form part of our community of practice and may contain assumptions that we don't question at all. Below is an example from numeracy that Brian Street reported on (from 'Applying New Literacy Studies to Numeracy As Social Practice' to appear in S Y Shah and Alan Rogers eds. *Urban literacies*)

[One of the researchers on our numeracy project] had asked a girl, Aayesha to tell her how many children were in her class and she tried to count them by silently running through them in her mind, totting up numbers on fingers. I noticed she finger-counted in threes, three to a finger or thumb. I asked about this: Mr Anwar [her father] says 'we' count three to a finger, so 15 to a hand, 30 in two hands. Mr Anwar's description included folding over two fingers and saying six'. At the Delhi conference, where such a procedure was familiar to many in the audience, I adapted it to counting how many people were in the room. Like Aayesha's father, I could use it to bypass laborious and repetitive counting of every person present by using the 'multiplicative' potential: that is, I could head count each individual in a row down the table, representing three heads by one of my fingers, arriving at a total for one row of 21 that could be represented on seven fingers. I then did not need to count the other rows as I could see there were three of them, so instead I folded the seven fingers three more times and immediately had recourse to the total, 63. The multiplicative potential of the 3 to a finger counting scheme familiar in many parts of Asia enabled me to perform the function more economically than using the UK system of one finger to each item.

For people raised in the West this system seems alien but it is clearly more useful for counting large numbers than the one-finger model. So we should always check what learners know and use in the communities that they are part of to make sure that we are not inadvertently seeing them as failing to understand when they actually have a good understanding of a different set of practices.

We are all part of social networks and our literacy and numeracy practices are embedded in them. In their study of a community in Lancaster Mary Hamilton and David Barton found that 'much of people's reading and writing involved other people and was located in reciprocal networks of exchange' (1998: 161). This is particularly the case when people are confronted by official literacy and numeracy especially when it comes to filling in forms. Most families and communities have access to someone who has experience of what these official forms require you to do but this is a complicated set of practices that assumes a great deal of contextual knowledge. For example, forms cause misunderstandings and errors as people try to interpret what might be the 'right' answers. Marcia Fawns and Ros Ivanic identified a range of disagreements and errors that arose when a group of students tried to fill in a form to claim housing benefit (reported on in *Powerful Literacies*, 80-93). These disagreements and errors are always specific to the particular form but, because they are part of common practices, they occur in most forms that we have to fill in. This is because the assumption behind the practices of devisors of forms is that there is only one answer that is either right or wrong and that the answer is known to the form-filler. It also means that when we fill in forms we have to think ourselves into the categories that are provided for us but this is not easy.

Below are some common disagreements and solutions that apply to a range of official forms derived from Fawns and Ivanic's study.

Disagreements occurred:

- at points asking for details not stored in participants' short term memories
- through unknown terms or terms with definitions differing from the norm
- through irrelevant topics/questions
- by not knowing where to go next
- by not knowing what to answer and what could be left unanswered

Solved by:

- returning to questions when details are known
- re-reading questions/instructions
- using own interpretation
- reading other questions to aid understanding of troublesome question
- deciding what category applied to you and making sure that you only answered these questions

Errors made by:

- using their own definitions
- the form-designer's assumptions
- putting details in wrong sections
- being confused about how they should categorise themselves
- answering irrelevant questions
- not following instructions
- being forced to provide an answer to questions they could not answer adequately

Purpose: To explore the ways in which texts can give rise to multiple meanings, and discover how to help create shared understanding of texts.

Duration: 45 minutes

Exploring the meanings of texts

Using the passport application form (Tasksheet 1), divide into small groups and ask each group to select a different page. Work through the page in the small group and identify what disagreements and errors arise. Who and what are resources that you can access to help solve these problems? After approximately 30 minutes come together as a whole group to identify common misunderstandings, confusions, and ways of tackling them.

04



IMPORTANT
USE BLACK
INK ONLY

Fill in this form in **CAPITAL LETTERS** and **black ink** only. Please write only within the white boxes. We will electronically scan and store the information you provide. We will also reproduce a digital image of your photograph and signature onto your passport. Please make sure you enclose two passport-sized photographs. To make sure your photographs meet our needs please read the 'Passport photographs' leaflet.

As you fill in the form, read the guidance notes carefully. If you make a mistake, your application may be delayed. We may pass the information on this form (and on the passport record that this application relates to) to other government organisations and law enforcement agencies. This is to check your application and for when any passport we issue as a result of this application is used.

1

Read note 1.

IMPORTANT

If you are applying to replace a lost or stolen passport, you must see section 3 for changes to this service.

If your passport was issued for less than 10 years, please read the guidance notes before you fill in this form.

What type of passport are you applying for? Put a cross (X) in the relevant box.

| | | |
|---|--|--|
| Renewal of your passport (If you are an adult, check the instructions on page 1 of the guidance notes.) | Adult <input checked="" type="checkbox"/> | Child <input checked="" type="checkbox"/> (under 16) |
| Your first passport | Adult <input checked="" type="checkbox"/> | Child <input checked="" type="checkbox"/> (under 16) |
| Replacement for a passport that is lost, damaged or stolen | Adult <input checked="" type="checkbox"/> | Child <input checked="" type="checkbox"/> (under 16) |
| Extension of a passport to full validity | Adult <input checked="" type="checkbox"/> | Child <input checked="" type="checkbox"/> (under 16) |
| Changes to your existing passport (the renewal fee applies) | New name <input checked="" type="checkbox"/> | New photo <input checked="" type="checkbox"/> Change national status <input checked="" type="checkbox"/> |
| If you want to pay for us to return your supporting documents by Secure Delivery, put a cross (X) in this box. See the payment leaflet for the fee. | <input checked="" type="checkbox"/> | |
| If you want to pay for a 48 page passport, put a cross (X) in this box (see the payment leaflet for details). This is not available for children. | <input checked="" type="checkbox"/> | |
| If you have eyesight difficulties and need a Braille sticker for your passport, put a cross (X) in this box | <input checked="" type="checkbox"/> | |

We will not issue a passport unless you have correctly filled in the form and enclosed the necessary documents (see the guidance notes), the necessary fee and photographs.

2

Read note 2.

IMPORTANT

If you do not state your postcode your application will be delayed.

Who is the passport for?

Cross (X) box MR, MRS, MISS, MS, or write title

Mr Mrs Miss Ms or title

Last name

First names

Maiden or all previous names (surname first)

Current address (house number, street name)

(town)

(county)

Postcode

Date of birth

Sex Cross the relevant box

Male Female

Town of birth

Country of birth (for example, UK)

Daytime phone number

Evening phone number

E-mail address (You do not have to fill in your e-mail address in capital letters.)

3

Read note 3.

IMPORTANT

If you are applying to replace a lost or stolen passport, you must also fill in form LS01. You can get this by phoning the Passport AdviceLine on 0870 521 0410, at Post Office® branches and Worldchoice travel agents offering the Check & Send service or from www.passport.gov.uk We cannot process your application until you send us form LS01. If you have already sent us form LS01 please tell us at section 8.

4

Read note 4.

IMPORTANT

You must answer Yes or No to question A and question B. If you answer No to both questions, we don't need any more information in this section. If you have filled in the parents' details here you will need to send us a full birth certificate for the person named at section 2, which shows parents' details.

Details of your current, previous or lost passport (You must fill in this section) **SE / 04 / 02**

Has the person named in section 2 had any sort of passport (British or otherwise) or been included in any before? Yes go to 3A below No

A. You must send us all uncancelled passports with the application (Say how many in the box). If the passports are lost or stolen go to 3B.
1 Passport number 2 Passport number 3 Passport number

B. Details of the lost or stolen passport
Issued at _____ in year _____
Holder's name at the time it was issued (last name) _____
(first names) _____
How the passport was lost, or why it is not available _____
Date of loss: D D M M Y Y Y Y Place of loss _____

A. Was the person named in section 2 born after 31 December 1982? Cross (X) box

No go to 4B Yes **Fill in their parents' details below**, unless the Home Office has granted the person named at section 2 a certificate of registration or naturalisation. (Not everyone born in the UK after 31 December 1982 is British)

B. Was the person named in section 2 born outside the UK? Cross (X) box

No Yes **Not everyone born overseas to a British parent is British. Fill in their parents' details below** unless the Home Office has granted the person named in section 2 a certificate of registration or naturalisation.

Mother's full name, (last name first) _____
Her town and country of birth _____
Date of birth _____ Her nationality and citizenship at the time of the applicant's birth _____
If she has a British passport, give the number: _____ Date of issue _____
Date of marriage to the father of the person named in section 2 (if this applies) _____
Father's full name (last name first) _____
His town and country of birth _____
Date of birth _____ His nationality and citizenship at the time of the applicant's birth _____
If he has a British passport, give the number: _____ Date of issue _____

If both parents named above were born after 31 December 1982 OR were born abroad, we will also need the full name, town, country, date of birth and date of marriage of your grandparents (or details of your parents' claim to British nationality). Write these details in section 8, or on a separate sheet of paper.

Office use only

Documents produced

| | | | | | |
|---|-------|-----|-------|----------|-------|
| PT | OB/EX | PT | OB/EX | PT | OB/EX |
| LBC | | PPT | | Nat Cert | |
| SBC | | MC | | Photos | |
| Other documents – specify | | | | | |
| | | | | | |
| | | | | | |
| BOEF | | | | | |
| Y N | | | | | |
| <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> | | | | | |

Block Application

Payment _____ Payment type _____
Chq PO Csh Cr/Db

Partner Reference _____

Service Level
P F S

Post opener number _____

Counter time _____

Examiners Ref No _____

Examiners Signature _____

Counter/Partner acceptance stamp

Curriculum Principles

Unit 1: Activity B: Tasksheet 1, Page 4/6

9
Read note 9.

IMPORTANT

You must date section 9.

IMPORTANT

If a parent or guardian is signing section 9, they must have parental responsibility and should give their relationship to the child. If the parents are not married, the father will not normally have parental responsibility. Please see the guidance notes for more details.

10

Read note 10.

IMPORTANT

The person acting as the countersignatory must sign section 10. They must hold a current British or Irish passport and be willing to provide their passport number on the application form.

IMPORTANT

Please enclose two photographs. The countersignatory must write on the back of one "I certify that this is a true likeness of..." giving the full name and title of the person whose details are given in section 2 of the form. The countersignatory must sign and date this endorsement.

IMPORTANT

To avoid unnecessary delays, please do not use a label or stamp on the form.

Declaration This must be filled in by the person named in section 2. If under 16, their parent or guardian must fill this in instead. SE/04/04

Caution It is a criminal offence to make a false statement to get a passport. If you have made a false statement on this form, you could be prosecuted and could go to prison. Our work includes checking that the countersignature in section 10 is genuine.

I declare that I am 16 yrs or older and that:

- 1 I will return the lost passport to a UK passport office if it comes into my possession;
- 2 I do not owe any money to the UK Government for repatriation or similar relief;
- 3 I, or the person named in section 2 of this application (if different), am a British national and have not lost or given up my national status;
- 4 I, and the person named in section 2 (if different), are in the United Kingdom today;
- 5 As far as I know, all the information I have given in this application is correct;
- 6 If the application is for a child, I have parental responsibility and all others with parental responsibility are aware of and agree to this application being made;
- 7 I am aware that you will need time to confirm my eligibility before processing my application; and
- 8 I have read both the guidance notes and the caution above.

Sign in box using black ink.

Important – keep within the border.

If you fail to do this, your application will not be valid.

Signature

Name, if signing on behalf of a child

| | |
|---|---|
| | |
| Relationship to child | Date |
| <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> |

Please ensure this section is dated

Countersignature The countersignatory must fill in this section after the rest of the form has been filled in.

Caution It is a criminal offence to make a false statement to help someone get a passport. You should make sure that you check the form properly before you fill in this section. If you have made any false statements on this form, or if you know that the person applying has made any false statements on this form, you could be prosecuted and could go to prison. Our work includes checking that your details are genuine. As a result, we may need to contact you. You should not sign this form if you are a relative of the person applying.

IMPORTANT If the application is for a child, you are confirming the identity of the adult signing in section 9.

Fill in the following in CAPITAL LETTERS and in black ink. I, (Cross (X) box MR, MRS, MISS, MS, or write title)

Mr Mrs Miss Ms or title

(insert your first name)

(insert last name)

confirm that I have known the person named in section 2, or in the case of a child, the adult filling in section 9, (insert FULL NAMES)

for (insert years) as (please say how – for example, employer, colleague, friend and so on):

yrs
and as far as I know, the information on this form is correct. I hold a full current UK or Irish passport.
I have read the caution and I understand it.

Profession / professional qualifications / position or standing in the community

Your employer's name and the address you work at (or your private address if this does not apply)

Postcode Daytime phone number

Current UK or Irish passport number Evening phone number

Date

Sign in box using black ink.

Important – keep within the border.

If you fail to do this, the application will not be valid.

Signature

By countersigning this application, you agree to us checking passport records to confirm your countersignature.

Supplementary form

(completion instructions on reverse of this form)



Before UKPS can issue a passport, we must verify your identity and require the following information to do this. The information you give on this form will help us to process your application quickly and effectively. For further information, call the Passport Adviceline on 0870 521 0410.

Only complete this form if you are applying for yourself or your child.

01

Name of person who will hold the passport (To be completed in all cases)

Title Surname

Forenames

Date of Birth Gender

D D M M Y Y Y Y M F

Is the person above aged under 18?

YES, a Parent, Guardian or Responsible Adult should complete and sign all the rest of the form, sections 2, 3, 4, 5, 6 and 7, with their information. NO, you, the applicant, should complete and sign sections 3, 4, 5, 6 and 7 of the form.

02

Parent or Guardian (to be completed only when the person who will hold the passport is aged under 18)

Title Surname

Forenames

Date of Birth Gender

D D M M Y Y Y Y M F

Previous surnames Years of change

03

Other information

Please complete if you have any of the following available. There is no need to obtain this information specifically to apply for a passport if you do not already have it.

UK Passport number UK Driving licence number (Item 5 on your licence)

National Insurance number Naturalisation or Registration Certificate number (if applicable)

04

Address
Please give your last two addresses

CURRENT ADDRESS

House name and/or no Flat no

Street

District

Town

County

Postcode

Country

How many years and months have you lived at this address

Y Y M M

PREVIOUS ADDRESS

House name and/or no Flat no

Street

District

Town

County

Postcode

Country

How many years and months have you lived at this address

Y Y M M

Residency Status
(tick as appropriate)

Owner 1 with parents or guardians 2 Owner 1 with parents or guardians 2

student lodgings 3 Living in rented accommodation 4 student lodgings 3 Living in rented accommodation 4

in temporary accommodation 5 in temporary accommodation 5

Home telephone number Mobile telephone number

05

Employment

Employed 1 Self Employed 2 Armed Forces 3 Student 4 Retired 5 Other 6

Employer name Employer telephone number

06

Bank Information

Bank sort code Bank account number (As shown in your cheque book)

07

Consent

I consent to the UKPS checking the details I have provided in support of this application against the data sources specified in the notes for guidance in order to verify my identity and process this application. These details may be recorded and used to assist other organisations, including Government departments, for identity verification purposes.

If Section 02 is completed, the person who completed it should sign here. Otherwise, the person who will hold the passport should sign.

Signature Date D D M M Y Y Y Y

Supplementary form

Please complete the form in **BLOCK CAPITALS** and **black ink**.



How to fill in the Supplementary form

1. Which sections to complete

If you are applying for a passport for yourself or your child, and you are under 18 years old, you should write your title and name, gender and date of birth, in section 1 of the form (marked "Name of person who will hold the passport"), and your Parent, Guardian or Responsible Adult should complete the rest of this form (sections 02, 03, 04, 05, 06 and 07).

If you are applying for a passport for yourself or your child, and you are aged 18 years old or more, you should complete sections 01, 03, 04, 05, 06 and 07 of the form yourself.

2. What information to fill in

You should fill in all the information marked with *. Other information should be filled in if it applies to you.

| | |
|--|---|
| Title * | Write your title, e.g: Mr, Mrs, Miss, Ms, Dr, etc. |
| Surname * | Write in your surname |
| Forenames * | Write in all your forenames, in order |
| Date of Birth * | Write in your date of birth |
| Gender * | Tick one of the boxes marked "M" or "F", as appropriate |
| Is the person above under 18? * | Tick one of the boxes marked "Y" or "N", as appropriate |
| Previous surnames | If you have changed your surname by marriage or deed poll, write your previous surname(s) here, and the year(s) on which your surname changed |
| UK Passport number | If you already have a UK passport, write the number of the passport here |
| UK Driving licence number | If you have a UK driving licence, write the driving licence number here |
| National Insurance Number | If you have a National Insurance Number, write the number here |
| Naturalisation or Registration Certificate Number | If you have a Naturalisation or Registration Certificate, write the number of the certificate here |
| Address * | Write your current address and residency status in the column marked "Current address". Give the same information for your previous address as well |
| House name and/or no. * | Write the house name and/or number here |
| Flat no. | Write the flat number here, if you live in a flat |
| Street * | Write the street name here |
| District * | Write the district name here, if applicable |
| Town * | Write the town name here |
| County * | Write the county here |
| Post code * | Write the post code here |
| Country * | Write the country here |
| How many years and months have you lived at this address * | Write the number of years and months you have lived at this address |
| Residency status * | Tick the residency status which applies to you |
| Home telephone number * | Write your home telephone number here (fixed line, not mobile) |
| Mobile telephone number | Write your mobile telephone number here |
| Employment status * | Tick the employment status which applies to you |
| Employer name | If you are employed or self-employed, write the full name and telephone number |
| Employer telephone number | of your employer here (fixed line, not mobile) |
| Bank sort code | If you have a bank account, write the bank sort code and account number for the account here. |
| Bank account number | You can find these in your cheque book |
| Signature | Sign the form here |
| Date | Write today's date here |

For further information, call the Passport Adviceline on 0870 521 0410.

3. Guidance notes

In order to verify your identity the UKPS wishes to check your personal details against data held by organisations outside UKPS. The data sources are those held by the Office of National Statistics, Driver and Vehicle Licensing Agency, the Department for Work and Pensions, the Immigration & Nationality Directorate, and by Equifax. Data from these sources is used only to verify your identity. No enquiries of your business with the sources of data are made and no details are recorded of any information they may hold. Data protection rules require us to seek your consent before checks are made.

If you do not give your consent, you may be asked to supply further documentary evidence of identity.

| Literacy event | Literacy practice |
|---|--|
| <i>Participants</i> | <i>Hidden participants</i> |
| None visible in the photograph. | Two different people wrote the lists. Who printed the school timetable and put it up? |
| <i>Setting</i> | <i>The domain of practice</i> |
| A kitchen in a family home in the suburbs of England. | Family, but the educational domain has intruded through many of the notices. |
| <i>Artefacts</i> | <i>Values, understandings, ways of thinking, feelings, skills and knowledge.</i> |
| Photocopied timetable, certificate, handwritten shopping list and a menu plan in different writing, fridge magnets. | What do the lists tell us about who does what in the household? Who is the expert in planning and who does the shopping? Why is the certificate seen as valuable enough to be put on the fridge? |
| <i>Activities</i> | <i>Structured Pathways</i> |
| Using magnets to put up notices taking them down, rearranging them. | Who is allowed to put things on the fridge and who decides to take them down again and why? What can and can't be put on the fridge? |

As Ellayne Fowler has pointed out (2005: 56) there are a number of ways in which we can explore the literacy and numeracy environment. We can explore domains, identifying typical literacy/numeracy events and inferring practices from these. Or we can establish different literacies and numeracies such as those used in cooking, or filling in forms, which are linked to distinct domains of life, but may occur in a range of localities. Through analysis of the visible literacy and numeracy environment we can uncover the power relationships and sense of identity tied up in particular practices and explore with our learners the practices that they use and how they feel about these practices. This will enable us to develop learning plans with our learners that are based on an accurate picture of not only what they can already do but how this knowledge, skill and understanding is embedded in their social practices. It is important to remember that the different practices we use are sometimes seen as only useful in one particular domain of our life so we do not necessarily transfer our learning at home to the workplace and *vice versa*. The next activity is designed to encourage thinking about the role of skills in this process as we often find it easier to remember to build on learners' knowledge and understanding and forget about the equally important area of skills.

Purpose: To become familiar with the domains of literacy, and the analysis of complex capabilities within and between domains.

Duration: 30 minutes

Identifying and transferring skills from different domains of life

Using the case study of John, in small groups identify one literacy or numeracy practice from each of the four domains of family, community, private and working life. Draw up a list of the skills gained in one domain using the curriculum framework complex capabilities lists (p36-40) and suggest how they might be transferred to another domain.

Case Study of John

John is employed with the local Fire Brigade as an Assistant Storeman. Over the years he has struggled with his reading and writing so that reading the Stock Register was an absolute nightmare. He also had an ongoing health problem that required him to complete a prescription form on a regular basis. Each time he was asked to fill in the form he would struggle to write in the information required. Shopping was also a challenge. When he first spoke about his learning needs he recalled a visit to the local Argos store. He decided to buy a sweatshirt but it took him nearly two hours to complete the order form. At one point one of the store assistants began to think he was acting suspiciously and challenged him about his presence. When asked if he needed help he gladly accepted it and purchased his sweatshirt.

John had great reservations about coming forward to get help with his literacy and numeracy. Through sensitive encouragement from a staff member of a service he frequented, he eventually decided to give it a go and an initial meeting was set up with the tutor. The first priority was to boost his confidence in completing the prescription form. After a short time this problem was solved and he now completes the form before he hands it over. He felt great about this achievement and this set the scene for the next objective that was to complete an Argos form quickly. The tutor first of all selected a single item and showed him how to complete it properly. Again he achieved success and any fears he previously had about learning within a group seemed to disappear.

The next learning objective focussed on his working environment. John had never felt confident at reading the Staff Notice Board so he never looked at it. Another example relates to the Stock Register he used at work. He could not figure out what the words meant on the various products kept within the store area. Somehow he had worked out a system that enabled him to survive the task of being asked to collect products from the store by recognising containers by their size, not by their words. To address this a photocopy was taken of the Stock Register along with a completed sample order form and these were used on an ongoing basis to help him read and identify the words.

John has suffered several set backs in his life but his experiences as an Adult Learner have greatly improved his quality of life. He can now go shopping with greater confidence and go to work knowing that the stock register is a learning experience for him. He now walks up to the Staff Notice Board and feels just like everyone else as he can read the various flyers and pieces of paper.

As a post script to this, when meeting with him to carry out our research interview, he explained to me the embarrassment faced in his local pub when confronted with scoring in a darts match, a task he could not complete and so stopped going even though he was one of the better players. This has now changed and he can confidently participate in this and other things that he had previously been excluded from, including voting, reading notices in his pub, or in newspapers, all of which help his participation in the wider society.

(From the *Evaluation of the Scottish Adult Literacy and Numeracy Strategy*, Scottish Executive)



Meta-Cognitive Strategies

We engage in meta-cognitive activities everyday when we plan how to approach a given learning task, monitor our understanding, and evaluate our progress towards the completion of a task. Because meta-cognition plays a critical role in successful learning, it is important to help learners develop knowledge of their own learning processes through knowing themselves, knowing about their capacity to learn, knowing the processes that have been successfully used in the past, and finally, their interest in, and knowledge of, the subject that they want to learn.

Helping learners to be more aware of how they learn already and how they might learn more effectively involves thinking about these five areas and asking questions to see what learners already know about their own meta-cognitive strategies.

1) *Being ready to learn*

How can we manage our emotional state so that we are ready to learn? Do we know how to connect ourselves to, and engage fully in, the learning we are being offered?

2) *Being able to set and achieve goals*

What is our motivation to learn? What kinds of external and internal rewards work for us? How do we reduce what we want to learn to manageable chunks?

3) *Knowing how we learn best*

How many learning strategies do we have? Do we have the capacity to go on learning when things get tough? What do we know about our own learning styles. Can we tolerate reasonable amounts of confusion, frustration and even uncertainty in our learning? Do we know when to ask questions and when to ask for help? Are we in networks of people that we can call on when we want to find out how to do something?

4) *Harnessing Creativity*

Are we able to listen to our hunches? Do we have strategies for thinking different thoughts and solving difficult problems?

5) *Being able to reflect, adapt, change*

How do we know we are progressing? What is our attitude to making mistakes? How do we do things differently as a result of what we have learned? Do we know how to give and receive feedback? Are we resilient and resourceful in the face of difficulties?

Purpose: To enable tutors to encourage learners to understand both their existing meta-cognitive strategies and to reflect, adapt and change.

Duration: 30 minutes

Understanding and changing learning styles

Each individual in your group is asked to complete the attached learning styles inventory. Once this has been done ask people to identify their preferred learning style and then form groups that comprise the four different learning styles (if possible). Discuss how the style they favour least might be developed using ideas from the other styles. Feed back to the whole group successful strategies for change.

An introduction to learning styles.

We all have different styles of learning. Find out which type of learner you are by answering the questions below.

1. You're at a wedding and other guests start doing a square dance, do you:
 - a) Sit the first dance out while you try to figure out the different patterns that are formed by partners weaving in and out.
 - b) May join in after watching a few dances or you may sit them all out, as you don't really feel comfortable about joining in without a proper chance to practise first.
 - c) Sit the first dance out and quiz an experienced barn-dancer about some of the different steps, perhaps asking them to do a quick practise with you in a quiet corner.
 - d) Have a go, finding out what to do from the caller and other dancers.
2. You get a new mobile phone with lots of features that you don't fully understand, do you:
 - a) Read the instruction book with great care before doing anything.
 - b) Take plenty of time getting to know all the functions, with the use of the instruction book, before you start using it in earnest. You also practise using the functions in a situation where you know it does not matter if you get it wrong.
 - c) Ask the person selling you the phone to explain how to use each feature, and enquire about the most useful buttons. You start using it as soon as you can.
 - d) Press all the buttons until something happens.
3. You are going camping and you have been lent a tent by a friend, do you:
 - a) Ask for the instructions that come with the tent, read them thoroughly and make notes to take you through the simple steps when you are out in the field.
 - b) Read through the instructions and ask your friend to demonstrate how to put it up a week before you go? And then you have a few practise goes yourself to make sure you are not caught out when you go away?
 - c) Ask your friend to show you how to put the tent up, and quiz them about where to pitch it, how to keep out the rain and how to keep warm.
 - d) Fold the tent away in its packaging and get it out for the first time when you are on the camp site, pitching it as best you can.
4. You want to improve your garden and have decided you need a low brick wall between your patio and the lawn. Do you:
 - a) Buy a brick-laying book to learn about the best way of doing it yourself, but feel tempted to pay someone else to do it?
 - b) Enrol on a short brick-laying course so that you can practise in safety before having a go at building it yourself?
 - c) Ask a friend who is a builder for some advice before having a go yourself?
 - d) Buy some bricks and mortar and start building the wall.

5. A friend has asked you to join their pub-quiz team. How do you prepare?

- a) Ask lots of questions about how the pub quiz operates so that you are clear about what happens.
- b) Spend a lot of time testing yourself with general knowledge quiz books, perhaps asking a friend to quiz you before the real pub quiz.
- c) Ask a friend for useful tips on preparing for the quiz.
- d) Turn up on the night of the pub-quiz and look forward to the challenge.

Mostly a.s - You are a theorist who likes to understand the reason behind something, grasping the concepts, before having a go.

Mostly b.s - You are a reflector. You like to think things out before you have a go, and you like to learn by watching others.

Mostly c.s - You are a pragmatist who likes to have practical tips and techniques from someone with experience before you have a go.

Mostly d.s - You are an activist you like to leap up and have a go, learning by doing.

All these styles are useful when it comes to learning.

Perhaps the most useful ability, however, is to be able to use all these learning styles, depending on the situation. The Activist in us is not worried about trying out something new or different. The Reflector in us reviews the experience and makes sure we have learnt a lesson for the next time. The Theorist in us accepts or rejects the experience. The Pragmatist applies it in other circumstances.

This is just an introduction to learning styles. To find out more visit www.peterhoney.com

The learning environment

An ideal learning environment is

- Challenging
- Not too threatening
- Full of opportunities for giving and receiving feedback

The following map of what learning to learn involves shows a range of aspects that need to be thought about by both tutors and learners. A number of topics could appear in more than one area and no one will be involved in everything but the map serves to remind us that learning involves helping learners to reflect on what they do in all kinds of ways.

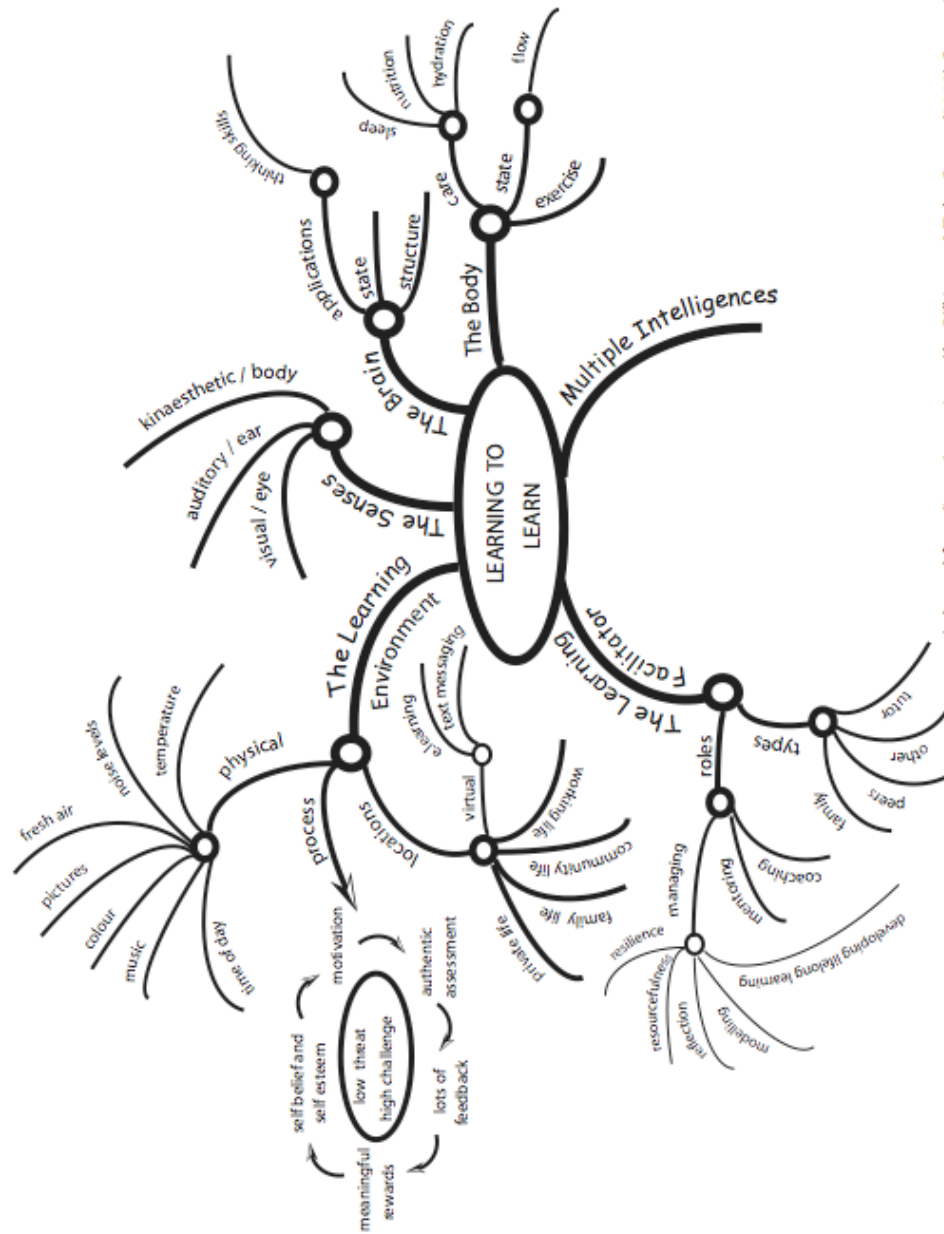
Purpose: To raise awareness of the variety of ways in which people can learn and to show what can and can't be done to improve the learning environment.

Duration: 30 minutes

Improving the learning environment

Look at the map on Tasksheet 1 and individually write on a post-it note one aspect of the learning environment that you have control over as a tutor and one aspect that you don't. Compare notes with the group. What comes out as the least under your control? Brainstorm as a whole group what you might do to change this and what the learners can do for themselves.

Curriculum Principles
Unit 2: Activity B: Tasksheet 1



(adapted from 'Learning to Learn' by Bill Lucas & Toby Greary (2000) Campaign for Learning)



Using Scaffolding to develop learning and teaching

The aim of this section is to develop an understanding of scaffolding in order to help learners move from being a 'novice' to an 'expert' by building bridges from the learner's current skills, knowledge and understanding to the next level and then, once the learner is safely across, transferring control. The tutor is leading the development of the learner through task-orientated interactions that build on the learner's existing learning and motivation within a supportive learning environment. Three areas are covered in this section: the scaffolding process; using questioning to scaffold learning; helping to develop a particular skill in a learner by providing scaffolding.

The scaffolding process

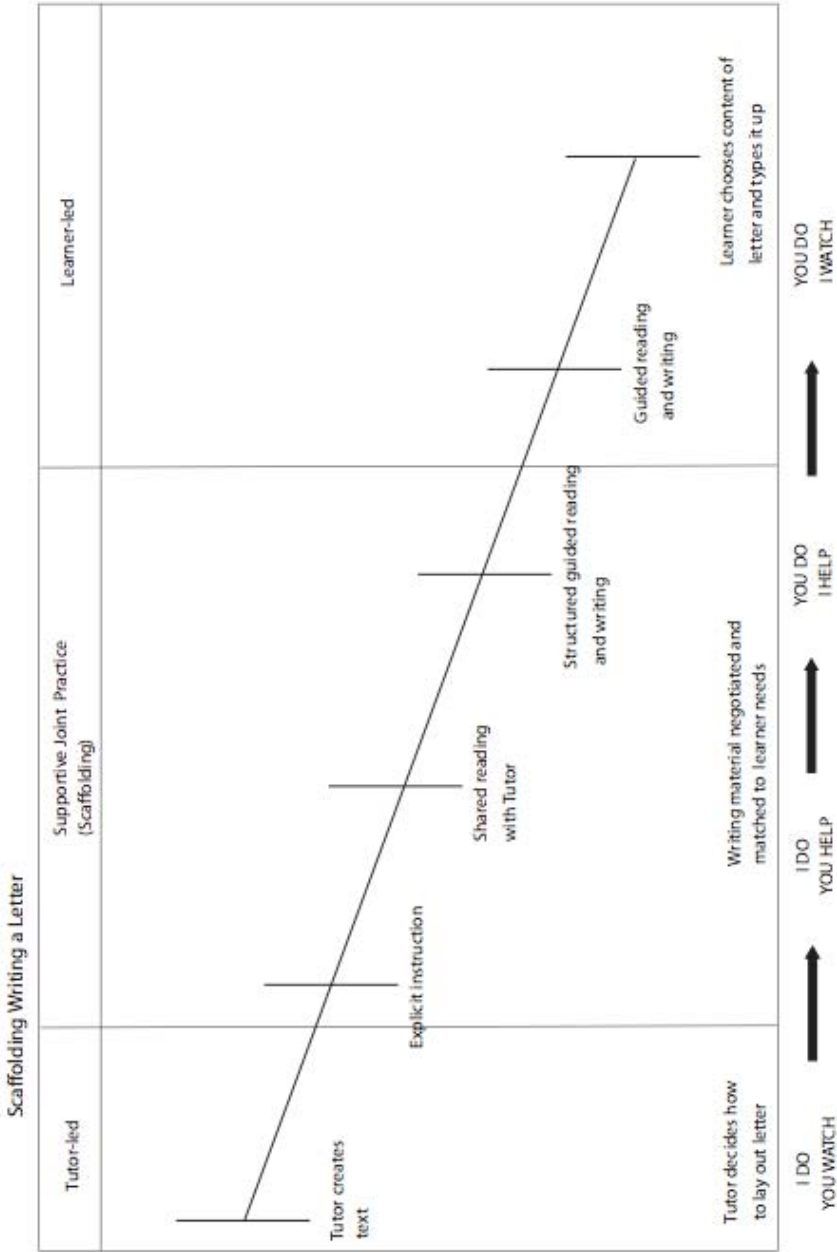
The CF describes the practices that will develop scaffolding on page 17. The following activity is designed to help you to think about these steps and to try it out for yourself.

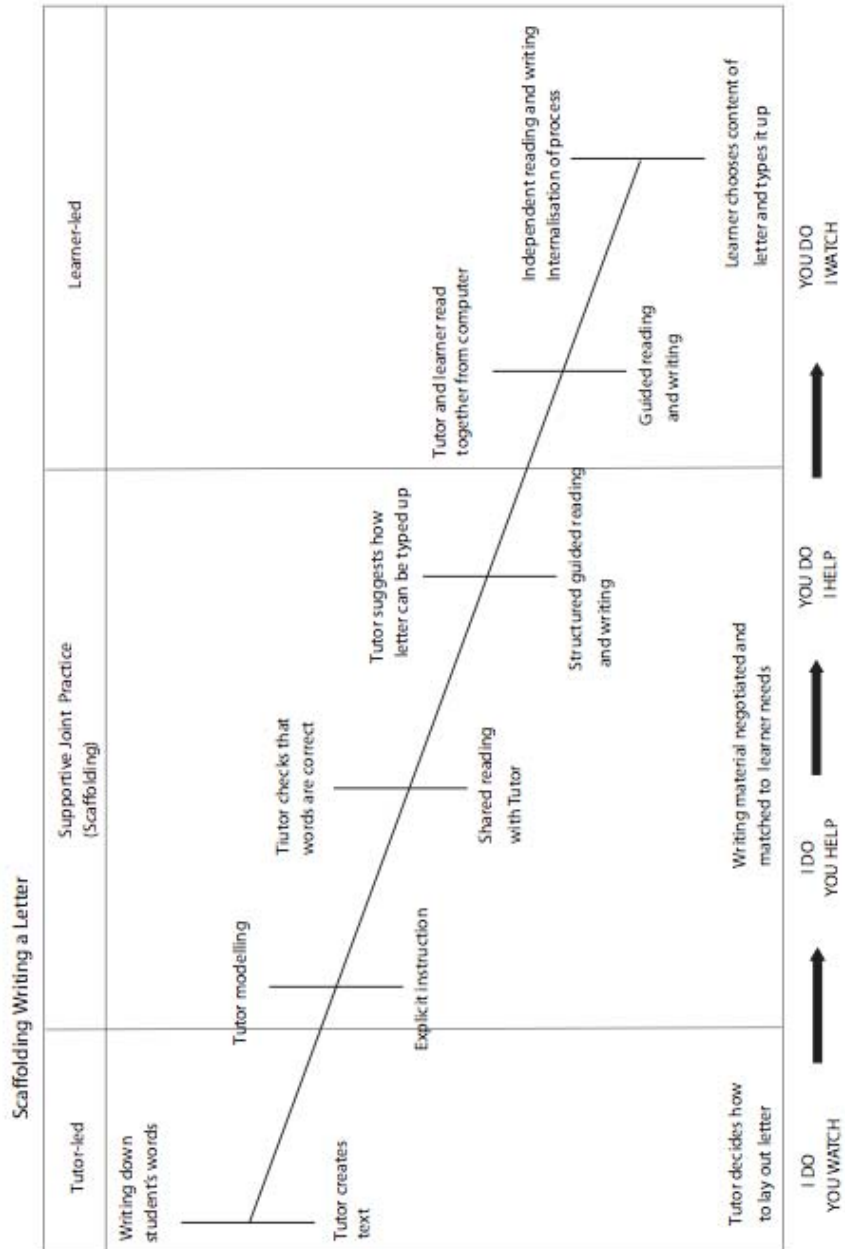
Purpose: To enable tutors to encourage learners to understand both their existing meta-cognitive strategies and to reflect, adapt and change.

Duration: 45 minutes

Developing the scaffolding process

Watch the 'Language experience approach' part of the DVD for the revised ITALL pack and concentrate on the writing of the letter from the Denny group. Using Tasksheet 1, Page 1, work together in small groups to complete the chart to show how the tutor has scaffolded the learning involved in writing the letter. Feed back the main ideas to the whole group and compare people's ideas with the completed chart shown on Tasksheet 1, Page 2.





Scaffolding learning through using effective questioning

One way in which we can develop learners' own knowledge, skills and understanding is through asking particular types of questions. There are four main types of questions:

- 1) **Factual questions:** those questions that require a pre-determined answer such as recall of facts, content and possible knowledge, for example, 'what is the name of the author of that book?'
- 2) **Speculative questions:** those questions that invite a response with no pre-determined answer. The answers generated by these questions are often opinions, hypotheses, imaginings or ideas. For example, 'what do you think might happen next in this story?'
- 3) **Procedural questions:** those questions that relate to the organisation and management of the learning. For example, 'how did you decide what was going to happen next?'
- 4) **Process questions:** those questions that invite learners to articulate their understanding of learning processes or explain their thinking. For example, 'what clues did you use to decide what was going to happen next?'

Surveys of tutors in a variety of settings have found that most of the questions asked of students are factual but these are not going to help the learner take control of their own learning. So that you can ask useful questions make sure that:

- You always include some questions that promote thinking about concepts or expressing a personal response.
- Ask questions which invite speculation, hypothesis and analysis.
- Reflect upon the way you use questions: the type of questions you ask and when you ask them.
- Encourage learners to ask thinking questions by strategies such as asking them to come up with questions they want to ask you about the topic; by making it easy to ask about something they don't understand; by devising questions themselves for other learners to answer.
- Invite learners to explain their thinking to you by asking a speculative question such as '*How do you think people will feel when they get the letter?*' Try following this up with a process question e.g. '*How do you know that?*' '*Can you explain how you worked that out?*' Then reflect on what the responses from the learners tell you about what they know already and how they are making sense of their new learning.
- Wait for questions to be asked and don't jump in to answer your own questions if there is a long silence.
- Make sure that everyone in the group is able to contribute not just the most confident ones.

Purpose: To build experience of identifying and using questions appropriate for scaffolding learning.

Duration: 30 minutes

Scaffolding learning through effective questioning

Use the DVD for the revised ITALL pack covering the writing of the letter from the Denny group to identify questions you can ask that will lead to the scaffolding of learning through talk. Divide into groups and identify speculative, procedural and process questions. When would factual questions be appropriate? Feed back to the whole group and identify differences and similarities.

Using scaffolding to help learners develop skills

Learning always proceeds from what is already known to what is new. The tutor has to create an environment where scaffolding begins from what is near to the student's experience in order to build to what is further from that experience. This involves moving from the concrete to the abstract. But when we read or do maths the processes are hidden, internal and abstract. This activity is designed to develop skimming skills so that the processes the learner experiences can be made concrete. Skimming is a useful reading technique as it enables the quick identification of the main ideas of a text. The text used comes from a book on building garden walls and is chosen to illustrate how a vocational text can be used to develop some of the skills of reading.

Purpose: To familiarise tutors with using concrete resources to explore metacognition and scaffolding.

Duration: 30 minutes

Using scaffolding to help learners develop skills

Divide your group into smaller groups of around 4 and give them the text 'laying a brick wall' and the grid. Ask them to complete the grid so that the title, the main ideas and other key information are laid out in the grid. Bring people together to discuss how they completed the grid and use the completed grid attached to see what differences in approach there were. Ask the whole group to think about the skills that could be developed in their own learners using scaffolding.

GARDEN WALLS

How to lay bricks

Bricklaying is a skill that has to be acquired, but it's worth the effort. Building walls can be extremely satisfying, especially as you watch them grow. There are just a few basic steps to learn, but it's worth practising with a few spare bricks first, to get the hang of applying the mortar and laying them level.

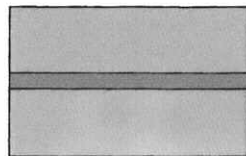


Pointing principles

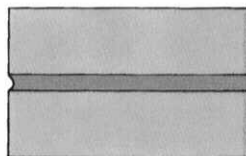
Your brickwork will look much more professional if you pay attention to the way the mortar is finished off (pointed). Professionals have several ways of producing a smart finish, but the three most common methods are illustrated here:

Types of finish

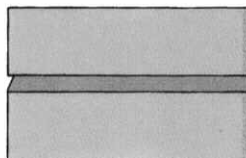
1 A flush joint



2 A concave joint



3 A weather joint



1 Flush joints have the mortar flush with the brickwork. You can achieve them simply by rubbing a piece of hessian or an old sack along the brickwork, creating a flush finish. It's quick and easy, but not as pleasing as the other finishes described in this panel.

2 Concave joints are quick and easy to produce, and look smart. You can buy inexpensive tools to make the job easier (one is shown on page 8), or you can improvise with a piece of bent tubing. Simply drag the tool along the joints, doing the vertical ones first, then going horizontally along the wall.

3 Weather joints take a little more time, but they're not difficult, and they're ideal for exposed positions where you want water to run off freely. Use a small pointing trowel to create this type of finish, angling the trowel to produce the joint, then trimming off any surplus that's been squeezed out.

Make sure the mortar is not too runny or too stiff for pointing. If you press a thumb into a mortared joint it should leave an impression of your thumb without the mortar sticking to your skin.

| | |
|----------------------|----------------------|
| | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
| | <input type="text"/> |

Title –How to Lay Bricks

Introduction. Laying bricks can be satisfying. Practice on a few bricks first.

Pointing information –how to ‘finish off’ between the laid bricks

Types of ways of pointing
1....
2...
3....

Possibly draw

1. Flush joints. Mortar flush with bricks. Can do this by rubbing a piece of sack along the bricks to make it ‘flush’ –bit rough and ready

2. Concave joints. You can buy a tool or use a piece of bent tubing to run along the mortar – do verticals first then horizontal.

3. Weather joints. Take more time to do but good for allowing rain to run off. Use small pointing trowel.

Tells about the right type of mortar to make for pointing



Critical Literacy

One of the 3 underpinning principles of the ALN curriculum is to “**develop an understanding of literacy and numeracy** with particular emphasis on **critical awareness** of how and why communications of all sorts are produced and how they are intended to have an effect on us (p27).

A **critical literacies** approach assumes that the meanings of words and texts cannot be separated from the cultural and social practices in which – and by which – they are constructed. The way that we use language to read, write, view, speak and listen is never value-free. Even activities such as reading a picture book to young children are culturally and politically complex.

- All texts are ideological (no such thing as a neutral text) – in that they are statements of value – even ‘science’ texts. For example, in the past, texts were written stating that women’s brains were smaller than their male counterparts, therefore by definition, women were not as intellectually gifted as men.
- Texts are not necessarily deliberately written as biased or to be misleading
- Texts do not mirror a single reality – texts construct particular versions of reality
- There is no single, correct meaning of a text. Readings and writings are constructed in different social, historical, political and cultural settings
- Readers and writers generally construct meanings that support or affirm their particular value system and beliefs.

Critical literacies is about analysing and evaluating something. Ira Shor (1992), emphasises the key roles of analysis and critique in critical literacy. For him, critical literacy is:

“Analytic habits of thinking, reading, writing, speaking or discussing which go beneath surface impressions, traditional myths, mere opinions and routine clichés; understanding the social contexts and consequences of any subject matter”

This critical questioning and evaluation aspect of using literacy and numeracy is concerned with understanding **why** the ideas and information we handle as we read, write and use numbers are as they are. The ‘**why**’ questions are the underpinning of a critical reading: readings which don’t just accept the words on the page as given, authoritative in their own right, but question where the authority is derived from.

This notion of questioning is a useful one in understanding the idea of **critique** – which is not, of course, the same as the everyday use of ‘critical/criticism’ as finding fault with someone or something.

Critique is to do with finding out how something works, not taking things as given; looking below the surface, asking questions like:

- Why does this happen?
- What is its purpose?
- Whose interests does it serve?
- Need it operate like this or could it be done differently/better?

Purpose: The purpose of this activity is to encourage participants to regard both functional and critical literacies as important elements in their literacies work.

Duration: 20 minutes

Functional and critical literacies

Show participants an overhead slide or copies of the curriculum framework page 27 to familiarise them with the underpinning principle of critical awareness. Divide participants into 3's after reading the following Australian definition of literacy:

“Literacy involves the integration of listening, speaking, reading, writing and critical thinking; it incorporates numeracy. It includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations. For an advanced technological society such as Australia, the goal is an active literacy which allows people to use language to enhance their capacity to think, create and question, in order to participate effectively in society” (Mike Baynham 'Literacy Practices' 1995).

Ask them “To what extent does it incorporate both functional and critical literacy?”

Small groups feed back to whole group for discussion.

Learning points to include:

- There is no need to create a dichotomy between functional and critical literacies – both are important – it is not an ‘either/or’ approach. It is more useful to think of the relationship as a complementary one.
- There is no shortage of material which can be used in developing a critical awareness of language. For example, texts for reading with learners can be selected to:
 - develop reading skills/reading practice/reading for meaning
 - awareness of language issues
 - critical reading/critical thinking
 - develop writing skills/techniques/models/frameworks) for writing
 - discussion of language as a socio-historical construct.

Why not use the same resources to generate teaching and learning materials that will develop both functional and critical literacies? Why not use the same material to illustrate and develop all the above aspects of language?

Purpose: The purpose of this activity is to identify what resources might be used to develop critical awareness in literacy/numeracy work.

Duration: 25 minutes

Resources for developing critical literacies

Refer to the curriculum framework page 57 'What can be used as resources'. Ask participants to think of a group of learners that they have/are working with; share information with a partner and together choose something from the chart and note how they might use it as a resource to develop critical literacy learning.

Feedback to whole group and discussion. Flipchart ideas/issues.

Learning points to include:

- There is no shortage of material that can be used in developing a critical awareness of language.
- Ideas and views of your learners are a major source for promoting critical awareness. As are resources like the Internet; speakers in and visits out; photographic material and video clips.
- The thinking through, and production of, teaching and learning materials for use is in itself a critical awareness activity – the tutor can encourage the learner to reflect on them and express an opinion about the material and about the issues which they provoke. See the illustration on page 60 of the curriculum framework.

Purpose: To reflect on participants' current practice in relation to critical literacies activities.

Duration: 25 minutes

Developing critical literacies

In pairs, discuss the following with your partner:

- Look back at recent sessions with learners and think about the kinds of literacies activities that were carried out. What opportunities did you create for learners to develop their critical literacies?
- What was the value in doing so?

Whole group discussion and sharing of ideas. Flipchart.

Learning points might include:

- Show OHP of underpinning principle on page 27 of the curriculum framework.

Purpose: To practise using textual analysis as a method of encouraging critical reading.

Duration: 25 minutes

Textual analysis for developing critical literacies

Select a range of texts, eg newspaper articles; adverts; political leaflets; extracts from non-fiction. Ask participants, in 3s, to choose a text. Hand out a copy of the following questions for the small groups to consider in relation to their chosen text:

- Why might the author have written this?
- Who is it written for? How do you know?
- What knowledge does the reader need to bring to the text in order to understand it?
- How is the reader 'positioned' in relation to the author (eg as someone who needs to be persuaded; as invisible; as someone who agrees with the author's views)?
- What values does the author assume the reader holds? How do you know?

Whole group discussion around how they found the task and issues raised in applying questions to the text.

- Is this an activity you might use with a group of learners?
- If so, how might you adapt the questions?

Learning Points might include:

- Encourage learners to realise that any text could have been written differently and authors always make decisions about the ways they want their readers to read.
- Another approach to giving learners a systematic way of analysing texts can be to use a checklist based around chosen criteria eg how old is this information? Are all sides of the story covered? Who is this information aimed at and why? And so on.
- Refer to page 37 of the curriculum framework '*Understanding Literacies*'

Purpose: To practise using text clustering as a method of encouraging critical reading.

Duration: 25 minutes

Text clustering

Sources of material for text clustering activities include: newspaper reports and other everyday texts. Provide paired participants with a range of newspaper reports on the same current event. Additionally, hand out a questions sheet for each pair to consider and judge the credibility and accuracy of each report.

Learning Points could include:

- Text clustering refers to the activity of deliberately confronting readers with texts that obviously contradict each other. The task of the learners is to use whatever evidence they can find to try to make judgements about where the truth actually lies.

Purpose: To produce a short piece of persuasive writing.

Duration: 35 minutes

Persuasive writing

Ask participants, in groups of 4, to:

- Choose a topic (current news item or social issue) for a short piece of persuasive writing
- Handout Tasksheets 1 and 2 to each group
- Ask them to work collaboratively using the tasksheets to guide the writing process.

Come back together as a whole group – in turn read out/listen to each others' writings. Feedback. Points for discussion: any comments from doing this activity? How would using this kind of activity with a group of learners help develop their critical literacies?

Learning points could include:

- In learning to write persuasively we are more able to be critical readers of others' persuasive texts
- Framed writing, using prompt sheets, offers learners support by guiding them in the structure of the text they are composing

(adapted from 'Developing Literacy' materials by David Wray, University of Warwick).

Curriculum Principles
Unit 4: Activity F: Tasksheet 1

| | |
|--|--|
| What will your persuasive writing be about? | |
| Who is the audience? | |
| What will be the aim of your writing? | |
| What illustrations will you use? | |
| What layout will you use? | |
| What kind of language/sentences will you use? | |

Although not everybody would agree, I want to argue that

I have several reasons for arguing for this point of view. My first reason is

A further reason is

Furthermore

Therefore, although some people argue that

I think I have shown that