

Write phrases related to the general community or workplace

SECTION 14

Unit Code FO2

Write phrases related to the general community
or workplace

Initial Adult Literacy and Numeracy (Foundation Program)

Write phrases related to the general community or workplace

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Unit Code	FO2
Unit Title	Write phrases related to the general community or workplace
Unit Descriptor	This unit describes the outcomes required to write a message using simple phrases related to a limited range of familiar social, educational, vocational or community based activities.
Relationship to Competency Standards	Currently, there are no nationally endorsed initial literacy competency standards. However, the outcomes associated with this unit are consistent with the following national competency standard: <ul style="list-style-type: none">• NRS Level One
Pre-requisite Unit(s)	(Entry), Unit code EN4, Write simple words related to the general community or workplace
Application of the Unit	<p>As the course is designed to be flexible in content and delivery studies may focus on developing literacy skills in the workplace, or general community, or both.</p> <p>This unit supports the learner in developing initial writing skills for use in the general community or workplace through compiling, studying and using customised sets of everyday personal, functional, informative and cooperative phrases to write, communicate and send messages.</p>

ELEMENT

Elements describe the essential outcomes of a unit of competency.

1. Writes phrases for personal purposes

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of an element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement.

Assessment of performance is to be consistent with the evidence guide.

- 1.1 *Issues related to the learner's **own immediate, familiar personal needs, wants and interests** are communicated.*
- 1.2 *Issues related to the workplace or general **community** are highlighted.*
- 1.3 *In response to teacher questions, the learner **expresses an opinion** by writing familiar phrases.*
- 1.4 *A **range of strategies** are employed by the learner*

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to write phrases.

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| | 1.5 | Stimulus writing material such as pictures, videos and stories are used. |
| 2. Writes phrases related to the learner's immediate functional/practical needs | 2.1 | Issues related to the learner's own immediate, familiar <u>functional</u> needs, wants and interests are communicated. |
| | 2.2 | Issues related to the workplace or general community are highlighted. |
| | 2.3 | In response to teacher questions, the learner expresses an opinion by writing familiar phrases. |
| | 2.4 | A range of strategies are employed by the learner to write phrases. |
| | 2.5 | Stimulus writing material such as pictures, videos and stories. |
| 3. Writes phrases that extend the learner's general knowledge and understanding | 3.1 | Issues related to the learner's own immediate, familiar <u>informative</u> needs, wants and interests are communicated. |
| | 3.2 | Issues related to the workplace or general community are highlighted. |
| | 3.3 | In response to teacher questions, the learner expresses an opinion writing familiar phrases. |
| | 3.4 | A range of strategies are employed by the learner to write phrases. |
| | 3.5 | Stimulus writing material such as pictures, videos and stories. |
| 4. Writes phrases related to the learner being a member of a group | 4.1 | Issues related to the learner's own immediate, familiar <u>cooperative</u> needs, wants and interests are communicated. |
| | 4.2 | Issues related to the workplace or general community are highlighted. |
| | 4.3 | In response to teacher questions, the learner expresses an opinion writing familiar phrases. |
| | 4.4 | A range of strategies are employed by the learner to write phrases. |
| | 4.5 | Stimulus writing material such as pictures ... |

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REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- The ability to write using a limited number of every day phrases related to the learner's own immediate community and/or workplace environment/s.
- A basic knowledge and understanding of the meaning of a limited range of everyday simple words and phrases.

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Own immediate, familiar needs, wants and interests can include

- writing personal phrases related family members, friends, favourite sports, hobbies, activities, food, recent personal events to communicate a message, express an idea or describe a familiar, recent experience
- writing functional phrases related to the use of tools, other utilitarian objects and devices, practical activities undertaken, or simple instructions to be followed to communicate a message, express an idea, or describe a recent experience
- writing informative phrases related to new topics of study from magazines, books, newspapers and internet to communicate a message, express an idea, or describe a recent experience
- writing cooperative phrases related to being a member of a group, favourite sporting team, friend/s, family member/s, work colleague/s, cultural or social club, familiar group activities such as going to a night club or football match to communicate a message, express an idea, or describe a recent experience
- personal, functional, informative and cooperative learning tasks and assessments that are undertaken in an integrated fashion
- using non-linguistic support such as body language, facial expressions and gestures to further verify meaning gained.

Issues related to the workplace or general community can include

- writing a range of everyday phrases associated with the learner's current or possible future workplace environment such as use of specific tools used, tasks undertaken, health and safety signs, work supervisor or colleagues to communicate a message, express an idea, or describe a recent experience
- writing a range of everyday phrases associated with the learner's current or future general community living situation such as, name of local super market, suburb, other key local land marks or locations, shopping and clothes items, household bill names and samples to communicate a message, express an idea, or describe a recent experience

Expresses an opinion can include

- writing phrases related to likes, dislikes, point of view, critical comments related to a given topic of study

Range of strategies can include

- writing phrases related to past experience and knowledge
- at this level beginning to incorporate entry-level formal writing skills such as a knowledge of alphabet, phonics and spelling rules to assist in writing phrases and communicating messages, for those students who have the capacity to do so
- asking questions to clarify meaning

Stimulus writing material can include

- high interest topic pictures, movies, internet topics, studying topics related to learner's own needs, wants and interests

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Demonstrates developing competence in writing familiar ideas, experiences, needs, wants and interests by using phrases.
- Demonstrates competency across all four CIALN Aspects of Communication.
- Uses simple words and phrases related to established and predictable feelings, ideas, experiences, needs, facts, opinions or citizenship issues.

Context of and specific resources for assessment

- Assessment should be carried out across the four Aspects of Communication, namely:
 - Personal communication which relates to the individual's personal everyday needs, wants, interests, ideas and social life in the community and/or workplace.
 - Functional communication which relates to the individual's practical everyday needs, wants, interests, ideas and social life in the community and/or workplace.
 - Informative communication which relates to the individual's needs and interests relating to the gaining of new information in the workplace or general community.
 - Cooperative communication which relates to the individual's social membership, participation and advocacy within a group in the workplace or general community.
- Assessment tasks will deal with the familiar and concrete and will be undertaken in a supportive and conducive learning environment.
- Access to relevant resource materials and equipment for assessment purposes should be ensured.
- The learner will demonstrate competence under optimal conditions, in a range of activities.
- Different study content should be used over several weeks to demonstrate competence at a given level.

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- Assessment tasks will deal with the familiar and concrete and will be undertaken in a supportive and conducive learning environment.
- Access to relevant resource materials and equipment for assessment purposes should be ensured.
- The learner will demonstrate competence under optimal conditions, in a range of activities, in two trials, on three consecutive occasions and preferably, in the presence of different sympathetic individuals.
- Different study content should be used over several weeks to demonstrate competence at a given level.
- Assessment of this unit is best undertaken over a period of time, through the course of the program.
- Teacher supplied sets of relevant words and phrases for study and assessment purposes. That is, as derived in part from initial interview/s with learner, family, and/or workplace supervisor to determine specific student reading and writing needs, wants and interests.
- Appropriate computer educational software programs
- Prior teacher/trainer modelling available.
- Incorporates alternative communication aids, supports and systems as required for student with little or no speech.

Method of assessment

- Ongoing compilation of spelling word lists and phrases and assessment tasks based on student constructions and ownership over own learning experiences. For example, student construction of weekly diary, creative short stories and letters to friends, with teacher acting as scribe and key words and phrases identified for study and assessment purposes.
- The personal, functional, informative and cooperative outcomes contained in this unit may be assessed individually, or via an integrated approach.
- Elements across the different reading, writing, general communication and numeracy streams of study may be grouped together for assessment. That is, more than one learning outcome may be assessed in an assessment task/activity.

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- The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the unit outcomes.
- The learner writes simple phrase type recounts in sequence.
- The learner will write simple phrase type statements that correspond to teacher directed questions.

ADDITIONAL TEACHER NOTES

The development of writing and word attack skills such as a study of the alphabet, phonics, spelling rules, and encoding text to send a message are consolidated and extended in this unit, for those students who have the capacity to do so.

Entry-level grammar skills such as a study of verbs and nouns are extended in this unit through introducing a study of adverbs, adjectives and pronouns for those students who have the capacity to do so.

Phrases are groups of words that form partial or incomplete sentences. Phrases may be presented in isolation or within the context of a whole sentence, or paragraph. If studying phrases within the context of a whole sentence or paragraph, it is recommended that the learner constructs the sentence to be used with teacher support.

For example, the learner may attempt to write a simple sentence based on his or her own recent experiences. The teacher offers appropriate support as required.

The learner reads the sentence back to the teacher who again offers appropriate support as required.

The learner then chooses to study and write one or more phrases from the sentence/s constructed. In this case individual words and phrases are studied in and out of context of whole sentences that relate to the familiar and immediate.

Initially, the learner may more readily read and write words and phrases based on his or her own literary constructions.

In this course it is considered that no one approach to reading and writing is correct in its own right but rather a combination of approaches may best guarantee successful learning. Further, learners have varying capacities to master different reading approaches. That is, some learners can readily master the learning of spelling rules, while others may find it extremely difficult and may need to restrict their studies to a limited number of sight words and/or words read phonetically.

Where application is concurrent with elements from other units, co-learning and or co-assessment of units is recommended.

Guidance information for assessment

At this level the learner may:

- require additional time to complete written tasks
- depend heavily on the teacher/ support person/model text

Appropriate assessment strategies include:

- portfolios, for example:
 - collections of samples compiled by the learner
- direct observation, for example:
 - real time activities
- third party feedback, for example:
 - reports from other teachers or support workers
 - peer feedback
- self assessment