

1. Introduction

The literacy and numeracy skills required in today's society have changed dramatically from the past. The children we care for will grow up with technology at their fingertips and have access to a variety of sophisticated data and information. This naturally increases the demand on early years practitioners, parents and families as they will require higher levels of literacy and numeracy skills if they are to support pre-school children effectively in building a solid foundation to enable these skills to progress. We want children to communicate, learn and fully develop the ability to take an active part in this ever changing society, in order that they grow into confident adults and successfully achieve their goals.

Strong Foundations is designed to support the wide range of adults - managers, practitioners, childminders, parents and carers - who play a part in children's learning, by providing them with strategies to develop their own literacy and numeracy skills. For managers, in particular, it will assist them to recognise and support staff:

- with underdeveloped literacy and numeracy skills;
- for whom English is a second language; or
- with a specific learning difficulty (SpLD) such as dyslexia or dyscalculia.

The publication also recognises the importance of parents as the first educators in their child's life, and discusses ideas on how

parents and carers can improve their own literacy and numeracy skills by developing fun activities, which allow them to learn and expand their own knowledge alongside children, both in the home and local community. As a practical guide it aims to raise awareness and provide an understanding into the nature of literacy and numeracy difficulties and the potential impact these can have on staff and parents.

The main focus is to provide practical tips and strategies which help to create an environment where all adults work to continuously develop their literacy and numeracy skills in-line with government requirements.

Resource 2 Adult basic skills assessment procedure

The following information may be useful when signposting a member of staff or a parent to English or maths classes. It will explain each stage of the assessment procedure and the table will help them to understand their individual results.

Initial assessment - This will take the form of a short examination of an adult's current English and maths skills. The adult will receive feedback from a trained member of staff who will explain the results and where they are placed upon the structure. The results will determine the level of the diagnostic assessment.

Diagnostic assessment - This will identify where the gaps in knowledge are at the assessed level. The results will provide an individual profile and form the basis of the teaching and learning programme. The individual will then receive an individual learning plan which will support them to progress towards achieving a national qualification in English or maths.

The table below explains how the standards for literacy and numeracy acquaint to school academic standards, vocational and international levels.

National Standards for adult literacy and numeracy	School Academic Equivalents		Vocational Equivalents			Approximate International Levels
	England, Wales and Northern Ireland	Scotland	England and Northern Ireland (NQF)	Wales (CQFW)	Scotland (SCQF)	
Level 2	GCSE A*-C	National 5	Level 2		Level 5	Level 4
Level 1	GCSE D-G	National 4	Level 1		Level 4	Level 3
Entry Level 3	Standards expected of young people at ages	9 to 11	National 3	Entry Level	Level 3	Level 2
Entry Level 2		7 to 9	National 2		Level 2	Level 1
Entry Level 1		5 to 7	National 1		Level 1	Below Level 1
Pre-entry level					Pre entry	

(National Numeracy, 2013)