

## Planning to embed literacy, language and numeracy (LLN)

This process is most effective when subject or vocational area teachers work collaboratively with specialist literacy, language and numeracy colleagues.

Which skills, at which levels, do learners need to be successful on their programme?

- Carry out a skills audit using the standards or specification for the learning programme.
- Identify the LLN skills needed, and their levels.
- Relate them to the adult literacy or numeracy core curricula or to the key skills or functional skills standards.



Examine initial and diagnostic assessment information for learners joining the programme.

- What are their skills on entry to the programme?
- What degree of skills development will they need on the programme?
- Which learners will need to develop which skills? By when?
- Which are the most challenging topics and/or skills?
- What does this imply for group organisation in your sessions?



Review the scheme of work for the programme and identify where there are natural opportunities to embed LLN skills development.

Identify the sequence of specific skills learners will need to develop and apply early, middle and late in the programme.

Work with colleagues to:

- identify and locate opportunities to provide LLN skills development within the modules
- plan the delivery strategy.

Consider team teaching using complementary expertise, vocational and LLN.



Prepare embedded sessions to develop LLN within vocational tasks. Work with colleagues to:

- plan sessions with dual learning objectives – vocational and LLN
- develop vocational activities with embedded LLN skills development
- identify, or create, suitable learning materials, checking readability levels in particular, and differentiating appropriately
- deliver the learning
- evaluate the effectiveness of your approaches.