

# Qualification Specification

**NCFE Entry Level 1 Certificate in Essential  
English in Everyday Life  
QN: 610/0649/X**

**NCFE Entry Level 2 Certificate in Essential  
English in Everyday Life  
QN: 610/0651/8**

**NCFE Entry Level 3 Certificate in Essential  
English in Everyday Life  
QN: 610/0653/1**

### Qualification summary

<b>Qualification title</b>	<b>NCFE Entry Level 1 Certificate in Essential English in Everyday Life</b>		
<b>Ofqual qualification number (QN)</b>	610/0649/X	<b>Aim reference</b>	6100649X
<b>Guided learning hours (GLH)</b>	170	<b>Total qualification time (TQT)</b>	170
<b>Minimum age</b>	Pre-16		
<b>Qualification purpose</b>	This qualification is part of a suite designed to provide learners with essential knowledge and skills in English. Learners will develop their skills in speaking, listening and communication, reading and writing. This qualification has been designed to provide learners with skills they can use in their everyday life or support them to progress on to entry level 1 Functional Skills English.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		

<b>Qualification title</b>	<b>NCFE Entry Level 2 Certificate in Essential English in Everyday Life</b>		
<b>Ofqual qualification number (QN)</b>	610/0651/8	<b>Aim reference</b>	61006518
<b>Guided learning hours (GLH)</b>	190	<b>Total qualification time (TQT)</b>	190
<b>Minimum age</b>	Pre-16		
<b>Qualification purpose</b>	This qualification is part of a suite designed to provide learners with essential knowledge and skills in English and builds on the knowledge and skills gained from entry level 1. Learners will develop their skills in speaking, listening and communication, reading and writing. This qualification has been designed to provide learners with skills they can use in their everyday life or support them to progress on to entry level 2 Functional Skills English.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		

## Qualification summary

<b>Qualification title</b>	<b>NCFE Entry Level 3 Certificate in Essential English in Everyday Life</b>		
<b>Ofqual qualification number (QN)</b>	610/0653/1	<b>Aim reference</b>	61006531
<b>Guided learning hours (GLH)</b>	190	<b>Total qualification time (TQT)</b>	190
<b>Minimum age</b>	Pre-16		
<b>Qualification purpose</b>	This qualification is part of a suite designed to provide learners with essential knowledge and skills in English and builds on the knowledge and skills gained from entry level 2. Learners will develop their skills in speaking listening and communication, reading and writing. This qualification has been designed to provide learners with skills they can use in their everyday life or support them to progress on to entry level 3 Functional Skills English.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		

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## Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

These qualifications aim to:

- focus on the study of English
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire practical skills in English
- support progression to a corresponding level qualification in Functional Skills English

The objectives of the qualifications are to enable learners to:

- develop their skills in listening and responding, speaking to be understood and speaking to others
- develop their skills in reading
- develop their skills in writing
- develop their spelling and grammar
- provide an understanding of alphabetical order

### Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page of the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

### Entry guidance

These qualifications are designed for any learners who have not achieved a GCSE or Functional Skills qualification in English.

The qualifications will support learners with an identified skills gap in English and have been designed using the functional skill subject content statements to develop skills for everyday life, and support progression to Functional Skills.

The qualifications could also be used by pre-16 learners, who are not following or are not yet ready to follow a traditional GCSE route in education for English.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific prior skills or knowledge a learner must have for these qualifications. However, learners may find it helpful to progress through each level of the qualifications starting at entry level 1. Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### **Achieving these qualifications**

#### **Entry Level 1 Certificate in Essential English in Everyday Life**

To be awarded this qualification, learners are required to successfully achieve 7 mandatory units from group A and one of two optional units from group B.

#### **Entry Level 2 Certificate in Essential English in Everyday Life**

To be awarded this qualification, learners are required to successfully achieve 8 mandatory units.

#### **Entry Level 3 Certificate in Essential English in Everyday Life**

To be awarded this qualification, learners are required to successfully achieve 8 mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

## **Progression**

Learners who achieve these qualifications could progress to the following:

### **Entry Level 1 Certificate in Essential English in Everyday Life**

- NCFE Entry Level 2 Certificate in Essential English in Everyday Life (610/0651/8)
- NCFE Entry Level 1 Functional Skills Qualification in English (603/5059/3)
- an apprenticeship
- a vocational qualification

### **Entry Level 2 Certificate in Essential English in Everyday Life**

- NCFE Entry Level 3 Certificate in Essential English in Everyday Life (610/0653/1)
- NCFE Entry Level 2 Functional Skills Qualification in English (603/5056/8)
- an apprenticeship
- a vocational qualification

### **Entry Level 3 Certificate in Essential English in Everyday Life**

- NCFE Level 1 Certificate in Essential English in Everyday Life (610/0675/0)
- NCFE Entry Level 3 Functional Skills Qualification in English (603/5052/0)
- an apprenticeship
- a vocational qualification



## **Resource requirements**

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## **Entry level 1**

Entry level 1 incorporates all of the learning that was previously considered to be pre-entry. To encompass this wide range of learning, you are required to assess learners against a '10 point continuum'. The assessor should conduct an initial assessment to determine which stage on the continuum a learner starts at.

The learner must achieve a learning outcome (LO) to show progression. The assessor must then decide where the learner has progressed to on the continuum; this is done against each LO for each unit. The assessor can claim an achieved unit at any time for the learner or wait and claim the full qualification certificate. The assessor must complete a standard transcript to go with each unit and provide this to the learner to accompany their certificate.

If you claim for each unit individually upon achievement you may be charged a partial certificate fee each time you claim, please refer to the fees and pricing document on the NCFE website for more information.

A learner can repeat a unit to show further progression on the continuum; however, you can only claim for each unit once, so a new certificate will only be issued if a previously unachieved unit has been claimed. The assessor must provide a new transcript for the learner to show each new achievement on the continuum.

## **How the qualifications are assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

## Internal assessment

We are in the process of developing free workbooks to accompany these qualifications to support centres with their delivery and assessment, which include summative assessments that can be used to provide evidence of competence in each unit. These can be found on the qualification pages of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover LOs for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the NCFE provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications.

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of these qualifications.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This document can be found in section 3.

The qualification has been designed to map to the subject content for Functional Skills in English to aid progression. We have provided a mapping document in appendix C which outlines the Functional Skills subject content statement that each assessment criteria maps to.

Where spoken responses are required, sign language can be used to meet learners' needs where appropriate. If learners provide signed responses, the tutor should record them on the appropriate documents. For tasks that can be read out to the learner, they can be delivered via sign language as appropriate to their needs.

Online delivery and assessment could be offered if technology is in place for learners and centres.

If centres opt for an online approach to delivery and assessment, tutors must ensure that they can hear the learners when they read out and can view their written answers, taking a screen shot or emailing the learners' work when necessary.

Integrating the LOs from different units is good practice, tutors should familiarise themselves with the different LOs from different units that can be achieved during a single assessment.

## Entry level 1

### Unit 01 Listening to information (A/650/1816)

Unit summary			
This unit aims to develop the skills needed to listen effectively to gain detailed or general information for use in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>GLH 10</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to listen to short explanations	1.1 Identify the nature of short explanations
2. Understand the importance of listening to identify the main information in short explanations	2.1 Identify situations that require listening for the main information in short explanations
	2.2 Extract the main information from short statements and explanations

Delivery and assessment guidance
<p>The aim of this unit is for learners to listen to and understand the importance of short explanations.</p> <p><b>Assessment criterion: 1.1</b></p> <p>Learners must be given tasks that enable them to demonstrate the skills needed to listen effectively, to gain general information. The tasks must be based on a familiar context or everyday situation and:</p> <ul style="list-style-type: none"> <li>• 2 short explanations must be given to listen to, not to read</li> <li>• learners must be able to say if they found the explanation interesting, funny, serious, something they would like to try or experience</li> </ul> <p>Learner responses could be demonstrated through appropriate written or spoken responses or sign language, as appropriate to their needs.</p> <p>Learners must identify the nature of at least one of the short explanations in order to demonstrate achievement of this assessment criterion.</p> <p>When more than 2 short explanations are provided, the learner only needs to meet the assessment criteria once.</p> <p><b>Assessment criteria: 2.1–2.2</b></p> <p>Learners must be presented with a short statement or explanation to listen to, the tasks must be based on realistic familiar contexts or situations.</p>

### **Delivery and assessment guidance**

Learners must listen to 3 situations, either online or face to face. Learners will need to listen for main details. The list can be read out to, or read by, the learners.

Each of the 3 situations must be described in one short sentence by the learner in order to demonstrate achievement of the assessment criteria.

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to tasks (for example, written, video recording, voice recording, online recording)
- copy of the documents used (text/script of each explanation)
- copy of the 3 situations (text/script)
- copy of the short explanation (text/script)

## Unit 02 Listening and responding to information (F/650/1818)

Unit summary			
This unit aims to develop the skills needed to interact effectively and appropriately when communicating with people in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to follow instructions	1.1 Follow simple <b>single-step</b> instructions, asking for them to be repeated if necessary
2. Be able to respond to requests about specific information	2.1 Provide personal details when requested
	2.2 Respond to requests about specific information
3. Be able to express feelings and opinions on straightforward topics	3.1 Use language to express positive and negative feelings and opinions
	3.2 Use body language to show feelings and opinions

Range
1. Be able to follow instructions
1.1 Examples of <b>single-step</b> instructions could be: <ul style="list-style-type: none"> <li>• ‘turn to page 24 in your workbook’</li> <li>• ‘write your name on this piece of paper’</li> <li>• ‘move your chairs away from each other’</li> </ul>

Delivery and assessment guidance
In this unit learners will have the opportunity to follow instructions, respond to requests about information and express their feelings and opinions.
<b>Assessment criterion: 1.1</b>
Learners must be given tasks that enable them to demonstrate effective interaction and appropriate forms of non-written communication with people.
The tasks must be based on a familiar context or situation and: <ul style="list-style-type: none"> <li>• learners must be given a minimum of 3 single-step instructions to follow</li> <li>• learners must listen to the instructions, <b>not read</b> them</li> <li>• the instructions can be in a logical related sequence, or individual, unrelated instructions</li> </ul>
Learner responses can be demonstrated through appropriate actions and spoken responses or delivered via appropriate actions and sign language, as appropriate to their needs.

### Delivery and assessment guidance

Learners must demonstrate on at least 2 occasions that they can respond appropriately to instructions.

#### Assessment criteria: 2.1–2.2

Learners must provide personal details to an appropriate person, when requested. The situation must be realistic and allow learners to demonstrate effective interaction and appropriate verbal communication with the person.

Learners must also be presented with situations where they are able to provide other specific information, to an appropriate person. The situation must be realistic and allow learners to demonstrate effective interaction and appropriate verbal communication with the person.

The tasks must be based on realistic familiar contexts or situations and:

- learners must be presented with one situation where it would be appropriate to provide personal details when requested
- learners must be presented with a minimum of one other situation where it would be appropriate to provide other specific information
- learners must listen to each of the requests, **not read** them

Learners must demonstrate on at least one occasion that they can provide personal details when requested.

Learners must also demonstrate on at least one occasion that they can provide other specific details when requested.

#### Assessment criteria: 3.1–3.2

Learners must be presented with scenarios where positive and/or negative feelings and opinions can be demonstrated using language and body language or nonverbal communication.

The situation must allow learners' body language or nonverbal communication to be observed clearly.

The scenarios must be familiar and relate to everyday situations and:

- learners must listen to a scenario, conversation, or opinion, **not read** it
- learners must be asked a minimum of 2 simple questions about a scenario, conversation, or opinion, which require them to express positive and/or negative feelings and opinions
- learner responses to the scenario, conversation, or opinion and questions must include:
  - spoken responses and the use of body language or nonverbal communication, **or** sign language and body language or nonverbal communication as appropriate to the learner's needs
  - if online delivery and assessment is being used, the learner must be in full view of the tutor so that body language can be assessed

Learners must demonstrate on at least 2 occasions that they can use appropriate verbal responses to the questions.

### **Delivery and assessment guidance**

Learners must also demonstrate use of appropriate body language/nonverbal communication to:

- support their responses **or** show their feelings with opinions

If more than 2 questions are asked, learners only need to meet each of the assessment criteria once.

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to tasks (for example, video recording, voice recording)
- copy of the documents used (task/instruction sheet)
- centre-produced pro forma answer sheet
- copy of the details of scenarios/situations and requests
- copy of the scenario, conversation, or opinion and questions



**Unit 03 Speaking with others (A/650/1843)**

<b>Unit summary</b>			
This unit aims to develop the skills needed to speak effectively to other people to inform or request information in everyday, familiar situations.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>30 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to speak to be heard and understood	1.1 Speak clearly to be heard in simple exchanges
	1.2 Deliver information in a logical order, clearly
	1.3 Use effective spoken communication in familiar everyday situations
2. Know that spoken requests can be made in different ways	2.1 Make spoken requests to suit the situation
	2.2 Use nonverbal communication effectively in familiar everyday situations
3. Be able to make requests and ask straightforward questions using appropriate terms and registers	3.1 Ask questions to gain required information
	3.2 Use appropriate terms and registers

<b>Delivery and assessment guidance</b>
<p>In this unit learners will be given the opportunity to speak, make a request and ask questions clearly and effectively.</p> <p><b>Assessment criteria: 1.1–1.3</b></p> <p>The scenario must allow opportunities for learners to develop the skills needed to speak effectively to other people, and to provide information in familiar everyday situations.</p> <p>Learners should be encouraged to engage in conversation with a person who is known to them.</p> <p>The language used should be at entry level 1 and:</p> <ul style="list-style-type: none"> <li>the scenario must not rely on learners' ability to read information</li> <li>learners are not required to start the conversation</li> <li>the scenario must provide opportunities for learners to deliver information in a logical order</li> <li>the learner must be familiar with the information they have to deliver</li> </ul> <p>Example tasks:</p> <ul style="list-style-type: none"> <li>how to heat a meal/packet of rice using a microwave</li> <li>how to check a mobile phone for text messages</li> <li>the way to the nearest toilets</li> <li>what to do if the fire alarm rings</li> </ul>

### Delivery and assessment guidance

The information delivered by learners must be ordered into a minimum of 3 logical steps or stages (start, middle, end).

When delivering factual information, it can be in response to a question or a statement, examples of these are:

- 'what is the next task you need to complete?'
- 'how did you get to work today?'
- introducing a friend or colleague to others
- providing details about themselves to others (for example, schools attended, date of birth)

Learner responses must be spoken or delivered via sign language as appropriate to their needs.

Learners must demonstrate their skills across all 3 of the assessment criteria listed above, at least once.

This can be done using 2 different scenarios, completed on separate occasions.

#### **Assessment criteria: 2.1–2.2**

The scenario must allow opportunities for learners to develop the skills needed to speak effectively to other people, to request information in everyday situations, either online or face to face.

Learners should be encouraged to make requests to a person who is known to them.

The use of appropriate body language or nonverbal communication is an important element of this assessment.

Learners must demonstrate on at least one occasion that they can achieve each assessment criteria listed above.

The language used in any responses to the learner must be at entry level 1 and:

- the scenario must not rely on the learner's ability to read information
- the scenario must provide opportunities for the learner to make at least 2 requests
- the learner can request:
  - permission to do something (for example, 'can I go on a coffee break now, please?')
  - assistance (offer or request)
  - an action (for example, 'can I see that photo too, please?')
  - other requests suitable and appropriate to everyday situation

Prior to the assessment, learners must be familiar with a range of nonverbal communication techniques and the effective use of these, for example:

- nodding of head
- facial expressions (for example, smiling)
- eye contact
- posture
- body language

### **Delivery and assessment guidance**

Learner responses must be spoken or delivered via sign language as appropriate to their needs.

Learners must demonstrate on at least one occasion that they can achieve each assessment criterion set out above.

#### **Assessment criteria: 3.1–3.2**

Learners must be presented with simple information and then given the opportunity to ask appropriate questions, either online or face to face.

The information must be set at entry level 1 and:

- learners must listen to the information, **not read it**

Learners must demonstrate on at least 3 occasions that they can ask appropriate questions.

Learners must also demonstrate use of appropriate language and register when asking each question.

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions and tasks (for example, video recording, voice recording)
- copy of the documents used (task/instruction sheet)
- centre-produced pro forma answer sheet
- copy of the details of scenarios/situations and requests
- copy of the scenario, conversation, or opinion and questions

**Unit 04 Introduction to reading skills (D/650/1844)**

<b>Unit summary</b>			
This unit aims to develop awareness of the different presentations and topics of text and to identify key elements of basic sentence structure and their function for use in familiar and everyday situations.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>20 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to read short text	1.1 Read and follow text on simple, familiar topics
2. Know that texts are presented differently for a range of purposes	2.1 Identify a variety of texts with a range of purposes
	2.2 Recognise common signs and symbols
3. Know simple sentence structure	3.1 Recognise full stops, question marks and an initial capital letter in sentences
	3.2 Identify when capital letters are used for names and places
	3.3 Identify when the personal pronoun 'I' is used
	3.4 Identify word order to give correct meaning to a sentence

<b>Delivery and assessment guidance</b>
<p>In this unit learners will have the opportunity to read a range of short texts and recognise simple sentence structure.</p> <p><b>Assessment criterion: 1.1</b></p> <p>Learners must be given a piece of text to read consisting of no less than 20 words and a minimum of 3 sentences.</p> <p>Learners may read the text aloud if they wish but must read the text unaided.</p> <p>The text should be set at entry level 1 and:</p> <ul style="list-style-type: none"> <li>• learners must be given a minimum of 5 simple questions based on the text provided</li> <li>• learners must read the questions unaided</li> </ul> <p>Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs</p> <p>Learners must read the text provided and answer 3 of the 5 simple questions provided to them in order to demonstrate achievement.</p>

### **Delivery and assessment guidance**

#### **Assessment criteria: 2.1–2.2**

Learners must be given a minimum of 2 different simple, familiar documents containing text, signs and symbols.

Learners may read the text aloud if they wish, but must read the text, signs and symbols unaided.

The text should be set at entry level 1 and:

- learners must be given a minimum of 5 simple questions based on the text provided
- learners must read the questions unaided
- learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs

Learners must achieve a minimum of 3 correct questions out of 5 in order to demonstrate achievement.

#### **Assessment criteria: 3.1–3.4**

Learners must be given a simple piece of text on a familiar topic; as a guide the text should contain approximately 50 words and 7 sentences.

The text should be set at entry level 1 and must contain:

- full stops
- question marks
- initial capital letters in sentences
- personal pronoun 'I'
- a sentence requiring wording to be reordered to give correct meaning

Learners may read the text aloud if they wish but must read the text unaided:

- learners must be given a minimum of 8 simple questions based on the text provided
- learners must read the questions unaided

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must demonstrate on at least one occasions that they can achieve each assessment criterion set out above.

Note: in learning outcome (LO) 3, there are 3 assessment criteria but 7 elements within the criteria.

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions (for example, written, video recording, voice recording, online recording)
- learner-annotated text

<b>Delivery and assessment guidance</b>
<ul style="list-style-type: none"><li>• observation</li><li>• copy of the text</li><li>• centre-produced pro forma answer sheet</li></ul>

## Unit 05 Reading words and short texts (F/650/1845)

Unit summary			
This unit aims to develop the knowledge and skills needed to read key words for use in familiar everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to recognise words, signs and symbols	1.1 Read everyday <b>key words</b>
	1.2 Identify high-frequency signs and symbols in everyday contexts
2. Know how to decode simple, regular words	2.1 Identify the sounds created by letters to form the spoken word
	2.2 Identify vowels and consonants
3. Be able to understand a short piece of text on a simple subject	3.1 Read and follow texts on simple, familiar topics

Range
1. Be able to recognise words, signs and symbols
1.1 A mandatory <b>key word</b> list is provided in appendix B

Delivery and assessment guidance
<p>In this unit learners will have the opportunity to read short texts, decode and recognise words and identify symbols.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>Learners must be given a selection of everyday, key words.</p> <p>In addition, learners must be given images of signs and symbols that they are likely to see in everyday situations (for example, exit signs, toilet signs - such as men, women, baby changing).</p> <p>The words should be at entry level 1 and:</p> <ul style="list-style-type: none"> <li>learners must be given a minimum of 20 simple words from the list of mandatory key words provided</li> <li>learners must read the words unaided</li> <li>learners must be given a maximum of 3 signs</li> <li>learners must be given a maximum of 3 symbols</li> <li>learner responses can be written, spoken, or delivered via sign language as appropriate to the situation and their needs</li> </ul> <p>If the learner provides non-written responses the tutor should record them on the appropriate documents.</p>

### **Delivery and assessment guidance**

For AC1.1 learners must correctly recognise 15 words out of 20 in order to demonstrate achievement.

For AC1.2 learners must recognise a minimum of 2 signs and 2 symbols.

#### **Assessment criteria: 2.1–2.2**

Learners must be given a selection of simple regular words. The focus is on sounds created by combinations of letters. See the list of letter/sound correspondence in appendix B.

The words should be set at entry level 1.

Learners may read the words aloud but must read the words unaided and:

- must be given a minimum of 10 simple regular words - these must not be words that appear on the mandatory key word list
- must identify how to decode the words using letter/sound correspondence

Learner responses can be spoken or delivered via sign language as appropriate to their needs.

Learners will provide non-written responses to the tasks; therefore, the tutor should record them on the appropriate documents.

For AC2.1: learners must achieve a minimum of 8 correctly decoded words out of 10.

For AC2.2: learners must correctly identify all vowels and all consonants in 10 words.

#### **Assessment criterion: 3.1**

Learners must be given the opportunity to demonstrate their knowledge and skills in reading and following texts in familiar everyday situations.

Learners must be given a piece of text to read consisting of no less than 30 words and a minimum of 4 simple sentences containing one clause.

Learners may read the text aloud if they wish but must read the text unaided.

The text should be set at entry level 1 and:

- learners must be given a minimum of 3 simple questions based on the text provided
- learners must read the questions unaided
- questions must be worded to work independently and must not require accurate answers from any previous questions (no follow through)

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs

Learners must achieve a minimum of 2 correct questions out of 3.



### **Delivery and assessment guidance**

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions and tasks (for example, written, video recording, voice recording)
- learner-annotated words (to demonstrate decoding technique)
- copy of the documents given to the learner with comments/commentary recorded by the tutor
- copy of the documents used (question sheet) with tutor comments/commentary
- copy of the words list
- centre-produced pro forma answer sheet

### Unit 06 Introduction to essential writing skills (H/650/1846)

Unit summary			
This unit aims to develop the basic skills needed to provide information in written format, including basic sentence structure, for use in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to use written words and phrases for a purpose	1.1 Write details required in simple messages and notes
	1.2 Write information for <b>others</b> to read
2. Be able to construct simple sentences	2.1 Use full stops and an initial capital letter in a sentence
	2.2 Use capital letters for names and places and for the personal pronoun 'I'
	2.3 Use the correct word order in a sentence

Range
1. Be able to use written words and phrases for a purpose
1.2 <b>Others</b> must include the tutor and at least one other person

Delivery and assessment guidance
<p>This unit provides the opportunity to write words and phrases and construct simple sentences.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>Learners are required to record information; the focus must be on writing words and phrases, not sentences.</p> <p>Learners must be given tasks where they can demonstrate their ability to write:</p> <ul style="list-style-type: none"> <li>• details</li> <li>• information for others to read</li> </ul> <p>The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.</p> <p>Learner must complete either handwritten or typed evidence.</p> <p>Learner must be able to demonstrate that they can produce:</p> <ul style="list-style-type: none"> <li>• written details consistently and accurately</li> <li>• information written for others (not just tutor) to read consistently and accurately</li> </ul> <p><b>Assessment criteria: 2.1–2.3</b></p> <p>Learners are required to write sentences and the focus is on writing simple sentences.</p>

### **Delivery and assessment guidance**

Learners must be given tasks where they can demonstrate their ability to use:

- full stops
- an initial capital letter in a sentence
- capital letters for names
- capital letters for places
- the personal pronoun 'I'
- the correct word order for a sentence

The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must complete written responses.

Learners must demonstrate that they can use the correct word order for a sentence at least once.

Documents completed by the learner must also provide evidence of consistently accurate use of:

- full stops
- an initial capital letter in a sentence
- capital letters for names
- capital letters for places
- the personal pronoun 'I'

#### **Evidence for this unit could include:**

- handwritten documents (to include tutor feedback on how the learner met the criteria)
- typed documents (to include tutor feedback on how the learner met the criteria)
- lined (paper) template that would normally be used for completing a note or list
- lined (paper) template that would normally require the construction of simple sentences
- centre-produced pro forma answer sheet

### Unit 07 Writing and spelling words (J/650/1847)

Unit summary			
This unit aims to develop the knowledge of structure of key words, including sound patterns, vowels and consonants and the use of upper and lower-case for use in everyday, familiar situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to write and spell a range of everyday key word	1.1 Write and spell a range of everyday <b>key words</b>
2. Be able to use upper and lower-case letters	2.1 Write words using upper and lower-case
	2.2 Use capital letters correctly
3. Know the sound patterns created by letters and combinations of letters	3.1 Write vowels and consonants
	3.2 Listen to and write simple words

Range
1. Be able to write and spell a range of everyday key word
1.1 A list of mandatory <b>key words</b> is provided in the appendices

Delivery and assessment guidance
<p><b>Assessment criterion: 1.1</b></p> <p>Learners are required to write and spell correctly at least 5 key words from the list. The focus is on writing words, and the tasks should be set at entry level 1.</p> <p>Learners must be given tasks where they can demonstrate their ability to write and spell:</p> <ul style="list-style-type: none"> <li>personal details</li> <li>familiar words</li> <li>key words (these can be found in the key word list)</li> </ul> <p>The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.</p> <p>Learner must complete either handwritten or typed evidence.</p> <p>Example tasks:</p> <ul style="list-style-type: none"> <li>writing the learner's name and address</li> <li>writing the city/country where the class is being held</li> <li>writing the college/learning centre name</li> </ul>

### **Delivery and assessment guidance**

#### **Assessment criteria: 2.1–2.2**

Learners are required to write using upper and lower-case letters; the focus is on writing words.

Learners must be given tasks where they can demonstrate their ability to accurately use:

- upper-case letters
- lower-case letters
- capital letters

The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must complete written responses.

Learners must provide evidence of consistently accurate use of:

- upper-case letters
- lower-case letters
- capital letters

#### **Assessment criteria: 3.1–3.2**

Learners are required to write vowels, consonants, combinations of letters and simple words (for example, pan, letter, chip, thin). The focus is on writing words.

The tasks must be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must be given tasks where they can demonstrate their ability to accurately write:

- vowels
- consonants
- combinations of letters (when hearing spoken sounds)
- simple words (when hearing the spoken word)

Learners must complete written responses.

Decoding words into their different sounds can help learners read and spell them. If learners have progressed from a phonics'-based adult literacy course they will already have developed this skill; tutors can encourage them to continue to use this throughout their learning.

Example tasks:

- learners can listen and decode/break down words from the key word list for entry level 1
- learners can say how many sounds are in given words from the key word list for entry level 1
- the tutor can ask the learner to decode/breakdown 10 words from the key word list into their sounds
- the tutor can ask the learner to detail how many sounds are in each given key word

These exercises are best carried out in a one-on-one basis.

### Delivery and assessment guidance

#### Evidence for this unit could include:

- typed words and documents (to include tutor feedback on how the learner met the criteria)
- handwritten words and documents (to include tutor feedback on how the learner met the criteria)
- handwritten evidence (to include tutor feedback on how the learner met the criteria)
- typed evidence (to include tutor feedback on how the learner met the criteria)
- written tutor's report to describe how the learner met the assessment criteria
- template that would normally be used for completing a word list
- template that requires completion of personal details
- template that would normally require the use of upper and lower-case letters
- centre-produced pro forma answer sheet

## Unit 08 Participating in short discussions (K/650/1848)

Unit summary			
This unit aims to develop the skills needed to speak effectively in exchanges and discussions with other people in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>10 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to participate in simple discussions	1.1 Speak clearly to be heard in simple exchanges
	1.2 Speak in a logical order
	1.3 Use appropriate tone and register in straightforward exchanges
	1.4 Understand when to contribute to a discussion/exchange

Delivery and assessment guidance
<p>This unit provides the opportunity to speak clearly in a logical order and use appropriate tone and register in short discussions.</p> <p><b>Assessment criteria: 1.1–1.4</b></p> <p>The scenario must allow opportunities for learners to develop the skills needed to engage effectively in exchanges or discussions with one other person, in familiar everyday situations.</p> <p>Learners should engage in conversation with a person who is known to them; the language used should be at entry level 1 and:</p> <ul style="list-style-type: none"> <li>the scenario must not rely on learners' ability to read information</li> <li>learners are not required to start the conversation</li> <li>the scenario must provide opportunities for learners to deliver information in a logical order</li> <li>the learner must be familiar with the information they will deliver</li> </ul> <p>Example tasks:</p> <ul style="list-style-type: none"> <li>how to make a cup of tea</li> <li>how to get to the nearest bus stop</li> <li>where the nearest post office is</li> <li>how to put your phone on silent</li> </ul> <p>The information delivered by learners must be ordered into a minimum of 3 logical steps or stages (start, middle, end).</p> <p>When delivering factual information, the information can be in response to a question or a statement for example:</p> <ul style="list-style-type: none"> <li>'what lesson do you have next?'</li> <li>'can you describe your journey to work/college?'</li> <li>introducing a friend/colleague to others</li> </ul>

### **Delivery and assessment guidance**

- providing details about themselves to others (schools attended, date of birth and so on)

Learner responses must be spoken or delivered via sign language as appropriate to their needs.

Learners must demonstrate on at least one occasion that they can achieve each assessment criterion set out above.

This can be done using 2 different scenarios, completed on separate occasions.

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- clear and assessable evidence of the learner in conversation (video recording)



**Unit 09 Introduction to alphabetical order (L/650/1849)**

Unit summary			
This unit aims to develop the skills needed to understand the alphabet and alphabetical order.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Optional</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 1</b>	<b>10 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to say the names of the letters of the alphabet	1.1 Say the names of the letters of the alphabet
2. Be able to read letters of the alphabet	2.1 Read the letters of the alphabet in both upper and lower case
3. Be able to write the letters of alphabet in sequence and in both upper and lower case	3.1 Write the letters of the alphabet in lower case
	3.2 Write the letters of the alphabet in upper case
	3.3 Write the letters of the alphabet in sequence in both upper and lower case

Delivery and assessment guidance
<p>This unit will provide the opportunity to develop knowledge and skills in using alphabetical order.</p> <p><b>Assessment criterion: 1.1</b></p> <p>The scenario must allow opportunities for learners to develop the skills needed to understand the alphabet and alphabetical order.</p> <p>The language and/or prompts used should be at entry level 1 and the scenario must not rely on learners' ability to read information.</p> <p>The learner <b>does not</b> have to say the names of the letters in alphabetical order for this assessment criteria.</p> <p>Learners must be presented with a text as a prompt.</p> <p>Learners must correctly identify the names of a minimum of 14 letters of the alphabet (the assessor can point to the letter and ask its name).</p> <p>Learners must achieve 100% correct marks to demonstrate their knowledge and understanding in relation to the assessment criteria.</p> <p>Learner responses can be spoken or delivered via sign language as appropriate to their needs.</p> <p>Learners will provide non-written responses to the tasks; therefore, the tutor should record them on the appropriate documents.</p>

### Delivery and assessment guidance

Examples of evidence:

- observation (to include tutor feedback on how the learner met the criteria)
- clear and assessable evidence of the learner stating the letter names (video and/or sound recording)

#### **Assessment criterion: 2.1**

Learners must be given written or printed examples of each letter of the alphabet in both upper and lower case; the focus is on recognising letters of the alphabet when represented in different ways.

The text style and length should be set at entry level 1 and:

- learners must read the letters unaided

Learner responses to the tasks can be spoken or delivered via sign language as appropriate to their needs

As the learner will provide non-written responses to the questions, the tutor should record them on the appropriate documents.

Learners must achieve 100% correct marks to demonstrate their knowledge and understanding in relation to the assessment criteria.

Examples of evidence:

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions and tasks (written, video recording, voice recording)
- learner-annotated words (to demonstrate decoding technique)
- copy of the documents given to the learner with comments/commentary recorded by the tutor
- copy of the words list
- centre-produced pro forma answer sheet

#### **Assessment criteria: 3.1–3.2**

Learners must be given tasks where they can demonstrate their ability to accurately use:

- upper-case letters
- lower-case letters

The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must complete written responses.

Learners must provide evidence of consistently accurate use of:

- upper-case letters
- lower-case letters

### **Delivery and assessment guidance**

#### **Assessment criterion: 3.3**

Learners are required to write the alphabet in sequence in both upper and lower case.

Learners must be given tasks where they can demonstrate their ability to accurately write:

- the alphabet in sequence in lower case
- the alphabet in sequence in upper case

The tasks must be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must complete written responses.

#### **Examples of evidence for 3.1–3.3:**

- typed words and documents (to include tutor feedback on how the learner met the criteria)
- handwritten words and documents (to include tutor feedback on how the learner met the criteria)
- handwritten evidence (to include tutor feedback on how the learner met the criteria)
- typed evidence (to include tutor feedback on how the learner met the criteria)
- written tutor's report to describe how the learner met the assessment criteria
- template that would normally require the use of upper and lower-case letters
- centre-produced pro forma answer sheet

## Entry level 2

### Unit 01 Listening and responding (M/650/1859)

Unit summary			
This unit aims to develop the skills needed to listen effectively and identify general information, details and instructions in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify the topics of spoken information delivered in different contexts	1.1 Identify the topics of spoken information delivered in different contexts
2. Be able to listen to gain details	2.1 Identify detail in spoken information delivered in different contexts
3. Be able to respond appropriately to straightforward questions	3.1 Respond appropriately to straightforward questions

Delivery and assessment guidance
<p>This unit provides the opportunity for learners to listen to information, gather details from it and respond to it in an appropriate manner.</p> <p><b>Assessment criterion: 1.1</b></p> <p>Learners must be given tasks that enable them to demonstrate effective listening skills in different contexts or situations and:</p> <ul style="list-style-type: none"> <li>• learners must listen to information on a minimum of 2 different occasions</li> <li>• learners must listen to the information, <b>not read</b> it</li> <li>• the information can be on any relevant topic</li> </ul> <p>Learners must identify the topics using written or spoken responses or delivered via appropriate actions and sign language as appropriate to their needs</p> <p>The tutor should record details of learners' responses/actions on the appropriate documents.</p> <p>Learners must accurately identify the topics of the information on at least 2 occasions to achieve this assessment criterion.</p> <p><b>Assessment criterion: 2.1</b></p> <p>Learners must be given tasks that enable them to demonstrate effective listening skills in different contexts or situations.</p>

### Delivery and assessment guidance

The tasks must involve spoken information, from which the learner will have the opportunity to identify details. The tasks must be based on realistic contexts or situations and:

- learners must be presented with a minimum of 2 situations where listening skills are required:
  - on each occasion, learners must identify a specific detail in the information delivered to them
  - learners must listen to the information on both occasions, **not read** the information

Learners must demonstrate on at least 2 occasions that they can listen for detail when requested to achieve this assessment criterion.

#### Assessment criterion: 3.1

Learners must provide responses to straightforward questions when requested.

The situation must be realistic and allow learners to demonstrate effective interaction and appropriate verbal communication with the person, and:

- learners must be presented with a minimum of 2 situations where it would be appropriate to provide specific information in response to a straightforward question
- learners must listen to each of the requests, **not read** them

Learners must demonstrate on at least 2 occasions that they can respond appropriately to straightforward questions to achieve this assessment criterion.

#### Evidence for this unit could include:

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions and tasks (for example, written, video recording, voice recording)
- copy of the documents given to the learner with comments/commentary recorded by the tutor
- centre-produced pro forma answer sheet

## Unit 02 Introduction to discussing with others (D/650/1862)

Unit summary			
This unit aims to support learners to develop the skills needed to speak effectively in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to follow straightforward discussions	1.1 Listen to discussions and identify general purpose and topics
2. Be able to take part in straightforward discussions	2.1 Use politeness in discussions
	2.2 Make relevant and appropriate contributions in discussions
	2.3 Use nonverbal communication effectively in discussions

Delivery and assessment guidance
<p>This unit provides learners with the opportunity to participate in and follow straightforward discussions.</p> <p><b>Assessment criterion: 1.1</b></p> <p>The scenario must allow the opportunity for learners to demonstrate the skills needed to listen effectively in everyday situations.</p> <p>Learners should be encouraged to listen to a minimum of 2 discussions, between people who are known and not known to them.</p> <p>Learners must demonstrate their skills at least twice; the language used should be at entry level 2 and:</p> <ul style="list-style-type: none"> <li>the scenarios <b>must not</b> rely on learners' ability to read information</li> <li>learners are only required to listen to the discussions</li> <li>the scenarios must provide opportunities for learners to identify the general purpose of each of the discussions</li> <li>the scenario must provide opportunities for learners to identify the topics of the discussions</li> </ul> <p>Learner responses can be written, spoken, or delivered via sign language as appropriate to their needs. If learners provide signed responses the tutor should record them on the appropriate documents.</p> <p>Example task:</p> <ul style="list-style-type: none"> <li>any real-life discussions about topics that are appropriate to the learner, and that use language the learner will be able to understand (not technical or unfamiliar)</li> </ul> <p>This can be done using 2 different scenarios, completed on separate occasions.</p>

### Delivery and assessment guidance

#### Assessment criteria: 2.1–2.3

The scenario must allow the opportunity for the learner to demonstrate the skills needed to take part in straightforward discussions.

Nonverbal communication is an important element of this assessment. Learners must be familiar with a range of nonverbal communication techniques and the effective use of these techniques.

The language used in any discussions with the learner should be at entry level 2, non-technical, familiar to the learner and:

- the scenario **must not** rely on the learner's ability to read information
- the scenario must provide opportunities for the learner to take part in the discussion
- prior to the assessment, learners must be familiar with politeness in discussions and its effective use

Learners must demonstrate on at least one occasion that they can achieve each assessment criterion set out above, including effective use of politeness and appropriate body language.

Examples of politeness and appropriate contributions:

- turn taking
- not interrupting the speaker
- understanding that others are entitled to their point of view
- understanding that not everyone will agree
- self-control

Examples of nonverbal communication:

- nodding of head
- facial expressions (for example, smiling)
- eye contact
- posture
- body language

Learner responses must be spoken or delivered via sign language as appropriate to their needs.

#### Evidence for the unit could include:

- observation (to include tutor feedback on how the learner met the criteria)
- written evidence from the learner, clearly identifying the general purpose and topic of the discussions (evidence could be supported by a recording of the discussion – video/audio)
- clear and assessable evidence of the learner in conversation (video – to show body language)
- copy of the documents used (scenario overview and questions)
- centre-produced pro forma answer sheet

**Unit 03 Introduction to speaking to be understood (F/650/1863)**

Unit summary			
This unit aims to develop the skills needed to communicate effectively with other people in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to speak to be heard and understood	1.1 Speak clearly to be heard in everyday exchanges
	1.2 Speaking and listen effectively in one-to-one everyday situations
2. Be able to make requests and ask questions to gain information	2.1 Use appropriate politeness when making requests and asking questions
	2.2 Word questions and requests clearly in order to be understood
	2.3 Use nonverbal communication appropriate to the situation
3. Be able to deliver information clearly	3.1 Recount information and facts clearly and to suit the audience and situation
	3.2 Use appropriate tone of voice

Delivery and assessment guidance
<p>This unit provides the opportunity to speak and deliver information clearly as well as make requests and ask questions.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>The scenario must allow an opportunity for the learner to develop the skills needed to communicate effectively with other people in everyday situations.</p> <p>Learners should be encouraged to engage in conversation with a person who is known to them; this can be done using 2 different scenarios, one of which should be a one-to-one situation.</p> <p>The language used should be at entry level 2 and:</p> <ul style="list-style-type: none"> <li>the scenario <b>must not</b> rely on the learner’s ability to read information</li> <li>learners are not required to start the conversation</li> <li>the scenarios must provide opportunities for the learner to speak and be heard clearly, without any excessive background noise or other distractions</li> <li>the tasks can be completed on separate occasions</li> </ul> <p>Learner responses must be spoken or delivered via sign language as appropriate to their needs. If learners provide signed responses, the tutor should record them on the appropriate documents.</p> <p>Learners must demonstrate on at least one occasion that they can achieve each assessment criterion set out above.</p>



### Delivery and assessment guidance

Example tasks:

- asking and responding about the wellbeing of other people
- requesting information such as, directions, time, name, date of appointment, location of item/venue and so on
- responding to a verbal invitation, request for help, or information

#### Assessment criteria: 2.1–2.3

The scenario must allow the opportunity for the learner to demonstrate the skills needed to communicate effectively with other people in everyday situations.

Learners should be encouraged to make requests to different people, those they know and those they do not know.

The use of appropriate body language is an important element of this assessment. Prior to the assessment, learners must be familiar with a range of nonverbal communication techniques and the effective use of these.

The language used in any responses to the learner must be at entry level 2 and:

- the scenarios **must not** rely on the learner's ability to read information
- the scenarios must provide opportunities for the learner to make at least 2 requests
- the scenarios must provide opportunities for the learner to ask at least 2 questions
- the scenarios must be based on a formal and an informal situation

Learner responses must be spoken or delivered via sign language as appropriate to their needs. If learners provide signed responses the tutor should record them on the appropriate documents.

Learners must demonstrate on at least 2 occasions that they can achieve each assessment criterion set out above. One must be formal and one informal.

Examples of requests:

- permission to do something (for example, 'can I leave early to book a place on the coach trip, please?')
- assistance (for example, 'I'll help you with that if you like,' or 'you need help there?')
- an action (for example, 'lend me your pen, please,' or 'I've forgotten my pen; lend me one, please.')
- other requests suitable and appropriate to everyday situations (formal and informal)

Examples of questions:

- 'please can you tell me what I need to do to book on the coach trip for the show?'
- 'when are you going to pay me back my money?'
- 'are we going out tonight?'
- 'please could you tell me how much this is? I can't find a price on it'
- other questions suitable and appropriate to everyday situations (formal and informal)

### Delivery and assessment guidance

Examples of nonverbal communication:

- nodding of head
- facial expressions (for example, smiling)
- eye contact
- posture

#### Assessment criteria: 3.1–3.2

The scenario must allow opportunities for the learner to demonstrate the skills needed to recount information and facts to other people.

Learners do not need to know the people they speak to, as this is a situation that they may encounter in everyday life.

The use of appropriate tone of voice is an important element of this assessment.

The language used in any responses to the learner should be at entry level 2 and:

- the information and facts must be simple and not rely on the learner's technical knowledge
- the scenarios **must not** rely on the learner's ability to read information
- learners may make a note of the information and facts to assist them
- learners may read out the information if preferred
- the scenarios must provide opportunities for the learner to recount information and facts on a minimum of 2 occasions

Learner actions must include speaking (of information and facts), using sign language as appropriate to their needs. If learners provide signed responses, the tutor should record them on the appropriate documents.

Learners must demonstrate on at least one occasion that they can achieve each assessment criterion set out above.

Examples of information and facts:

- 'a new rota is now available – there are a lot of changes'
- 'there will be a practice for the show in the main hall tonight – 8:00 pm until 10:00 pm'
- 'Jasmine is leaving work next month to start a new job – she leaves on 25 June'

#### Evidence for this unit could include:

- observation (to include tutor feedback on how the learner met the criteria)
- clear and assessable evidence of the learner in conversation (video or audio recording)
- copy of the documents used (scenario overview and questions)
- centre-produced pro forma answer sheet

### Unit 04 Reading skills (H/650/1864)

Unit summary			
This unit aims to develop the understanding of texts, knowledge of different designs of texts and the purpose of additional information for use in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand simple texts	1.1 Read and follow texts on simple, familiar topics
2. Be able to read key words	2.1 Read every day <b>key words</b> and those with common spelling patterns
3. Be able to use illustrations, images and captions to locate information in texts	3.1 Use illustrations, captions and images to locate information in texts

Range
2. Be able to read key words
2.1 A list of mandatory <b>key words</b> is provided in the appendices

Delivery and assessment guidance
<p>This unit provides the opportunity to read and understand simple texts, key words and imagery.</p> <p><b>Assessment criterion: 1.1</b></p> <p>Learners must be given the opportunity to demonstrate their knowledge and skills in reading and following texts in familiar everyday situations.</p> <p>Learners must be given a piece of text to read consisting of no less than 40 words and a minimum of 5 sentences, including a sentence with more than one clause.</p> <p>Learners may read the text aloud if they wish but must read the text unaided.</p> <p>The text should be set at the entry level 2 and:</p> <ul style="list-style-type: none"> <li>• learners must be given a minimum of 8 simple questions based on the text provided</li> <li>• learners must read the questions unaided</li> <li>• questions must be worded to work independently and must not require accurate answers from any previous questions (no follow through)</li> </ul> <p>Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs</p> <p>Learners must achieve a minimum of 6 correct questions out of 8 on the text in order to demonstrate achievement of this assessment criterion.</p>

## Delivery and assessment guidance

### Assessment criterion: 2.1

Learners should be given the opportunity to demonstrate their knowledge and skills in reading in everyday situations.

Learners must be given a selection of key words from the list provided in the appendices.

Learners must be given a minimum of 20 words.

Learners may read the words aloud if they wish, but they must read the words unaided.

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must, as a minimum, demonstrate the below in order to achieve this assessment criterion:

- read aloud 15 of the 20 words provided **or** find 15 of the 20 words in a piece of text
- identify 4 pairs of words with common spelling patterns

Example tasks:

- read each of the words to the tutor and identify (match up) words with common spelling patterns
- find the words in a piece of text and identify (match up) words with common spelling patterns (point out to tutor)

### Assessment criterion: 3.1

Centres should provide real-life literature for learners to look through.

Learners must locate information provided using illustrations, images and captions.

Learner responses can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must identify at least one of each of the below in order to demonstrate achievement of this assessment criterion:

- one piece of information located by an illustration
- one piece of information located by an image
- one piece of information located by a caption

### Evidence for this unit could include:

- observation (for example, to include tutor feedback on how the learner met the criteria)
- learner responses to questions (for example, written responses, video recording)
- learner-annotated document (where appropriate)
- centre-produced pro forma answer sheet
- centre-produced pro forma record sheet
- copy of the texts

<b>Delivery and assessment guidance</b>
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- |   |
|---|
| <ul style="list-style-type: none"><li>• copy of the tasks</li></ul> |
|---|

**Unit 05 Introduction to reading to understand (J/650/1865)**

Unit summary			
This unit aims to develop knowledge and skills for reading in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to understand the main point in texts	1.1 Identify the main points in texts
2. Be able to understand organisational markers in short, straightforward texts	2.1 Read and follow <b>organisational markers</b> in straightforward texts
3. Know how to predict meaning of some unfamiliar words	3.1 Use knowledge of familiar words and sentence structure to understand meaning of everyday information
	3.2 Use reading skills to help make sense of unfamiliar words
4. Be able to read and understand sentences with more than one clause	4.1 Identify <b>basic punctuation</b> in sentences with more than one clause

Range
<b>2. Be able to understand organisational markers in short, straightforward texts</b>
<b>2.1 Organisational markers</b> could include:
<ul style="list-style-type: none"> <li>• address</li> <li>• date</li> <li>• subject heading</li> <li>• salutation/close of a letter or email</li> <li>• sequential markers, such as:                             <ul style="list-style-type: none"> <li>○ first</li> <li>○ second</li> <li>○ next</li> <li>○ lastly</li> </ul> </li> <li>• numbered sections in a set of directions or instructions</li> </ul>
<b>4. Be able to read and understand sentences with more than one clause</b>
<b>4.1 Basic punctuation</b> must include:
<ul style="list-style-type: none"> <li>• full stops</li> <li>• capital letters</li> <li>• question marks</li> <li>• exclamation marks</li> </ul>

### Delivery and assessment guidance

This unit provides the opportunity to read and understand sentences with more than one clause, organisational markers and main points in a text, and predict the meaning of some unfamiliar words.

#### Assessment criterion: 1.1

Learners should be given the opportunity to demonstrate their ability to understand the main points in texts.

Learners must be given 2 pieces of text to read consisting of no less than 40 words, and a minimum of 5 sentences consisting of more than one clause.

Learners may read the texts aloud if they wish but must read the text unaided.

The texts should be set at entry level 2 and, for each text:

- learners must be given a minimum of 3 questions for each of the 2 texts provided in order to understand the main points
- learners must read the questions unaided
- questions must be worded to work independently and must not require accurate answers from any previous questions (no follow through)

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must achieve a minimum of 2 correct questions out of 3 for each text in order to demonstrate achievement of this assessment criterion.

#### Assessment criterion: 2.1

Learners must be given the opportunity to demonstrate their knowledge and skills in reading in everyday situations.

Learners must be given a set of 4-step instructions or directions **or** a short email or letter.

The text in each document must consist of a minimum of 4 sentences, with some linking words and sequence markers. The text should be set at entry level 2.

For the set of instructions, learners must:

- read and follow the instructions unaided **or** answer 4 simple questions based on the text unaided

For the letter/email, learners must:

- read the text unaided
- answer 3 simple questions based on the text (learners must read the questions unaided)

Learners may read the text aloud if they wish but must read the text unaided.

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs.

### Delivery and assessment guidance

Learner responses/actions when following instructions and/or directions must be recorded.

Learners must, as a minimum, achieve either of the following:

- 3 correct answers out of 4 based on the instructions/directions text and 75% accuracy when following instructions/directions
- 2 correct answers out of 3 based on the letter/email and 66% accuracy when reading organisation markers in letters/emails

#### **Assessment criteria: 3.1–3.2**

Learners should be given the opportunity to demonstrate their knowledge and skills in reading in everyday situations.

Learners must be given a document containing everyday information.

The text in the document must consist of a minimum of 4 sentences and be set at entry level 2.

Learners may read the text aloud if they wish and can use decoding if necessary but must read the text unaided.

Learners must clearly demonstrate that they understand the meaning of the information in the text in order to achieve this assessment criteria.

Examples of documents:

- email from tutor, colleague, or friend
- 'how to...' basic instructions, guide, or information
- any document the learner is likely to use in everyday situations

Example tasks:

- read the information unaided, identify any unfamiliar words in the text and explain the meaning of the information
- read the information unaided, identify any unfamiliar words in the text and answer questions on the text to show they understand the meaning of the information

#### **Assessment criterion: 4.1**

Learners should be given the opportunity to demonstrate their knowledge and skills in reading in everyday situations. The learners must be given a piece of text used in everyday situations.

The text should be set at entry level 2 and consist of a minimum of 4 sentences. The text must include basic punctuation including:

- full stops
- capital letters
- question marks
- exclamation marks



### **Delivery and assessment guidance**

Learners may read the text aloud if they wish, but they must read the text unaided.

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must identify each type of punctuation (as listed) at least once in order to demonstrate achievement of this assessment criteria.

Examples of basic punctuation used across 4 sentences:

- 'Please get ready to go out for a walk now! You will need your boots and gloves. Do you all want to take a drink? I will get one for each of you.'
- 'Why are you here now? I told you to come to my house at 7 o'clock. You are much too early! You will have to wait for me to eat my tea. You can sit and watch the TV.'

Example tasks:

- read the text and identify the 3 types of punctuation (draw lines to match each to a label)
- read the text and identify each type of punctuation (point out to tutor)

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions and tasks (for example, written, video recording, voice recording)
- copy of the documents given to the learner with comments/commentary recorded by the tutor
- centre-produced pro forma answer sheet

## Unit 06 Alphabetical order (K/650/1866)

Unit summary			
This unit aims to develop knowledge and skills of alphabetical order and an understanding of how to use a simple dictionary in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>10 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to understand alphabetical order	1.1 Order words using first and second letter placement
	1.2 Identify use of alphabetical order in everyday situations
2. Be able to use a simple dictionary	2.1 Use first and second letter placement to find familiar words
	2.2 Use knowledge of alphabetical order to find unfamiliar words
	2.3 Use knowledge of alphabetical order to find the meaning of simple, unfamiliar words

Delivery and assessment guidance
<p>This unit provides the opportunity for learners to develop their understanding of alphabetical order, how it is used in everyday life and how to use a simple dictionary.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>Learners must be provided with a scenario that requires them to use their knowledge of the alphabet.</p> <p>Learners will be working with words at entry level 2.</p> <p><b>Assessment criterion: 1.1</b></p> <p>Learners must be given a list of 6 names where they will be assessed on first and second letter order, examples could include names of:</p> <ul style="list-style-type: none"> <li>• people</li> <li>• items (shopping list)</li> <li>• roads/streets</li> <li>• cars</li> <li>• other situations where names would realistically be put in alphabetical order</li> </ul> <p>Learners must read the names unaided and must order at least 4 of the words using first letter and second letter placement correctly in order to demonstrate achievement.</p> <p><b>Assessment criterion: 1.2</b></p> <p>Learners must be given examples of 5 situations, 3 where alphabetical order would be used and 2 where alphabetical order would not be used.</p> <p>Learners must be asked to identify the situations that use alphabetical order.</p>

### Delivery and assessment guidance

Learner responses can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must identify at least 2 situations where alphabetical order would be used correctly in order to demonstrate achievement.

#### **Assessment criteria: 2.1–2.3**

Learners should be given the opportunity to demonstrate their knowledge and skills in using a simple dictionary in everyday situations.

Learners must be given simple, familiar documents. The text should be set at entry level 2.

Learners may read the text aloud if they wish but must read the text unaided.

Learners must be given 3 **familiar words** and demonstrate that they can use a dictionary to find the meaning of the words (as stated in the dictionary).

Learners must be given 4 **unfamiliar words** and:

- use a dictionary to find the words
- find the meaning of the words (as stated in the dictionary)

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must, as a minimum, demonstrate the below in order to achieve the assessment criteria.

For AC2.1: learners must find the meaning of 2 familiar words (as stated in the dictionary).

For AC2.2: learners must find 2 unfamiliar words in a simple dictionary.

For AC2.3: learners must find the meaning of 2 unfamiliar words (as stated in the dictionary).

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions (for example, written, video recording, voice recording)
- copy of the documents used:
  - simple dictionary (not a children's dictionary)
  - words lists
  - question sheet
- copy of the tasks
- centre-produced pro forma answer sheet

**Unit 07 Essential writing skills (L/650/1867)**

<b>Unit summary</b>			
This unit aims to develop the skills needed to write and record information for use in familiar and everyday situations.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>30 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to use written words and phrases for different purposes	1.1 Write information for others to read, using appropriate written words and phrases
	1.2 Form regular plurals
2. Be able to construct different types of sentences	2.1 Use full stops, capital letters and question marks appropriately
	2.2 Use conjunctions
	2.3 Use adjectives and simple linking words

<b>Range</b>
2. Be able to construct different types of sentences
<b>2.2 Conjunctions</b> could include:
<ul style="list-style-type: none"> <li>• 'or'</li> <li>• 'and'</li> <li>• 'but'</li> <li>• 'because'</li> <li>• 'when'</li> </ul>

<b>Delivery and assessment guidance</b>
<p>This unit provides the opportunity to write different types of sentences and phrases for others to read.</p> <p><b>Assessment criterion: 1.1</b></p> <p>Learners are required to write and record information. The focus is on writing words and phrases for others to read.</p> <p>Learners must be given 2 tasks where they can demonstrate their ability to use written words and phrases for 2 different purposes.</p> <p>The tasks can be read out to the learner.</p> <p>If learners are using a computer, they must not use the spell check facility for this task.</p> <p>Learner must complete written or typed evidence.</p>

### **Delivery and assessment guidance**

The learner must provide evidence of consistently accurate:

- written words and phrases for 2 different purposes
- information written for others to read

Example tasks:

- write a list (food shopping, birthday presents, things to do)
- write a note (instruction, message, reminder)
- thank you note

#### **Assessment criterion: 1.2**

Learners must be given tasks where they can demonstrate their ability to accurately form regular plurals.

The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must complete written responses (hand-written or typed).

If learners are using a computer, they must not use the spell check facility for this task.

Learners must demonstrate consistently accurate use of regular plurals in order to demonstrate achievement of this assessment criterion.

#### **Assessment criteria: 2.1–2.3**

Learners must construct different types of sentences in writing.

Learners must be given tasks where they can demonstrate their ability to use:

- full stops
- capital letters
- question marks
- conjunctions
- adjectives
- simple linking words

The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must complete written responses (hand-written or typed).

If learners are using a computer, they must not use the spell check facility for this task.

### **Delivery and assessment guidance**

In order to demonstrate achievement documents completed by the learner must demonstrate consistently accurate use of:

- full stops
- capital letters
- question marks
- conjunctions
- adjectives
- simple linking words

#### **Evidence for this unit could include:**

- handwritten documents (to include tutor feedback on how the learner met the criteria)
- typed documents (to include tutor feedback on how the learner met the criteria)
- lined (paper) template that would normally be used for completing a note/list
- lined (paper) template that would normally require the construction of simple sentences
- centre-produced pro forma answer sheet

### Unit 08 Writing and spelling words and phrases (M/650/1868)

Unit summary			
This unit aims to develop knowledge of spelling and sound patterns through writing tasks and to develop skills in producing legible text, for use in everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 2</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to write and spell essential personal details and everyday words	1.1 Complete a form asking for personal information
	1.2 Write and spell everyday <b>key words</b>
2. Know spelling and sound patterns	2.1 Split words to assist in spelling (suffixes and prefixes)
	2.2 Use spelling and sound patterns to assist in spelling
3. Be able to write for general purposes	3.1 Produce legible text
	3.2 Use appropriate words and phrases for purpose and audience

Range
1. Be able to write and spell essential personal details and everyday words
1.2 A list of mandatory <b>key words</b> is provided in the appendices

Delivery and assessment guidance
<p>This unit provides the opportunity to write text and spell words including the use of sound patterns.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>Learners must demonstrate their knowledge and skills in spelling and the use of sound patterns, through writing words, either handwritten or typed. The focus is on writing words.</p> <p>The tasks should be set at entry level 2 and must allow the learner to demonstrate their ability to write and spell:</p> <ul style="list-style-type: none"> <li>essential personal details</li> <li>everyday key words</li> </ul> <p>The tasks can be read out to the learner or delivered via sign language as appropriate to their needs. Learners must complete handwritten/typed evidence.</p> <p>If learners are using a computer, they must not use the spell check facility for this task.</p> <p>Learners must, as a minimum, demonstrate the below in order to achieve the assessment criteria.</p> <p>For AC1.1: provide evidence of consistently accurate writing and spelling of all essential personal information.</p>

### Delivery and assessment guidance

For AC1.2: provide evidence of consistently accurate writing and spelling of 2 everyday words to describe themselves.

Example tasks:

- complete personal details on a simple form or template that would normally be used to record essential personal details and information about the person
- ask the learner to write 2 everyday adjectives/words to describe themselves (such as, happy, tall, funny, little, small, quiet, loud)

#### **Assessment criteria: 2.1–2.2**

Learners must demonstrate their knowledge and skills in spelling and the use of sound patterns.

The tasks must allow the learner to demonstrate their ability to accurately identify:

- suffixes
- prefixes
- spelling patterns
- sound patterns/decoding words into their separate sounds

The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.

Learners **do not** need to complete written responses.

Learner responses to the tasks should be recorded on the appropriate documents.

Learners must, as a minimum, demonstrate the below in order to achieve the assessment criteria.

For AC2.1: accuracy and consistency in identifying and using suffixes and prefixes.

For AC2.2: accuracy and consistency in identifying and using spelling patterns and sound patterns/decoding – phonological awareness.

If learners are using a computer, they must not use the spell check facility for this task.

Example tasks:

- split and make up words using suffixes and prefixes
- identify a range of spelling patterns in words and phrases
- identify sounds and sound patterns in words and phrases

#### **Assessment criteria: 3.1–3.2**

Learners must demonstrate their knowledge and skills in writing in everyday situations. The focus is on writing words and phrases for a purpose and audience.



### **Delivery and assessment guidance**

The tasks must allow the learner to demonstrate their ability to:

- produce legible text
- write appropriate words and phrases for a purpose and audience

The tasks can be read out to the learner. Learners must complete either handwritten or typed responses.

If learners are using a computer, they must not use the spell check facility for this task.

The learner must demonstrate evidence of:

- legible text (handwritten or typed)
- use of appropriate written words and phrases for a purpose and audience
- accurate spelling of the majority of words and phrases (no more than 2 separate errors – do not add recurring errors)

Example tasks:

- response to a written question (asking for information about themselves, or opinions on a topic)
- written request for information, support or item
- basic details about an event

**Evidence for this unit could include:**

- learner responses to tasks – handwritten/typed (to include the tutor's written feedback)
- video/audio recording of sounds made by the learner when working with sound patterns
- observation (to include the tutor's written report to describe how the learner met the criteria)
- template that would normally be used to record essential personal details and information about the person
- centre-produced pro forma answer sheet
- centre-produced pro forma recording documents
- lined (paper) templates which would normally be used

### Entry level 3

#### Unit 01 Developing listening and responding skills (R/650/1869)

Unit summary			
This unit aims to develop the skills needed to listen and respond effectively and appropriately in familiar everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to listen to and follow spoken information	1.1 Use different strategies to follow information when listening
	1.2 Identify the topics when listening in different situations and contexts
2. Be able to use strategies to listen for details in spoken information	2.1 Use different strategies to identify details when listening to information
	2.2 Identify details in spoken information delivered in different situations and contexts
3. Be able to listen and respond	3.1 Use appropriate nonverbal communication
	3.2 Respond appropriately in different situations and contexts

Delivery and assessment guidance
<p>This unit provides the opportunity to listen to information and respond appropriately.</p> <p>As a guide it is recommended that learners are given a total of 90 minutes to complete the unit requirements if a summative assessment is used, however centres can use alternative assessment methods if preferred.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>Learners must be given tasks that enable them to demonstrate listening skills in different contexts and situations.</p> <p>The tasks should be set at entry level 3 and:</p> <ul style="list-style-type: none"> <li>learners must listen to information in a minimum of 2 different situations and contexts</li> <li>learners must listen to the information, <b>not read it</b></li> <li>the information can be on any relevant topic</li> <li>learners should be given a recommended minimum of 20 minutes to complete both listening tasks</li> <li>learners must identify the topics using written or spoken responses or via appropriate actions and sign language, as appropriate to their needs</li> </ul> <p>Learners must demonstrate on at least 2 occasions that they can:</p> <ul style="list-style-type: none"> <li>accurately identify the details in spoken information in 2 different situations and contexts</li> </ul>

### Delivery and assessment guidance

- give brief details of 2 different strategies used to help them to identify details when listening to spoken information

Examples include, listening for specific words or phrases, using own knowledge, or listening for specialist words.

#### Assessment criteria: 2.1–2.2

Learners must be given tasks that enable them to demonstrate effective listening skills in different contexts and situations. The tasks must involve spoken information from which learners will have the opportunity to identify details.

The tasks must be based on realistic contexts and situations, be set at entry level 3 and:

- learners must be presented with a minimum of 2 different contexts and situations where listening skills are required:
  - on each occasion learners must identify specific details in the spoken information delivered to them
  - it is recommended learners are given a maximum of 30 minutes to complete both tasks
  - learner responses can be spoken, written, or delivered via sign language as appropriate to their needs
  - learners must listen to the information on both occasions, **not read** the information
  - learners can ask for listening tasks to be replayed to ensure they have heard and understood everything before answering questions

Learners must demonstrate on at least 2 occasions that they can:

- accurately identify the details in spoken information in 2 different situations and contexts
- give brief details of 2 different strategies used to help them to identify details when listening to spoken information

Examples include, listening for specific words or phrases and specialist words.

#### Assessment criteria: 3.1–3.2

Learners must be given tasks that allow them to demonstrate appropriate verbal and nonverbal communication in different situations and contexts.

The tasks provided should be at entry level 3 and:

- learners must use listening skills, **not reading skills**
- learners must be presented with a minimum of 2 different contexts and situations that require them to listen and respond, using verbal and nonverbal communication
- it is recommended that learners are given a minimum of 30 minutes to complete the tasks

Learners must demonstrate that in 2 different contexts and situations they listened and responded using appropriate:

- nonverbal communication
- verbal communication

### Delivery and assessment guidance

Examples of nonverbal communication:

- facial expressions
- gestures
- head nodding
- body language

Example tasks:

- listening and responding to other points of view and/or opinions in:
  - meetings
  - discussions
  - a review
  - feedback
- listening and responding to questions about familiar topics:
  - work related questions
  - questions on study progress
  - views and opinions (single word and extended responses)

**Evidence for the unit could include:**

- observation (including tutor feedback on how the learner met the criteria)
- learner responses to tasks (for example, written, video recording, voice recording)
- copy of the documents used (task/instruction sheet)
- copy of the details of scenarios – context and situation
- copy of the instructions
- centre-produced pro forma answer sheet

## Unit 02 Discussing with others (A/650/1870)

Unit summary			
This unit will support learners to develop the skills needed to speak effectively with other people, in different situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to follow discussions	1.1 Identify the main points in discussions 1.2 State own views on topics of discussions
2. Be able to take part in discussions	2.1 Use appropriate politeness in discussions 2.2 Make relevant and appropriate contributions in discussions covering different topics and in different situations 2.3 Use nonverbal communication effectively in discussions covering different topics and in different situations

Delivery and assessment guidance
<p>This unit provides the opportunity for learners to identify the main points and take part in discussions.</p> <p>As a guide it is recommended that learners are given an hour to complete the unit requirements if a summative assessment is used, however centres can use alternative assessment methods if preferred.</p> <p>As there are 2 LOs for this unit, suggested time allocations have been provided below.</p> <p><b>Assessment criteria: 1.1–1.2</b></p> <p>Learners should be given tasks that allow them to demonstrate the skills needed to listen effectively to discussions in different situations.</p> <p>Learners must listen and state their own views on topics from 2 different types of discussion and must demonstrate their skills at least twice.</p> <p>The language used should be at entry level 3 and:</p> <ul style="list-style-type: none"> <li>the scenarios <b>must not</b> rely on learners' ability to read information</li> <li>learners are required to listen to the discussions</li> <li>the scenarios must provide opportunities for learners to identify the main points in each of the discussions</li> <li>the scenario must provide opportunities for learners to state their own views on the topics of the discussions</li> <li>2 different scenarios can be completed on separate occasions</li> <li>it is recommended that learners should be given a minimum of 15 minutes to complete each of the tasks</li> </ul>

### Delivery and assessment guidance

- learner responses can be written, spoken, or delivered via sign language as appropriate to their needs

Learners must demonstrate their skills on at least 2 occasions and show that they can:

- identify the main points of discussions
- state their own views on the topics of each discussion

Example tasks:

- any real-life discussions with topics which are appropriate to the learner and which use language that the learner will be able to understand (not overly technical or unfamiliar)

#### Assessment criteria: 2.1–2.3

Learners must be given tasks that allow them to demonstrate the skills needed to speak effectively with other people in different situations. Learners must also demonstrate effective use of politeness and appropriate body language.

Prior to the assessment, learners must be familiar with a range of nonverbal communication techniques and the effective use of these.

The topic and language used in any discussions with learners should be at entry level 3, not overly technical, sufficiently familiar to learners to allow them to make contributions, and:

- at least 2 opportunities must be created with discussions on different topics
- the tasks **must not** rely on learners' ability to read information
- the tasks must provide opportunities for learners to take part in the discussions
- prior to the assessment learners must be familiar with politeness in discussions and its effective use
- it is recommended that learners should be given a minimum of 15 minutes to complete both of the discussion tasks
- learner responses must be spoken or delivered via sign language as appropriate to their needs

If learners provide signed responses, the tutor should record them on the appropriate documents.

Learners must demonstrate on at least 2 occasions that they can achieve each assessment criterion set out above, including:

- politeness
- responses/contributions
- nonverbal communication

Examples of the use of politeness, response and contribution in discussion:

- turn taking
- not interrupting the speaker
- understanding that others are entitled to their point of view
- understanding that not everyone will agree

### **Delivery and assessment guidance**

- self-control

Examples of nonverbal communication techniques:

- nodding of head
- facial expressions (for example, smiling)
- eye contact
- posture

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- written evidence from the learner, clearly identifying the general purpose and topic of the discussions (evidence could be supported by a recording of the discussion – video/audio)
- clear and assessable evidence of the learner in conversation (video – to show body language)
- copy of the documents used (scenario overview and questions)
- centre-produced pro forma answer sheet

### Unit 03 Speaking to be understood (D/650/1871)

Unit summary			
This unit aims to develop the skills needed to speak to be understood in different situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to speak to be heard and understood	1.1 Use appropriate speaking and listening communication in familiar situations
	1.2 Use appropriate speaking and listening communication in different formal situations
	1.3 Relay information and facts clearly to suit the audience and situation
2. Be able to make enquiries	2.1 Use appropriate politeness and formality when making enquiries, for both formal and informal situations
	2.2 Word enquiries clearly so as to be understood
	2.3 Use nonverbal communication appropriate to the situation
	2.4 Use appropriate tone of voice

Delivery and assessment guidance
<p>This unit provides the opportunity for the learner to speak and make enquiries.</p> <p>As a guide it is recommended that learners are given 90 minutes to complete the unit requirements if a summative assessment is used, however centres can use alternative assessment methods if preferred.</p> <p>As there are 2 LOs for this unit, suggested time allocations have been provided below.</p> <p><b>Assessment criteria: 1.1–1.3</b></p> <p>Learners must be given tasks that allow them to demonstrate the skills in communicating appropriately and effectively for different situations.</p> <p>Learners must demonstrate their skills across the assessment criteria using 2 different scenarios, one of which must be in a formal situation or context; these can be completed on separate occasions.</p> <p>The language used should be at entry level 3, and:</p> <ul style="list-style-type: none"> <li>the scenario <b>must not</b> rely on learners' ability to read information</li> <li>learners are not required to start the conversation</li> <li>the scenarios must provide opportunities for learners to speak and be heard clearly, without excessive background noise or other distractions</li> <li>it is recommended that learners are given a minimum of 15 minutes to complete each of the tasks</li> <li>learner responses must be spoken or delivered via sign language as appropriate to their needs</li> <li>it is recommended that learners should be given a minimum of 15 minutes to complete each of the tasks</li> </ul>



### Delivery and assessment guidance

Learners must demonstrate on at least 2 occasions that they can achieve each assessment criterion set out above, one formal and one informal.

Examples tasks:

- responding to requests for:
  - support
  - information
  - explanations
  - facts
- responding during formal conversations:
  - reviews
  - appraisals
  - interviews
- responding during informal conversations with:
  - peers
  - friends (socially)
  - family
  - colleagues (non-work-related topics)

#### Assessment criteria: 2.1–2.4

Learners must be given tasks that allow them to demonstrate their ability to make enquiries appropriately and effectively.

Learners must demonstrate their skills in 2 different scenarios, one of which must be in a formal situation or context; these can be completed on separate occasions.

The use of appropriate body language is also an important element of this assessment. Learners must be familiar with a range of nonverbal communication techniques and the effective use of these techniques.

The language used in any responses to the learner should be at entry level 3 and:

- the scenarios **must not** rely on the learners' ability to read information
- the scenarios must provide opportunities for the learner to make at least 2 enquiries
- the scenarios must be based on a formal and an informal situation

Learners must demonstrate on at least 2 occasions that they can achieve each assessment criterion set out above.

Examples of formal enquiries:

- 'do you know where I can find Mr Solomon, please?'
- 'please could you tell me how to get to the printing department?'
- other requests suitable and appropriate to everyday formal situations

### **Delivery and assessment guidance**

Examples of informal enquiries:

- 'where are you going on your holidays?'
- 'does anyone want to go to the cinema next week?'
- other questions suitable and appropriate to everyday informal situations

Examples of nonverbal communication techniques:

- nodding of head
- facial expressions (for example, smiling)
- eye contact
- posture

**Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- clear and assessable evidence of the learner in conversation (video recording)
- copy of the documents used (scenario overview including topics of conversation)
- centre-produced pro forma answer sheet

### Unit 04 Developing reading skills (H/650/1873)

Unit summary			
This unit aims to develop knowledge of the purpose of different texts and layouts and to develop reading skills to find information and detail, for use in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to identify, understand and extract main points and ideas in and from texts	1.1 Identify the <b>structure</b> of different texts
	1.2 Identify the content of short texts
2. Be able to identify different purposes of straightforward texts	2.1 State the purpose of different texts
	2.2 Understand <b>organisational features</b> in texts and use them to locate information
	2.3 Identify the flow of events in some texts
3. Be able to use different reading techniques	3.1 Use skimming to identify topics
	3.2 Use scanning to find specific information
	3.3 Use appropriate reading skills to find specific details
	3.4 Make effective use of additional information included with texts

Range
1. Be able to identify, understand and extract main points and ideas in and from texts
1.1 <b>Structure</b> must include: <ul style="list-style-type: none"> <li>• beginning</li> <li>• middle</li> <li>• end</li> </ul>
2. Be able to identify different purposes of straightforward texts
2.2 <b>Organisational features</b> must include: <ul style="list-style-type: none"> <li>• title</li> <li>• subheadings</li> <li>• text box</li> <li>• captions</li> <li>• bullet points</li> <li>• numbered list</li> </ul>
3. Be able to use different reading techniques
3.1 Skimming a document means to read it very quickly, sometimes vertically as well as horizontally with a view to discovering what the general points of an article are
3.2 Scanning a document in a reading context means to read very quickly, looking for specific information or points

### Delivery and assessment guidance

This unit provides the opportunity to read and understand organisational markers and structure in straightforward texts as well as using different reading techniques.

Examples of texts that could be used for this unit:

- magazine article with images (including online)
- newspaper front page (including online)
- health and safety notice
- leaflet (including online)
  - advertising
  - charity
  - information
- letter (council/utilities supplier/circular)
- poem
- short story
- an email
- any basic pieces of text used in everyday situations

#### Assessment criteria: 1.1–1.2

Learners must be given the opportunity to demonstrate their knowledge of the structure, content, and layout of different texts.

It is recommended that learners are given a minimum of 3 different pieces of short text, containing at least one of the following:

- approximately 100 words
- more than one paragraph
- approximately 10 sentences
- images relating to the content of the information

Learners must be given a minimum of 4 simple questions based on the texts provided and:

- learners may read the texts aloud if they wish but must read the texts unaided
- the questions must be structured to allow learners to demonstrate their skills in understanding the main events in a short continuous text encountered in their own life
- learners **must read** the questions unaided
- learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to their needs

Learners must achieve a minimum of 3 correct questions out of 4 including:

- identifying the meaning of one piece of text
- identifying the difference in openings and endings in one piece of text

#### Assessment criteria: 2.1–2.3

Learners must be given the opportunity to demonstrate their knowledge and skills in identifying the purpose, organisational features, and flow of events in texts.

### Delivery and assessment guidance

Learners must be given a minimum of 3 different pieces of short text (documents), containing at least one of the following:

- approximately 100 words
- more than one paragraph
- approximately 10 sentences
- illustrations/images relating to the content of the information

The tasks must be structured to allow learners to demonstrate their skills in identifying the purpose, organisational features and flow of events in texts and:

- learners may read the texts aloud if they wish but must read the texts unaided
- learner responses can be written, spoken, or delivered via sign language as appropriate to the tasks' requirements and their needs
- the tasks must be structured to allow learners to demonstrate their skills in identifying the purpose, organisational features and flow of events in texts

Learners must demonstrate achievement of the assessment criteria as detailed below.

For AC2.1: learners must identify the purpose of 2 different pieces of text.

For AC2.2: learners must identify a minimum of 2 organisational features in one piece of text and use them to locate information.

For AC2.3: learners must identify the flow of events in one piece of text.

#### **Assessment criteria: 3.1–3.4**

Learners must be given the opportunity to demonstrate their ability to use different reading techniques.

Learners must be given a piece of text (document) consisting of:

- approximately 200 words
- more than 2 paragraphs
- approximately 15 sentences
- illustrations/images relating to the content

Learners are required to:

- skim text to identify topics
- scan text to find specific information
- use detailed reading techniques to find specific details
- identify how illustrations or images help to support meaning and understanding

### **Delivery and assessment guidance**

Learners may read the text aloud if they wish, but must read the text and interpret illustrations unaided and:

- the tasks must be structured to allow the learner to effectively demonstrate a range of reading techniques
- learner responses to the tasks can be written, spoken, or delivered via sign language as appropriate to their needs

Learners must demonstrate achievement of the assessment criteria as detailed below.

For AC3.1: learners must identify the topic of at least one text.

For AC3.2: learners must identify the location of at least 2 specific pieces of information.

For AC3.3: learners must identify at least 2 specific details in the text.

For AC3.4: learners must identify the meaning/purpose of at least one illustration or image in the text.

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions (for example, written, video recording, voice recording)
- learner annotated documents
- copy of the texts
- centre-produced pro forma answer sheet

**Unit 05 Reading to understand (J/650/1874)**

Unit summary			
This unit aims to develop knowledge and skills for reading and understanding text in familiar, everyday and new contexts.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the features of instructional and persuasive texts	1.1 Identify <b>organisational features</b> in instructional and persuasive texts
	1.2 Identify command verbs
	1.3 Read and follow instructional texts
	1.4 Read and follow persuasive texts
2. Understand how to predict meaning of words	2.1 Use knowledge of word types to understand meaning of unfamiliar words
	2.2 Use knowledge of word structure to make sense of unfamiliar words
3. Understand punctuation	3.1 Use <b>punctuation</b> to identify sentences
	3.2 Identify the correct use of punctuation
4. Be able to read key words and phrases	4.1 Read and understand mandatory <b>key words</b>
	4.2 Read and understand some <b>additional common words</b> that are personal, specific to study, work, or hobbies
	4.3 Read and understand everyday phrases

Range
1. Understand the features of instructional and persuasive texts
1.1 <b>Organisational features</b> must include:
<ul style="list-style-type: none"> <li>• title</li> <li>• subheadings</li> <li>• text box</li> <li>• captions</li> <li>• bullet points</li> <li>• numbered list</li> </ul>
3. Understand punctuation
3.1–3.2 <b>Punctuation</b> must include:
<ul style="list-style-type: none"> <li>• full stops</li> <li>• question marks</li> <li>• exclamation marks</li> <li>• commas</li> <li>• speech marks</li> </ul>
4. Be able to read key words and phrases
4.1. A mandatory <b>key word</b> list is provided in the appendices

## Range

### 4.2 Examples of additional common words:

- personal (common word)
  - surname = last name
- hobby (common word)
  - football = game played with a round ball

## Delivery and assessment guidance

This unit provides the opportunity for learners to understand the features of some texts, to understand and use punctuation and to read some key words and phrases.

Examples of documents that could be used in this unit:

- newspaper article (including online)
- magazine article (including online)
- information on course of study (including online)
- leaflet (including online)

### Assessment criteria: 1.1–1.4

Learners must be given the opportunity to demonstrate their knowledge and skills in reading and understanding text in everyday and new contexts.

Learners must be given a set of instructions to read, the instructions must be based on a topic that the learner is likely to encounter in everyday life.

Learners must also:

- read and follow instructional text such as, instructions on how to complete a task (for example, a recipe or a knitting pattern)
- read and follow persuasive text such as, a personal point of view column in a newspaper or an advert

Learner responses to the questions:

- can be written, spoken, or delivered via sign language as appropriate to their needs
- must be recorded, along with any actions, when following instructions

In order to demonstrate achievement of these assessment criteria learners must:

- identify a minimum of 2 organisational features
- identify a minimum of 2 command verbs
- achieve 75% accuracy when following instructions, for example:
  - using recycling instructions if the learner has 12 items to sort - 9 items must be correctly sorted following instructions on recycling items



### Delivery and assessment guidance

Example tasks could include:

- questions that require the learner to identify organisational features in the instructions
- questions that require the learner to identify command verbs in the instruction scenario which advises the learner to clearly follow the instructions (for example, recycling instructions - learner to sort a selection of recyclable items into correct bins, bags, or piles)

Examples of organisation features in an instructional text:

- a list of chapters at the beginning of a textbook
- a glossary textbox at the end of a textbook

Examples of command verbs in persuasive text:

- 'buy now!' in an advert
- 'you should read my other articles' in a personal column in a newspaper

#### Assessment criteria: 2.1–2.2

Learners must be given the opportunity to demonstrate their knowledge and skills in reading and understanding text in everyday and new contexts.

Learners must be given a piece of text written in continuous sentences.

The text should be set at entry level 3 and must contain some unfamiliar words.

Learners may read the text aloud if they wish but must read the text unaided.

Learners must also complete one of the following options:

- first option:
  - read the information unaided
  - identify any unfamiliar words in the text
  - explain the likely meaning of the unfamiliar words
  - explain the meaning of the information
- second option:
  - read the information unaided
  - identify any unfamiliar words in the text
  - answer questions on the likely meaning of the unfamiliar words
  - answer questions on the text to show they understand the meaning of the information

In order to demonstrate achievement of these assessment criteria learners must:

- predict the meaning of unfamiliar words
- make sense of unfamiliar words

#### Assessment criteria: 3.1–3.2

Learners must be given the opportunity to demonstrate their knowledge and skills in reading and understanding text in everyday and new contexts.

### Delivery and assessment guidance

Learners must be given different simple texts written in continuous sentences.

The texts should be set entry level 3 and must include the following punctuation:

- full stops
- question marks
- exclamation marks
- commas
- speech marks

Learners may read the texts aloud if they wish, but must read the texts unaided.

Learner responses can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must also:

- read the texts
- identify the different types of punctuation
- identify true statements for correct use of punctuation (for example, every sentence should end with a full stop, question mark or exclamation mark)
- identify correct and incorrect use of punctuation in texts

Learners must demonstrate on at least 2 occasions that they can achieve each assessment criterion set out above.

Examples of texts that could be used:

- a letter
- an article (including online)
- a short report
- a web forum
- a poem
- page from a story or book
- page from a play

Example tasks:

- learners must identify the different types of punctuation across 2 different texts
- learners must identify examples that show the correct use of punctuation

#### **Assessment criteria: 4.1–4.3**

Learners must be given the opportunity to demonstrate their knowledge and skills in reading and understanding key words and phrases.

Learners must read the words unaided.

### **Delivery and assessment guidance**

Learner responses to tasks can be written, spoken, or delivered via sign language as appropriate to their needs.

Learners must demonstrate achievement of the assessment criteria as detailed below.

For AC4.1: learners must read aloud at least 8 of the key words provided or find at least 8 of the key words in a piece of relevant text or document.

For AC4.2: learners must read aloud at least 3 other common words that are personal, specific to study, work, or hobbies or find at least 3 other common words in a piece of relevant text or document.

For AC4.3: learners must identify (match up) at least 6 of the key words to the correct phrase in a piece of relevant text or document.

Example tasks:

- read each of the words to the tutor
- identify (match up) the words to the correct meaning
- find the words in pieces of relevant texts or documents
- identify (match up) the word to the correct phrase

#### **Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to questions (for example, written, video recording, voice recording)
- learner-annotated document (where appropriate)
- centre-produced pro forma answer sheet
- centre-produced pro forma record sheet
- copy of the texts
- copy of the tasks

**Unit 06 Developing an understanding of alphabetical order (L/650/1876)**

Unit summary			
This unit aims to develop knowledge and skills to increase vocabulary and to increase learners' ability to decode and decipher words independently.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>10 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand alphabetical order	1.1 Use letter placement to order words using first, second and third letter placement
	1.2 Identify examples of alphabetical order in everyday life
2. Be able to use a dictionary	2.1 Use knowledge of alphabetical order to find the meaning of unfamiliar words
	2.2 Use a dictionary to help <b>decode</b> unfamiliar words

Range
2. Be able to use a dictionary
<b>2.2 To decode</b> is to break a word down into the sounds that learners are familiar with and then put it back together again (for example, the word 'said').
Learners break down/decode 'said' in its sounds: /s/ /ai/ /d/ and then they can put it back together, blending the sounds they know into a word they are familiar with.

Delivery and assessment guidance
This unit provides the opportunity for learners to develop their knowledge of alphabetical order and using a dictionary.
<b>Assessment criteria: 1.1–1.2</b>
Learners must be provided with a scenario that requires them to use alphabetical order and gives them an opportunity to demonstrate their knowledge and skills of alphabetical order in everyday situations.
Learners will be working with words set at entry level 3.
<b>Assessment criterion: 1.1</b>
Learners must demonstrate their ability to order words using first, second and third letter placement.
In order to demonstrate achievement learners must order at least 10 words correctly using first, second and third letter placement.

### Delivery and assessment guidance

Example tasks:

- create a 'course work' dictionary using new words needed, or learnt in their course of study
- create an 'everyday words' dictionary, using words that often confuse (for example, where/wear/were, dear/deer, hear/here) - this could then be used for future reference when working independently

In both examples words must be put in the correct order using first, second and third letter placement.

Where learners create their own dictionary using a computer, they must not use the 'sort' button to put words in correct alphabetical order.

#### Assessment criterion: 1.2

Learners must demonstrate their awareness of alphabetical order in everyday life.

Learner responses can be written, spoken, or delivered via sign language as appropriate to the task and their needs.

In order to demonstrate achievement learners must identify at least 3 situations where alphabetical order is used in everyday life.

Example task:

- learners could identify a minimum of 3 situations where alphabetical order is used to find (or store) something, such as:
  - in the workplace
  - on the internet
  - at home
  - when shopping

#### Assessment criteria: 2.1–2.2

Learners must be given the opportunity to demonstrate their knowledge and skills of alphabetical order in everyday situations.

Learners must be provided with a scenario that requires them to find specific unfamiliar words in a dictionary.

Learners will be working with words at entry level 3.

Learners must be given a task that requires them to demonstrate their ability to use a dictionary.

Learners must read the words unaided.

Learner responses to the questions can be written, spoken, or delivered via sign language as appropriate to the tasks and their needs.

Words must be found in a standard dictionary.

### **Delivery and assessment guidance**

Learners must be able to find and decode at least 2 words in a dictionary in order to demonstrate achievement of this assessment criteria.

Example tasks:

- be given a minimum of 4 unfamiliar words used in everyday life and demonstrate that they can find the words in a dictionary
- identify a minimum of 4 unfamiliar words in a piece of text and demonstrate that they can find the words in a dictionary
- be given a list of 4 unfamiliar words from their course of study and use a dictionary to find the meaning of the words

**Evidence for this unit could include:**

- observation (to include tutor feedback on how the learner met the criteria)
- learner responses to tasks (for example, written, video recording, voice recording)
- learner responses to questions (written, video recording, voice recording)
- copy of the documents used (dictionary, words list, question sheet)
- copy of tasks
- centre-produced pro forma answer sheet

### Unit 07 Developing essential writing skills (R/650/1878)

Unit summary			
This unit aims to develop the skills needed to write for different purposes in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to communicate clearly and in a logical sequence	1.1 Be able to communicate written ideas clearly
	1.2 Be able to write documents in a logical sequence
2. Be able to write text of appropriate length and detail	2.1 Write texts of appropriate length and detail
3. Be able to use appropriate format and structure	3.1 Write texts with an appropriate introduction, middle and conclusion
	3.2 Use <b>formatting features</b> appropriate to the document being written
4. Be able to use language appropriate for purpose and audience	4.1 Use language <b>appropriate</b> for the purpose and audience

Range
3. Be able to use appropriate format and structure
<b>3.2 Formatting features</b> must include the below as well as the correct use of bullet points:
<ul style="list-style-type: none"> <li>• a letter: sender address, recipient address, date, salutation, close</li> <li>• an email: recipient address, subject heading, salutation, close</li> <li>• a review: heading, subheadings</li> </ul>
4. Be able to use language appropriate for purpose and audience
<b>4.1 Appropriate</b> language must include use of formal and informal language

Delivery and assessment guidance
This unit provides the opportunity to write clear text using an appropriate level of detail and structure for its purpose.
<b>Assessment criteria: 1.1–1.2</b>
Learners must demonstrate the skills needed to write for 2 different purposes in everyday situations. The focus is on writing clearly and in logical sequence.
Learners must be given tasks where they can demonstrate their ability to write clearly and in logical sequence for 2 different purposes, one of which requires evidence of sequencing in writing.

### Delivery and assessment guidance

The learner should be encouraged to read the tasks independently; learners must complete handwritten or typed evidence.

The learner must demonstrate the below in order to achieve the assessment criteria:

- writing clearly for 2 different purposes
- using appropriate sequencing in one of the documents

Example tasks of writing not requiring sequencing:

- list of items (food shopping, birthday presents)
- a message
- suggestions for a night out
- 'to do' list

Example tasks of writing requiring sequencing:

- a letter
- a note
- invitation for a night out
- advert for an event (for example, charity fun day, competition)
- how to do something

#### **Assessment criterion: 2.1**

Learners are required to demonstrate the skills needed to write for 2 different purposes in everyday situations.

The focus is on producing written documents with an appropriate level of detail and length for 2 different purposes.

Tasks should be set at entry level 3 (for example, writing a letter, a note, or an invitation for a night out) where learners can demonstrate their ability to accurately judge:

- length of the text
- appropriate level of detail required

Learners should be encouraged to read the tasks independently.

Learners must complete written responses.

Learners must provide evidence of consistently using appropriate length and amount of detail in text to demonstrate this assessment criteria.

#### **Assessment criteria: 3.1–3.2**

Learners are required to demonstrate the skills needed to use appropriate format and structure in everyday situations for 2 different purposes. The focus is on accuracy in format and structure.



### **Delivery and assessment guidance**

Learners must be given tasks where they can demonstrate their ability to write with appropriate structure and use 2 different writing formats.

The learner should be encouraged to read the tasks independently.

Learners must complete handwritten or typed evidence.

The learner must demonstrate the below in order to achieve this assessment criteria:

- use of appropriate formatting for 2 different tasks
- use of appropriate structure in both documents (clear introduction, middle and conclusion)

Example tasks:

- a letter (formatting features include: sender address, recipient address, date, salutation, close)
- an email (formatting features include: recipient address, subject heading, salutation, close)
- a review (formatting features include: heading, bullet points, subheadings)

#### **Assessment criterion: 4.1**

Learners are required to demonstrate the skills needed to write for 2 different purposes in everyday situations.

The focus is on producing written documents with an appropriate use of language for 2 different purposes; one formal and one informal.

Tasks should be set at entry level 3 (for example, writing a letter, a note, an email, or an invitation for a night out) where the learner can demonstrate their ability to accurately judge:

- use of language
- appropriate level of formality required

Learners should be encouraged to read the tasks independently.

Learners must complete written or typed responses.

The learner must demonstrate the below in order to achieve this assessment criteria:

- consistently appropriate use of language
- consistently appropriate level of formality

#### **Evidence for this unit could include:**

- handwritten documents (to include tutor feedback on how the learner met the criteria)
- typed documents (to include tutor feedback on how the learner met the criteria)

## Unit 08 Essential spelling and writing (T/650/1879)

Unit summary			
This unit aims to develop spelling of key and common words and skills in producing legible text for use in familiar and everyday situations.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Entry level 3</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to write and spell essential words	1.1 Write and spell <b>key words</b>
	1.2 Write and spell other common words relating to work, hobbies or interests
	1.3 Use knowledge of word structure and patterns to assist in spelling
2. Be able to construct sentences and paragraphs	2.1 Use compound sentences and paragraphs
	2.2 Use appropriate <b>punctuation</b>
	2.3 Use correct <b>grammar</b>
	2.4 Use pronouns
	2.5 Form irregular plurals
3. Be able to produce legible text	3.1 Produce legible text
4. Be able to proofread	4.1 Identify the purpose of proofreading
	4.2 Identify when to proofread work
	4.3 Proofread work for spelling and grammar

Range
1. Be able to write and spell essential words
1.1 A mandatory <b>key word</b> list can be found in the appendices
2. Be able to construct sentences and paragraphs
2.2 <b>Punctuation</b> must include:
<ul style="list-style-type: none"> <li>• full stops</li> <li>• question marks</li> <li>• exclamation marks</li> <li>• commas</li> </ul>
2.3 <b>Grammar</b> must include:
<ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• consistent use of tense</li> <li>• definite and indefinite articles</li> </ul>

Delivery and assessment guidance
<b>Assessment criteria: 1.1–1.3</b>
Learners must demonstrate knowledge and skills in spelling and the use of sound patterns through writing words. The focus is on spelling and writing common words.

### Delivery and assessment guidance

Learners must, as a minimum, demonstrate the below in order to achieve the assessment criteria.

For AC1.1: demonstrate their ability to write and spell **key words** from the mandatory entry level 3 list

For AC1.2: demonstrate their ability to write and spell **other common words** relating to:

- work
- hobbies or interests

Learners should use their knowledge of word structure and spelling patterns.

The tasks can be read out to the learner.

Learners must complete handwritten or typed evidence.

Learner must provide written responses to the tasks which should be recorded on the appropriate documents.

Learners must, as a minimum, demonstrate the below in order to achieve the assessment criteria.

For AC1.1: demonstrate consistently accurate writing and spelling a minimum of 10 **key words**.

For AC1.2: demonstrate consistently accurate writing and spelling a minimum of 10 **other common words**, including:

- a minimum of 5 words relating to work or study
- a minimum of 5 words relating to a hobby or interest

### Assessment criteria: 2.1–2.5

Learners must demonstrate the skills needed to write for 2 different purposes in everyday situations. The focus is on producing written documents with accurate sentences, grammar and paragraphs.

Learners must be given tasks (for example, writing a letter, an email, a note or an invitation for a night out) where they can demonstrate their ability to accurately use:

- sentences
- paragraphs
- appropriate punctuation
- grammar
- pronouns
- irregular plurals

Learners should be encouraged to read the tasks independently.

Learners must complete written or typed responses.

### Delivery and assessment guidance

Learners must demonstrate consistently accurate use of the below in order to achieve the assessment criteria:

- sentences
- paragraphs
- punctuation
- grammar
- pronouns
- irregular plurals

#### Assessment criterion: 3.1

Learners must demonstrate skills in producing legible handwritten or typed text for use in everyday situations. The focus is on producing legible text.

Learners must be given tasks where they can demonstrate their ability to produce 2 short pieces of legible text.

The tasks can be read out to the learner or delivered via sign language as appropriate to their needs.

Learners must be able to produce a piece of legible hand or typewritten text for use in an everyday situation in order to achieve the assessment criterion.

Example tasks:

- the learner could be asked to write:
  - a short note to a friend
  - a 'to do' list
  - information linked to work/study
  - information linked to a hobby/interest
  - a personal pen picture
  - a response to a written question

#### Assessment criteria: 4.1–4.3

Learners are required to demonstrate the skills needed to proofread work in everyday situations. The focus is on accuracy in proofreading skills.

Learners must be given tasks where they can identify:

- the purpose of proofreading
- when to proofread
- errors in spelling and grammar when proofreading

The learner should be encouraged to read the tasks independently.

Learners must complete written responses.

### **Delivery and assessment guidance**

Learner must demonstrate that they can achieve each of the below:

- identify the purpose of proofreading
- identify when to proofread
- proofread work for spelling and grammar

Example tasks:

- the purpose of proofreading:
  - questions to identify the purpose of proofreading
  - true and false statements about the purpose of proofreading
- when to proofread:
  - questions to identify reasons for proofreading some documents and not others
  - list of situations when proofreading is essential and non-essential
- proofreading for spelling and grammar:
  - document containing errors in spelling and grammar
  - own document (produced as evidence for LOs 1 and 2)

#### **Evidence for this unit could include:**

- learner responses to tasks (handwritten/typed)
- documents produced by the learner in everyday situations:
  - personal life (common words)
  - at work or study (technical words)
  - socially (words relating to a hobby or interest)
- handwritten work (to include the tutor's written feedback)
- centre-produced pro forma answer sheet
- centre-produced pro forma recording documents

## **Entry level 10 point continuum**

This section shows the entry 1 achievement continuum. There are 10 developmental stages in the continuum, each with a stage characteristic and a stage descriptor. These stages should be used by the assessor to make a decision against each LO. A learner transcript can then be produced to show where the learner is at.

### **1. Encounter**

#### **Characterised by presence and reflex responses**

Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant.

Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.

### **2. Early awareness**

#### **Characterised by fleeting attention and inconsistent responses**

Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.

Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.

### **3. Interest**

#### **Characterised by more consistent and differentiated reactions**

Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects.

Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.

### **4. Supported participation**

#### **Characterised by co-operation and engagement**

Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities and participate in shared activities, although their responses may be supported by staff or other learners.

### **5. Active involvement**

#### **Characterised by recognition, anticipation and proactive responses**

Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people.

Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.

## **6. Development**

### **Characterised by remembered responses and intentional communication**

Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time.

Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.

## **7. Exploration**

### **Characterised by concentration, recall and observation**

Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.

Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest.

## **8. Initiation**

### **Characterised by established responses and conventional communication**

Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication.

Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.

## **9. Consolidation**

### **Characterised by the formation of skills, knowledge, concepts and understandings**

Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results.

Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.

## **10. Application**

### **Characterised by the application of skills, knowledge, concepts and understandings**

Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and engage in familiar, straightforward routines, anticipating some of the stages.

They are aware of cause and effect and anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They access appropriate sources of help when carrying out routine activities.

Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems.

Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.



## **Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

### **Assessment strategy**

#### **Knowledge learning outcomes:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Competence/skills learning outcomes:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

### Section 3: explanation of terms

This table explains how the terms used at entry level in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

<b>Contribute to</b>	Give ideas or opinions about the subject
<b>Demonstrate</b>	Show an understanding of the subject
<b>Describe</b>	Provide some details about the subject or item
<b>Explain</b>	Provide some details about the subject with simple reasons showing how or why
<b>Give (an example of...)</b>	Provide a relevant example to support the subject
<b>Identify</b>	List or name some of the main points
<b>Indicate</b>	Point out or show
<b>Label</b>	Give the correct name to identify the subject
<b>List</b>	Make a list of words, sentences or comments
<b>Name</b>	Give the correct words which identify the subject
<b>Order</b>	Arrange in a logical way
<b>Plan</b>	Think about, organise and give information in a logical way This could be presented as written information, a diagram or an illustration
<b>Respond to</b>	Reply or answer in words
<b>Show</b>	Give some information that includes knowledge about the subject
<b>State</b>	Give some of the main points in brief, clear sentences

## **Section 4: support**

### **Support materials**

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

### **Other support materials**

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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## Appendix A: units

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

 Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Entry level 1

#### Group A mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	A/650/1816	Listening to information	Entry 1	10
Unit 02	F/650/1818	Listening and responding to information	Entry 1	30
Unit 03	A/650/1843	Speaking with others	Entry 1	30
Unit 04	D/650/1844	Introduction to reading skills	Entry 1	20
Unit 05	F/650/1845	Reading words and short texts	Entry 1	20
Unit 06	H/650/1846	Introduction to essential writing skills	Entry 1	20
Unit 07	J/650/1847	Writing and spelling words	Entry 1	30

#### Group B optional units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 08	K/650/1848	Participating in short discussions	Entry 1	10
Unit 09	L/650/1849	Introduction to alphabetical order	Entry 1	10

## Entry level 2

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	M/650/1859	Listening and responding	Entry 2	20
Unit 02	D/650/1862	Introduction to discussing with others	Entry 2	20
Unit 03	F/650/1863	Introduction to speaking to be understood	Entry 2	30
Unit 04	H/650/1864	Reading skills	Entry 2	20
Unit 05	J/650/1865	Introduction to reading to understand	Entry 2	30
Unit 06	K/650/1866	Alphabetical order	Entry 2	10
Unit 07	L/650/1867	Essential writing skills	Entry 2	30
Unit 08	M/650/1868	Writing and spelling words and phrases	Entry 2	30

## Entry level 3

### Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	R/650/1869	Developing listening and responding skills	Entry 3	20
Unit 02	A/650/1870	Discussing with others	Entry 3	20
Unit 03	D/650/1871	Speaking to be understood	Entry 3	20
Unit 04	H/650/1873	Developing reading skills	Entry 3	30
Unit 05	J/650/1874	Reading to understand	Entry 3	30
Unit 06	L/650/1876	Developing an understanding of alphabetical order	Entry 3	10
Unit 07	R/650/1878	Developing essential writing skills	Entry 3	30
Unit 08	T/650/1879	Essential spelling and writing	Entry 3	30

The units above may be available as stand-alone unit programmes. Please visit our website for further information.

## Appendix B: key words lists

### Entry level 1

about	fast	many	same	week
act	feel	me	Saturday	well
after	few	meet	saw	were
again	find	might	say	what
air	first	mind	says	when
all	floor	miss	school	where
also	follow	Monday	see	which
any	for	money	seem	while
anyone	four	more	she	white
are	Friday	morning	should	who
around	full	most	show	will
as	get	my	small	without
ask	girl	myself	so	word
back	give	near	some	work
be	go	never	someone	world
because	gone	new	still	would
before	good	no	take	write
between	group	now	tell	wrong
both	has	number	thank	wrote
boy	have	of	the	year
brother	he	off	their	you
by	head	old	there	your
call	hello	one	they	
came	her	only	think	
can	here	open	Thursday	
change	high	or	time	
child	his	other	to	
close	hold	our	today	
come	house	out	together	
could	how	over	told	
cross	I	own	too	
day	into	past	Tuesday	
dear	is	path	two	
do	know	person	under	
does	large	plant	until	
don't	last	poor	use	
done	late	pull	walk	
door	life	push	want	
down	like	put	warm	
draw	little	real	was	
eat	live	reply	water	
enjoy	look	right	way	
even	made	room	we	
every	make	said	Wednesday	

In addition, learners are expected to both read and spell correctly the words described below:

- all common words with one or two syllables, where the most probable correspondences between sounds and letters are the correct ones for example:
  - it
  - nut
  - and
  - stop
  - rush
  - thing
  - himself
- common 2 syllable words where /i:/ at the end is spelled with 'y' (for example, twenty)
- common one or two syllable words with ay and oy, knowing that ay and oy usually correspond to /eɪ/ and /ɔɪ/ at the end of words for example:
  - day
  - runway
  - boy
- -ed for the past tense, when the root word remains unchanged for example:
  - wanted
  - opened
  - jumped
- the following contractions:
  - Mr, Mrs
  - n't (for example, didn't)
  - 'll (for example, I'll)
  - 're (for example, we're)
  - 's (for example, it's)



## Entry level 2

<u>add</u>	<u>computer</u>	<u>half</u>	<u>pressure</u>	<u>watch</u>
<u>address</u>	<u>country</u>	<u>heard</u>	<u>pretty</u>	<u>weigh</u>
<u>age</u>	<u>daily</u>	<u>height</u>	<u>probably</u>	<u>weight</u>
<u>always</u>	<u>decide</u>	<u>hour</u>	<u>promise</u>	<u>whole</u>
<u>among</u>	<u>differ</u>	<u>idea</u>	<u>quarter</u>	<u>woman</u>
<u>animal</u>	<u>different</u>	<u>imagine</u>	<u>quiet</u>	<u>women</u>
<u>answer</u>	<u>difficult</u>	<u>important</u>	<u>quite</u>	<u>won</u>
<u>anything</u>	<u>double</u>	<u>knowledge</u>	<u>remember</u>	<u>year</u>
<u>arrive</u>	<u>early</u>	<u>learn</u>	<u>second</u>	<u>young</u>
<u>bare</u>	<u>earth</u>	<u>letter</u>	<u>sentence</u>	
<u>bear</u>	<u>eight</u>	<u>machine</u>	<u>seven</u>	
<u>beautiful</u>	<u>eighteen</u>	<u>material</u>	<u>since</u>	
<u>behind</u>	<u>eighty</u>	<u>mean</u>	<u>six</u>	
<u>believe</u>	<u>everybody</u>	<u>minute</u>	<u>something</u>	
<u>better</u>	<u>everything</u>	<u>month</u>	<u>son</u>	
<u>blew</u>	<u>example</u>	<u>move</u>	<u>special</u>	
<u>blue</u>	<u>extreme</u>	<u>music</u>	<u>straight</u>	
<u>break</u>	<u>eye</u>	<u>naughty</u>	<u>strange</u>	
<u>breathe</u>	<u>find</u>	<u>next</u>	<u>sugar</u>	
<u>build</u>	<u>forty</u>	<u>notice</u>	<u>sure</u>	
<u>business</u>	<u>forward</u>	<u>obey</u>	<u>surname</u>	
<u>busy</u>	<u>forward(s)</u>	<u>once</u>	<u>surprise</u>	
<u>calendar</u>	<u>fourteen</u>	<u>our</u>	<u>therefore</u>	
<u>care</u>	<u>friend</u>	<u>page</u>	<u>thirteen</u>	
<u>carry</u>	<u>fruit</u>	<u>people</u>	<u>thirty</u>	
<u>caught</u>	<u>grammar</u>	<u>perhaps</u>	<u>thought</u>	
<u>cause</u>	<u>great</u>	<u>position</u>	<u>through</u>	
<u>circle</u>	<u>group</u>	<u>possess</u>	<u>touch</u>	
<u>city</u>	<u>guard</u>	<u>possible</u>	<u>trouble</u>	
<u>complete</u>	<u>guide</u>	<u>potatoes</u>	<u>truly</u>	

In addition, learners are expected to both read and spell correctly the words described below:

- words with prefixes where the root word remains unchanged, for example:
  - unsure
  - disappoint
  - mistake
  - return
  - subject
  - interact
  - supermarket
  - autograph
- words with prefixes where in-, changes to il-, im-, ir-, before root words that begin with 'l', 'm', 'p', 'r', for example:
  - illegal
  - immoral
  - impossible
  - irregular

- words with suffixes where the root word remains unchanged, for example:
  - payment
  - witness
  - careful
  - careless
  - partly
- words with suffixes where the last 'e' in a root word is dropped before adding a suffix beginning with a vowel, for example:
  - hoping
  - liked
  - safer
- words with suffixes where a root word ends with a short vowel sound and a single consonant letter, and the single consonant letter at the end of the root word is doubled before adding a suffix beginning with a vowel or 'y', for example:
  - chopped
  - winner
  - getting
  - sunny
- words with suffixes where 'y' at the end of the root word is changed to 'i' before adding a suffix beginning with a vowel, for example:
  - ladies
  - replied
  - happier
  - happiest
  - but not before '-ing' to avoid 'ii' (for example, replying)
- words with suffixes ending in '-tion', for example:
  - mention
  - question
  - position
  - action
- common words with letters corresponding to sounds that are often not pronounced, for example:
  - February
  - library
  - often
  - every
  - evererything
  - interest
  - ordinary
- the following homophones:
  - there, their, they're
  - here, hear
  - one, won
  - to, too, two

### Entry level 3

<u>acc</u> ording	col <u>l</u> ege	edu <u>c</u> ation	me <u>a</u> sure	su <u>pp</u> ose
ach <u>ie</u> ve	col <u>u</u> mn	en <u>o</u> ugh	med <u>i</u> cine	there <u>fo</u> re
act <u>u</u> al	com <u>mi</u> tttee	equ <u>i</u> p	min <u>u</u> te	thor <u>o</u> ugh
alth <u>o</u> ugh	commu <u>n</u> icate	es <u>pe</u> cially	occ <u>as</u> ion	th <u>o</u> ugh
app <u>e</u> ar	commu <u>n</u> ity	ex <u>ce</u> llent	opp <u>o</u> site	th <u>u</u> mb
app <u>l</u> y	comp <u>e</u> tition	ex <u>e</u> rercise	ou <u>gh</u> t	to <u>u</u> gh
app <u>r</u> eciate	cond <u>e</u> mn	ex <u>pe</u> rience	part <u>i</u> cular	tre <u>as</u> ure
att <u>a</u> ch	cor <u>r</u> espond	ex <u>pe</u> riment	pic <u>t</u> ure	var <u>i</u> ous
aut <u>u</u> mn	cough	ex <u>pl</u> anation	ple <u>a</u> sure	wh <u>i</u> stle
avail <u>a</u> ble	critic <u>i</u> se	fam <u>o</u> us	popu <u>l</u> ar	
aver <u>a</u> ge	cr <u>u</u> mb	fast <u>e</u> n	pos <u>i</u> tion	
bar <u>g</u> ain	curi <u>o</u> sity	frequ <u>e</u> ntly	pur <u>po</u> se	
b <u>o</u> mb	deb <u>t</u>	gu <u>ar</u> antee	qual <u>i</u> fication	
bor <u>o</u> ugh	definite	inc <u>r</u> ease	qual <u>i</u> fy	
b <u>o</u> ught	des <u>cr</u> ibe	is <u>l</u> and	rece <u>i</u> ve	
brou <u>gh</u> t	deter <u>m</u> ined	kn <u>ee</u>	rec <u>e</u> nt	
ca <u>u</u> se	de <u>ve</u> lop	kn <u>i</u> fe	regu <u>l</u> ar	
cent <u>r</u> e	dict <u>io</u> nary	kn <u>o</u> t	rou <u>gh</u>	
c <u>e</u> rtain	doub <u>t</u>	kn <u>o</u> wledge	schem <u>e</u>	
cl <u>i</u> mb	ea <u>s</u> e	list <u>e</u> n	sug <u>a</u> r	

In addition, learners are expected to both read and spell correctly the words described below:

- common words with the following suffixes or endings:
  - -ion (for example, competition, discussion)
  - -ian (for example, electrician, politician)
  - -cious, -tious (for example, suspicious, cautious)
  - -cial, -tial (for example, artificial, essential)
  - -ation, -ant, -ance (for example, observation, observant, observance)
  - -ent, -ency (for example, frequent, frequency)
  - -able, -ably (for example, comfortable, comfortably)
  - -able, -ably, after 'ge' and 'ce', where 'e' is not dropped before adding the suffix (for example, changeable, noticeably)
  - -ible, -ibly (for example, possible, possibly)
- common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one (for example, re-enter, co-operate)
- common words with letters representing sounds that are often not pronounced, for example:
  - desperate
  - separate
  - history
  - category
  - natural
  - business
  - favourite
  - government
  - environment
- the following words that are homophones or near-homophones:

- who's, whose
- accept, except
- berry, bury
- brake, break
- fair, fare
- groan, grown
- heel, he'll
- knot, not
- mail, male
- meat, meet
- missed, mist
- peace, piece
- plain, plane
- scene, seen
- weather, whether
- farther, father
- guessed, guest
- led, lead
- past, passed
- aloud, allowed
- desert, dessert
- steal, steel

## Appendix C: Functional Skills subject content statement mapping

### Entry level 1

Unit	Assessment criteria	Functional Skills English subject content statement
1	1.1 Identify the nature of short explanations	E1.1.2 Identify and extract the main information from short statements and explanations
1	2.1 Identify situations that require listening for the main information in short explanations	E1.1.2 Identify and extract the main information from short statements and explanations
1	2.2 Extract the main information from short statements and explanations	E1.1.2 Identify and extract the main information from short statements and explanations
2	1.1 Follow simple single-step instructions, asking for them to be repeated if necessary	E1.1.3 Follow single-step instructions, asking for them to be repeated if necessary
2	2.1 Provide personal details when requested	E1.1.5 Respond to questions about specific information
2	2.2 Respond to requests about specific information	E1.1.5 Respond to questions about specific information
2	3.1 Use language to express positive and negative feelings and opinions	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
2	3.2 Use body language to show feelings and opinions	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
3	1.1 Speak clearly to be heard in simple exchanges	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
3	1.2 Deliver information in a logical order, clearly	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
3	1.3 Use effective spoken communication in familiar everyday situations	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
3	2.1 Make spoken requests to suit the situation	E1.1.4 Make requests and ask straightforward questions using appropriate terms and registers
3	2.2 Use nonverbal communication effectively in familiar everyday situations	E1.1.4 Make requests and ask straightforward questions using appropriate terms and registers
3	3.1 Ask questions to gain required information	E1.1.4 Make requests and ask straightforward questions using appropriate terms and registers

Unit	Assessment criteria	Functional Skills English subject content statement
3	3.2 Use appropriate terms and registers	E1.1.4 Make requests and ask straightforward questions using appropriate terms and registers
4	1.1 Read and follow text on simple, familiar topics	E1.2.8 Read correctly words designated for entry level 1 E1.2.9 Read simple sentences containing one clause E1.2.10 Understand a short piece of text on a simple subject
4	2.1 Identify a variety of texts with a range of purposes	E1.2.8 Read correctly words designated for entry level 1 E1.2.9 Read simple sentences containing one clause E1.2.10 Understand a short piece of text on a simple subject
4	2.2 Recognise common signs and symbols	E1.2.9 Read simple sentences containing one clause E1.2.10 Understand a short piece of text on a simple subject
4	3.1 Recognise full stops, question marks and an initial capital letter in sentences	E1.2.9 Read simple sentences containing one clause E1.2.10 Understand a short piece of text on a simple subject
4	3.2 Identify when capital letters are used for names and places	E1.2.9 Read simple sentences containing one clause E1.2.10 Understand a short piece of text on a simple subject
4	3.3 Identify when the personal pronoun 'I' is used	E1.2.9 Read simple sentences containing one clause E1.2.10 Understand a short piece of text on a simple subject
4	3.4 Identify word order to give correct meaning to a sentence	E1.2.9 Read simple sentences containing one clause E1.2.10 Understand a short piece of text on a simple subject
5	1.1 Read every day key words	E1.2.8 Read correctly words designated for entry level 1
5	1.2 Identify key high-frequency signs and symbols in everyday contexts	Does not map to Functional Skills
5	2.1 Identify the sounds created by letters to form the spoken word	E1.2.8 Read correctly words designated for entry level 1
5	2.2 Identify vowels and consonants	E1.2.8 Read correctly words designated for entry level 1
5	3.1 Read and follow texts on simple familiar topics	E1.2.10 Understand a short piece of text on a simple subject
6	1.1 Write details required in simple messages and notes	E1.3.16 Communicate information in words, phrases and simple sentences
6	1.2 Write information for others to read	E1.3.16 Communicate information in words, phrases and simple sentences
6	2.1 Use full stops and an initial capital letter in a sentence	E1.3.11 Punctuate simple sentences with a capital letter and a full stop

Unit	Assessment criteria	Functional Skills English subject content statement
6	2.2 Use capital letters for names and places and for the personal pronoun 'I'	E1.3.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
6	2.3 Use the correct word order in a sentence	E1.3.16 Communicate information in words, phrases and simple sentences
7	1.1 Write and spell a range of everyday key words	E1.3.15 Spell correctly words designated for entry level 1 (see appendix B)
7	2.1 Write words using upper and lower-case	E1.3.13 Use lower case letters when there is no reason to use capital letters
7	2.2 Use capital letters correctly	E1.3.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
7	3.1 Write vowels and consonants	Does not map to Functional Skills
7	3.2 Listen to and write simple words	Does not map to Functional Skills
8	1.1 Speak clearly to be heard in simple exchanges	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
8	1.2 Speak in a logical order	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
8	1.3 Use appropriate tone and register in straightforward exchanges	E1.1.4 Make requests and ask straightforward questions using appropriate terms and registers E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics
8	1.4 Understand when to contribute to a discussion/exchange	E1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics E1.1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic
9	1.1 Say the names of the letters of the alphabet	E1.1.1 Say the names of the letters of the alphabet
9	2.1 Read the letters of the alphabet in both upper and lower-case	E1.2.8 Read correctly words designated for entry level 1
9	3.1 Write the letters of the alphabet in lower case	E1.3.14 Write the letters of the alphabet in sequence and in both upper and lower case
9	3.2 Write the letters of the alphabet in upper case	E1.3.14 Write the letters of the alphabet in sequence and in both upper and lower case

NCFE Entry Level 1 Certificate in Essential English in Everyday Life (610/0649/X)  
NCFE Entry Level 2 Certificate in Essential English in Everyday Life (610/0651/8)  
NCFE Entry Level 3 Certificate in Essential English in Everyday Life (610/0653/1)

Unit	Assessment criteria	Functional Skills English subject content statement
9	3.3 Write the letters of the alphabet in sequence in both upper and lower case	E1.3.14 Write the letters of the alphabet in sequence and in both upper and lower case



## Entry level 2

Unit	Assessment criteria	Functional Skills English subject content statement
1	1.1 Identify the topics of spoken information delivered in different contexts	E2.1.1 Identify and extract the main information and detail from short explanations
1	2.1 Identify detail in spoken information delivered in different contexts	E2.1.1 Identify and extract the main information and detail from short explanations
1	3.1 Respond appropriately to straightforward questions	E2.1.3 Respond appropriately to straightforward questions
2	1.1 Listen to discussions and identify general purpose and topics	E2.1.4 Follow the gist of discussions
2	2.1 Use politeness in discussions	E2.1.6 Make appropriate contributions to simple group discussions with others about a straightforward topic
2	2.2 Make relevant and appropriate contributions in discussions	E2.1.6 Make appropriate contributions to simple group discussions with others about a straightforward topic
2	2.3 Use nonverbal communication effectively in discussions	E2.1.6 Make appropriate contributions to simple group discussions with others about a straightforward topic
3	1.1 Speak clearly to be heard in everyday exchanges	E2.1.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
3	1.2 Use effective speaking and listening communication in one-to-one everyday situations	E2.1.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
3	2.1 Use appropriate politeness when making requests and asking questions	E2.1.2 Make requests and ask clear questions appropriately in different contexts
3	2.2 Word questions and requests clearly in order to be understood	E2.1.2 Make requests and ask clear questions appropriately in different contexts
3	2.3 Use nonverbal communication appropriate to the situation	E2.1.2 Make requests and ask clear questions appropriately in different contexts
3	3.1 Recount information and facts clearly and to suit the audience and situation	E2.1.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
3	3.2 Use appropriate tone of voice	E2.1.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
4	1.1 Read and follow texts on simple, familiar topics	E2.2.8 Understand the main points in texts

Unit	Assessment criteria	Functional Skills English subject content statement
4	2.1 Read every day key words and those with common spelling patterns	E2.2.7 Read correctly words designated for entry level 2 (see appendix B)
4	3.1 Use illustrations, captions and images to locate information in texts	E2.2.12 Use illustrations, images and captions to locate information
5	1.1 Identify the main points in texts	E2.2.8 Understand the main points in texts
5	2.1 Read and follow organisational markers in straightforward texts	E2.2.9 Understand organisational markers in short straightforward texts
5	3.1 Use knowledge of familiar words and sentence structure to understand meaning of everyday information	E2.2.7 Read correctly words designated for entry level 2 (see appendix B)
5	3.2 Use reading skills to help make sense of unfamiliar words	E2.2.7 Read correctly words designated for entry level 2 (see appendix B)
5	4.1 Identify basic punctuation in sentences with more than one clause	E2.2.11 Read and understand sentences with more than one clause
6	1.1 Order words using first and second letter placement	E2.3.15 Use the first and second letters to sequence words in alphabetical order
6	1.2 Identify use of alphabetical order in everyday situations	Does not map to Functional Skills
6	2.1 Use first and second letter placement to find familiar words	E2.2.10 Use effective strategies to find the meaning of words and check their spelling (for example, a simple dictionary, spell-checker)
6	2.2 Use knowledge of alphabetical order to find unfamiliar words	E2.2.10 Use effective strategies to find the meaning of words and check their spelling (for example, a simple dictionary, spell-checker)
6	2.3 Use knowledge of alphabetical order to find the meaning of simple unfamiliar words	E2.2.10 Use effective strategies to find the meaning of words and check their spelling (for example, a simple dictionary, spell-checker)
7	1.1 Write information for others to read, using appropriate written words and phrases	E2.3.17 Communicate information using words and phrases appropriate to audience and purpose
7	1.2 Form regular plurals	E2.3.14 Form regular plurals
7	2.1 Use full stops, capital letters and question marks appropriately	E2.3.13 Use basic punctuation correctly (for example, full stops, capital letters, question and exclamation marks)
7	2.2 Use conjunctions	E2.3.19 Write in compound sentences, using common conjunctions (for example, or, and, but) to connect clauses
7	2.3 Use adjectives and simple linking words	E2.3.20 Use adjectives and simple linking words in the appropriate way

<b>Unit</b>	<b>Assessment criteria</b>	<b>Functional Skills English subject content statement</b>
8	1.1 Complete a form asking for personal information	E2.3.18 Complete a form asking for personal information (for example, first name, surname, address, postcode, age, date of birth)
8	1.2 Write and spell everyday key words	E2.3.16 Spell correctly words designated for entry level 2
8	2.1 Split words to assist in spelling (suffixes and prefixes)	E2.3.16 Spell correctly words designated for entry level 2
8	2.2 Use spelling and sound patterns to assist in spelling	E2.3.16 Spell correctly words designated for entry level 2
8	3.1 Produce legible text	E2.3.17 Communicate information using words and phrases appropriate to audience and purpose
8	3.2 Use appropriate words and phrases for purpose and audience	E2.3.17 Communicate information using words and phrases appropriate to audience and purpose

### Entry level 3

Unit	Assessment criteria	Functional Skills English subject content statement
1	1.1 Use different strategies to follow information when listening	E3.1.1 Identify and extract relevant information and detail in straightforward explanations
1	1.2 Identify the topics when listening in different situations and contexts	E3.1.1 Identify and extract relevant information and detail in straightforward explanations
1	2.1 Use different strategies to identify details when listening to information	E3.1.1 Identify and extract relevant information and detail in straightforward explanations
1	2.2 Identify details in spoken information delivered in different situations and contexts	E3.1.1 Identify and extract relevant information and detail in straightforward explanations
1	3.1 Use appropriate nonverbal communication	E3.1.3 Communicate information and opinions clearly on a range of topics E3.1.4 Respond appropriately to questions on a range of straightforward topics
1	3.2 Respond appropriately in different situations and contexts	E3.1.3 Communicate information and opinions clearly on a range of topics E3.1.4 Respond appropriately to questions on a range of straightforward topics
2	1.1 Identify the main points in discussions	E3.1.5 Follow and understand the main points of discussions
2	1.2 State own views on topics of discussions	E3.1.5 Follow and understand the main points of discussions E3.1.6 Make relevant contributions to group discussions about straightforward topics
2	2.1 Use appropriate politeness in discussions	E3.1.6 Make relevant contributions to group discussions about straightforward topics E3.1.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
2	2.2 Make relevant and appropriate contributions in discussions covering different topics and in different situations	E3.1.6 Make relevant contributions to group discussions about straightforward topics E3.1.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Unit	Assessment criteria	Functional Skills English subject content statement
2	2.3 Use nonverbal communication effectively in discussions covering different topics and in different situations	E3.1.6 Make relevant contributions to group discussions about straightforward topics E3.1.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking
3	1.1 Use appropriate speaking and listening communication in familiar situations	E3.1.3 Communicate information and opinions clearly on a range of topics
3	1.2 Use appropriate speaking and listening communication in different formal situations	E3.1.3 Communicate information and opinions clearly on a range of topics
3	1.3 Relay information and facts clearly to suit the audience and situation	E3.1.3 Communicate information and opinions clearly on a range of topics
3	2.1 Use appropriate politeness and formality when making enquiries, for both formal and informal situations	E3.1.2 Make requests and ask concise questions using appropriate language in different contexts
3	2.2 Word enquiries clearly so as to be understood	E3.1.2 Make requests and ask concise questions using appropriate language in different contexts
3	2.3 Use nonverbal communication appropriate to the situation	E3.1.2 Make requests and ask concise questions using appropriate language in different contexts
3	2.4 Use appropriate tone of voice	E3.1.2 Make requests and ask concise questions using appropriate language in different contexts
4	1.1 Identify the structure of different texts	E3.2.9 Identify, understand and extract the main points and ideas in and from texts
4	1.2 Identify the content of short texts	E3.2.9 Identify, understand and extract the main points and ideas in and from texts
4	2.1 State the purpose of different texts	E3.2.10 Identify different purposes of straightforward texts
4	2.2 Understand organisational features in texts and use them to locate information	E3.2.12 Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links)
4	2.3 Identify the flow of events in some texts	E3.2.12 Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links)

Unit	Assessment criteria	Functional Skills English subject content statement
4	3.1 Use skimming to identify topics	E3.2.9 Identify, understand and extract the main points and ideas in and from texts
4	3.2 Use scanning to find specific information	E3.2.9 Identify, understand and extract the main points and ideas in and from texts
4	3.3 Use appropriate reading skills to find specific details	E3.2.9 Identify, understand and extract the main points and ideas in and from texts
4	3.4 Make effective use of additional information included with texts	E3.2.9 Identify, understand and extract the main points and ideas in and from texts
5	1.1 Identify organisational features in instructional and persuasive texts	E3.2.12 Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links)
5	1.2 Identify command verbs	E3.2.12 Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links)
5	1.3 Read and follow instructional texts	E3.2.12 Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links)
5	1.4 Read and follow persuasive texts	E3.2.12 Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links)
5	2.1 Use knowledge of word types to understand meaning of unfamiliar words	E3.2.11 Use effective strategies to find the meaning of words (for example, a dictionary, working out meaning from context, using knowledge of different word types)
5	2.2 Use knowledge of word structure to make sense of unfamiliar words	E3.2.11 Use effective strategies to find the meaning of words (for example, a dictionary, working out meaning from context, using knowledge of different word types)
5	3.1 Use punctuation to identify sentences	Does not map to Functional Skills
5	3.2 Identify the correct use of punctuation	Does not map to Functional Skills
5	4.1 Read and understand mandatory entry level 3 key words	E3.2.8 Read correctly words designated for entry level 3

Unit	Assessment criteria	Functional Skills English subject content statement
5	4.2 Read and understand some additional common words that are personal, specific to study, work, or hobbies	E3.2.8 Read correctly words designated for entry level 3
5	4.3 Read and understand everyday phrases	E3.2.8 Read correctly words designated for entry level 3
6	1.1 Use letter placement to order words using first, second and third letter placement	EL3.3.16 Use the first, second and third place letters to sequence words in alphabetical order
6	1.2 Identify examples of alphabetical order in everyday life	EL3.3.16 Use the first, second and third place letters to sequence words in alphabetical order
6	2.1 Use knowledge of alphabetical order to find the meaning of unfamiliar words	E3.2.11 Use effective strategies to find the meaning of words (for example, a dictionary, working out meaning from context, using knowledge of different word types)
6	2.2 Use a dictionary to help decode unfamiliar words	E3.2.11 Use effective strategies to find the meaning of words (for example, a dictionary, working out meaning from context, using knowledge of different word types)
7	1.1 Be able to communicate written ideas clearly	EL3.3.18 Communicate information, ideas and opinions clearly and in a logical sequence (for example, chronologically, by task)
7	1.2 Be able to write documents in a logical sequence	EL3.3.18 Communicate information, ideas and opinions clearly and in a logical sequence (for example, chronologically, by task)
7	2.1 Write texts of appropriate length and detail	EL3.3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)
7	3.1 Write texts with an appropriate introduction, middle and conclusion	EL3.3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
7	3.2 Use formatting features appropriate to the document being written	EL3.3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
7	4.1 Use language appropriate for the purpose and audience	EL3.3.22 Use language appropriate for purpose and audience
8	1.1 Write and spell key words	EL3.3.17 Spell correctly words designated for entry level 3
8	1.2 Write and spell other common words relating to work and hobbies or interests	EL3.3.17 Spell correctly words designated for entry level 3

Unit	Assessment criteria	Functional Skills English subject content statement
8	1.3 Use knowledge of word structure and patterns to assist in spelling	EL3.3.17 Spell correctly words designated for entry level 3
8	2.1 Use compound sentences and paragraphs	EL3.3.21 Write in compound sentences and paragraphs where appropriate
8	2.2 Use appropriate punctuation	EL3.3.13 Use a range of punctuation correctly (for example, full stops, question marks, exclamation marks, commas)
8	2.3 Use correct grammar	EL3.3.15 Use mostly correct grammar (for example, subject-verb agreement, consistent use of tense, definite and indefinite articles)
8	2.4 Use pronouns	EL3.3.15 Use mostly correct grammar (for example, subject-verb agreement, consistent use of tense, definite and indefinite articles)
8	2.5 Form irregular plurals	EL3.3.14 Form irregular plurals
8	3.1 Produce legible text (hand or typewritten)	EL3.3.18 Communicate information, ideas and opinions clearly and in a logical sequence (for example, chronologically, by task)
8	4.1 Identify the purpose of proofreading	Does not map to Functional Skills
8	4.2 Identify when to proofread work	Does not map to Functional Skills
8	4.3 Proofread work for spelling and grammar	E3.2.8 Read correctly words designated for entry level 3 EL3.3.13 Use a range of punctuation correctly (for example, full stops, question marks, exclamation marks, commas) EL3.3.15 Use mostly correct grammar (for example, subject-verb agreement, consistent use of tense, definite and indefinite articles) EL3.3.17 Spell correctly words designated for entry level 3