



Learner Observation and Assessment Record (LOAR)
Functional Skills English Entry Level 1 (603/5059/3): Speaking, Listening and Communicating

Learner name: Learner P	Learner number: 01
Centre name: Exemplar	Centre number: 01
Reasonable adjustments or special considerations applied: none	

Pass descriptor at Entry Level 1 and confirmation of achievement overall	
To pass the Speaking, Listening and Communicating assessment, learners must generally meet the requirements for this level:	
• consistently • effectively • to an appropriate degree for Entry Level 1.	
Please tick to confirm that the learner has achieved a pass	☒
Please tick to confirm that the task brief and learner research is attached	☒

Assessor signature		
Assessor signature Assessor A	Signature 	Date 15 June 2026
Learner signature		
Learner signature Learner P	Signature 	Date 15 June 2026
Assessor's feedback to learner:		
Well done on passing your Speaking, Listening and Communication (SLC). You used a menu to order a meal and spoke about the films you like. Practise asking and answering questions to build confidence.		
Internal and external quality assurance details (if sampled)		
Internal quality assurer (IQA) name IQA A	Signature 	Date 22 June 2026
External quality assurer (EQA) name	Signature	Date

IQA / EQA comments (if relevant):
Sampled by IQA 31 August 2026.
Learner has presented evidence of meeting the requirements consistently, effectively and to an appropriate degree for Entry Level 1.

Assessment of activities for Speaking, Listening and Communicating: Entry Level 1

Overall performance across the range of requirements for the level must be **secure**; any insufficient demonstration of an individual subject content statement (SCS) is balanced by appropriate demonstration of that same content statement elsewhere.

Task 1 – make requests, follow single-step instructions and state letter names (3 to 5 minutes)

Learner name: Learner P		
Date of activity: 14 June 2026		
Duration of activity: 3 minutes		Topic: choosing food (role play with assessor)
Subject content statements		Tick (✓) if achieved
EL1.1.1 Say the names of the letters of the alphabet		✓
Assessor comments Spelled own street name aloud; named individual letters clearly and in correct order.		
EL1.1.2 Identify and extract the main information from short statements and explanations		✓
Assessor comments Responded appropriately to short statements about food (for example, dairy content and choice of side: 'Chips, please').		
EL1.1.3 Follow single-step instructions, asking for them to be repeated if necessary		✓
Assessor comments Ordered an item from the menu during role play; asked for clarification: 'What time, please?'		
EL1.1.4 Make requests and ask straightforward questions using appropriate terms and registers		✓
Assessor comments Asked about ingredients: 'Does it have cheese?'		

Task 2 – one-to-one discussion (3 to 5 minutes)

Learner name: Learner P		
Date of activity: 14 June 2026		
Duration of activity: 4 minutes		Topic: do you like to watch films?
Subject content statements		Tick (✓) if achieved
EL1.1.2 Identify and extract the main information from short statements and explanations		✓
Assessor comments: Responded to the topic with relevant information: 'I watch films at home, on my laptop.'		
EL1.1.5 Respond to questions about specific information		✓
Assessor comments: Responded to questions about film preferences: 'I like action films'; 'I don't like drama.'		
EL1.1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics		✓
Assessor comments: Made clear statements about preferences and habits: 'I like action films'; 'I usually watch films at night time.'		
EL1.1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic		✓
Assessor comments: Took part in a one-to-one exchange with the assessor about films; expressed likes and dislikes: 'I don't like going to the cinema.'		

Notes for assessors

- Topics are specific and designed to encourage learners to contribute relevant information drawn from their own experience.
- Learner evidence may be recorded using short, clipped quotations and / or paraphrased comments.
- Concise assessor comments that map learner performance to the relevant SCS support internal and external quality assurance.

This exemplar is a **pass**.

- The assessor has used the tick boxes to confirm that all relevant SCS have been evidenced.
- Assessor comments are concise and paraphrased learner contributions or quotations show how each SCS has been met.
- This exemplar LOAR demonstrates good practice in completing the Functional Skills English SLC assessment.
- While the recording of SLC activities is not mandatory, we recommend that assessors record each learner so that relevant quotations can be accurately attributed on the LOAR.