



Learner Observation and Assessment Record (LOAR)
Functional Skills English Entry Level 2 (603/5056/8): Speaking, Listening and Communicating

Learner name: Learner P2	Learner number: 07
Centre name: Exemplar	Centre number: 01
Reasonable adjustments or special considerations applied: none	

Pass descriptor at Entry Level 2 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 2.	
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 name Assessor B	Signature 	Date 15 June 2026
Learner signature		
Learner name Learner P2	Signature 	Date 15 June 2026
Assessor's feedback to learner:		
You performed well in both tasks, participating well in the one-to-one discussion and presenting points of view in the group discussion. Well done.		
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 26 June 2026. Learner has presented evidence of meeting the requirements consistently, effectively and to an appropriate degree for Entry Level 2.

Assessment of activities for Speaking, Listening and Communicating: Entry Level 2

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

Learner name: Learner P2		
Date of activity: 14 June 2026		
Duration of activity: 4 minutes	Topic: what do you do like to in your spare time?	
Subject content statements		Tick (✓) if achieved
EL2.1.1 Identify and extract the main information and detail from short explanations		✓
Assessor comments Responded to comments about free time with a relevant question: 'Don't you ever have a lie-in?' Gave information about own preferences: 'I love shopping' and 'Walking with my dog'.		
EL2.1.2 Make requests and ask clear questions appropriately in different contexts		✓
Assessor comments Asked questions to develop the discussion: 'Do you go out much?', 'Who do you go with?'		
EL2.1.3 Respond appropriately to straightforward questions		✓
Assessor comments Answered questions about own free time: 'I don't get much time off'; 'I watch TV in the evening.'		

Task 2 – group discussion (8 to 10 minutes)

Learner name: Learner P2		
Date of activity: 14 June 2026		
Duration of activity: 8 minutes	Topic: what makes a good day out with friends?	
Size of group: three	Details of group: three learners	
Subject content statements		Tick (✓) if achieved
EL2.1.2 Identify and extract the main information and detail from short explanations		✓
Assessor comments Identified key points about shared activities (going into town; meeting at a community centre).		
EL2.1.4 Follow the gist of discussions		✓
Assessor comments Responded at appropriate points: 'You can meet friends there'; 'Yes, we're going on Saturday.'		
EL2.1.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics		✓
Assessor comments You expressed your opinions: 'I don't like the park'; 'It can get busy in town.'		
EL2.1.6 Make appropriate contributions to simple group discussions with others about a straightforward topic		✓
Assessor comments Listened and responded appropriately; showed agreement: 'I know!'		

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.