



Ascentis Entry 1 Award in Reading
Ascentis Entry 1 Award in Writing
Ascentis Entry 1 Award in English Skills
Ascentis Entry 1 Extended Award in
English Skills
Ascentis Entry 1 Certificate in English Skills
Ascentis Entry 1 Award in Grammar &
Punctuation
Ascentis Entry 1 Award in Receiving &
Responding to Information
Ascentis Entry 1 Award in Speaking
Ascentis Entry 1 Award in Spelling

Specification

Ofqual Number (See page 4 of the specification)

| | |
|----------------------------------|------------|
| Ofqual Start Date | 01/09/2013 |
| Ofqual Review Date | 31/07/2020 |
| Ofqual Certification Review Date | 31/07/2021 |

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis
Office 4
Lancaster Business Park
8 Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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ASCENTIS ENTRY 1 AWARDS IN ENGLISH SKILLS

Introduction

This Entry 1 suite of awards in aspects of English is aimed at adults and young people who wish to improve their English. The awards are intended to aid progression, either to further study through English Functional Skills or GCSE English qualifications. The individual stand-alone units have been mapped to the Adult Literacy Core Curriculum. An Entry 1 Certificate in English Skills is also available. This is suitable for those who wish to improve all aspects of their English.

There are several features of these qualifications that make them very appropriate for their target learners:

- Small award sized qualifications are available, as well as unit certificates
- Relatively short units, each of 20/30 guided learning hours – bite sized learning
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessed by completion of Ascentis designed assessment – no portfolio of evidence required
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of the suite of qualifications are to enable learners:

- 1 To gain underpinning grammar, punctuation and spelling skills
- 2 To develop their reading and/or writing skills
- 3 To improve their communication skills in speaking, receiving and responding to information
- 4 To prepare for completion of the Functional Skills in English at Entry 2 or Entry 3
- 5 To progress onto the Ascentis Entry 2 Awards in English
- 6 To develop the skills required to move into the world of work or work-based learning

Target Group

These qualifications are aimed at a range of learners, including:

- Adults who wish to develop and demonstrate their skills in English
- Young people aged 14-19 who wish to develop and demonstrate their skills in some aspects of English Language.

Ofqual Qualification Numbers

| | |
|---|------------|
| Ascentis Entry 1 Award in English Skills | 601/3859/2 |
| Ascentis Entry 1 Award in English – Grammar & Punctuation | 601/2581/0 |
| Ascentis Entry 1 Award in English – Reading | 601/2582/2 |
| Ascentis Entry 1 Award in English – Receiving & Responding to Information | 601/2580/9 |
| Ascentis Entry 1 Award in English – Speaking | 601/2585/8 |
| Ascentis Entry 1 Award in English – Spelling | 601/2578/0 |
| Ascentis Entry 1 Award in English – Writing | 601/2583/4 |
| Ascentis Entry 1 Certificate in English Skills | 601/2572/X |
| Ascentis Entry 1 Extended Award in English Skills | 601/3863/4 |

Rationale for the Rules of Combination

Learners must complete one unit for each Award in Reading and Writing. Learners may achieve a 4 credit Award or a 6 credit Extended Award by combining any of the units below. Certification is given for achieving a pass in the Ascentis designed assessments.

Learners who achieve all 14 credits may choose to claim an Entry 1 Certificate in English Skills.

Rules of Combination

| Ascentis Entry 1 Award in English – Reading | | | | |
|---|---------|--------------|-----|------------|
| Title | Level | Credit Value | GLH | Unit ref |
| Reading | Entry 1 | 3 | 30 | J/505/9618 |

| Ascentis Entry 1 Award in English – Writing | | | | |
|---|---------|--------------|-----|------------|
| Title | Level | Credit Value | GLH | Unit ref |
| Writing | Entry 1 | 3 | 30 | F/505/9617 |

| Ascentis Entry 1 Award in English Skills | | | | |
|---|---------|--------------|-----|--------------------|
| | | | | Minimum credits: 4 |
| | | | | Maximum credits: 5 |
| Learners may choose 2 optional units from the units below | | | | |
| Title | Level | Credit Value | GLH | Unit ref |
| Spelling | Entry 1 | 2 | 20 | F/505/9620 |
| Grammar and Punctuation | Entry 1 | 2 | 20 | J/505/9621 |
| Reading | Entry 1 | 3 | 30 | J/505/9618 |
| Writing | Entry 1 | 3 | 30 | F/505/9617 |
| Receiving and Responding to Information | Entry 1 | 2 | 20 | T/505/9808 |
| Speaking | Entry 1 | 2 | 20 | M/505/8365 |

| Ascentis Entry 1 Extended Award in English Skills | | | | |
|---|---------|--------------|-----|---------------------|
| | | | | Minimum credits: 6 |
| | | | | Maximum credits: 12 |
| Learners may choose 3 optional units from the units below | | | | |
| Title | Level | Credit Value | GLH | Unit ref |
| Spelling | Entry 1 | 2 | 20 | F/505/9620 |
| Grammar and Punctuation | Entry 1 | 2 | 20 | J/505/9621 |
| Reading | Entry 1 | 3 | 30 | J/505/9618 |
| Writing | Entry 1 | 3 | 30 | F/505/9617 |
| Receiving and Responding to Information | Entry 1 | 2 | 20 | T/505/9808 |
| Speaking | Entry 1 | 2 | 20 | M/505/8365 |

Ascentis Entry 1 Certificate in English Skills

Credits: 14

| Title | Level | Credit Value | GLH | Unit ref |
|---|---------|--------------|-----|------------|
| Spelling | Entry 1 | 2 | 20 | F/505/9620 |
| Grammar and Punctuation | Entry 1 | 2 | 20 | J/505/9621 |
| Reading | Entry 1 | 3 | 30 | J/505/9618 |
| Writing | Entry 1 | 3 | 30 | F/505/9617 |
| Receiving and Responding to Information | Entry 1 | 2 | 20 | T/505/9808 |
| Speaking | Entry 1 | 2 | 20 | M/505/8365 |

Unit certification is available for any unit.

Recommended Guided Learning Hours

The recommended guided learning hours for the Award is 40, for the Extended Award is 60, for Reading is 30, for Writing is 30, for Grammar & Punctuation is 20, for Receiving & Responding to Information is 20, for Speaking is 20, for Spelling is 20 and for the Certificate is 140.

Total Qualification Time

The total qualification time for the Award is 40, for the Extended Award is 60, for Reading is 30, for Writing is 30, for Grammar & Punctuation is 20, for Receiving & Responding to Information is 20, for Speaking is 20, for Spelling is 20 and for the Certificate is 140.

Recommended Prior Knowledge, Attainment and/or Experience

Learners should be able to evidence a level of English skill to at least Entry 1 prior to starting to study the stand-alone qualifications.

Age Range of Qualification

These qualifications are suitable for young people aged 14 – 19 and adult learners.

Opportunities for Progression

These qualifications offer:

- The opportunity to move towards English Functional Skills at Entry 2
- Evidence of achievement for learners moving into the world of work or work-based learning

Mapping/Relationship to National Occupational Standards

These qualifications are mapped to the Adult Literacy Core Curriculum. This can be viewed at: <http://www.excellencegateway.org.uk/sflcurriculum>

Opportunities for the development of Functional Skills

Opportunities for the development of Functional Skills are shown in Appendix 2.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners **MUST** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Inclusive Statements

These qualifications are intended to be as inclusive as possible to a wide range of learners without affecting the integrity of the qualification. This includes:

Speaking, Receiving and Responding:

- The speaking, receiving and responding components may be assessed using sign language e.g. British Sign Language, sign-supported English, where this is the learner's normal method of working
- Can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working
- Does not depend on the use of written language or require the individual/s with whom the learner is communicating to be able to read

Reading

- Text is defined as materials that include the use of words that are written, printed, on screen or presented using Braille
- As a reasonable adjustment, learners who are classed as disabled under the terms of the Disability Discrimination Act (DDA) and use assistive technology as their normal way of reading can demonstrate that they are able to independently meet the requirements of the reading standards through use of screen reader software
- A human reader cannot be used to demonstrate the requirements of the standards for reading as this does not meet the requirement for independence

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT ARRANGEMENTS

Assessment

Each unit is assessed through an assessment to be taken under supervised conditions. Guide times are provided for each assessment. The assessment is internally assessed and verified by the centre and then externally verified by Ascentis.

The learner will evidence achievement of all the Assessment Criteria for each unit by completing the Ascentis-designed assessment for that unit. Once a learner has all the evidence for an Award or the Certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made. The work should be kept in the centre under secure conditions.

Ascentis Designed Assessments

Each Entry 1 Award is assessed through Ascentis designed assessments. These must be conducted in centres under supervised conditions.

The assessments are available to download in the secure examinations section of Ascentis' on-line portal. Once a centre has received qualification approval, access to the assessments will be given to the Examination Officer within the centre. The assessments need to be stored in secure conditions. Three sets of live assessments will be made available. Learners may sit the assessment three times.

Each assessment has an accompanying mark scheme that shows the evidence required to demonstrate that each assessment criterion within a unit of assessment has been met. In order to achieve each unit the learner must meet all the learning outcomes and assessment criteria of the unit.

VERIFICATION ARRANGEMENTS

Internal Verification

Internal Verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. Internal Verification will be carried out through standardisation activities across all the groups of students, to include all the assessors and the full range of units. It is the responsibility of Internal Verifiers to ensure that assessors' decisions are sampled and monitored throughout the qualification to ensure consistency and fairness. Internal Verifiers are also responsible for supporting assessors by offering advice and guidance. Further information is available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis Office.

Ascentis' External Verifiers will confirm the Internal Verification activities at their visit.

Speaking

The Speaking assessments need to be completed under supervised conditions. The person supervising the assessment can also assess the performance of each learner. The assessor may be the learner's own tutor. Speaking assessments at all levels involve working with others in order to meet the skill standards. However assessors must ensure they assess individual performance. There may be occasions when the performance of other learners within a group may adversely affect another learner's ability to meet the skill standards. In these situations the assessor needs to intervene to ensure the candidate is not disadvantaged. Any assessor support given to learners during the assessment must be clearly documented for each learner using the Learner Assessment Record, which is provided in Appendix 3. It is recommended that centres make an audio or video recording as evidence for all learners. This will enable External Verifiers to confirm the appropriate application of the mark scheme. A record of the outcomes of the speaking assessment must be made. Centres should submit the following when requesting external verification:

- Learners Assessment Record (Appendix 3) - detailing the learner's performance.
- Attendance list
- One copy of Assessment guidance and Mark Scheme for the assessment used

Speaking assessments at all levels can be completed at any time.

External Verification

In order to support the roll-on, roll-off nature of this provision, which is likely to be offered over short time scales, Ascentis will offer a flexible approach to External Verification. This will include verification by post.

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas of English and Literacy in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Spelling

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

In this unit learners will learn about language. They will be able to form basic plurals and use the prefix un- to show the negative. They will have an understanding of consonant clusters and vowel phonemes, and be able to spell words starting with simple digraphs. They will be able to spell personal key and familiar words correctly.

This unit maps to the Adult Literacy Core Curriculum: Ww/E1.1 Ww/E1.2 Wt/E1.4

| Learning Outcomes | | Assessment Criteria |
|-----------------------------|---|---|
| The learner will be able to | | The learner can |
| 1 | Spell words with simple spelling patterns | 1.1 Spell words using knowledge of basic consonant clusters |
| | | 1.2 Spell words using knowledge of basic vowel phonemes |
| | | 1.3 Spell words with basic consonant digraphs |
| 2 | Be confident in spelling personal details and commonly used words | 2.1 Spell some personal key words correctly |
| | | 2.2 Spell some common familiar words correctly |

Indicative Content

Consonant cluster. Learners should be able to spell words that start or end with common combinations such as:

- Bl/br/cl/st
- -mp/-nd/-lp.

Vowel phonemes. Learners should be able to spell words with short medial vowel sounds, e.g. mug / bet / hit, and some long medial vowel sounds.

Consonant digraphs. Learners should be able to spell words starting or ending with sh / ch / th.

Personal key words. Learners should be able to spell their personal details such as name / address / family names.

Common words. Learners should be familiar with the spelling of most of the words which they use every day, e.g. ask / tell / find.

Learners should understand the terms **vowel** and **consonant**.

UNIT SPECIFICATIONS

Grammar and Punctuation

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

In this unit learners will learn how language works. They will be able to write simple sentences and join them using a common conjunction. They will be able to punctuate using basic punctuation marks. They will be able to use capital letters for proper nouns.

Mapped to Adult Literacy Core Curriculum: Ws/E1.1, Ws/E1.2, Ws E1.3

| Learning Outcomes | Assessment Criteria |
|--|--|
| The learner will be able to | The learner can |
| 1 Understand how to write in sentences | 1.1 Construct simple sentences 1.2 Join two sentences with a simple connective |
| 2 Use punctuation correctly | 2.1 Punctuate simple sentences correctly using: <ul style="list-style-type: none">▪ Capital letters▪ Full stops 2.2 Use capital letters for personal pronoun 'I' and for proper nouns |

Indicative Content

Simple sentence. Contains subject and verb and is a single complete thought or action.

Learners should understand the terms sentence / capital letter / full stop.

Proper nouns. Learners should understand the concept of the proper noun. They should be able to use capital letters to signify proper nouns.

Simple connective. Learners should be able to use a simple linking word, e.g. and, but, so, to join two sentences.

UNIT SPECIFICATIONS

Reading

Credit Value of Unit 3

GLH of Unit 30

Level of Unit E1

Introduction

In this unit learners will learn to read and understand short texts with familiar subjects or contexts. They will be able to read and obtain information from sources they encounter on a daily basis, and recognise letters of the alphabet in both upper and lower case.

Mapped to Adult Core Curriculum Rt/E1.1, Rt/E1.2, Rw/E1.1, Rw/E1.3

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|---|---------------------|--|
| The learner will be able to | | The learner can | |
| 1 | Read different types of texts | 1.1 | Understand a short text with a familiar topic or context |
| 2 | Know that texts are presented differently for a range of purposes | 2.1 | Identify the purpose of a short text on a familiar topic or experience |
| 3 | Use the features of a text to find out information | 3.1 | Possess a limited meaningful social sight vocabulary of words, signs and symbols |
| | | 3.2 | Recognise the letters of the alphabet in both upper and lower case |

Indicative Content

Short text. Learners should be able to follow the meaning of a text using their own knowledge of context and presentational devices, e.g. signs, symbols. They should be aware that it is not always necessary to read every word to gain information from a text.

Different purposes. Will include: to inform, explain, instruct, entertain, describe, persuade. Learner should be aware that different types of texts look different.

Limited meaningful sight vocabulary. Learners should recognise high frequency words and symbols using their own experience. They should be able to read words on forms in relation to their own personal information, e.g. name, address, and date of birth.

Letters of the alphabet in both upper and lower case. Learners should be able to recognise high frequency words in both upper and lower case and be able to read different fonts, e.g. on a birthday card.

UNIT SPECIFICATIONS

Writing

Credit Value of Unit 3

GLH of Unit 30

Level of Unit E1

Introduction

In this unit learners will learn how to use written words and phrases to record or present information. They will be able to write a simple sentence and write the letters of the alphabet using both upper and lower case. They will be aware of different audiences and how writing can aid planning and organisation

Mapped to Adult Literacy Core Curriculum: Wt/E1.1, Ws/E1.1, Ww /E1.2

| Learning Outcomes | | Assessment Criteria |
|-----------------------------|---|--|
| The learner will be able to | | The learner can |
| 1 | Present information in written form | 1.1 Use written words and phrases to record information |
| | | 1.2 Generate legible text on a form |
| | | 1.3 Write the letters of the alphabet using upper and lower case |
| 2 | Know that writing can be structured in different ways | 2.1 Use writing structures for different contexts |
| | | 2.2 Write a simple sentence for a familiar audience |
| | | 2.3 Write a simple sentence for an unfamiliar audience |

Indicative Content

Written words and phrases. Learners should be able to write short texts, such as notes, brief emails and simple stories.

Simple sentence. Learners should be able to construct a simple sentence with subject, object and verb. They should be able to use this in writing when required.

Different contexts. Learners should be aware that writing is presented differently depending upon the audience and context, e.g. sentences, lists.

Learners should understand the term **simple sentence** and be aware of who they are writing for.

UNIT SPECIFICATIONS

Receiving and Responding to Information

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

In this unit learners will learn how to listen for gist and some detail. They will be able to respond to others and answer simple questions. They will be able to engage in simple conversations and contribute appropriately to conversations.

Mapped to Adult Literacy Core Curriculum: SLIr/E1.1, SLIr/E1.2, SLIr/E1.3, SLIr/E1.4.

| Learning Outcomes | | Assessment Criteria | |
|-----------------------------|--|---------------------|--|
| The learner will be able to | | The learner can | |
| 1 | Obtain information from others | 1.1 | Listen for the gist of short explanations or simple instructions |
| | | 1.2 | Use key words to locate detail in a spoken text |
| 2 | Show understanding of information received from others | 2.1 | Listen to others using appropriate non-verbal responses |
| | | 2.2 | Respond to straightforward questions on a familiar topic |
| 3 | Contribute positively and relevantly to conversation | 3.1 | Speak and listen in simple exchanges |
| | | 3.2 | Follow the main points and contribute appropriately to conversations |

Indicative Content

The gist of explanations, instructions and narratives. Learners should be able to follow the gist of what they are listening to by picking up on simple context clues.

Detail and relevant information. Learners should be able to use key words and phrases in texts on a familiar topic to identify the relevant information or specific detail required. Linking words are also useful, e.g. next, then.

Respond appropriately This would involve basic awareness of both non-verbal and verbal responses, e.g. learner looks at speaker.

Follow the gist of conversations. Learners should be able to listen to conversation and be able to follow the key points of what is being said. Their response, whether verbal or non-verbal, will show some understanding.

Contribute appropriately. Learners' responses in conversation should show that they understand the discussion and are able to add to it in a positive way.

UNIT SPECIFICATIONS

Speaking

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

In this unit learners will learn how to talk to others. They will be able to communicate in a range of situations and demonstrate the skills required to engage in discussion.

Mapped to Adult Literacy Core Curriculum: SLc/E1.1, SLc/E1.2, SLc/E1.3, SLc/E1.4, SL1r/E1.4.

| Learning Outcomes | Assessment Criteria |
|-----------------------------|--|
| The learner will be able to | The learner can |
| 1 Communicate with others | 1.1 Speak clearly to be heard and understood in simple exchanges |
| | 1.2 Make statements of fact clearly |
| 2 Engage in discussion | 2.1 Make requests using appropriate terms |
| | 2.2 Ask questions to obtain specific information |

Indicative Content

Speak clearly to be heard and understood. Learners should be aware that pace of delivery will affect ease of listening and that this may vary depending on context.

Make requests and ask questions. Learners should be able to make requests clearly and simply. They should be able to use some simple strategies for clarifying and confirming information, e.g. nodding, repetition. This includes requests for personal information.

Learners should know and use general politeness in conversations, e.g. tone of voice, basic turn taking.

APPENDIX 1

Summary Record of Achievement
Entry 1 Award/Certificate in English Skills

Learner Name _____

| Unit Title | Level | Credit Value | Date completed | Assessor Signature | Internal Verifier Signature (if sampled) |
|---|---------|--------------|----------------|--------------------|--|
| Spelling | Entry 1 | 2 | | | |
| Grammar and Punctuation | Entry 1 | 2 | | | |
| Reading | Entry 1 | 3 | | | |
| Writing | Entry 1 | 3 | | | |
| Receiving and Responding to Information | Entry 1 | 2 | | | |
| Speaking | Entry 1 | 2 | | | |

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Functional Skills Opportunities

Learners following a course based on this specification can be offered opportunities to develop and generate evidence of achievement in aspects of English Functional Skills. Examples of such opportunities are given below.

English

Entry 1

| Skill Standards | Coverage and range |
|--|---|
| <p>Speaking, listening and communication</p> <p>Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation</p> | <ul style="list-style-type: none"> ▪ Understand the main points of short explanations ▪ Understand and follow instructions; ▪ Respond appropriately to comments and requests ▪ Make contributions to be understood ▪ Ask simple questions to obtain specific information |
| <p>Reading</p> <p>Read and understand short, simple texts that explain or recount information</p> | <ul style="list-style-type: none"> ▪ Read and understand simple regular words and sentences ▪ Understand short texts on familiar topics and experiences |
| <p>Writing</p> <p>Write short, simple sentences</p> | <ul style="list-style-type: none"> ▪ Use written words and phrases to present information ▪ Construct simple sentences using full stops ▪ Spell correctly some personal or very familiar words |
| <p>Examples:</p> | |
| <ul style="list-style-type: none"> ▪ Each individual unit offers the opportunity to develop the underpinning knowledge for at least one of the coverage and range statements above | |

Entry 1 English – Speaking Learner Assessment Record

This record should accompany the learner script for each learner completing the Speaking unit. Any notes written by the learner should be attached to the sheet.

| | |
|--|------------------|
| Centre Name | Assessment Paper |
| Learner Name | Date of Birth |
| Level | ULN (if known) |
| Describe the learner’s performance in relation to the following criteria | |
| 1.1 Speak clearly to be heard and understood in simple exchanges | |
| Task A | |
| Task B | |
| 1.2 Make statements of fact clearly | |
| Task A | |
| Task B | |

2.1 Make requests using appropriate terms

| | |
|--------|--|
| Task A | |
| Task B | |

2.2 Ask questions to obtain specific information

| | |
|--------|--|
| Task A | |
| Task B | |

Record any support given to the learner before or when carrying out the assessment

| | |
|--------------------------------------|------|
| Assessor Signature | Date |
| Internal Verifier Name and Signature | Date |
| External Verifier Name and Signature | Date |