



Ascentis Entry 2 Award in Reading  
Ascentis Entry 2 Award in Writing  
Ascentis Entry 2 Award in English Skills  
Ascentis Entry 2 Extended Award in  
English Skills  
Ascentis Entry 2 Certificate in English  
Skills  
Ascentis Entry 2 Award in Grammar &  
Punctuation  
Ascentis Entry 2 Award in Receiving &  
Responding to Information  
Ascentis Entry 2 Award in Speaking  
Ascentis Entry 2 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

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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

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## TABLE OF CONTENTS

### ENGLISH SKILLS

Introduction	4
Aims	4
Target Group	4
Ofqual Qualification Number	4
Rationale for Rules of Combination	5
Rules of Combination	5
Recommended Guided Learning Hours	6
Total Qualification Time	6
Recommended Prior Knowledge, Attainment and / or Experience	6
Age Range of Qualification	6
Opportunities for Progression	6
Mapping / Relationship to National Occupational Standards	6
Opportunities for the Development of Functional Skills	6
Centre Recognition	7
Qualification Approval	7
Registration	7
Status in England, Wales and Northern Ireland	7
Reasonable Adjustments and Special Considerations	7
Inclusive Statements	7
Enquiries and Appeals Procedure	8

### ASSESSMENT ARRANGEMENTS

Assessment	9
Ascentis Designed Assessments	9

### VERIFICATION ARRANGEMENTS

Internal Verification	10
Speaking	10
External Verification	10
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	11

### UNIT SPECIFICATIONS

Spelling	12
Grammar and Punctuation	13
Reading	14
Writing	15
Receiving and Responding to Information	16
Speaking	17
Appendix 1: Summary Record of Achievement	18
Appendix 2: Functional Skills Opportunities	19
Appendix 3: Entry 2 English – Speaking Learner Assessment Record	20

## ASCENTIS ENTRY 2 AWARDS IN ENGLISH SKILLS

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### Introduction

This Entry 2 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 2 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:

- Single unit awards
- 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 3
- 5 To progress onto the Ascentis Entry 3 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 2 Award in English Skills	601/3862/2
Ascentis Entry 2 Award in English – Reading	601/2568/8
Ascentis Entry 2 Award in English – Grammar & Punctuation	601/2571/8
Ascentis Entry 2 Award in English – Receiving & Responding to Information	601/2570/6
Ascentis Entry 2 Award in English – Speaking	601/2579/2
Ascentis Entry 2 Award in English – Spelling	601/2567/6
Ascentis Entry 2 Award in English – Writing	601/2569/X
Ascentis Entry 2 Certificate in English Skills	601/2540/8
Ascentis Entry 2 Extended Award in English Skills	601/3861/0

## 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 2 Certificate in English Skills.

## Rules of Combination

Ascentis Entry 2 Award in English – Reading				
Title	Level	Credit Value	GLH	Unit ref
Reading	Entry 2	3	30	K/505/9627

Ascentis Entry 2 Award in English – Writing				
Title	Level	Credit Value	GLH	Unit ref
Writing	Entry 2	3	30	R/505/9623

Ascentis Entry 2 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 2	2	20	D/505/9625
Grammar and Punctuation	Entry 2	2	20	H/505/9626
Reading	Entry 2	3	30	K/505/9627
Writing	Entry 2	3	30	R/505/9623
Receiving and Responding to Information	Entry 2	2	20	Y/505/9624
Speaking	Entry 2	2	20	L/505/9622

Ascentis Entry 2 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 2	2	20	D/505/9625
Grammar and Punctuation	Entry 2	2	20	H/505/9626
Reading	Entry 2	3	30	K/505/9627
Writing	Entry 2	3	30	R/505/9623
Receiving and Responding to Information	Entry 2	2	20	Y/505/9624
Speaking	Entry 2	2	20	L/505/9622

## Ascentis Entry 2 Certificate in English Skills

Credits:14

Title	Level	Credit Value	GLH	Unit ref
Spelling	Entry 2	2	20	D/505/9625
Grammar and Punctuation	Entry 2	2	20	H/505/9626
Reading	Entry 2	3	30	K/505/9627
Writing	Entry 2	3	30	R/505/9623
Receiving and Responding to Information	Entry 2	2	20	Y/505/9624
Speaking	Entry 2	2	20	L/505/9622

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 60, for Reading 30, for Writing 30, for Grammar & Punctuation 20, for Receiving & Responding to Information 20, for Speaking 20, for Spelling 20 and for the Certificate 140.

### Total Qualification Time

The total qualification time for the Award is 40, for the Extended Award 60, for Reading 30, for Writing 30, for Grammar & Punctuation 20, for Receiving & Responding to Information 20, for Speaking 20, for Spelling 20 and for the Certificate 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 3 or English Awards at Entry 3.
- 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](http://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](http://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](http://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](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## ASSESSMENT ARRANGEMENTS

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### 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 2 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

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### 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](http://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 E2

#### Introduction

In this unit learners will develop their spelling skills. They will be able to spell basic plurals and form the endings of past and present verb tenses. They will understand common prefixes and spell words using common consonant and vowel sounds. They will spell their own personal details correctly and spell common familiar words, including compounds.

This unit maps to the Adult Literacy Core Curriculum: Ww/E2.1 Ww/E2.2

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Spell plurals, tenses and affixes	1.1 Form the plural of normal basic nouns using -s, -es
	1.2 Recognise that -ed and -ing are common endings of past and present verb tenses
	1.3 Understand the use of common prefixes un- and dis- showing the negative
2 Spell words with simple spelling patterns	2.1 Spell words using knowledge of simple consonant clusters
	2.2 Spell words using knowledge of simple vowel phonemes
	2.3 Spell compound words
3 Be confident in spelling personal details and commonly used words	3.1 Spell most personal details correctly
	3.2 Spell familiar common words correctly

#### Indicative Content

**Plural of normal nouns.** Learners should be able to form the plurals of nouns using the basic -s, -es.

**Past and present verb tenses.** Learners should be able to identify past and present tense verbs and understand that they often end with -ed or -ing.

**Prefixes.** Learners should be able to understand the concept of the negative and form opposites using un- and dis-.

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

- Bl/br/cl/cr/dr/pl/sl/sp/st
- -mp/-nd/-nt/-sk/-sp/-st

**Vowel phonemes.** Learners should be able to spell words with the same basic vowel sound, e.g. long a in pain or gate / long e in sweet or thief.

**Compounds.** Learners should be aware that some words are composite (made up of two words put together). They should be able to spell everyday compounds, e.g. football, hamburger.

**Personal details.** Learners should be able to spell their own personal details.

**Common words.** Learners should be familiar with the spelling of most of the words which they use every day.

## UNIT SPECIFICATIONS

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### Grammar and Punctuation

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit E2**

#### 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 understand and use adjectives and punctuate using basic punctuation marks. They will be able to use capital letters for proper nouns.

Mapped to Adult Literacy Core Curriculum: Ws/E2.1, Ws/E2.2, Ws/E2.3, Ws/E2.4

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how to write in sentences	1.1 Write sentences with subject, object and verb 1.2 Join two simple sentences with a common conjunction
2 Add detail and depth to writing	2.1 Use adjectives to describe nouns 2.2 Understand that adjectives can convey further information about a noun
3 Use punctuation correctly	3.1 Punctuate sentences correctly using: <ul style="list-style-type: none"> <li>▪ Capital letters</li> <li>▪ Full stops</li> <li>▪ Question marks</li> </ul> 3.2 Use capital letters for proper nouns

#### Indicative Content

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

**Short simple sentences.** Can be joined using a conjunction. Common conjunctions are: and, but, so, as, or, because.

**Adjectives can convey further information about a noun.** Learners should be aware that adjectives can add detail and interest to writing, e.g. colour, size, etc. Also, that the adjective selected can convey the writer's attitude, e.g. good, rich, sad.

**Question marks.** Learners should be aware that questions are sentences with a different word order.

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

## UNIT SPECIFICATIONS

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### Reading

**Credit Value of Unit 3**

**GLH of Unit 30**

**Level of Unit E2**

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#### Introduction

In this unit learners will learn to read and understand short, straightforward texts on familiar subjects. They will use linking words to follow instruction and directions and be able to identify the different purposes of texts. Alphabetical order, illustrations and captions will be used to interpret and add information.

Mapped to Adult Core Curriculum Rt/E2.1, Rt/E2.2, Rt/E2.4, Rt/E2.1, Rw/E2.4

Learning Outcomes		Assessment Criteria
The learner will be able to		The learner can
1	Read different types of texts	1.1 Trace and understand the <b>main events</b> of chronological texts
		1.2 Read and understand linking words and adverbials in instructions and directions
2	Understand that texts can have different purposes	2.1 Recognise the different purposes of texts
3	Use organisational and structural features to locate information	3.1 Use illustrations and captions to find information
4	Find and sequence words in alphabetical order	4.1 Sequence words in alphabetical order by initial letters

Indicative Content
<p><b>Main events</b> Learners should be able to trace what is happening in a text and how the events link together.</p> <p><b>Linking words and adverbials.</b> Learners should be aware of, and be able to use, words such as first, next, then, to help understanding.</p> <p><b>Different purposes.</b> Will include: to inform, explain, instruct, entertain, describe, persuade.</p> <p><b>Illustrations and captions.</b> Learners should understand that illustrations and captions can contribute to meaning. They can also help to locate and interpret information.</p> <p><b>Alphabetical order.</b> Learners should have sufficient knowledge of alphabetical order to be able to find and sequence words.</p>

## UNIT SPECIFICATIONS

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### Writing

Credit Value of Unit 3

GLH of Unit 30

Level of Unit E2

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#### Introduction

In this unit learners will learn how to use written words and phrases to record or present information. They will be aware of an intended audience and be able to produce legible text.

Mapped to Adult Literacy Core Curriculum: Wt/E2.1, Ww/E2.3

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 Organise own writing using simple and basic compound sentences
2 Write for a given audience and purpose	2.1 Select an appropriate style for intended audience and purpose
3 Write legibly	3.1 Produce legible text

#### Indicative Content

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

**Simple and basic compound sentences.** Learners should be able to construct simple sentences and join these to make basic compounds using conjunctions such as 'and' and 'but'. They should be able to use these in writing when required.

**Style.** Learners should be able to organise the content of writing in the best way for the intended audience and purpose.

**Legible text** Learners will be aware that the presentation of writing is important, e.g. neatness and legibility.

## UNIT SPECIFICATIONS

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### Receiving and Responding to Information

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

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#### Introduction

In this unit learners will learn how to listen carefully and respond relevantly. They will be able to follow the gist and find detail in short explanations, instructions and narratives. They will be able to respond to questions and engage meaningfully in conversations.

Mapped to Adult Literacy Core Curriculum; SLIr/E2.1, SLIr/E2.2, SLIr/E2.3, SLIr/E2.4, SLd/E2.1, SLd/E2.2

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Obtain information from others	1.1 Listen for and follow the gist of explanations, instructions and narratives
	1.2 Listen for detail, e.g. in short explanations, instructions and narratives
2 Confirm understanding	2.1 Listen to and respond appropriately to others
	2.2 Respond to straightforward questions on a simple topic
3 Contribute positively and relevantly to conversation	3.1 Follow the gist of conversations
	3.2 Follow the main points and make relevant contributions 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 context clues.

**Detail and relevant information.** Learners should be able to use key words and phrases to identify the relevant information or specific detail required. Linking words are also useful.

**Respond appropriately.** This involves awareness of both non-verbal and verbal responses.

**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 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

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### Speaking

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

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#### 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/E2.1, SLc/E2.2, SLc/E2.3, SLc/E2.4, SLd/E2.2

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 straightforward sustained exchanges
	1.2 Express clearly statements of fact and short accounts and descriptions
	1.3 Make requests and ask questions to obtain information in everyday contexts
2 Engage in discussion	2.1 Follow the main points and make appropriate contributions to the discussion
	2.2 Ask questions to clarify understanding

#### 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.

**Turn taking rights.** These include understanding that speaking one at a time moves the discussion forward, being able to use eye contact and gestures to signal wishing to contribute.

## APPENDIX 1

### Summary Record of Achievement Entry 2 Award/Certificate in English Skills

Learner Name \_\_\_\_\_

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

Skill Standards	Coverage and range
<p><b>Speaking, listening and communication</b></p> <p>Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations</p>	<ul style="list-style-type: none"> <li>▪ Identify the main points of short explanations and instructions</li> <li>▪ Make appropriate contributions that are clearly understood</li> <li>▪ Express simple feelings or opinions and understand those expressed by others</li> <li>▪ Communicate information so that the meaning is clear</li> <li>▪ Ask and respond to straightforward questions</li> <li>▪ Follow the gist of discussions</li> </ul>
<p><b>Reading</b></p> <p>Read and understand straightforward texts that explain, inform or recount information</p>	<ul style="list-style-type: none"> <li>▪ Understand the main events in chronological texts</li> <li>▪ Read and understand simple instructions and directions</li> <li>▪ Read and understand high frequency words and words with common spelling patterns</li> <li>▪ Use knowledge of alphabetical order to locate information</li> </ul>
<p><b>Writing</b></p> <p>Write short texts with some awareness of the intended audience</p>	<ul style="list-style-type: none"> <li>▪ Use written words and phrases to record and present information</li> <li>▪ Construct compound sentences using common conjunctions</li> <li>▪ Punctuate correctly, using upper and lower case, full stops and question marks</li> <li>▪ Spell correctly all high frequency words and words with common spelling patterns</li> </ul>
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>▪ Each individual unit offers the opportunity to develop the underpinning knowledge for at least one of the coverage and range statements above</li> </ul>	

## APPENDIX 3

### Entry 2 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	
<b>1.1 Speak clearly to be heard and understood in straightforward exchanges</b>	
Task A	
Task B	
<b>1.2 Express clearly statements of fact and short accounts and descriptions</b>	
Task A	
Task B	
<b>1.3 Make requests and ask questions to obtain information in everyday contexts</b>	
Task A	
Task B	

**2.1 Follow the main points and make appropriate contributions to the discussion**

Task A	
Task B	

**2.2 Ask questions to clarify understanding**

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