



Ascentis Entry 3 Award in Reading
Ascentis Entry 3 Award in Writing
Ascentis Entry 3 Award in English Skills
Ascentis Entry 3 Extended Award in
English Skills
Ascentis Entry 3 Certificate in English
Skills
Ascentis Entry 3 Award in Grammar &
Punctuation
Ascentis Entry 3 Award in Receiving &
Responding to Information
Entry 3 Award in Speaking
Entry 3 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

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

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ASCENTIS ENTRY 3 AWARDS IN ENGLISH SKILLS

Introduction

This Entry 3 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 3 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 the 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 time constrained 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 Level 1
- 5 To progress onto the Ascentis Level 1 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 3 Award in English Skills | 601/3860/9 |
| Ascentis Entry 3 Award in English – Grammar & Punctuation | 601/0867/8 |
| Ascentis Entry 3 Award in English – Reading | 601/0866/6 |
| Ascentis Entry 3 Award in English – Receiving & Responding to Information | 601/0868/X |
| Ascentis Entry 3 Award in English – Speaking | 601/0870/8 |
| Ascentis Entry 3 Award in English – Spelling | 601/0869/1 |
| Ascentis Entry 3 Award in English – Writing | 601/0985/3 |
| Ascentis Entry 3 Certificate in English Skills | 601/1031/4 |
| Ascentis Entry 3 Extended Award in English Skills | 601/3858/0 |

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 3 Certificate in English Skills.

Rules of Combination

| Ascentis Entry 3 Award in English – Reading | | | | |
|---|---------|--------------|-----|------------|
| Title | Level | Credit Value | GLH | Unit ref |
| Reading | Entry 3 | 3 | 30 | Y/505/5489 |

| Ascentis Entry 3 Award in English – Writing | | | | |
|---|---------|--------------|-----|------------|
| Title | Level | Credit Value | GLH | Unit ref |
| Writing | Entry 3 | 3 | 30 | T/505/5497 |

| Ascentis Entry 3 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 3 | 2 | 20 | J/505/5486 |
| Grammar and Punctuation | Entry 3 | 2 | 20 | L/505/5487 |
| Reading | Entry 3 | 3 | 30 | Y/505/5489 |
| Writing | Entry 3 | 3 | 30 | T/505/5497 |
| Receiving and Responding to Information | Entry 3 | 2 | 20 | R/505/5491 |
| Speaking | Entry 3 | 2 | 20 | M/505/5496 |

| Ascentis Entry 3 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 3 | 2 | 20 | J/505/5486 |
| Grammar and Punctuation | Entry 3 | 2 | 20 | L/505/5487 |
| Reading | Entry 3 | 3 | 30 | Y/505/5489 |
| Writing | Entry 3 | 3 | 30 | T/505/5497 |
| Receiving and Responding to Information | Entry 3 | 2 | 20 | R/505/5491 |
| Speaking | Entry 3 | 2 | 20 | M/505/5496 |

Ascentis Entry 3 Certificate in English Skills

Credits: 14

| Title | Level | Credit Value | GLH | Unit ref |
|---|---------|--------------|-----|------------|
| Spelling | Entry 3 | 2 | 20 | J/505/5486 |
| Grammar and Punctuation | Entry 3 | 2 | 20 | L/505/5487 |
| Reading | Entry 3 | 3 | 30 | Y/505/5489 |
| Writing | Entry 3 | 3 | 30 | T/505/5497 |
| Receiving and Responding to Information | Entry 3 | 2 | 20 | R/505/5491 |
| Speaking | Entry 3 | 2 | 20 | M/505/5496 |

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 2 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 Level 1
- 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 3 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.

Dictionaries are allowed in the Reading and Writing assessments only. Dictionaries should be monolingual. Either a paper dictionary or an electronic standalone dictionary with no other functions should be used. Dictionaries on phones, tablets or other electronic devices are not allowed. Dictionaries are not allowed in any other assessment.

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 E3

Introduction

In this unit learners will learn the spellings of commonly used words. Learners will have a sound grasp of basic spelling rules and be able to check their own work for errors.

This unit maps to the Adult Literacy Core Curriculum: Ww/E3.1 Ww/E3.2 Wt/E3.4

| Learning Outcomes | | Assessment Criteria |
|-----------------------------|---|--|
| The learner will be able to | | The learner can |
| 1 | Understand basic language patterns | 1.1 Recognise basic word families |
| | | 1.2 Use simple homophones |
| | | 1.3 Understand the use of <ul style="list-style-type: none"> ▪ Common prefixes ▪ Common suffixes |
| 2 | Spell words with basic spelling patterns | 2.1 Spell everyday verbs with regular and irregular patterns |
| | | 2.2 Understand spelling patterns when using affixes |
| | | 2.3 Recognise and spell words with silent letters |
| 3 | Proof read and be able to correct spelling errors in a given text | 3.1 Use basic spelling strategies to identify errors |
| | | 3.2 Correct spelling errors in a given text |

Indicative Content

Word families. Learners should be aware that certain words are spelled the same, even if they are not pronounced alike, e.g. words containing – oot / ail/ ove / one etc.

Homophones. Learners should recognise and be able to use simple, single syllable homophones.

Prefixes. E.g. un / re / dis / mis

Suffixes. E.g. -ing / -ly / -ful

Everyday verbs. Includes words which the learners would encounter on a daily basis, e.g. irregular - to be, to have, to do, to make, to take, to go, to run etc. Regular – to arrive, to arrange, to like, to place, to taste, to wash.

Spelling patterns. Learners should recognise words which have similar patterns, e.g. words which lose the final 'e' before a vowel suffix, e.g. liv(e)ing. Or 'y' becomes 'i', e.g. mercy / merciful.

Silent letters. Learners should be able to spell a range of basic words containing silent letters, e.g. knife, write etc.

Spelling strategies. Such as personal learning patterns, dictionaries, discussion.

Proof read. To identify and correct errors in a given text.

UNIT SPECIFICATIONS

Grammar and Punctuation

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E3

Introduction

In this unit learners will learn how language works. They will be able to write simple sentences and use correct verb tense and subject verb agreement. They will use pronouns and punctuate using basic punctuation marks. They will use basic learning strategies to help them check work for grammatical and punctuation errors.

Mapped to Adult Literacy Core Curriculum: Ws/E3.1, Ws/E3.2, Ws E3.3, Wt/E3.4

| 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 connective |
| | 1.3 Use correct subject-verb agreement |
| | 1.4 Use appropriate verb-tense |
| | 1.5 Use pronouns so that the meaning is clear |
| 2 Use punctuation correctly | 2.1 Punctuate sentences correctly using: <ul style="list-style-type: none"> ▪ Capital letters ▪ Full stops ▪ Commas |
| | 2.2 Use punctuation marks to clarify meaning: <ul style="list-style-type: none"> ▪ Question marks ▪ Exclamation marks |
| 3 Proof read text for grammar and punctuation errors | 3.1 Identify errors in short texts |
| | 3.2 Correct errors in verb-tense agreement |
| | 3.3 Correct errors in subject-verb agreement |
| | 3.4 Correct punctuation to clarify text |

Indicative Content

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

Short simple sentences. Can be joined by a relevant conjunction, e.g. and, but, so, as, then, because.

Verb tense. Learners should be aware of present, past and future and be able to use them correctly.

Pronouns. Learners should understand the concept of the personal pronoun – I, me, you, he, she, it, we, us, you, they, them.

Commas. Learners should be aware of the use of commas:-

- When writing lists

Punctuation marks. Learners should be aware that question and exclamation marks can affect meaning.

UNIT SPECIFICATIONS

Reading

Credit Value of Unit 3

GLH of Unit 30

Level of Unit E3

Introduction

In this unit learners will learn to read and understand short, straightforward texts on familiar subjects accurately and independently. They will be able to read and obtain information from sources they encounter on a daily basis.

Mapped to Adult Core Curriculum Rt/E3.1, Rt/E3.2, Rt/E3.4, Rt/E3.6, Rt/E3.7, Rt/E3.8, Rt/E3.9

| Learning Outcomes | | Assessment Criteria |
|-----------------------------|--|---|
| The learner will be able to | | The learner can |
| 1 | Read different types of texts | 1.1 Identify the main events of continuous descriptive and explanatory texts of more than one paragraph |
| 2 | Understand that texts can have different purposes | 2.1 Recognise the different purposes of texts |
| 3 | Understand the main points and ideas in a text | 3.1 Recognise the main points and ideas in texts and predict words from context |
| | | 3.2 Find specific information within texts by detailed reading |
| 4 | Use organisational and structural features to locate information | 4.1 Recognise the gist of information from title, headings and illustrations |
| | | 4.2 Use images to find information |

Indicative Content

Different types of texts. These may include letters, emails, news-sheets, circulars and procedures in the workplace.

Different purposes. Will include: to inform, explain, instruct, entertain, describe, persuade.

Main points and ideas. Learners should be aware that some parts of a text offer more to the overall meaning, e.g. opening sentence gives new point/idea. Their own knowledge and the context can aid with understanding and can help them to predict both unfamiliar words and the content of a text.

Scan texts.

Organisational features. To include:

- visual cues/ alphabetical order
- headings/ subheadings
- bullets/ web links/underlining

Images. Learners should be aware that images are part of a text and can assist in providing meaning to text.

Secondary sources. Dictionaries/ images.

UNIT SPECIFICATIONS

Writing

Credit Value of Unit 3

GLH of Unit 30

Level of Unit E3

Introduction

In this unit learners will learn how to plan and draft written work. They will be able to present points in a logical order and write in short paragraphs. They will recognise and write topic sentences and write relevantly to the purpose. They will be able to check writing for errors and write legibly.

Mapped to Adult Literacy Core Curriculum: Wt/E3.1, Wt/E3.2, Wt/E3.3, Wt/E3.4, Ww /E3.3

| Learning Outcomes | | Assessment Criteria |
|-----------------------------|--|--|
| The learner will be able to | | The learner can |
| 1 | Present main points in a logical order | 1.1 Identify the main points required for a written piece 1.2 Organise points into a chronological order |
| 2 | Write in short paragraphs | 2.1 Identify the topic sentence for the paragraph 2.2 Group together relevant sentences 2.3 Use linking words to aid meaning |
| 3 | Plan and draft written work | 3.1 Plan relevant ideas for a piece of writing 3.2 Prepare a rough draft suitable for the context |
| 4 | Proof read and correct writing | 4.1 Proof read and revise writing 4.2 Produce legible final text |

Indicative Content

Main points. Learners should be able to recognise the audience and purpose and respond appropriately.

Chronological order. Learners should understand that written work will be organised differently depending upon the context, e.g. writing about the order of events, instructions etc.

Topic for paragraph. Learners should be able to identify the main subject for a paragraph.

Relevant sentences. Learners should be able to recognise sentences with the same topic and link them together in a coherent way. This will involve the use of linking words such as adjectives or words such as 'first', 'next' etc.

Plan. Learners should be able to organise their ideas and opinions to form a response to the required task / audience.

Prepare a draft. Learners should be able to show evidence of planning by organising the main points of a written task. The detail required in the draft will change according to context e.g. a list of points for a short email, a more detailed draft for a letter.

Proof read. Evidence would be writing containing no more than three errors.

Legible final text. Final text should be easy to read and have no more than three errors.

UNIT SPECIFICATIONS

Receiving and Responding to Information

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E3

Introduction

In this unit learners will learn how to listen carefully and respond relevantly. They will be able to ask questions to clarify their understanding and be able to confirm their own and others' understanding.

Mapped to Adult Literacy Core Curriculum: SLIr/E3.1, SLIr/E3.2, SLIr/E3.3, SLIr/E3.4, SLIr/E3.5, SLIr/E3.6

| Learning Outcomes | | Assessment Criteria |
|-----------------------------|--|---|
| The learner will be able to | | The learner can |
| 1 | Obtain information from others | 1.1 Follow the gist of explanations, instructions and narratives in different contexts |
| | | 1.2 Listen for detail and relevant information from discussions, explanations and presentations |
| 2 | Clarify and confirm information | 2.1 Use strategies to clarify and confirm understanding |
| | | 2.2 Listen to and respond appropriately to others |
| 3 | Contribute positively and relevantly to conversation | 3.1 Demonstrate listening skills |
| | | 3.2 Respond to questions on familiar topics |

Indicative Content

The gist of explanations, instructions and narratives. Learners should be able to follow the gist of what they are listening to using their own knowledge as well as picking up on context clues. Linking words are also useful.

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

Clarify and confirm understanding. Learners should be aware that visual and verbal signals can indicate response. These would include making and keeping eye contact, smiling and nodding. They should be able to give basic feedback signals.

Respond appropriately. This would involve awareness of register and tone used as well as contributing positively to the discussion.

Listening skills. Learners should be able to pay attention to others by focusing attention, asking for repetition or repeating to clarify understanding.

UNIT SPECIFICATIONS

Speaking

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E3

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/E3.1, SLc/E3.2, SLc/E3.3, SLc/E3.4, SLd/E3.1, SLd/E3.2, SLd/E3.3

| 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 using appropriate clarity, speed and phrasing |
| | | 1.2 Use formal language and register when appropriate |
| | | 1.3 Express clearly statements of fact and give short accounts and explanations |
| | | 1.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts |
| 2 | Engage in discussion | 2.1 Follow and understand the main points of discussion |
| | | 2.2 Make contributions relevant to the subject |
| | | 2.3 Respect the turn taking rights of others |

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.

Formal language and register. Learners should understand that language has different register and be able to shift between them as appropriate.

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 3 Award/Certificate in English Skills

Learner Name _____

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

| Skill Standards | Coverage and range |
|--|--|
| <p>Speaking, listening and communication</p> <p>Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges</p> | <ul style="list-style-type: none"> ▪ Follow the main points of discussions; ▪ Use techniques to clarify and confirm understanding; ▪ Give own point of view and respond appropriately to others' point of view; ▪ Use appropriate language in formal discussions/exchanges; ▪ Make relevant contributions, allowing for and responding to others' input |
| <p>Reading</p> <p>Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p> | <ul style="list-style-type: none"> ▪ Understand the main points of text ▪ Obtain specific information through detailed reading ▪ Use organisational features to locate information ▪ Read and understand texts in different formats using strategies/techniques appropriate to the task |
| <p>Writing</p> <p>Write texts with some adaptation to the intended audience</p> | <ul style="list-style-type: none"> ▪ Plan, draft and organise writing ▪ Sequence writing logically and clearly ▪ Use basic grammar including appropriate verb tense and subject/verb agreement ▪ Check work for accuracy, including spelling |
| <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 3 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 using appropriate clarity, speed and phrasing | |
| Task A | |
| Task B | |
| 1.2 Use formal language and register when appropriate | |
| Task A | |
| Task B | |
| 1.3 Express clearly statements of fact and give short explanations, accounts and explanations | |
| Task A | |
| Task B | |

| 1.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts | |
|---|--|
| Task A | |
| Task B | |
| 2.1 Follow and understand the main points of discussion | |
| Task A | |
| Task B | |
| 2.2 Make contributions relevant to the subject | |
| Task A | |
| Task B | |
| 2.3 Respect the turn taking rights of others | |
| 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 |