



Ascentis Entry Level 1 Functional Skills English
Ascentis Entry Level 2 Functional Skills English
Ascentis Entry Level 3 Functional Skills English
Ascentis Level 1 Functional Skills English
Ascentis Level 2 Functional Skills English
Specification

This qualification is currently undergoing technical evaluation from Ofqual and may be subject to change

Ofqual Number:	XXX
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Ofqual Certification Review Date:	XXX

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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

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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ASCENTIS FUNCTIONAL SKILLS ENGLISH

Introduction

The Ascentis functional skills qualifications in English at Entry Level 1–3, Level 1 and Level 2 are ideal qualifications for young people aged 14–19 and adults wishing to develop their English skills for use across a broad range of contexts. The functional skills qualifications will provide a platform to further achievement through the development of fundamental, applied skills in English. The knowledge and skills contained within the qualifications provide tools that can be utilised in work, life and further learning.

These qualifications will encourage learners to demonstrate their 'Functional English' skills and are essentially concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation. Functional skills are recognised as vital to learners' personal development, increasing both confidence and effectiveness.

The qualifications assess three components:

- Speaking, Listening and Communicating (SLC)
- Reading
- Writing

The assessments are written to the subject content requirements for [Functional Skills qualifications in English](#) as published by the Department for Education and in line with the coverage and range statements for the level; these are reproduced in full within the Subject Content section of this specification.

There are several features of these Ascentis qualifications that make them appropriate for their target groups:

- Assessment, verification and certification can be offered on demand, throughout the year, allowing maximum flexibility for centres.
- They can be delivered either as a classroom-based courses or as a blended learning programme.
- All levels of the Reading and Writing components are assessed via the Surpass platform, making them fully online assessments.
- Ascentis provides additional material to support the qualification. As well as the specification, sample and practice assessments are available.
- There are separate assessments for each of the three components.

Purpose

The purpose of functional skills English for Entry Levels is to enable successful students to demonstrate an ability at an appropriate level of reading, writing, speaking, listening and communicating, to help them develop confidence, fluency and a positive attitude towards English and to apply this knowledge and these skills in familiar situations. A successful student will have the opportunity to progress to study at Levels 1 and 2.

The purpose of functional skills English at Level 1 and 2 is to enable successful students to demonstrate an ability at an appropriate level of reading, writing, speaking, listening and communicating in English for use in the workplace and other real-life contexts.

Aims

The aims of the qualifications are to:

- 1 Promote the development of English skills to embed their importance as an evolving life skill
- 2 Prepare learners to use English skills in a broad range of familiar and working contexts
- 3 Reward achievement for the English skills learners have developed

Target Group

These qualifications are aimed at a range of learners including young people aged 14–19 and adult learners wishing to develop and demonstrate their skills in English.

The assessment tasks have been designed so that the contexts are applicable to both young people aged 14–19 and adult learners.

Regulation Codes

Qualification Accreditation Number (Ofqual):

Ascentis Entry Level 1 Functional Skills English:
Ascentis Entry Level 2 Functional Skills English:
Ascentis Entry Level 3 Functional Skills English:
Ascentis Level 1 Functional Skills English:
Ascentis Level 2 Functional Skills English:

Guided Learning Hours (GLH)

The recommended guided learning hours for all qualification levels is 55.

Total Qualification Time (TQT)

The total qualification time for Entry Levels 1, 2 and 3 is 58.
The total qualification time for Levels 1 and 2 is 60.

Recommended Prior Knowledge, Attainment and/or Experience

No previous formal qualifications are required for entry to these qualifications at Entry Level 1. Learners should be able to evidence English skills at the level below their chosen entry point to these qualifications.

Age Range of Qualifications

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

Opportunities for Progression

It is intended that these qualifications will help learners towards the following progression routes:

- From functional skills English Entry Level 1 to Level 2
- Other functional skills qualifications at Entry Level, Level 1 and Level 2
- Vocational qualifications at Entry Level, Level 1 and Level 2
- Further study in Further or Higher Education
- Employment

Resources to Support the Delivery of the Qualifications

This specification should be read in conjunction with the following Ascentis documents:

- Ascentis Functional Skills – Instructions for Conducting Examinations
- Ascentis Functional Skills – Instructions for Conducting Controlled Assessments
- Ascentis Functional Skills Centre Handbook

Centre Recognition

These qualifications can be offered only by centres recognised by Ascentis and approved to run these qualifications. 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.

DRAFT

Qualification Approval

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

Once approved, Ascentis will deliver subject-specific training free of charge to support you with the delivery, assessment and internal quality assurance (IQA) processes for these qualifications. This training must take place before your centre undertakes any assessments. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those who have been listed on the centre recognition / qualification approval form) should be present at the training. The session will be delivered by an Ascentis EQA and recorded for auditory purposes. It is the centre's responsibility to ensure that the training is disseminated to all staff involved in the delivery and assessment of these qualifications thereafter.. Your External Quality Assurer (EQA) will contact you to arrange a mutually convenient date for this training.

Registration

All learners should be registered a minimum of five working days prior to the intended assessment date via the Ascentis electronic registration portal. Late registration may result in a fee (refer to the latest version of the product catalogue).

Learners must be registered before any assessments can be undertaken, including the SLC component.

Status in England, Wales and Northern Ireland

These qualifications are available in England. They are offered only in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

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 (subject to approval in some instances) in order that they can have fair assessment and demonstrate attainment. This includes using British Sign Language and Sign Supported English. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

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 login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of these qualifications and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Entry Level 1, Entry Level 2 and Entry Level 3 (Reading and Writing)

The Ascentis functional skills English qualifications at Entry Level are assessed through externally set assessments (Reading and Writing components are delivered online through the Surpass platform), internally marked and verified by the centre, within Surpass, and then externally verified by an Ascentis EQA. All assessments taken within Surpass have a percentage of the marks allocated automatically via the computer marking system; this varies between levels and is clearly outlined within the mark scheme for each assessment.

The Reading component in each Ascentis functional skills English qualification at Entry Level is assessed by one single externally set assessment.

The Writing component in each Ascentis functional skills English qualification at Entry Level is assessed by one single externally set assessment comprising two sections:

- Section A: Spelling
- Section B: Writing Composition

Each assessment covers the breadth of the subject content. In the spelling section, learners will be assessed on spelling of a total of ten words. These are sampled from those found in the Appendix to the functional skills subject Content document and can also be found in the Ascentis Functional Skills Centre Handbook.

Guidance on the use of dictionaries and spelling and grammar checking software can be found in the Ascentis Functional Skills – Instructions for Conducting Controlled Assessments document.

At Entry Level, Ascentis does not permit Centres to adapt questions or tasks in the Reading and Writing assessments.

The time limits for the completion of the assessments is provided in the table below.

Level 1 and Level 2 (Reading and Writing)

The Ascentis functional skills English qualifications at Level 1 and Level 2 are assessed through externally set assessments (Reading and Writing components are delivered online through the Surpass platform) and externally marked and verified by Ascentis. All assessments taken within the Surpass platform have a percentage of the marks allocated automatically via the computer marking system; this varies between levels and is clearly outlined within the mark scheme for each assessment.

The Reading and Writing components in each Ascentis functional skills English qualification at Level 1 and Level 2 are assessed by one single externally set assessment.

Guidance on the use of dictionaries and spelling and grammar checking software can be found in the Ascentis Functional Skills – Instructions for Conducting Controlled Assessments document.

Each assessment covers the breadth of the subject content. The time limits for the completion of the assessments is provided in the table below.

Assessment	Component Assessment Time (mins)			Total Assessment Time
	Reading	Writing	SLC	
Entry Level 1	45	45	20	1 hour 50 mins
Entry Level 2	45	45	25	1 hour 55 mins
Entry Level 3	45	45	30	2 hours

Level 1	60	60	30	2 hours 30 mins
Level 2	75	60	30	2 hours 45 mins

Speaking, Listening and Communicating (All Levels)

At all levels of the Ascentis functional skills English qualifications, Speaking, Listening and Communicating (SLC) is set by Ascentis, assessed in centre, and assessment decisions are recorded using Ascentis-devised recording documents and video-recorded evidence (if available). Each assessment contains two tasks to be completed. Centres are provided with a range of suggested topics for discussion during the assessments, but these are not mandatory. The SLC component must be internally marked and verified by the centre, and then externally verified by an Ascentis EQA. Additional guidance for centres can be found in the Ascentis Functional Skills Centre Handbook along with a range of worked examples to support and guide centres. Guidance on the recording of SLC assessments, and the quality assurance arrangement regarding Ascentis observation of SLC assessments, can also be found in the Ascentis Functional Skills Centre Handbook and Ascentis Functional Skills – Instructions for Conducting Controlled Assessment documents.

Centres are required to retain all associated documentation and evidence relating to assessment of candidates. Assessment material must be retained for four weeks afterwards in case any appeal is made. All other remaining administrative documents must be retained in centre for a period of 3 years.

Grading and Resits

The qualifications at all levels are not graded. Each component of the Ascentis functional skills English qualifications is assessed separately. Learners are required to achieve a 'pass' for all three components (Reading, Writing and SLC) at the same level in order to achieve an overall pass for the qualification.

Where learners do not meet the criteria for any of the individual components, a result of Fail will be issued.

Learners are entitled to two resits per component in one academic year. Learners are only required to resit those components that they have not achieved a 'pass' against.

Conduct of Assessment

The following documents have been produced by Ascentis to support centres in the conduct of assessment:

- Ascentis Functional Skills – Instructions for Conducting Examinations
- Ascentis Functional Skills – Instructions for Conducting Controlled Assessments

Verification (applies to Entry Level 1, Entry Level 2 and Entry Level 3 only)

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, i.e. consistently and reliably. All assessments at Entry Level must be subject to centre IQA sampling in line with the centre's own IQA policy and sampling strategy.

Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; and standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offers free refresher training in support of this role through an Ascentis Internal Quality Assurance webinar. The purpose of this is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. Additional webinars, bespoke to the delivery and quality assurance of functional skills, are also available throughout the academic year. To book your place on a webinar or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk). Further information is available from the login section of the Ascentis website www.ascentis.co.uk.

External Verification

Recognised centres will be verified 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:

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate IQA 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

EQAs will usually do this through discussion with the assessment and IQA staff, verifying a sample of learners' evidence, talking to learners, and reviewing relevant centre documentation and systems.

- Due to the nature of the assessments for the SLC component, additional external quality assurance of this component will be undertaken either remotely via a video recording of the assessment or observed live as part of a quality assurance centre visit. Further details can be found in the Ascentis Functional Skills – Instructions for Conducting Controlled Assessments document.

Marking (applies to Level 1 and Level 2 only)

External Marking

All Ascentis functional skills English qualifications at Level 1 and Level 2 are externally marked by Ascentis assessment markers. The Lead EQA for functional skills will undertake regular sampling of assessment decisions made by Ascentis markers. This IQA process ensures consistency of awarding body marking. From these quality assurance activities, an annual 'Lead EQA Report' will be published and made available to centres to support and guide teaching and learning practice.

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 or delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of these qualifications 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 IQA of our qualifications.

Those delivering these qualifications 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 IQA 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 the Ascentis website.

SUBJECT CONTENT: ENTRY LEVEL 1, 2 and 3

Functional skills English qualifications at these levels should enable learners to:

- Listen, understand and respond to verbal communication in a range of familiar contexts
- Acquire an understanding of everyday words and their uses and effects and apply this understanding in different contexts
- Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely
- Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar

Learners should, with some direction and guidance, be able to apply these functional skills to informal and some formal contexts, in familiar situations.

Entry Level 1

Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating skills using a variety of texts. These texts should include simple narratives, information and instructions, short statements, explanations, discussions, questions and exchanges.

Speaking, Listening and Communicating	
Learners are expected to be able to:	
E1/S1.	Say the names of the letters of the alphabet
E1/S2.	Identify and extract the main information from short statements and explanations
E1/S3.	Follow single-step instructions, asking for them to be repeated if necessary
E1/S4.	Make requests and ask straightforward questions using appropriate terms and registers
E1/S5.	Respond to questions about specific information
E1/S6.	Make clear statements about basic information and communicate feelings and opinions on straightforward topics
E1/S7.	Understand and participate in simple discussions or exchanges with another person about a straightforward topic

Reading

Learners must be taught reading skills using a variety of texts. These should include short, simple texts that inform, describe and narrate.

Reading	
Learners are expected to be able to:	
E1/R8.	Read correctly words designated for Entry Level 1
E1/R9.	Read simple sentences containing one clause
E1/R10.	Understand a short piece of text on a simple subject

Writing

Learners must be taught writing skills using a variety of texts. These should include short, simple texts such as messages and notes.

Writing	
Learners are expected to be able to:	
E1/W11.	Punctuate simple sentences with a capital letter and a full stop
E1/W12.	Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns
E1/W13.	Use lower-case letters when there is no reason to use capital letters
E1/W14.	Write the letters of the alphabet in sequence and in both upper and lower case
E1/W15.	Spell correctly words designated for Entry Level 1
E1/W16.	Communicate information in words, phrases and simple sentences

Entry Level 2

Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating skills using a variety of texts. These texts should include short narratives and explanations and instructions, discussions and straightforward information and instructions.

Speaking, Listening and Communicating	
Learners are expected to be able to:	
E2/S1.	Identify and extract the main information and detail from short explanations
E2/S2.	Make requests and ask clear questions appropriately in different contexts
E2/S3.	Respond appropriately to straightforward questions
E2/S4.	Follow the gist of discussions
E2/S5.	Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics
E2/S6.	Make appropriate contributions to simple group discussions with others about a straightforward topic

Reading

Learners must be taught reading skills using a variety of texts. These should include short, straightforward texts that instruct, inform, describe and narrate.

Reading	
Learners are expected to be able to:	
E2/R7.	Read correctly words designated for Entry Level 2
E2/R8.	Understand the main points in texts
E2/R9.	Understand organisational markers in short, straightforward texts
E2/R10.	Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)
E2/R11.	Read and understand sentences with more than one clause
E2/R12.	Use illustrations, images and captions to locate information

Writing

Learners must be taught writing skills using a variety of texts. These should include short, straightforward texts such as letters, e-mails and simple narratives.

Writing	
Learners are expected to be able to:	
E2/W13.	Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)
E2/W14.	Form regular plurals
E2/W15.	Use the first and second letters to sequence words in alphabetical order
E2/W16.	Spell correctly words designated for Entry Level 2
E2/W17.	Communicate information using words and phrases appropriate to audience and purpose
E2/W18.	Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)
E2/W19.	Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses
E2/W20.	Use adjectives and simple linking words in the appropriate way

Entry Level 3

Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating skills using of a variety of texts. These texts should include straightforward narratives, accounts, explanations, discussions, instructions, information and descriptions.

Speaking, Listening and Communicating	
Learners are expected to be able to:	
E3/S1.	Identify and extract relevant information and detail in straightforward explanations
E3/S2.	Make requests and ask concise questions using appropriate language in different contexts
E3/S3.	Communicate information and opinions clearly on a range of topics
E3/S4.	Respond appropriately to questions on a range of straightforward topics
E3/S5.	Follow and understand the main points of discussions
E3/S6.	Make relevant contributions to group discussions about straightforward topics
E3/S7.	Listen to and respond appropriately to other points of view, respecting conventions of turn-taking

Reading

Learners must be taught reading skills using a variety of texts. These should include straightforward texts that instruct, describe, narrate and explain.

Reading	
Learners are expected to be able to:	
E3/R8.	Read correctly words designated for Entry Level 3
E3/R9.	Identify, understand and extract the main points and ideas in and from texts
E3/R10.	Identify different purposes of straightforward texts
E3/R11.	Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)
E3/R12.	Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

Writing

Learners must be taught writing skills using a variety of texts. These should include straightforward texts such as narratives, instructions, explanations and reports.

Writing	
Learners are expected to be able to:	
E3/W13.	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)
E3/W14.	Form irregular plurals
E3/W15.	Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
E3/W16.	Use the first, second and third place letters to sequence words in alphabetical order
E3/W17.	Spell correctly words designated for Entry Level 3
E3/W18.	Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)
E3/W19.	Write text of an appropriate level of detail and of appropriate length (including where this is specified)
E3/W20.	Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points
E3/W21.	Write in compound sentences and paragraphs where appropriate
E3/W22.	Use language appropriate for purpose and audience

SUBJECT CONTENT: LEVEL 1 and 2

Functional skills English qualifications at these levels should enable learners to:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts
- Apply their understanding of language to adapt delivery and content to suit audience and purpose
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important

Learners should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

Level 1

Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating skills using a variety of texts. These texts should include narratives, explanations, discussions, instructions, information, descriptions and presentations, all of varying lengths.

Speaking, Listening and Communicating	
Learners are expected to be able to:	
L1/S1.	Identify relevant information and lines of argument in explanations or presentations
L1/S2.	Make requests and ask relevant questions to obtain specific information in different contexts
L1/S3.	Respond effectively to detailed questions
L1/S4.	Communicate information, ideas and opinions clearly and accurately on a range of topics
L1/S5.	Express opinions and arguments and support them with evidence
L1/S6.	Follow and understand discussions and make contributions relevant to the situation and the subject
L1/S7.	Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
L1/S8.	Respect the turn-taking rights of others during discussions, using appropriate language for interjection

Reading

Learners must be taught reading skills using a variety of texts. These should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

Reading	
Learners are expected to be able to:	
L1/R9.	Identify and understand the main points, ideas and details in texts
L1/R10.	Compare information, ideas and opinions in different texts
L1/R11.	Identify meanings in texts and distinguish between fact and opinion
L1/R12.	Recognise that language and other textual features can be varied to suit different audiences and purposes
L1/R13.	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words
L1/R14.	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts
L1/R15.	Infer from images meanings not explicit in the accompanying text
L1/R16.	Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)
L1/R17.	Read and understand a range of specialist words in context
L1/R18.	Use knowledge of punctuation to aid understanding of straightforward texts

Writing

Learners must be taught writing skills using a variety of texts. These should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

Writing	
Learners are expected to be able to:	
L1/W19.	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)
L1/W20.	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
L1/W21.	Spell words used most often in work, study and daily life, including specialist words
L1/W22.	Communicate information, ideas and opinions clearly, coherently and accurately
L1/W23.	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
L1/W24.	Use format, structure and language appropriate for audience and purpose
L1/W25.	Write consistently and accurately in complex sentences, using paragraphs where appropriate

Level 2

Speaking, Listening and Communicating

Learners must be taught speaking, listening and communicating skills using a variety of texts. These texts should include extended narratives and information (information may be on technical, concrete or abstract topics), discussions, detailed explanations and presentations, all of varying lengths.

Speaking, Listening and Communicating	
Learners are expected to be able to:	
L2/S1.	Identify relevant information from extended explanations or presentations
L2/S2.	Follow narratives and lines of argument
L2/S3.	Respond effectively to detailed or extended questions and feedback
L2/S4.	Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts
L2/S5.	Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required
L2/S6.	Express opinions and arguments and support them with relevant and persuasive evidence
L2/S7.	Use language that is effective, accurate and appropriate to context and situation
L2/S8.	Make relevant and constructive contributions to move discussion forward
L2/S9.	Adapt contributions to discussions to suit audience, purpose and medium
L2/S10.	Interject and redirect discussion using appropriate language and register

Reading

Learners must be taught reading skills using a variety of texts. These should include a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

Reading	
Learners are expected to be able to:	
L2/R11.	Identify the different situations when the main points are sufficient and when it is important to have specific details
L2/R12.	Compare information, ideas and opinions in different texts, including how they are conveyed
L2/R13.	Identify implicit and inferred meaning in texts
L2/R14.	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
L2/R15.	Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources
L2/R16.	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
L2/R17.	Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
L2/R18.	Follow an argument, identifying different points of view and distinguishing fact from opinion
L2/R19.	Identify different styles of writing and writer's voice

Writing

Learners must be taught writing skills using a variety of texts. These should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.

Writing	
Learners are expected to be able to:	
L2/W20.	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)
L2/W21.	Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)
L2/W22.	Spell words used in work, study and daily life, including a range of specialist words
L2/W23.	Communicate information, ideas and opinions clearly, coherently and effectively
L2/W24.	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
L2/W25.	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)
L2/W26.	Convey clear meaning and establish cohesion using organisational markers effectively
L2/W27.	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.
L2/W28.	Construct complex sentences consistently and accurately, using paragraphs where appropriate