Ascentis Awards and Certificates in ESOL Skills for Life (Speaking and Listening, Reading, Writing) Specification

Entry 1
Entry 2
Entry 3
Level 1
Level 2

Ofqual Numbers	**(see page 5)**
Ofqual Start Date	01/09/2014
Ofqual Review Date	31/07/2028
Ofqual Certification Review Date	31/07/2029

QiW Designation Numbers	**(see page 7)**
QiW Designation Start Date	(see page 7)
QiW Review Date	
QiW Certification Review Date	

© Ascentis – November 2026 V3

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), Qualifications in Wales (QiW), Council for the Curriculum Examinations and Assessment (CCEA)

and

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

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

ASCENTIS CONTACT DETAILS

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel 01524 845046
www.ascentis.co.uk

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

© Ascentis – November 2026 V3

SUMMARY OF CHANGES

Version and Date	Change Detail	Section
October 2025 V2	Amended Review dates for QiW	Page 7
November 2026 V3	Amended Review dates for QiW	Page 7

TABLE OF CONTENTS

ASCENTIS CERTIFICATE IN ESOL SKILLS FOR LIFE

Introduction 6
Aims 6
Target Group 6
Ofqual Qualification Numbers 6
QiW Qualification Designation Numbers 7
Rationale for the Rules of Combination 8
Rules of Combination 9
Guided Learning Hours (GLH) Total Qualification Time (TQT) 10
Recommended Prior Knowledge, Attainment and / or Experience 10
Age Range of Qualification 10
Opportunities for Progression 10
Centre Recognition 10
Qualification Approval 10
Registration 11
Status in England, Wales and Northern Ireland 11
Reasonable Adjustments and Special Considerations 11
Inclusive Statements 11
Enquiries and Appeals Procedure 11

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment 12
Task-based Controlled Assessment 12
Conduct of Assessment 12
The Use of Artificial Intelligence (AI) in Assessments 13
Timings
Speaking and Listening 13
Reading 13
Reading Online Assessments 13
Writing 14
Use of Dictionaries within Assessments 14
Verification 15
Internal Verification 15
External Verification 15
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers 15

UNIT SPECIFICATIONS

Speaking and Listening – Entry 1 17
Speaking and Listening – Entry 2 18
Speaking and Listening – Entry 3 19
Speaking and Listening – Level 1 21
Speaking and Listening – Level 2 23
Reading – Entry 1 25
Reading – Entry 2 26
Reading – Entry 3 27
Reading – Level 1 28

© Ascentis – November 2026 V3

Reading – Level 2 29
Writing – Entry 1 30
Writing – Entry 2 31
Writing – Entry 3 32
Writing – Level 1 33
Writing – Level 2 34
Appendix 1: Summary Record of Achievement 36
Appendix 2: Examples of Spiky Profiles in ESOL Skills for Life 39

© Ascentis – November 2026 V3

ASCENTIS AWARDS AND CERTIFICATES IN ESOL SKILLS FOR LIFE

Introduction

The Ascentis ESOL Skills for Life qualifications are based on the National Standards for Adult Literacy and are closely related to the ESOL Core Curriculum. They are designed specifically for people living in Britain and focus on preparing learners for the world of work or citizenship. The primary aim of the Ascentis ESOL Skills for Life qualifications is to assist the learner in becoming independent of others (such as interpreters or translators; be they professionals, family or friends) when interacting with native English-speakers, both in a work environment and elsewhere. By improving their communication and fluency in English, learners will significantly improve their employability skills. Furthermore, these learners will benefit from the development of the ability to access service providers and to have the linguistic confidence to travel, work and socialise beyond their local community.

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

- Clear linkage between the ESOL Core Curriculum and the Ascentis-devised task based controlled assessment tasks
- Each unit is internally assessed
- External assessments are internally marked by centre assessors and then externally verified by Ascentis
- Mark schemes are user friendly and provide sufficient detailed information to support consistent assessment decisions.
- Assessment dates are determined by the centre, not Ascentis
- Each unit can be achieved as a qualification in its own right.

Aims

The aims of the qualifications are to enable learners

1 To take a full part in the world of work
2 To become independent of others, such as interpreters or translators
3 To access service providers
4 To travel, work and socialise beyond their local community

Target Group

These qualifications are aimed at a range of learners, including

- Settled minority communities
- Refugees/asylum seekers

Ofqual Qualification Numbers

Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 1) – 601/4302/2
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 2) – 601/4080/X
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 3) – 601/4081/1
Ascentis Level 1 Certificate in ESOL Skills for Life – 601/4082/3
Ascentis Level 2 Certificate in ESOL Skills for Life – 601/4083/5
Ascentis Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) – 601/4325/3
Ascentis Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) – 601/4267/4
Ascentis Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) – 601/4268/6
Ascentis Level 1 Award in ESOL Skills for Life (Speaking and Listening) – 601/4280/7
Ascentis Level 2 Award in ESOL Skills for Life (Speaking and Listening) – 601/4269/8

© Ascentis – November 2026 V3

Ascentis Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) – 601/4326/5
Ascentis Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) – 601/4270/4
Ascentis Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) – 601/4271/6
Ascentis Level 1 Award in ESOL Skills for Life (Reading) – 601/4281/9
Ascentis Level 2 Award in ESOL Skills for Life (Reading) – 601/4272/8
Ascentis Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) – 601/4327/7
Ascentis Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) – 601/4273/X
Ascentis Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) – 601/4274/1
Ascentis Level 1 Award in ESOL Skills for Life (Writing) – 601/4279/0
Ascentis Level 2 Award in ESOL Skills for Life (Writing) – 601/4275/3

QiW Qualification Designation Numbers

Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 1) – C00/1191/1
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 2) – C00/1191/7
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 3) – C00/1192/1
Ascentis Level 1 Certificate in ESOL Skills for Life – C00/1192/5
Ascentis Level 2 Certificate in ESOL Skills for Life – C00/1193/0
Ascentis Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1) – C00/1191/2
Ascentis Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2) – C00/1191/8
Ascentis Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3) – C00/1192/2
Ascentis Level 1 Award in ESOL Skills for Life (Speaking and Listening) – C00/1192/7
Ascentis Level 2 Award in ESOL Skills for Life (Speaking and Listening) – C00/1193/1
Ascentis Entry Level Award in ESOL Skills for Life (Reading) (Entry 1) – C00/1191/4
Ascentis Entry Level Award in ESOL Skills for Life (Reading) (Entry 2) – C00/1191/9
Ascentis Entry Level Award in ESOL Skills for Life (Reading) (Entry 3) – C00/1192/3
Ascentis Level 1 Award in ESOL Skills for Life (Reading) – C00/1192/8
Ascentis Level 2 Award in ESOL Skills for Life (Reading) – C00/1193/2
Ascentis Entry Level Award in ESOL Skills for Life (Writing) (Entry 1) – C00/1191/6
Ascentis Entry Level Award in ESOL Skills for Life (Writing) (Entry 2) – C00/1192/0
Ascentis Entry Level Award in ESOL Skills for Life (Writing) (Entry 3) – C00/1192/4
Ascentis Level 1 Award in ESOL Skills for Life (Writing) – C00/1192/9
Ascentis Level 2 Award in ESOL Skills for Life (Writing) – C00/1193/3

Important information regarding under-16 learners in Wales

The Welsh government will be enacting phased implementation of the National Qualifications scheme, to be fully completed by September 2027. As a result, Ascentis ESOL Skills for Life qualifications will not be available for learners aged under 16 from 31/07/2027. Therefore, the last registration date for Pre-16 learners in Wales on any Ascentis ESOL Skills for Life qualification will be 31/07/2027 and last certification date will be 31/07/2028.

Pre-16 under Qualifications Wales –

QiW Designation Start Date - 01/08/2017
QiW End Date – 31/07/2027
QiW Certification End Date – 31/07/2028

All other age groups remain unaffected by this change under Qualifications Wales Designation and the registration and certification dates below will apply.

QiW Designation Start Date - 01/08/2017
QiW Review Date - 30/12/2028
QiW Certification Review Date - 30/12/2029

© Ascentis – November 2026 V3

Rationale for the Rules of Combination

ESOL learners may develop their listening, speaking, reading and writing skills in English at different rates. For example, a learner may be more proficient at speaking and listening than reading and writing. Learners may simply have had more exposure to spoken language, or they may have learned a different script in their first language and need longer to develop reading and writing skills in English. Learners may also have had varying experiences or lengths of time in full-time education prior to beginning a course in ESOL Skills for Life. For this reason, learners may take in an Award in each separate mode of speaking and listening, reading and writing. Learners may also achieve a “spiky profile” in the full certificate

To achieve the Award in Speaking and Listening, Reading or Writing learners must complete the appropriate unit at the level of the qualification.

To achieve the Certificate learners must complete 27 credits by completing 2 units at the level of the qualification and one unit at the level of the qualification or above.

© Ascentis – November 2026 V3

Rules of Combination

Ascentis Certificate in ESOL Skills for Life
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 1)
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 2)
Ascentis Entry Level Certificate in ESOL Skills for Life (Entry 3)
Ascentis Level 1 Certificate in ESOL Skills for Life
Ascentis Level 2 Certificate in ESOL Skills for Life
Credit Value = 27
Minimum number of credits to be achieved at the level of the qualification = 15
Minimum number of credits to be achieved at a level higher than the qualification = 0
Maximum number of credits to be achieved at a level higher than the qualification = 12

Ascentis Award in ESOL Skills for Life (Speaking and Listening)				
Title	Level	GLH	Credit Value	Unit reference
Speaking and Listening	Entry 1	120	12	F/506/1562
Speaking and Listening	Entry 2	120	12	J/506/1563
Speaking and Listening	Entry 3	120	12	L/506/1564
Speaking and Listening	Level 1	120	12	R/506/1565
Speaking and Listening	Level 2	120	12	Y/506/1566

Ascentis Award in ESOL Skills for Life (Reading)				
Title	Level	GLH	Credit value	Unit reference
Reading	Entry 1	60	6	D/506/1570
Reading	Entry 2	60	6	H/506/1571
Reading	Entry 3	60	6	K/506/1572
Reading	Level 1	60	6	M/506/1573
Reading	Level 2	60	6	T/506/1574

Ascentis Award in ESOL Skills for Life (Writing)				
Title	Level	GLH	Credit Value	Unit reference
Writing	Entry 1	90	9	L/506/1628
Writing	Entry 2	90	9	R/506/1629
Writing	Entry 3	90	9	J/506/1630
Writing	Level 1	90	9	L/506/1631
Writing	Level 2	90	9	R/506/1632

See Appendix 2 for example combinations.

© Ascentis – November 2026 V3

Unit certification is available for all units at the level of the qualification.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 270 GLH for all units, 120 GLH for Speaking and Listening, 90 GLH for Writing and 60 GLH for Reading. The expectation for these Ascentis qualifications is that the learner should follow a taught course of at least 30 hours.

Any centre that wishes to offer less than the GLH (or no taught course element) should contact the Ascentis office. A centre would then be reviewed on its own merits.

In order to be approved to offer a "test only" delivery of the qualification, the criteria likely to be considered are:

- The length of time that the qualification has been delivered by the centre
- The experience of the staff team
- Evidence of consistent sound delivery. For example, no action points being raised by the external verifier at recent verification visits
- The provision of specific training for assessors regarding good practice in assessing candidates who have not taken a taught course

Total Qualification Time (TQT)

The total qualification time for this qualification is 120 for Speaking and Listening, 90 for Writing and 60 for Reading. The total qualification time for the ESOL Skills for Life Certificate is 270.

Recommended Prior Knowledge, Attainment and/or Experience

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

Age Range of Qualification

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

Opportunities for Progression

These qualifications are made up of three Entry levels, Level 1 and Level 2. Learners may progress through the levels from Entry 1 to Level 2 by successfully achieving each level in turn.

Centre Recognition

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

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.

*See Important Information

© Ascentis – November 2026 V3

Registration

Candidates **MUST** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date. Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk. Learner registered on the individual awards who complete the necessary rules of combination may claim the full certificate. The claim form for the full certificate may be found on the Ascentis website in the Resources/Key Documents section.

Status in England, Wales and Northern Ireland

These qualifications are available in England, Wales and Northern Ireland. If you wish to deliver these qualifications in any other nation, please contact the Ascentis Development Team.

These qualifications are only offered in English.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every effort 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 learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the log in area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Inclusive Statements

Ascentis ESOL Skills for Life assessments are intended to be as inclusive as possible to a wide range of candidates without affecting the integrity of the qualification. This includes:

Speaking, Listening and Communication

- 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 requires the individual/s with whom the learner is communicating to be able to read
- Where written instructions are issued to learners, the use of a human reader may be permitted.

Reading

- Text is defined as materials that include the use of words that are written, printed, on screen or presented using Braille
- A human reader cannot be used to demonstrate the requirements of the standards for reading, as this does not meet the requirements for independence
- An electronic reader may be used under certain conditions, where its use does not impact on the assessment of the learner's reading ability.

Writing

- Text is defined as materials that include the use of words that are written, printed, on screen, or presented using Braille and which are presented in a way that is accessible for the intended audience
- A human scribe, speech recognition technology or other writing aid may be used under certain conditions, where its use does not compromise the valid assessment of the learner's own skills.

Enquiries and Appeals Procedure

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

© Ascentis – November 2026 V3

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

Task-based Controlled Assessment

The Ascentis Awards and Certificates in ESOL Skills for Life require evidence of achievement of all the skills and activities that are set out in each unit within the specification. Each unit is assessed through the completion of tasks provided by Ascentis. The successful achievement of all the tasks for a unit provides confirmation that all learning outcomes and assessment criteria within the units of assessment have been achieved. Assessments are internally marked by centre assessors and then internally verified to ensure consistency. The assessments will then be externally verified by Ascentis.

Mark schemes are provided for the assessment and they give sufficient detailed information to support consistent assessment decisions. Assessors should judge their learners' performance against these criteria following the detailed mark schemes.

The centre must retain evidence of the assessments for 4 weeks after the certificates are received and checked, or until the appeals period has passed, whichever is later.

A bank of assessments is written and provided by Ascentis. After centres have registered learners via the Ascentis electronic portal, they will have access to this bank of assessments at the relevant level. Once downloaded, these must be stored in centres under secure conditions. Centres will also be able to download a file for the Listening assessments.

Three sets of live assessments will be made available per academic year. If a learner does not achieve a pass on their first attempt, two opportunities to resit the assessment are available. Further teaching and learning must take place prior to a resit being taken.

This specification provides an indication of the kind of assessments the learner is going to be asked to perform and of the skills to be assessed. However, the exact content of the task is not made available. The 'live' tasks cannot be altered or amended and must be carried out by the learner under supervised conditions. Ascentis will provide tasks for each unit at each level and a guide time for the completion of the tasks is given for the guidance of tutors.

Learners cannot be assessed through the same task more than once. If a learner is unsuccessful in an assessment he/she may be given another opportunity for assessment, but this must be through a different task. It is a centre's responsibility to monitor the use of the assessments and their security. Sample assessment tasks are available on the Ascentis website which can be used as practice materials with the learners.

Conduct of Assessment

The approved tasks must be taken under supervised conditions as follows:

- Learners may be within a classroom environment but must be supervised by the tutor, assessor or invigilator at all times.
- It is possible for the different tasks of a unit to be completed over different sessions. If the tasks for a unit are completed over different sessions a learner should be given only the task that they are expected to complete during that session. Papers are designed so that each task can be separated. Each task must be completed in a single session.
- An identity check is required at each assessment, including the accepted centre-photo-ID arrangement described in the Handbook.
- All assessment papers must be clearly marked with the learner's name and assessment date and handed in at the end of each session.

© Ascentis – November 2026 V3

- The evidence in progress must be securely kept and not contaminated by learner evidence produced elsewhere.

- Only work produced and completed under supervised conditions may be included as the evidence for externally approved activity for any learner. All work must be retained by the assessor.

- Centres are required to complete an attendance list for each unit – Speaking and Listening, Reading and Writing. Attendance lists are available via the Ascentis electronic portal.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. Learners must not use AI tools to generate responses for controlled assessments or submit AI-generated work as their own. Please refer to Centre Handbook for guidance.

Timings

Assessment materials contain guide times or word counts for completing tasks. These times are approximate and are provided for the guidance of tutors in order to help them plan assessment sessions.

Speaking and Listening

The listening part of the speaking and listening unit is assessed through recorded listening tasks. Assessment is made on the basis of the learning outcomes and assessment criteria for the unit and definitions from the Adult ESOL Core Curriculum. Learners will listen to two or three recordings (depending on the level of the assessment) and answer questions based on gist, detail and response to instructions. Although tutors should explain the nature of the task and may read out the questions they must not help the learners with the listening part of the task. Written responses are required for the listening tasks, and only at Entry 1 may the tutor write down the learner's answer if this proves a difficulty. This is not permissible at other levels unless the learner requires reasonable adjustments or special consideration. Guidance is available on pages 8-9 of this specification or through contacting the Ascentis quality assurance team at: qualityassurance@ascentis.co.uk

All Speaking tasks must be video recorded with an audio recording as backup, for every learner and stored as an MP3 or other digital file. Centres should not use audio cassette tapes for this purpose. Secure storage, labelling consistent with the Handbook.

Speaking assessments at all levels involve working with others in order to meet the assessment criteria. Assessors must ensure that they assess individual performance. There may be occasions when the weaker performance of other learners within a group may adversely affect another learner's ability to meet the assessment criteria. In these situations the assessor needs to ensure that the learner is not disadvantaged. Learners complete two speaking tasks which are assessed using the learning outcomes
and assessment criteria for the unit. At Level1 and Level2, learners are given the topics for Task 3 (Presentation and Discussion) four weeks before the assessment to allow time for preparation.

In the speaking and listening assessment it is possible to separate the three tasks. For example, a learner may complete the listening task from one assessment and take a speaking task 1 from another assessment set. Learners must achieve all assessment criteria in the listening section and two speaking tasks to secure achievement. Two opportunities are provided for learners to meet each assessment criterion. Learners have a maximum of three assessment opportunities in each academic year.

Reading

The questions for the Reading tasks will be written at or below the level of the assessment so that learners can read them. At Entry 1 tutors may read out the question rubrics if a learner is struggling and the tutor may write down the learner's answer if this proves a difficulty.

However, at other levels the question rubrics cannot be read out and the learners are expected to write the answers themselves. Learners should not be penalised by miss-spelt or poorly written responses, if the content is correct. The key criterion is that the learners show evidence of reading and understanding. Each reading assessment allows learners to meet each assessment criterion from the unit of assessment three times. Learners must meet each assessment criterion at least once to secure achievement. There is also a requirement to achieve a numerical mark across the assessment paper to show evidence of reading ability across a range of tasks and text types. A full assessment paper must be completed for secure achievement; tasks within the paper may be attempted on different occasions but must all be completed from the same assessment set for secure achievement. Learners cannot attempt individual tasks from different papers.

Reading Online Assessments

The Reading assessments are available as online assessments at all five levels: Entry 1, Entry 2, Entry 3, Level 1, and Level 2. Three live sets are provided per academic year together with practice sets and a functionality resource that helps tutors and learners build skills in taking the assessments online.

These assessments are hosted online and marked by the secure e-assessment platform, Surpass, but they are not remote assessments and must be completed in controlled conditions in the centre. The online assessments do not replace the paper versions; they run alongside them. The content of each online set is the same as the content of the corresponding paper-based set. It is the centre's responsibility to ensure that learners do not take the same set in online and paper-based formats.

If you already have qualification approval for Ascentis ESOL, your centre must complete a short form to request access to the online assessments—please contact Quality Assurance for this. This form asks centres to consider and provide information on certain aspects of the provision, such as how learners are inducted and introduced to online assessments and what support they will be given in advance of their assessments. Centres are also asked to declare awareness that the online assessments are part of the appropriate IQA procedures in respect of content delivery and preparing learners for assessment, and that they are subject to Ascentis External Quality Assurance processes.

Once centres have registered learners, they will need to schedule them for the online assessments by following the steps outlined in the e-assessment guidance which can be found on the Ascentis website.

Writing

Tutors may provide full tutor support to ensure that the learner understands the task or questions and, at Entry 1, can read them out aloud if necessary, though the emphasis should be on learners reading them for themselves. However, learners must form and write a response without assistance. If a learner does not achieve a task they may complete the equivalent task from a different paper. The assessment paper consists of three tasks. The first task of each assessment paper is a form to be completed. The following two tasks allow the learner to meet the range of learning outcomes and assessment criteria. The mark schemes include definitions from the Adult ESOL Core Curriculum to support assessment decisions.

Use of Dictionaries within Assessments

The use of dictionaries, online or print copies, is not allowed.

Grading

These qualifications are not graded.

© Ascentis – October 2025 V2

Verification

Quality Assurance

Ascentis has specific measures in place to ensure the rigorous quality assurance of ESOL Skills for Life qualifications. These include:

- The practice of a two-year rule to demonstrate sound performance. Centres normally have to be in operation for two years before ESOL Skills for Life can be approved for delivery
- An experienced team of External Quality Assurers
- Unannounced EQA visits during assessments
- Regular Regional Quality Meetings for centre practitioners

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. 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; 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 offer free refresher training in support of this role through an Ascentis Internal Quality Assurance webinars. The purpose of the course 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. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the log in area 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 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 Quality Assurers 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

Those delivering and assessing the qualifications should hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training and ideally a specialist ESOL teaching qualification such as the Ascentis Level 5 Diploma in Teaching English: ESOL, or be working towards such 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.

© Ascentis – October 2025 V2

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 the Ascentis website.

.

Speaking and Listening

Level of Unit: Entry 1 **Credit value: 12** **GLH of Unit: 120**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Lr/E1.1a, Lr/E1.1b, Lr/E1.1c, Lr/E1.1d, Lr/E1.2a, Lr/E1.2b, Lr/E1.2c, Lr/E1.2d, Lr/E1.2e, Lr/E1.3a, Lr/E1.3b, Lr/E1.4a, Lr/E1.4b, Lr/E1.5a, Lr/E1.5d, Sc/E1.1a, Sc/E1.1b, Sc/E1.2a, Sc/E1.2b, Sc/E1.3a, Sc/E1.3b, Sc/E1.3c,Sc/E1.4a, Sc/E1.4b, Sc/E1.4c, Sd/E1.1a, Sd/E1.1b, Sd/E1.1c

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to obtain information from simple verbal communication	1.1 Follow the gist of simple verbal communication
	1.2 Obtain necessary detail from simple verbal communication for a given task
	1.3 Follow single step verbal instructions correctly for a given task
2 Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use simple language appropriate for context when speaking
3 Be able to convey information	3.1 Provide a short verbal account for a given task
	3.2 Convey relevant detail during a simple verbal communication
4 Be able to engage in discussion with others	4.1 Make relevant contributions to discussion
	4.2 Express simple views clearly during verbal communication
	4.3 Make effective verbal requests to obtain information

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following:

- identify the topic of conversation and specific details in a simple narrative/exchange
- ask *wh-* questions e.g. *when, what*
- use question form of simple present tense e.g. *Do you? Have you?*
- ask for clarification e.g. *Can you repeat that please?*
- make requests using modal verbs e.g. *can, would like*
- respond to *wh-* questions and *yes/no* questions in requests for information
- respond using minimal response, short form of verb, or fuller answer e.g. name and address
- understand single step instructions/directions e.g. *it's on the right*
- speak clearly, using stress and intonation, to be understandable to a sympathetic native speaker
- use simple present tense to make simple statements of fact e.g. *This is my neighbour*
- use common prepositional phrases of place and time
- use common adjectives and intensifiers to give a description
- use contracted forms e.g. *I'm*
- some use of definite and indefinite articles
- take part in social interaction
- use grammar and vocabulary to express simple views e.g. *I like, I don't like, I think this is good/bad*
- recognise likes/dislikes/feelings/views of others and respond e.g. *that's right, do you?*

© Ascentis – March 2024

Speaking and Listening

Level of Unit: Entry 2 **Credit Value: 12** **GLH of Unit: 120**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Lr/E2.1a, Lr/E2.1b, Lr/E2.1c, Lr/E2.1d, Lr/E2.2a, Lr/E2.2b, Lr/E2.2c, Lr/E2.2d, Lr/E2.4a, Lr/E2.5a, Lr/E2.5b, Lr/E2.6a, Lr/E2.7a, Lr/E2.8a, Sc/E2.1a, Sc/E2.1b, Sc/E2.2a, Sc/E2.2b, Sc/E2.2c, Sc/E2.2d, Sc/E2.2e, Sc/E2.2f, Sc/E2.3a, Sc/E2.3c, Sc/E2.3d, Sc/E2.3e, Sd/E2.1a, Sd/E2.1b, Sd/E2.1c, Sd/E2.1d, Sd/E2.1e

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication
	1.2 Obtain necessary detail from straightforward verbal communication for a given task
	1.3 Follow straightforward verbal instructions correctly for a given task
2 Be able to speak English to communicate	2.1 Use pronunciation to convey intended meaning
	2.2 Use straightforward language appropriate for context when speaking
3 Be able to convey information	3.1 Provide relevant information to others during straightforward verbal communication
	3.2 Provide a verbal account for a given task
4 Be able to engage in discussion with others	4.1 Make appropriate contributions to discussions
	4.2 Express views clearly during verbal communication
	4.3 Obtain specific information from others

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following:

- identify the topic of conversation and specific details in a straightforward narrative/exchange
- understand key grammatical forms e.g. use of imperatives and negatives in instructions/directions
- recognise and respond to sequence markers e.g. *first, final*
- ask for things or actions using modals to make polite requests e.g. *can, could*
- speak clearly, using word and sentence stress, to be understood by a sympathetic native speaker
- use intonation appropriately in statements and questions
- ask for and give information using appropriate verb forms such as past and present simple, present continuous and 'going to' for future; prepositions of time and place; correct article e.g. *I lived in a village*
- use different question types to ask for directions and instructions e.g. *Can you tell me?*
- respond to request for information giving appropriate responses e.g. short and extended answers
- give personal information using grammatical forms suitable for level to talk about routines and habits e.g. *I watch… every week*, past events e.g. *I went for a meal*; and future plans e.g. *I'm going to*
- give an explanation using past, present and future time. e.g. *I like my friend because …*
- give a short description using simple present and a range of adjectives and intensifiers
- give instructions/directions using correct grammatical form such as present simple, imperatives and negative imperatives, prepositional phrases and sequencing forms
- take part in a social interaction, state a problem, give an opinion, make plans
- express views and opinions, agree and disagree, using suitable phrases and structures e.g. *I think …*

© Ascentis – October 2025 V2

Speaking and Listening

Level of Unit: Entry 3 **Credit Value: 12** **GLH of Unit 120**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Lr/E3.1a, Lr/E3.1b, Lr/E3.1c, Lr/E3.2a, Lr/E3.2b, Lr/E3.2c, Lr/E3.2d, Lr/E3.2e, Lr/E3.4a, Lr/E3.5a, Lr/E3.5b, Lr/E3.6a, Lr/E3.6b, Lr/E3.7a, Lr/E3.7c, Lr/E3.7d, Sc/E3.1a, Sc/E3.1b, Sc/E3.2a, Sc/E3.3a, Sc/E3.3b, Sc/E3.3c, Sc/E3.3d, Sc/E3.4c, Sc/E3.4d, Sc/E3.4e, Sc/E3.4f, Sd/E3.1a, Sd/E3.1b, Sd/E3.1c, Sd/E3.1d, Sd/E3.1e, Sd/E3.1f, Sd/E3.1g, Sd/E3.2a, Sd/E3.2b

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1 Be able to obtain information from verbal communication	1.1 Follow the gist of straightforward verbal communication
	1.2 Obtain relevant detail from straightforward verbal communication
	1.3 Follow straightforward verbal instructions correctly for a given purpose
2 Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3 Be able to convey information	3.1 Present information using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
	3.3 Convey relevant detail during verbal communication
4 Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

© Ascentis – October 2025 V2

Indicative Content
Learners will be able to demonstrate the ability to carry out any, but not necessarily, all of the following: ▪ identify the topic of conversation and specific details in a straightforward narrative/exchange ▪ understand directions/instructions using modal verbs e.g. *could you*, common phrasal verbs e.g. *sit down,* future simple form e.g. *shall we, you'll see it,* imperatives e.g. *read this* ▪ speak clearly, using word and sentence stress, to be understood by a sympathetic native speaker ▪ use intonation appropriately in statements and questions ▪ use knowledge of grammatical detail e.g. past and present, continuous tense, present perfect tense, *'used to'* to understand text ▪ recognise and use correct register for situation ▪ use a range of *wh* – questions, *yes/no* and open questions using present and past simple e.g. *do you / did you?* present perfect e.g. *have you?* present continuous, *are you working?* ▪ give personal information, recognising types of question and detail required ▪ give a short description using a range of adjectives, comparatives and superlatives ▪ ask for and respond to descriptions of people / places ▪ respond to a range of questions about familiar topics ▪ use definite and indefinite articles with some accuracy ▪ narrate things in the past using past simple and past continuous, present tense for descriptions, present perfect, 'used to' and time markers e.g. *last* ▪ structure an account with introduction, development, conclusion and a sequence of events ▪ follow and understand the main points of a discussion on different topics ▪ express likes and dislikes using – *ing* form as an object e.g. *I like going…, I don't like shopping* ▪ express views and opinions e.g. *I think, I feel that..,* and follow up an opinion with a reason using clauses of reason e.g. *because, as….* , express agreement and disagreement ▪ make arrangements, suggestions and plans, accepting and rejecting ideas e.g. *I think we should…, I'd* r*ather do …* and reaching an agreement e.g. *OK, we'll meet…* ▪ respect the turn-taking rights of others during discussions ▪ use a range of different forms to offer a turn to speak or to interrupt e.g. W*hat do you think?* ▪ summarise key points to check for understanding ▪ ask for clarification e.g. *Could you repeat that? Did you say that…?*

© Ascentis – October 2025 V2

Speaking and Listening

Level of Unit: Level 1 **Credit Value: 12** **GLH of Unit: 120**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:

Lr/L1.1a, Lr/L1.1b, Lr/L1.2a, Lr/L1.2b, Lr/L1.2c, Lr/L1.2d, Lr/L1.2e, Lr/L1.3a, Lr/L1.4a, Lr/L1.5a, Lr/L1.6a, Lr/L1.6b, Lr/L1.6c, Lr/L1.6d, Sc/L1.1a, Sc/L1.1b, Sc/L1.1c, Sc/L1.2a, Sc/L1.2b, Sc/L1.3a, Sc/L1.3b, Sc/L1.3c, Sc/L1.3d, Sc/L1.3e, Sc/L1.4a, Sc/L1.4b, Sd/L1.1a, Sd/L1.1b, Sd/L1.1c, Sd/L1.2a, Sd/L1.2b, Sd/L1.2c, Sd/L1.3a, Sd/L1.4a

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1 Be able to obtain information from verbal communication	1.1 Follow the gist of verbal communication on straightforward topics
	1.2 Obtain relevant detail from verbal communication on a straightforward topic
	1.3 Follow verbal instructions correctly for a given purpose
2 Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3 Be able to convey information	3.1 Present information using an appropriate structure for a given purpose
	3.2 Provide a verbal account of relevant information for a given audience
	3.3 Convey relevant details during verbal communication on straightforward topics
4 Be able to engage in discussion with others	4.1 Contribute constructively to discussion on straightforward topics
	4.2 Express views constructively during verbal communication on straightforward topics
	4.3 Plan action with others for a given task
	4.4 Obtain relevant information from others

© Ascentis – October 2025 V2

Indicative Content
Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following ▪ identify the topic of conversation and specific details in straightforward narratives/exchanges ▪ identify key words and phrases, Identify information relevant to the task, Identify main ideas ▪ follow instructions/directions, use of sequence markers and prepositional phrases ▪ speak clearly, using word and sentence stress, to be understood by native speakers ▪ use intonation appropriately in statements and questions ▪ speak with reasonable speed and rhythm ▪ adapt register according to formality of situation ▪ express clearly statements of fact, explanations, instructions, accounts and descriptions ▪ form simple, compound and complex sentences with sub-ordinate clauses ▪ use verb tenses accurately e.g. past, present, future simple, present perfect, present perfect continuous and continuous past perfect ▪ use grammatical forms e.g. passive and articles ▪ use discourse markers and verb forms to indicate sequence ▪ structure an account with introduction, development, conclusion and a sequence of events ▪ use descriptions in other type of discourse e.g. narratives, discussions ▪ make comparisons using regular and irregular forms and comparative / superlative adjectives ▪ take part in social and formal interaction and respond in a range of situations e.g. introducing and taking leave, apologising, giving advice, persuading. Express likes, dislikes and feelings ▪ initiate and follow through a difficult interaction ▪ use a wide range of vocabulary and register ▪ respect the turn-taking rights of others during discussions ▪ be able to interrupt in an acceptable manner and deal with unwelcome interruptions ▪ ask for clarification if required ▪ negotiate a plan with others using appropriate language e.g. *we could ..., on the other hand …,* and appropriate grammatical forms to make suggestions e.g. *I'd do…,* to give advice and persuade ▪ form different types of question using question words, embedded and tag questions

© Ascentis – October 2025 V2

Speaking and Listening

Level of Unit: Level 2 **Credit Value: 12** **GLH of Unit: 120**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Lr/L2.1a, Lr/L2.2a, Lr/L2.2b, Lr/L2.2c, Lr/L2.4a, Lr/L2.4b, Sc/L2.1a, Sc/L2.1b, Sc/L2.1c, Sc/L2.2a, Sc/L2.3a, Sc/L2.3b, Sc/L2.4a, Sc/L2.4b, Sc/L2.4c, Sc/L2.4d, Sc/L2.4e, Sc/L2.4f, Sc/L2.5a, Sd/L2.1a, Sd/L2.2a, Sd/L2.2b,
Sd/L2.2c, Sd/L2.2d, Sd/L2.3a, Sd/L2.4a, Sd/L2.4d, Sd/L2.5a

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1 Be able to obtain information from verbal communication	1.1 Follow the gist of extended verbal communication
	1.2 Obtain relevant detail from extended verbal communication
	1.3 Follow multi-step verbal instructions correctly for a given purpose
2 Be able to speak English to communicate	2.1 Use clear pronunciation to convey intended meaning
	2.2 Use appropriate language in context according to formality
3 Be able to convey information	3.1 Present information in a logical sequence for a given purpose
	3.2 Provide a verbal account with relevant information confidently for a given audience
	3.3 Convey relevant detail during verbal communication
4 Be able to engage in discussion with others	4.1 Contribute constructively to discussion
	4.2 Express views constructively during verbal communication
	4.3 Respond to others constructively to move discussion forward
	4.4 Obtain relevant information from others

© Ascentis – October 2025 V2

Indicative Content
Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following ▪ identify the topic of conversation, the main idea and secondary ideas, and specific details in narratives exchanges ▪ listen to, understand and follow multi-step instructions in a range of contexts ▪ speak clearly and confidently using pace, intonation, word and sentence stress appropriately ▪ use a range of structures and register for formal and informal situations e.g. *Do you mind if we do?* ▪ present information, explanations, instructions, accounts, descriptions and ideas in a structured account giving general and specific points with examples ▪ structure discourse clearly in a logical sequence using a range of discourse markers and connectives ▪ use a wide variety of verb tenses to describe past, present and future events, including continuous and perfect forms, and reported speech ▪ use the passive voice and a wide range of modal verbs to express possibility, certainty and obligation ▪ use a wide range of adjectives, comparative and superlatives, and intensifiers to describe and compare ▪ respond to a range of questions e.g. *'wh-' 'yes/no'*, embedded, tag and implied questions ▪ respond to criticism appropriately and make positive suggestions in difficult interactions using a range of modal verbs e.g. *It might be better if...* ▪ make relevant contributions to discussions to suit audience, context, purpose and situation ▪ express views and opinions, agreement and disagreement ▪ use suitable language to move a discussion forward e.g. *'I take your point', 'But perhaps we could think about,'* to interrupt or to change topic ▪ deal with difficult situations i.e. complaining, insisting, negotiating ▪ use a wide range of formal and informal vocabulary ▪ make requests and ask questions to obtain detailed information

© Ascentis – October 2025 V2

Reading

Level of Unit Entry 1 **Credit Value: 6** **GLH of Unit 60**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Rs/E1.1a, Rs/E1.1b, Rt/E1.1a, Rt/E1.1b, Rt/E1.2a, Rw/E1.1a, Rw/E1.3a, Rw/E1.3b

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to gain meaning from text	1.1 Follow a short text on a familiar topic
	1.2 Use language features to work out meaning in short text on a familiar topic
2 Be able to identify the purpose of text	2.1 Identify the purpose of short text on a familiar topic
3 Be able to find information in text	3.1 Obtain relevant information from short text on a familiar topic
	3.2 Recognise symbols in text
	3.3 Recognise words in text
	3.4 Recognise digits correctly
4 Be able to recognise letters	4.1 Identify letters of the alphabet in upper and lower case correctly

Indicative Content
Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following: ▪ read and understand a short text on a familiar topic ▪ recognise common patterns of simple sentences – i.e. subject-verb-object, subject-verb-prepositional phrase e.g. *She has two children; He lives in London* ▪ recognise the use of full stops and capital letters in a sentence to help understand the text ▪ recognise the use of questions marks and exclamation marks to help understand the text ▪ recognise capital letters for names, places and the personal pronoun 'I' ▪ recognise days of the week, family words, dates, times and other common words in everyday use ▪ recognise and understand use of common prepositions e.g. *in, out, off, down* ▪ recognise the purpose of simple texts ▪ obtain information from key words, common signs and symbols ▪ recognise digits 0 - 9 i.e. dates, times, telephone numbers and prices ▪ recognise the letters of the alphabet in both upper and lower case

© Ascentis – March 2024

Reading

Level of Unit Entry 2 **Credit Value: 6** **GLH of Unit 60**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Rs/E2.1a, Rs/E2.1b, Rs/E2.1c, Rs/E2.1d, Rt/E2.1a, Rt/E2.1b, Rt/E2.2a, Rt/E2.4a, Rw/E2.1a, Rw/E2.2a, Rw/E2.5a

Learning Outcomes The learner will		Assessment Criteria The learner can	
1	Be able to gain meaning from text	1.1	Trace main events in short straightforward text
		1.2	Use language features to work out meaning in short straightforward text
		1.3	Understand the meaning of words in short straightforward text
2	Be able to identify the purpose of text	2.1	Use features of text to identify the purpose of short straightforward text
3	Be able to find information in text	3.1	Obtain relevant information from short straightforward text
		3.2	Obtain relevant information from an image
4	Be able to order words alphabetically	4.1	Use first placed letters to order words alphabetically

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following:

- use key features of text i.e. sequencing and discourse markers e.g. *first, next* etc.- to understand and trace the main events in text
- use knowledge of simple and compound sentences to understand meaning
- use knowledge of language to identify purpose e.g. imperatives and negative imperatives in instructions
- use knowledge of grammatical structures such as prepositions, adverbials and connectives e.g. *before, after, next , right , straight on*, to follow and understand instructions / directions
- recognise use of capital letters for people and place names to understand meaning
- recognise use of full stops, question marks and exclamation marks to understand meaning
- recognise layout and features of text to identify purpose
- recognise and respond to words on forms requesting personal information e.g. first name, surname, address, postcode, age, date of birth etc.
- recognise and understand common instructions on forms e.g. tick, delete, block capitals
- use knowledge of common words to understand text and find information
- use detailed reading to find specific information
- use images, illustrations, diagrams and captions to follow texts
- use initial letter to help to find information in alphabetical order

© Ascentis – October 2025 V2

Reading

Level of Unit Entry 3 | **Credit Value: 6** | **GLH of Unit 60**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Rs/E3.1a, Rs/E3.1b, Rs/E3.2a, Rt/E3.1a, Rt/E3.2a, Rt/E3.3a, Rt/E3.4a, Rt/E3.5a, Rt/E3.5b, Rt/E3.6a, Rt/E3.7a, Rt/E3.8a, Rt/E3.9a, Rw/E3.1a, Rw/E3.2a, Rw/E3.4a

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1 Be able to gain meaning from text	1.1 Identify the main points of short straightforward text
	1.2 Identify main events in short straightforward text
	1.3 Use language features to identify meaning in short straightforward text
	1.4 Identify the meaning of words and phrases in short straightforward text
2 Be able to distinguish the purpose of text	2.1 Identify the purpose of short straightforward text
3 Be able to find information in text	3.1 Obtain information from short straightforward text
4 Be able to order words alphabetically	4.1 Use first and second placed letters to order words

Indicative Content
Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following: ▪ identify the main points of paragraphs to gain meaning from text ▪ understand the main events of chronological, continuous descriptive and explanatory texts ▪ recognise different forms of layout for texts i.e. bullet points, diagrams, columns, titles, sub-headings ▪ use knowledge of grammatical features to work out meaning in texts i.e. use of imperative, discourse markers e.g. *then, after that, finally, always,* verb tenses e.g. *used to* ▪ use images, illustrations, diagrams and captions to aid understanding ▪ recognise use of capital letters, full stops, question marks, exclamation marks, inverted commas / speech marks / quotation marks and commas in a list to understand meaning ▪ identify key words and phrases commonly used in different types of texts on familiar topics i.e. letters, leaflets, forms, short articles or reports ▪ read and understand words and phrases commonly used on forms ▪ understand the different purposes of text i.e. to inform, to advertise, to tell a story, to instruct ▪ read in detail to obtain specific information ▪ use first and second place letters to find and sequence words in alphabetical order

© Ascentis – March 2024

Reading

Level of Unit Level 1 **Credit Value: 6** **GLH of Unit 60**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Rs/L1.1a, Rs/L1.2a, Rt/L1.1a, Rt/L1.2a, Rt/E1.3a, Rt/L1.4a, Rt/L1.5a, Rw/L1.2a, Rw/L1.3a

Learning Outcomes The learner will		Assessment Criteria The learner can	
1	Be able to gain meaning from text	1.1	Identify the main points in straightforward text
		1.2	Identify the main events in straightforward text
		1.3	Use language features to identify meaning in straightforward text
		1.4	Identify the meaning of words in straightforward text
2	Be able to identify the purpose of text	2.1	Identify the purpose of straightforward text
3	Be able to find information in text	3.1	Obtain relevant specific information from straightforward text

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following

- identify the main points in a range of text types
- understand that meaning in texts can be implied as well as explicitly stated
- understand the main events of chronological, continuous descriptive, explanatory and persuasive texts
- use knowledge of sentence structure (simple, compound and complex) and word order to work out meaning, e.g. that in the sentence *The Dome was closed to visitors by the Minister last year*, the person responsible for closing it was the Minister, not the visitors
- use knowledge of a range of subordinating and co-ordinating links within and between sentences to refer backwards and forwards in texts, recognising a range of linguistic features such as relative pronouns, repetition, re-iteration, e.g. *London is a very busy city. Because of its huge population and its position in the world financial market, the city …*
- recognise the purpose of a range of punctuation including: full stops, question marks, exclamation marks, colons, and the use of commas i.e. in lists, between clauses, after connectives; apostrophes for possession and omission; inverted commas in direct speech and quotations
- recognise and understand an increasing range of vocabulary associated with different types of text
- be aware of how language is used to create different effects i.e. descriptive language, slang, jargon, formal register
- understand that words can act as different word classes, depending on the context, i.e. as verb, noun or adjective e.g. *to record, a record, a record level of …*
- be aware that words may have different meanings in different contexts and have negative and positive connotations: slim, slender, skinny; riot, demonstration; house, home, hovel
- recognise how language and other textual features are used to achieve different purposes i.e. to instruct, explain, describe, persuade
- use organisational and structural features to locate specific information i.e. contents, index, menus, titles, by-lines, subheadings, and that you can infer meaning from images which is not explicit in the text

© Ascentis – March 2024

Reading

Level of Unit Level 2 **Credit Value: 6** **GLH of Unit 60**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Rs/L2.1a, Rs/L2.2a, Rt/L2.1a, Rt/L2.2a, Rt/L2.3a, Rt/L2.4a, Rt/L2.5a, Rt/L2.6a, Rt/L2.7a, Rw/L2.1a, Rw/L2.3a

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to gain meaning from text	1.1 Identify the main points of text
	1.2 Identify the main events of text
	1.3 Use language features to identify meaning in text
	1.4 Identify the meaning of vocabulary in text
2 Distinguish the purpose of text	2.1 Identify the purpose of text
3 Be able to find information in text	3.1 Obtain specific information from text
	3.2 Evaluate information from different sources

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following:

- identify the main points in a range of text types
- understand that main points may be indicated in different ways in different text types, i.e. in the headings in a textbook, in the topic sentences in a letter of complaint, by looking for adverbs of time and key dates in a chronological sequence
- understand the main events of chronological, continuous descriptive, explanatory and persuasive texts
- summarise information from longer documents
- use knowledge of different forms of sentence and clause structure i.e. passive and conditional constructions, inverted, embedded and non-finite clauses, to work out meaning
- recognise that specific grammatical devices are used to persuade, i.e. rhetorical questions, repetition
- recognise a wide range of punctuation marks, including full stops, question marks and exclamation marks, commas, colons, semi-colons, bullets, numbering, speech marks / inverted commas / quotation marks, apostrophes, hyphens, dashes and brackets
- read and understand technical vocabulary
- understand the concept of synonyms and antonyms
- recognise and understand the use of similes, metaphors, idioms, clichés
- understand the importance of context in determining the meaning of a word
- understand that words have different connotations
- understand that different kinds of text have different purposes, that texts can have more than one purpose, and that the real purpose of some texts can be different from the explicitly stated purpose
- understand that format, organisational structure, grammatical features, discourse markers, register, graphics, vocabulary and style may indicate the purpose of a text
- recognise the importance of register, to assist in identification of purpose by identifying formal versus informal structures and vocabulary, i.e. the use of the passive, the third person, the use and choice of abstract nouns, formulaic expressions, idiom and collocation
- read and understand specific information in different types of text
- read critically to evaluate information, ideas and opinions from different sources
- read an argument and identify the points of view or bias. Understand that information on the same topic from different sources may have different, even contradictory, emphases
- understand the difference between objective fact and opinion

© Ascentis – October 2025 V2

Writing

Level of Unit Entry 1 **Credit Value: 9** **GLH of Unit 90**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Ws/E1.1a, Ws/E1.2a, Ws/E1.3a, Wt/E1.1a, Ww/E1.1a, Ww/E1.2a, Ww/E1.2b

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to produce simple text	1.1 Construct simple complete sentences correctly for an intended audience
	1.2 Use full stops correctly
	1.3 Use capitalisation correctly
	1.4 Spell words correctly
2 Be able to complete a form	2.1 Record personal details on a simple form correctly

Indicative Content
Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following: ▪ compose simple text to communicate information and ideas i.e. about family, country, likes/dislikes ▪ use conventional layout of simple texts i.e. invitation, envelope, message ▪ write sentences using common patterns for simple statements of subject-verb-object ▪ use appropriate verb forms, including for instruction and direction, e.g. simple present of *be, have, do*, *live, go to, come from* ... and present continuous of common regular verbs ▪ use capital letters for names, places, days of the week and months ▪ use capital letter at the start of a sentence and full stop at the end ▪ use capital letter for the personal pronoun 'I' ▪ write the letters of the alphabet using upper and lower cases ▪ spell personal vocabulary and common words correctly ▪ form digits 1 – 9 ▪ compose simple text to communicate personal information by filling in details on a form

© Ascentis – October 2025 V2

Writing

Level of Unit Entry 2 **Credit Value: 9** **GLH of Unit 90**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Ws/E2.1a, Ws/E2.2a, Ws/E2.3a, Ws/E2.4a, Wt/E2.1a, Wt/E2.1b, Ww/E2.1a, Ww/E2.2a

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to produce simple text for a given audience	1.1 Present information in an appropriate format for the intended audience
	1.2 Construct simple and compound sentences correctly
	1.3 Use adjectives correctly
	1.4 Use punctuation correctly
	1.5 Use upper and lower case letters correctly
	1.6 Spell words correctly
2 Be able to complete a form	2.1 Record personal details in a form correctly

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following:

- compose simple text using appropriate format for the task
- convey information relevant to the topic, using appropriate register for the audience
- write simple sentences in paragraphs with a structure such as clear beginning, middle, end
- write compound sentences using common conjunctions to connect two clauses e.g. *as, and, but*
- use simple present tense and simple past tense e.g. *She was late,* and simple structures for future time e.g. *I am going to …*
- use modals to make requests e.g. *Please could you …*
- use simple adverbial phrases of time and place e.g. *on Saturday, next week, at the bus station*
- use adjectives and intensifiers to add detail and interest
- use capital letters, question marks and full stops in sentences
- use a capital letter for names, places, days, months
- spell correctly common words and personal details appropriate to task
- record personal information on a form
- respond to simple instructions on forms e.g. circle, tick, delete, block capitals etc.
- respond to requests for information e.g. *What are your hobbies and interests?*

© Ascentis – October 2025 V2

Writing

Level of Unit Entry 3 **Credit Value: 9** **GLH of Unit 90**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Ws/E3.1a, Ws/E3.2a, Ws/E3.3a, Wt/E3.1a, Wt/E3.1b, Wt/E3.2a, Wt/E3.3a, Wt/E3.5a, Ww/E3.1a

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to plan text for a given audience	1.1 Plan text for the intended audience
2 Be able to produce text for a given audience	2.1 Produce content for the intended audience
	2.2 Structure main points in short paragraphs
	2.3 Sequence text chronologically
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
	2.6 Spell words correctly
3 Be able to complete a form	3.1 Complete a form with open and closed responses correctly

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following:

- plan writing – i.e. spidergram, bullet points, notes, mind-map
- produce text relevant to purpose and audience with appropriate register
- group main points into paragraphs
- develop the main point in each paragraph, giving further information, description etc.
- link paragraphs together in a logical sequence
- sequence a chronological account, using discourse markers e.g. *after a few days,* with a clear beginning, middle and conclusion
- use a range of simple, compound and complex sentences with subordinate clauses of time, reason, result, condition
- use conjunctions such as *because, although, while,* and discourse markers such as *then, finally, after*
- use a range of verb tenses accurately such as past simple, present continuous, present perfect, 'used to' and future simple, with correct subject-verb agreement
- use full stops and capital letters correctly
- use question marks when required, exclamation marks to make a point, quotation marks / inverted commas / speech marks to indicate direct speech, and commas in a list
- use correct sentence punctuation and capital letters where required
- spell key words and special interest vocabulary correctly
- record personal information on forms
- respond to instructions on forms e.g. circle, tick, delete, block capitals etc.
- write extended responses to requests for information e.g. past education and work experience

© Ascentis – October 2025 V2

Writing

Level of Unit Level 1 **Credit Value: 9** **GLH of Unit 90**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas:
Ws/L1.1a, Ws/L1.2a, Ws/L1.3a, Wt/L1.1a, Wt/L1.1b, Wt/L1.2a, Wt/L1.3a, Wt/L1.4a, Wt/L1.5a, Wt/L1.6a, Ww/L1.1a

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to plan text for a given task	1.1 Plan text for a specific purpose
2 Be able to produce text for different tasks	2.1 Produce content appropriate to purpose
	2.2 Use appropriate language for a given task
	2.3 Structure text in a logical sequence for purpose
	2.4 Use grammar correctly
	2.5 Use punctuation correctly
	2.6 Spell words accurately
3 Be able to complete a form	3.1 Complete a form with open and closed responses correctly

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following

- plan writing – i.e. spidergram, bullet points, notes, mind-map
- identify appropriate register for task and audience using key features of formal and informal register e.g. type of vocabulary, mode of address, grammatical structures
- use appropriate format and features of layout for different types of text i.e. titles, headings, subheadings, paragraphs, lists, bullet points etc.
- use graphics to make meaning clearer when appropriate e.g. pictures, diagrams, illustrations
- present information in a logical sequence, using paragraphs and key features of written discourse to order and sequence information i.e. introduce purpose, elaborate points, relate points, summarise and conclude
- apply key linguistic features to show logical sequence e.g. *therefore … , as a result …* and appropriate use of tense
- use sentences consisting of a main clause and one or more subordinate clauses and a range of connectives to show time, degree, frequency etc.
- use a range of tenses, including continuous and perfect forms, and correct subject/verb agreement
- use accurately a range of punctuation: to mark the beginning and end of sentences, to emphasise a point, to indicate reported speech.
- use commas in a list, between clauses and after connectives
- use apostrophes for possession and omission
- use and spell correctly a wide range of vocabulary appropriate to different audiences
- respond to instructions on forms e.g. circle, tick, delete, block capitals etc.
- complete an extended form with personal information using open and closed responses

© Ascentis – October 2025 V2

Writing

Level of Unit Level 2 **Credit Value: 9** **GLH of Unit 90**

Introduction

This unit maps to the ESOL Core Curriculum in the following areas
Ws/L2.1a, Ws/L2.2a, Ws/L2.3a, Ws/L2.4a, Wt/L2.1a, Wt/L2.1b, Wt/L2.2a, Wt/L2.2b, Wt/L2.3a, Wt/L2.4a, Wt/L2.5a, Wt/L2.6a, Wt/L2.7a, Ww/L2.1a

Learning Outcomes The learner will		Assessment Criteria The learner can	
1	Be able to plan text for a given task	1.1	Plan text for a specific purpose
2	Be able to produce text for different tasks	2.1	Produce content which meets the purpose effectively
		2.2	Use language effectively
		2.3	Structure text coherently for purpose
		2.4	Use grammar correctly
		2.5	Use punctuation correctly
		2.6	Spell words accurately
3	Be able to complete a form	3.1	Complete a form with complex features correctly

Indicative Content

Learners will be able to demonstrate the ability to carry out any, but not necessarily all, of the following

- plan writing – e.g. spidergram, bullet points, notes, mind-map
- use appropriate register for purpose and audience using key features of formal and informal language e.g. type of vocabulary and collocation, phrasal verbs, idiomatic expressions, mode of address, grammatical structures
- use appropriate format and features of layout for different types of text i.e. titles, headings, subheadings, paragraphs, lists, bullet points etc.
- use graphics to make meaning clearer when appropriate e.g. pictures, diagrams, illustrations
- use appropriate structures for formal writing i.e. passive in reports, conventional phrases in letters
- present information and ideas in a logical sequence using paragraphs and a range of connectives and discourse markers e.g. *in spite of the fact that, nevertheless, subsequently, accordingly*
- construct effective arguments using appropriate paragraphing structure i.e. statement of argument, supporting points, examples, conclusion
- use a variety of simple, compound and complex sentences
- use a wide range of past, present and future tenses, including continuous and perfect forms, and reported speech
- use a range of embedded and relative clauses, noun and participle clauses, and conditionals
- use correct grammar, i.e. subject-verb agreement, word-order, correct and consistent use of tense
- use an extensive range of modal verbs where appropriate
- use personal and relative pronouns to replace/refer to nouns to avoid repetition and improve clarity
- punctuate sentences correctly i.e. use commas e.g.in lists, between clauses, after connectives; use apostrophes for possession and omission; use inverted commas in direct speech and quotations
- use suitable vocabulary for genre, purpose, audience and content, including stylistic devices to achieve purpose e.g. similes, metaphors
- use and spell correctly a wide range of vocabulary

© Ascentis – October 2025 V2

- respond to instructions on forms e.g. circle, tick, delete, block capitals etc.
- complete an extended form with personal information using open and closed responses

© Ascentis – October 2025 V2

Summary Record of Achievement

Entry Level Certificate in ESOL Skills for Life

Learner Name _____

Unit Title	Level	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Speaking and Listening	Entry 1			
Reading	Entry 1			
Writing	Entry 1			
Speaking and Listening	Entry 2			
Reading	Entry 2			
Writing	Entry 2			
Speaking and Listening	Entry 3			
Reading	Entry 3			
Writing	Entry 3			
Reading	Level 1			
Writing	Level 1			
Speaking and Listening	Level 1			
Reading	Level 2			
Writing	Level 2			
Speaking and Listening	Level 2			

© Ascentis – October 2025 V2

Level Claimed _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

© Ascentis – October 2025 V2

APPENDIX 1

Summary Record of Achievement
Level 1 and Level 2 Certificate in ESOL Skills for Life

Learner Name _____

Unit Title	Level	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Speaking and Listening	Level 1			
Reading	Level 1			
Writing	Level 1			
Speaking and Listening	Level 2			
Reading	Level 2			
Writing	Level 2			

Level Claimed _____

Assessor Signature _____

Internal Verifier Signature (if sampled)

© Ascentis – October 2025 V2

Examples of spiky profiles for the certificate in ESOL Skills for Life

Entry 1

Level	Mode	Credit Value	Certificate Level
Entry 1	Speaking and Listening	12	Entry 1
Entry 1	Reading	6	
Entry 2 or above	Writing	9	

Level	Mode	Credit Value	Certificate Level
Entry 2 or above	Speaking and Listening	12	Entry 1
Entry 1	Reading	6	
Entry 1	Writing	9	

Level	Mode	Credit Value	Certificate Level
Entry 1	Speaking and Listening	12	Entry 1
Entry 2 or above	Reading	6	
Entry 1	Writing	9	

Entry 3

Level	Mode	Credit Value	Certificate Level
Entry 3	Speaking and Listening	12	Entry 3
Entry 3	Reading	6	
Level 1 or above	Writing	9	

Level	Mode	Credit Value	Certificate Level
Entry 3	Speaking and Listening	12	Entry 3
Level 1 or above	Reading	6	
Entry 3	Writing	9	

Level	Mode	Credit Value	Certificate Level
Level 1 or above	Speaking and Listening	12	Entry 3
Entry 3	Reading	6	
Entry 3	Writing	9	

© Ascentis – October 2025 V2