Ascentis Entry Level 3 Awards in English (Stepping Stones to Functional Skills) –

- Spelling (Entry Level 3)
- Grammar and Punctuation (Entry Level 3)
- Reading (Entry Level 3)
- Writing (Entry Level 3)
- Speaking and Listening (Entry Level 3)

Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills)
Ascentis Entry Level 3 Extended Award in English (Stepping Stones to Functional Skills)
Ascentis Entry Level 3 Certificate in English (Stepping Stones to Functional Skills)

Specification

Ofqual Numbers (See page 4 of the specification)

Ofqual Start Date	01/08/2022
Ofqual Review Date	31/07/2028
Ofqual Certification Review Date	31/07/2029

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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 progression 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 ENTRY LEVEL 3 AWARDS / EXTENDED AWARD / CERTIFICATE IN ENGLISH (STEPPING STONES TO FUNCTIONAL SKILLS)

Introduction

This Entry Level 3 suite of Awards in aspects of English is aimed at adults and young people who wish to improve their English. The Awards are intended to aid progression, either to further study through English Functional Skills or to GCSE English qualifications. The individual standalone units have been mapped to the Adult Literacy Core Curriculum and reflect the requirements of the reformed Functional Skills qualifications. An Entry Level 3 Certificate in English (Stepping Stones to Functional Skills) is also available. This is suitable for those who wish to improve all aspects of their English.

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

- Small Award-sized qualifications are available as well as the unit certificates
- They contain relatively short units, each of 20/40 guided learning hours – bite-sized learning
- They can be delivered either as a classroom-based course or as a blended learning programme
- They are assessed by completion of Ascentis-designed time-constrained assessment – no portfolio of evidence is required
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

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

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

Target Group

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

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

Regulation Codes

- Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – 610/0479/0
- Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Spelling 610/0477/7
- Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Grammar and Punctuation 610/0476/5
- Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Reading 610/0474/1
- Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Writing 610/0475/3
- Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Speaking and Listening 610/0478/9
- Ascentis Entry Level 3 Extended Award in English (Stepping Stones to Functional Skills) – 610/0480/7
- Ascentis Entry Level 3 Certificate in English (Stepping Stones to Functional Skills) – 610/0481/9

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Rationale for the Rules of Combination

Learners **must** complete one unit for each Award at Entry level 3. Learners may achieve a 4-credit Award or a 6-credit Extended Award by combining any of the units below. Certification is given for achieving a pass in the Ascentis-designed assessments.

Learners who achieve all five units may choose to claim an Entry Level 3 Certificate in English (Stepping Stones to Functional Skills).

Rules of Combination

Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Spelling				
Title	Level	Credit Value	GLH	Unit Reference
Spelling	Entry 3	2	20	R/650/1354

Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Grammar and Punctuation				
Title	Level	Credit Value	GLH	Unit Reference
Grammar and Punctuation	Entry 3	2	20	T/650/1355

Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Reading				
Title	Level	Credit Value	GLH	Unit Reference
Reading	Entry 3	3	30	Y/650/1356

Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Writing				
Title	Level	Credit Value	GLH	Unit Reference
Writing	Entry 3	3	30	A/650/1357

Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills) – Speaking and Listening				
Title	Level	Credit Value	GLH	Unit Reference
Speaking and Listening	Entry 3	4	40	D/650/1358

Ascentis Entry Level 3 Award in English (Stepping Stones to Functional Skills)				
				Minimum credits: 4 Maximum credits: 5
Title	Level	Credit Value	GLH	Unit Reference
Spelling	Entry 3	2	20	R/650/1354
Grammar and Punctuation	Entry 3	2	20	T/650/1355
Reading	Entry 3	3	30	Y/650/1356
Writing	Entry 3	3	30	A/650/1357

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Ascentis Entry Level 3 Extended Award in English (Stepping Stones to Functional Skills)				
				Minimum credits: 6 Maximum credits: 12
Title	Level	Credit Value	GLH	Unit Reference
Spelling	Entry 3	2	20	R/650/1354
Grammar and Punctuation	Entry 3	2	20	T/650/1355
Reading	Entry 3	3	30	Y/650/1356
Writing	Entry 3	3	30	A/650/1357
Speaking and Listening	Entry 3	4	40	D/650/1358

Ascentis Entry Level 3 Certificate in English (Stepping Stones to Functional Skills)				
				Credits: 14
Title	Level	Credit Value	GLH	Unit Reference
Spelling	Entry 3	2	20	R/650/1354
Grammar and Punctuation	Entry 3	2	20	T/650/1355
Reading	Entry 3	3	30	Y/650/1356
Writing	Entry 3	3	30	A/650/1357
Speaking and Listening	Entry 3	4	40	D/650/1358

Unit certification is available for any unit.

Guided Learning Hours (GLH)

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

Total Qualification Time (TQT)

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

Recommended Prior Knowledge, Attainment and/or Experience

Learners should be able to evidence a level of English skill to at least Entry Level 2 prior to studying the standalone qualifications.

Age Range of Qualifications

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

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Opportunities for Progression

These qualifications offer:

- The opportunity to move towards English Functional Skills at Level 3
- Evidence of achievement for learners moving into the world of work or work-based learning

Mapping/Relationship to National Occupational Standards

These qualifications are mapped to the Adult Literacy Core Curriculum. This can be viewed at: https://www.skillsworkshop.org/resources/adult_literacy_core_curriculum_dfes_2001

The qualifications also reflect the Functional Skills subject content. This can be viewed at: https://www.gov.uk/government/publications/functional-skills-subject-content-english.

Centre Recognition

These qualifications can only be offered 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.

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 processes for these qualifications. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. 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 that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present. Your EQA will contact you to arrange a mutually convenient date for this training.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee (refer to the latest version of the product catalogue).

Status in England, Wales and Northern Ireland

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

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Reasonable Adjustments and Special Considerations

In the development of these qualifications, Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any candidate learner suffering illness, injury or indisposition. Full details of 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.

Inclusive Statements

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

Speaking and Listening

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

Reading

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

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*[1]. 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 qualification 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.

In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

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ASSESSMENT ARRANGEMENTS

Assessment

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

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

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

Ascentis-Designed Assessments

Each Entry Level 3 Award is assessed through Ascentis-designed assessments. These must be conducted in centres under supervised conditions.

The assessments are available to download in the secure examinations section of Ascentis' online portal. Once a centre has received qualification approval, access to the assessments will be given to the Examination Officer within the centre. The assessments need to be stored in secure conditions.

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

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

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

Speaking

The Speaking assessments need to be completed under supervised conditions. The person supervising the assessment can also assess the performance of each learner. The assessor may be the learner's own tutor. Speaking assessments at all levels involve working with others in order to meet the skill standards. However, assessors must ensure that they assess individual performance. There may be occasions when the performance of other learners within a group may adversely affect another learner's ability to meet the skill standards. In these situations, the assessor needs to intervene to ensure that the candidate is not disadvantaged. Any assessor support given to learners during the assessment must be clearly documented for each learner using the Learner Assessment Record, which is provided in Appendix 2. It is recommended that centres make an audio or video recording as evidence for all learners. This will enable External Verifiers to confirm the appropriate application of the mark scheme.

A record of the outcomes of the Speaking assessment must be made. Centres should submit the following when requesting external verification:

- Learner Assessment Record (Appendix 2) – detailing the learner's performance
- Attendance list
- One copy of the Assessment Guidance and Mark Scheme for the assessment used

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

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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. All learners must cite the use of AI in their assessments where this is allowed.

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VERIFICATION ARRANGEMENTS

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards, 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 course. 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 login section of the Ascentis website www.ascentis.co.uk.

External Verification

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

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

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

External 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

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

Centres are responsible for ensuring that all staff involved in the delivery of 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 internal quality assurance 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 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 electronic portal or the Ascentis website.

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Unit Title: **Spelling**

Unit Reference Number: **R/650/1354**

Credit Value of Unit 2	GLH of Unit 20	Level of Unit E3

Introduction

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

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

The unit reflects the requirements of the reformed Functional Skills qualifications.

Learning Outcomes The learner will be able to	**Assessment Criteria** The learner can
1 Recognise and use basic spelling patterns	1.1 Recognise basic word families
	1.2 Use simple homophones
	1.3 Understand spelling patterns in plural words
	1.4 Use letters to sequence words in alphabetical order
2 Spell words with basic spelling patterns	2.1 Spell everyday verbs with regular and irregular patterns
	2.2 Understand spelling patterns when using affixes
	2.3 Understand the use of: ▪ Common prefixes ▪ Common suffixes
	2.4 Recognise and spell words with silent letters
3 Proofread and correct spelling errors in a short text	3.1 Identify spelling errors in short texts
	3.2 Correct spelling errors in a short text

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. **Word families:** Learners should be aware that certain words are spelled the same, even if they are not pronounced alike, e.g., words containing oot / ail / ove / one. **Plurals:** Learners should be able to spell common plural words, e.g., add -es to most words – church/churches; y after a vowel – add s key/s. **Homophones:** Learners should recognise and be able to use simple homophones. **Prefixes:** Learners should be able to use simple prefixes, e.g., un- / re- / dis- / mis-. **Suffixes:** Learners should be able to use simple suffixes, e.g. -ing / -ly / -ful. **Everyday verbs:** Learners should be able to spell verbs that they would encounter on a daily basis, e.g., irregular: to be, to have, to do, to go, to run; regular: to arrange, to place, to taste, to wash. **Affixes:** Learners should recognise words which have similar patterns, e.g., words which lose the final 'e' before a vowel suffix (e.g., liv(e)ing) or where 'y' becomes 'I' (e.g., mercy / merciful). **Silent letters:** Learners should be able to identify and spell a range of basic words containing silent letters. **Alphabetical order:** Learners will be able to use alphabetical order to organise basic words. **Proofread:** Learners should be able to identify and correct spelling errors in a given text. Words should be selected from the Entry Level 3 spelling list.

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Unit Title: **Grammar and Punctuation**

Unit Reference Number: **T/650/1355**

Credit Value of Unit 2	**GLH of Unit 20**	**Level of Unit E3**

Introduction

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

This unit maps to the Adult Literacy Core Curriculum: Ws/E3.1, Ws/E3.2, Ws E3.3, Wt/E3.4.

The unit reflects the requirements of the reformed Functional Skills qualifications.

Learning Outcomes The learner will be able to	**Assessment Criteria** The learner can
1 Write in complete sentences	1.1 Write sentences with subject, object and verb
	1.2 Join two simple sentences with a connective
	1.3 Use correct subject-verb agreement
	1.4 Use correct verb tense
	1.5 Use the appropriate definite and indefinite articles
2 Use punctuation correctly	2.1 Use end of sentence punctuation correctly: ▪ Full stops ▪ Question marks ▪ Exclamation marks
	2.2 Use capital letters at the start of sentences
	2.3 Use commas in a list
3 Proofread texts for grammar and punctuation errors	3.1 Identify errors in short texts

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Simple sentence: Learners should be able to write sentences containing subject and verb that is a single complete thought or action.

Subject-verb agreement: Learners will be able to make sure that they select the subject and verb that agree, e.g., both need to be singular or both need to be plural.

Connectives: Learners to use basic connectives to join sentences together, e.g., *and*, *but*, *so*, *because*.

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

Commas: Learners should be aware of the use of commas when writing lists.

Punctuation marks: Learners should be able to use capital letters correctly, and select the appropriate end-of-sentence punctuation.

Articles: Learners to use the correct definite and indefinite articles in sentences.

Proofread: Learners will be able to identify and correct grammar and punctuation errors in a given text.

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Unit Title: **Reading**

Unit Reference Number: **Y/650/1356**

Credit Value of Unit 3	GLH of Unit 30	Level of Unit E3

Introduction

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

This unit maps to the Adult Core Curriculum: Rt/E3.1, Rt/E3.2, Rt/E3.4, Rt/E3.6, Rt/E3.7, Rt/E3.8, Rt/E3.9, Rw/E3.3.

The unit reflects the requirements of the reformed Functional Skills qualifications.

Learning Outcomes The learner will be able to	**Assessment Criteria** The learner can
1 Read different types of texts, and understand that texts can have different purposes	1.1 Understand the main events in different texts of more than one paragraph
	1.2 Recognise the different purposes of texts
2 Understand the main points and ideas in a text	2.1 Recognise the main points and ideas in a text
	2.2 Work out the meaning of words, at Entry Level 3, from context given
	2.3 Find specific information within texts by detailed reading
3 Use organisational and structural features to locate information	3.1 Recognise the gist of a text and gain information from title, headings, menus, contents and illustrations

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Types of texts: Learners will be able to read and understand different types of text, e.g., letters, emails, instructions.

Text purpose: Learners will be able to identify the purpose of a text: to inform, instruct, describe, persuade.

Main points and ideas: Learners should be able to read and identify the key pieces of information within a text.

Specific information: Learners can employ scanning techniques to look for specific details within a text.

Organisational and structural features: Learners should be able to use organisational and structural features to enhance understanding of the text, e.g., title, headings/subheadings, bullet points, illustrations.

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

Dictionaries: Learners can use a dictionary to find out the meaning of unfamiliar words.

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Unit Title: **Writing**

Unit Reference number: **A/650/1357**

Credit Value of Unit 3	GLH of Unit 30	Level of Unit E3

Introduction

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

This unit maps to the Adult Literacy Core Curriculum: Wt/E3.1, Wt/E3.2, Wt/E3.3, Wt/E3.4, Ws/E3.1, Ww/E3.3.

The unit reflects the requirements of the reformed Functional Skills qualifications.

Learning Outcomes The learner will be able to	**Assessment Criteria** The learner can
1 Present ideas in a piece of writing	1.1 Identify the main points required for a written piece
	1.2 Present ideas using appropriate format and structure
2 Write using sentences and short paragraphs	2.1 Group together relevant sentences into paragraphs
	2.2 Use linking words to aid meaning
	2.3 Write in complete sentences
3 Plan and produce written work	3.1 Plan relevant ideas for a piece of writing
	3.2 Produce understandable final text suitable for audience and purpose

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Main points: Learners should be able to recognise the audience and purpose of the task, and respond appropriately.

Logical order: Learners should present their ideas in a logical, organised way depending upon the context, e.g., writing about the order of events, instructions, recalling an event.

Paragraph: Learners should be able to create short paragraphs, combining sentences which share the same topic.

Sentences: Learners should be able to recognise sentences with the same topic and link them together in a coherent way. This will involve the use of discourse markers and connectives to create extended sentences, e.g., *and, because, but, in the same way, although*.

Plan: Learners should construct a brief plan (spider diagram / flow chart / bullet points) to organise their ideas and opinions to form a response to the required task.

Draft: Learners should produce a written draft in an appropriate format and structure using details from their plan. The level of detail required in the draft will change according to context, e.g., a short email, a more detailed a letter.

Legible final text: Final text should be easy to read and have no more than three spelling, punctuation or grammatical errors.

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Unit Title: **Speaking and Listening**

Unit Reference number: **D/650/1358**

Credit Value of Unit 4	**GLH of Unit 40**	**Level of Unit E3**

Introduction

In this unit learners will learn how to listen carefully and respond relevantly. They will be able to ask questions to clarify their understanding and be able to confirm their own and others' understanding. Learners will learn how to talk to others. They will be able to communicate in a range of situations and demonstrate the skills required to engage in discussion.

This unit maps to the Adult Literacy Core Curriculum: SLlr/E3.1, SLlr/E3.3, SLlr/E3.4, SLlr/E3.6, SLc/E3.1 SLc/E3.2, SLc/E3.3, SLc/E3.4, SLd/E3.2, SLd/E3.3.

The unit reflects the requirements of the reformed Functional Skills qualifications.

Learning Outcomes The learner will be able to	**Assessment Criteria** The learner can
1 Obtain information from others	1.1 Follow the gist of explanations, instructions and narratives in different contexts
	1.2 Listen for and identify relevant information and new information from discussions, explanations and presentations
	1.3 Use strategies to clarify and confirm understanding and obtain information in familiar and unfamiliar contexts
2 Contribute positively and relevantly when communicating with others	2.1 Speak clearly to be heard and understood using appropriate clarity, register, speed and phrasing
	2.2 Express clearly statements of fact and give short accounts and explanations
	2.3 Demonstrate listening skills
3 Engage in discussion	3.1 Listen to and respond appropriately to questions on familiar topics
	3.2 Make contributions relevant to the subject
	3.3 Respect the turn-taking rights of others

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Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. **Follow the gist:** Learners should be able to follow a conversation using listening skills and picking up on context clues. **Identify relevant information:** Learners should be able to detect key words and phrases to identify the relevant information or specific details in a conversation, following and understanding the main points of discussion. **Clarify and confirm:** Learners should be aware that visual signals can indicate engagement in communication, including eye contact, smiling and nodding. Learners should be able to give basic verbal feedback signals. **Respond:** Learners to demonstrate engagement in communication by responding appropriately to requests and questions. **Listening skills:** Learners should demonstrate listening skills through making and keeping eye contact, smiling and nodding, as well as responding to questions when asked. **Asking questions:** Learners to ask questions for the purpose of attaining more information, or helping the conversation move forward. **Speak clearly and at appropriate pace:** Learners should be aware that pace of delivery will affect ease of listening and that this may vary depending on context. **Formal language and register:** Learners should understand that language has different registers and be able to shift between them as appropriate. **Make contributions:** Learners should be able to contribute ideas, expressing clear statements, providing explanations and giving short accounts. **Make requests and ask questions:** Learners should be able to make requests clearly and simply. They should be able to use some simple strategies for clarifying and confirming information, e.g., nodding, repetition. **Turn-taking:** Learners should demonstrate understanding that speaking one at a time moves the discussion forward, and that the contributions of others should be respected.

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Summary Record of Achievement
Entry Level 3 Award / Extended Award / Certificate in English (Stepping Stones to Functional Skills)

Learner Name _____

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)
Spelling	Entry 3	2			
Grammar and Punctuation	Entry 3	2			
Reading	Entry 3	3			
Writing	Entry 3	3			
Speaking and Listening	Entry 3	4			

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Entry Level 3 English – Speaking and Listening Learner Assessment Record

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

Centre Name	Assessment Paper
Learner Name	Date of Birth
Level	ULN (if known)
Describe the learner's performance in relation to the following criteria	
1.1 Follow the gist of explanations, instructions and narratives in different contexts	
Task	
Task	
1.2 Listen for and identify relevant information and new information from discussions, explanations and presentations	
Task	
Task	
1.3 Use strategies to clarify and confirm understanding and obtain information in familiar and unfamiliar contexts	
Task	
Task	

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2.1 Speak clearly to be heard and understood using appropriate clarity, register, speed and phrasing	
Task	
Task	
2.2 Express clearly statements of fact and give short accounts and explanations	
Task	
Task	
2.3 Demonstrate listening skills	
Task	
Task	
3.1 Listen to and respond appropriately to questions on familiar topics	
Task	
Task	
3.2 Make contributions relevant to the subject	
Task	
Task	

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3.3 Respect the turn-taking rights of others	
Task	
Task	

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

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

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