# Ascentis Level 1 Awards in English (Stepping Stones to Functional Skills)

- Reading
- Writing
- Grammar & Punctuation
- Speaking & Listening
- Spelling

# Ascentis Level 1 Award in English (Stepping Stones to Functional Skills)
# Ascentis Level 1 Extended Award in English (Stepping Stones to Functional Skills)
# Ascentis Level 1 Certificate in English (Stepping Stones to Functional Skills)

# Specification

**Ofqual Number** (See page 4 of the specification)

| | |
|---|---|
| Ofqual Start Date | 01/08/2019 |
| 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 progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

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# ASCENTIS LEVEL 1 AWARDS IN ENGLISH (STEPPING STONES TO FUNCTIONAL SKILLS)

## Introduction

This Level 1 suite of Awards in aspects of English is aimed at adults and young people who wish to improve their English skills. The Awards are intended to aid progression, either to further study through the new English Functional Skills or GCSE English qualifications. The individual stand-alone units have been mapped to the Adult Literacy Core Curriculum and reflect the requirements of the reformed English Functional Skills details of which can be found here: https://www.gov.uk/government/publications/functional-skills-subject-content-english . A Level 1 Certificate in English is also available. This is suitable for those who wish to improve all aspects of their English skills.

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 unit certificates
- Relatively short units, each of 20/40 guided learning hours – bite-sized learning
- Can be delivered either as a classroom-based course or as a blended learning programme
- Assessed by completion of Ascentis-designed assessment – no portfolio of evidence required
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

## Aims

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

1. To gain underpinning grammar, punctuation and spelling skills
2. To develop their reading and/or writing skills
3. To improve their communication skills in speaking and listening
4. To prepare for Functional Skills in English at Level 1 or GCSE English
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 English Language.

## Regulation Codes

Ofqual Qualification Numbers:

- Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Reading – 603/4752/1
- Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Writing – 603/4753/3
- Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Grammar & Punctuation – 603/4755/7
- Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Speaking & Listening – 603/4762/4
- Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Spelling – 603/4758/2
- Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – 603/4750/8
- Ascentis Level 1 Extended Award in English (Stepping Stones to Functional Skills) – 603/4751/X
- Ascentis Level 1 Certificate in English (Stepping Stones to Functional Skills) – 603/4754/5

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### Rationale for the Rules of Combination

Learners **must** complete one unit for each Award at Level 1. 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 a Level 1 Certificate in English Skills.

### Rules of Combination

| Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Reading | | | | |
|---|---|---|---|---|
| Title | Level | Credit Value | GLH | Unit Reference |
| Reading | 1 | 3 | 30 | H/504/5757 |

| Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Writing | | | | |
|---|---|---|---|---|
| Title | Level | Credit Value | GLH | Unit Reference |
| Writing | 1 | 3 | 30 | T/617/6590 |

| Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Grammar & Punctuation | | | | |
|---|---|---|---|---|
| Title | Level | Credit Value | GLH | Unit Reference |
| Grammar and Punctuation | 1 | 2 | 20 | A/617/6588 |

| Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Speaking and Listening | | | | |
|---|---|---|---|---|
| Title | Level | Credit Value | GLH | Unit Reference |
| Speaking and Listening | 1 | 4 | 40 | F/617/6592 |

| Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Spelling | | | | |
|---|---|---|---|---|
| Title | Level | Credit Value | GLH | Unit Reference |
| Spelling | 1 | 2 | 20 | K/504/6568 |

| Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) | | | | |
|---|---|---|---|---|
| | | | | Minimum credits: 4<br>Maximum credits: 5 |
| Title | Level | Credit Value | GLH | Unit Reference |
| Spelling | 1 | 2 | 20 | K/504/6568 |
| Grammar and Punctuation | 1 | 2 | 20 | A/617/6588 |
| Reading | 1 | 3 | 30 | H/504/5757 |
| Writing | 1 | 3 | 30 | T/617/6590 |

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| Ascentis Level 1 Extended Award in English (Stepping Stones to Functional Skills) | | | | |
|---|---|---|---|---|
| | | | | Minimum credits: 6<br>Maximum credits: 12 |
| Title | Level | Credit Value | GLH | Unit Reference |
| Spelling | 1 | 2 | 20 | K/504/6568 |
| Grammar and Punctuation | 1 | 2 | 20 | A/617/6588 |
| Reading | 1 | 3 | 30 | H/504/5757 |
| Writing | 1 | 3 | 30 | T/617/6590 |
| Speaking and Listening | 1 | 4 | 40 | F/617/6592 |

| Ascentis Level 1 Certificate in English (Stepping Stones to Functional Skills) | | | | |
|---|---|---|---|---|
| | | | | Credits:14 |
| Title | Level | Credit Value | GLH | Unit Reference |
| Spelling | 1 | 2 | 20 | K/504/6568 |
| Grammar and Punctuation | 1 | 2 | 20 | A/617/6588 |
| Reading | 1 | 3 | 30 | H/504/5757 |
| Writing | 1 | 3 | 30 | T/617/6590 |
| Speaking and Listening | 1 | 4 | 40 | F/617/6592 |

Unit certification is available for any unit.

### Guided Learning Hours (GLH)

The recommended guided learning hours for the Award are 40, for the Extended Award 60, for Reading 30, for Writing 30, for Grammar & 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 & Punctuation 20, for Speaking and Listening 40, 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 3 prior to starting to study the stand-alone qualifications.

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## Age Range of Qualifications

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

## Opportunities for Progression

These qualifications offer

- The opportunity to move towards English Functional Skills at Level 2 or GCSE English
- 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.

## Opportunities for the Development of Functional Skills

Opportunities for the development of Functional Skills are shown in Appendix 2.

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

## Qualification Approval

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

Once approved, Ascentis will deliver on site training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. 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 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

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

### Speaking and Listening

- The speaking and listening component may be assessed using sign language (e.g. British Sign Language, sign-supported English) where this is the learner's normal method of working
- Can include access to augmentative speech equipment and such software as constitutes the learner's normal way of working
- Does not depend on the use of written language or requires the individual/s with whom the learner is communicating to be able to read

### Reading

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

### Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the 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 this 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.

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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 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 should any appeal be made. The work should be kept in the centre under secure conditions.

### Ascentis-Designed Assessments

Each Level 1 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 learner 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: **K/504/6568**

| Credit Value of Unit 2 | GLH of Unit 20 | Level of Unit 1 |
|---|---|---|

**Introduction**

In this unit learners will develop a sound grasp of basic language patterns. They will be able to spell words with regular and irregular spelling patterns, and will be able to check for and correct errors in text.

This unit maps to the Adult Literacy Core Curriculum in the following areas: Rs/L1.3, WW/L1.1.
The unit reflects the requirements of the reformed Functional Skills qualifications.

| **Learning Outcomes**<br>The learner will be able to | **Assessment Criteria**<br>The learner can |
|---|---|
| 1 Understand basic language patterns | 1.1 Identify homophones and their effect |
| | 1.2 Use elements which can alter/clarify meaning:<br>▪ word roots<br>▪ common prefixes<br>▪ common suffixes |
| 2 Spell words with regular and irregular spelling patterns | 2.1 Spell words with regular spelling patterns |
| | 2.2 Spell words with irregular spelling patterns |
| | 2.3 Understand spelling patterns in plural words |
| | 2.4 Spell irregular verb forms |
| | 2.5 Spell specialist words used from work, study and daily life |
| 3 Recognise and correct errors in text | 3.1 Check text for errors |
| | 3.2 Correct errors in text |

| **Indicative Content** |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Homophones** – e.g. where/wear, they're/their/there – to include homophones indicated for E3 Functional Skills |
| **Word roots** – e.g. 'port' – to carry, thus 'transport'; 'fix' to attach, thus 'prefix' and 'suffix' |
| **Prefixes** – e.g. re/pre/ad/un/ante/anti/auto/post/dis/bi |
| **Suffixes** – e.g. al/ary/ship/ness/ible/able/tion/sion |
| To include all suffixes in subject content for E3 Functional Skills |
| **Common plurals** – e.g. add -es to most words – church/churches; y after a vowel – add s key/s |
| **Specialist words** to cover areas that the learner could expect to meet: education, everyday finance (including bank accounts, insurance, rental), health, local council |

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Unit Title: **Grammar and Punctuation**
Unit Reference number: **A/617/6588**

| Credit Value of Unit 2 | GLH of Unit 20 | Level of Unit 1 |
|---|---|---|

**Introduction**

In this unit learners will learn how language works. They will be able to construct grammatically correct sentences and know how punctuation can affect/alter meaning. They will be able to recognise and correct errors related to grammar, punctuation and spelling.

Mapped to Adult Literacy Core Curriculum in the following areas: Ws/L1.1, Ws/L1.2, Ws/L1.3, Rs/L1.2.
The unit reflects the requirements of the reformed Functional Skills qualifications.

| **Learning Outcomes**<br>The learner will be able to | **Assessment Criteria**<br>The learner can |
|---|---|
| 1 Understand how sentences are constructed | 1.1 Use definite and indefinite articles |
| | 1.2 Expand simple sentences into compound sentences |
| | 1.3 Use correct subject-verb agreement |
| | 1.4 Use a variety of tenses |
| 2 Use punctuation to aid meaning | 2.1 Punctuate sentences so that meaning is clear |
| | 2.2 Use apostrophes correctly |
| | 2.3 Use a range of punctuation correctly |

| **Indicative Content** |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Simple sentences**<br>Simple sentences contain subject and verb and are single complete thoughts or actions. |
| **Complex sentences**<br>Complex sentences have a main (independent) clause and one or more subordinate (dependent) clauses, introduced by a subordinating conjunction. |
| **Compound sentences**<br>Compound sentences have two or more main (independent) clauses, joined by a coordinating conjunction. |

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# UNIT SPECIFICATIONS

Unit Title: **Reading**
Unit Reference number: **H/504/5757**

| Credit Value of Unit 3 | GLH of Unit 30 | Level of Unit 1 |
|---|---|---|

## Introduction

In this unit learners will learn how to read and obtain information from a variety of sources. They will be able to use this information to show understanding of the texts and to discuss ideas and responses.

Mapped to Adult Core Curriculum in the following areas: Rt/L1.1, Rt/L1.2, Rt/L1.3, Rt/L1.4, Rt/L1.5, Rw/L1.1.

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

| **Learning Outcomes**<br><br>The learner will be able to | **Assessment Criteria**<br><br>The learner can |
|---|---|
| 1 Read and understand a variety of texts | 1.1 Extract the main events in continuous, descriptive, explanatory and persuasive texts |
| | 1.2 Extract facts and opinions from texts |
| 2 Understand that language and structure affect purpose | 2.1 Identify the different purposes of written text |
| | 2.2 Identify how language is used to support the purpose of a text |
| | 2.3 Understand specialist words in texts |
| 3 Respond to the main points and ideas in a text | 3.1 Identify specific points and arguments in a text |
| | 3.2 Compare information from different texts |
| | 3.3 Respond to information from the text |
| 4 Show familiarity with the strategies required to understand texts | 4.1 Use organisational features to locate information |
| | 4.2 Use reference materials to assist in understanding meaning |

| **Indicative Content** |
|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.** |
| **Variety of texts.** These could be newspapers, advertisements, leaflets, webpages or blogs.<br><br>**Different purposes**. Will include to advertise, persuade, describe or explain.<br><br>Language **to support the purpose** of the text, e.g. adverbs help description, persuasion for adverts.<br><br>**Respond to information.** Give an opinion on information from the text.<br><br>**Organisational features**. To include:<br>▪ Visual cues/alphabetical order<br>▪ Headings/sub-headings<br>▪ Bullets/web links/underlining's<br>▪ Index, menus<br>▪ Images, including inferring meanings from images<br><br>**Reference materials.** Use reference materials to find the meanings of words. Use strategies (e.g. using knowledge of different word types) to work out the meaning of words.<br><br>Specialist words to cover areas that the learner could expect to meet: education, everyday finance (including bank accounts, insurance, rental), health, local council. |

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Unit Title: **Writing**
Unit Reference number: **T/617/6590**

| Credit Value of Unit 3 | GLH of Unit 30 | Level of Unit 1 |
|---|---|---|

**Introduction**

In this unit learners will learn how to write in a variety of styles for different audiences and purposes. They will learn the skills needed to write accurately and to make decisions about the structure and format of a written response. They will be able to check text for errors and then revise work accordingly, producing a final legible draft.

Mapped to Adult Literacy Core Curriculum in the following areas: Wt/L1.1, Wt/L1.2, Wt/L1.3, Wt/L1.4, Wt/L1.5, Wt/L1.6, Ww/L1.2.
The unit reflects the requirements of the reformed Functional Skills qualifications.

| **Learning Outcomes**<br>The learner will be able to | **Assessment Criteria**<br>The learner can |
|---|---|
| 1 Use appropriate language in response to purpose and audience | 1.1 Choose a suitable style for purpose and audience of a text |
| | 1.2 Judge the length and detail required |
| 2 Know how to format and structure a response based on purpose | 2.1 Use a range of formats linked to different purposes |
| | 2.2 Select relevant detail to suit the purpose |
| | 2.3 Organise and structure text |
| 3 Know how to plan written work | 3.1 Write a plan |

| **Indicative Content** | |
|---|---|
| **Please be aware that the indicative content supplied below is a suggested guide only.** | |
| **Style** | Learners should be able to vary the style of their language based on the information given. They should base this on whether the aim of the piece is to inform, persuade or entertain. |
| **Writing tones** | Learners should be able to select an appropriate writing tone to suit the purpose<br>▪ Formal/informal<br>▪ Personal/impersonal<br>▪ Friendly/reserved<br>▪ Serious/humorous<br>▪ Subjective/objective |
| **Writing formats** | Learners should be able to identify the correct format to suit the purpose of the writing, e.g. letters, emails, narrative, diary, blog, report. |
| **Organise and structure** | This may be paragraphing or some other form of organisation, e.g. bullets, dates, headings. |
| **Plan a draft** | Learners should be able to show evidence of planning by organising and structuring the main points of a written task. |

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Unit Title: **Speaking and Listening**
Unit Reference number: **F/617/6592**

**Credit Value of Unit 4** **GLH of Unit 40** **Level of Unit 1**

**Introduction**

In this unit learners will learn how to communicate with others in a range of situations and demonstrate the skills required to engage in discussion.

Mapped to Adult Literacy Core Curriculum in the following areas: SLc/L1.1, SLc/L1.2, SLc/L1.3, SLlr/L1.1, SLlr/L1.2, SLlr/L1.3, SLlr/L1.4, SLlr/L1.5, SLlr/L1.6.
The unit reflects the requirements of the reformed Functional Skills qualifications.

| **Learning Outcomes**<br>The learner will be able to | **Assessment Criteria**<br>The learner can |
|---|---|
| 1 Communicate with others | 1.1 Use formal/informal language according to the situation |
| | 1.2 Express clearly facts, explanations, instructions, accounts and descriptions |
| | 1.3 Make requests and ask questions to obtain information |
| 2 Engage in discussion | 2.1 Sustain and influence discussion |
| | 2.2 Respect the turn-taking rights of others |
| | 2.3 Make contributions relevant to the situation and subject |
| | 2.4 Use appropriate phrases for interruption |
| 3 Obtain information from others | 3.1 Identify relevant information from explanations and presentations on a range of straightforward topics |
| | 3.2 Follow explanations and instructions in a range of contexts |
| 4 Clarify and confirm information | 4.1 Use strategies to check their own and others' understanding |
| | 4.2 Give feedback and confirmation when listening to others |
| 5 Contribute relevantly to conversation | 5.1 Demonstrate active communications skills |
| | 5.2 Respond to questions on a range of topics |

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| Indicative Content |
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| **Please be aware that the indicative content supplied below is a suggested guide only.**<br><br>**Formal/informal**<br><br>Language formality changes by the use of:<br><br>▪ Full grammatically correct sentences<br>▪ Avoiding the use of contractions, e.g. don't, isn't<br>▪ Using conjunctions such as 'however', 'nevertheless' rather than 'and' or 'but<br><br>**Turn taking**<br><br>Effective conversation requires the involvement of all parties involved. Techniques involve:<br><br>▪ Formal techniques such as a raised hand, asking a question<br>▪ More informal methods such as facial or body gestures (shifting in seat)<br>▪ Verbal methods such as 'er', 'um', 'but'<br><br>**Relevant contributions:** Require pre-planning, effective listening and ensuring understanding<br><br>**Appropriate phrases** – e.g. 'Excuse me', 'I believe', 'Sorry to interrupt', 'Can I just say'<br><br>**Relevant information** will vary depending upon the purpose of the task<br><br>**Strategies to check understanding**, e.g. nodding, 'um', 'say that again'<br><br>**Feedback and confirmation** can be visual or verbal:<br>Visual – nodding or shaking of head<br>Verbal – 'So you are saying …', 'I see', 'Go on'<br><br>**Active communication skills**, include:<br>▪ Keeping adequate eye contact<br>▪ Concentration<br>▪ Focusing on the speaker |

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**Summary Record of Achievement**
**Level 1 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 | 1 | 2 | | | |
| Grammar and Punctuation | 1 | 2 | | | |
| Reading | 1 | 3 | | | |
| Writing | 1 | 3 | | | |
| Speaking and Listening | 1 | 4 | | | |

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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**Level 1 English – Speaking Learner Assessment Record**

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

| Outline the task given to the learner |
|---|
| |

| Describe the learner's performance in relation to the following criteria: |
|---|
| 1.1 Use formal/informal language according to the situation<br>1.2 Express clearly facts, explanations, instructions, accounts and descriptions<br>1.3 Make requests and ask questions to obtain information |
| Assessor comments |
| 2.1 Sustain and influence discussion<br>2.2 Respect the turn taking right of others<br>2.3 Make contributions relevant to the situation and subject<br>2.4 Use appropriate phrases for interruption |
| Assessor comments |
| Obtain information from others |
| 3.1 Identify relevant information from explanations and presentations on a range of straightforward topics<br>3.2 Follow explanations and instructions in a range of contexts |
| Assessor comments |

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| |
|---|
| 4.1 Use strategies to check their own and others understanding<br>4.2 Give feedback and confirmation when listening to others |
| Assessor comments |
| 5.1 Demonstrate active communication skills<br>5.2 Respond to questions on a range of topics |
| Assessor comments |

| |
|---|
| 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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