QUALIFICATION SPECIFICATION

g gateway
qualifications

Access to HE

Apprenticeships

Digital

Employability & Enterprise

English & Maths

ESOL

Personal & Social Development

Professional Development

Vocational

ESOL Skills for Life

This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
601/5413/5	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)
601/5415/9	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)
601/5414/7	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)
601/5352/0	Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 1)

Qualification Number	Qualification Title
601/5416/0	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)
601/5417/2	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)
601/5418/4	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)
601/5353/2	Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 2)

Qualification Number	Qualification Title
601/5422/6	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)
601/5423/8	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)
601/5419/6	Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)
601/5354/4	Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 3)

Qualification Number	Qualification Title
601/5424/X	Gateway Qualifications Level 1 Award in ESOL Skills for Life (Reading)
601/5425/1	Gateway Qualifications Level 1 Award in ESOL Skills for Life (Writing)
601/5420/2	Gateway Qualifications Level 1 Award in ESOL Skills for Life (Speaking and Listening)
601/5355/6	Gateway Qualifications Level 1 Certificate in ESOL Skills for Life

Qualification Number	Qualification Title
601/5426/3	Gateway Qualifications Level 2 Award in ESOL Skills for Life (Reading)
601/5427/5	Gateway Qualifications Level 2 Award in ESOL Skills for Life (Writing)

Qualification Number	Qualification Title
601/5421/4	Gateway Qualifications Level 2 Award in ESOL Skills for Life (Speaking and Listening)
601/5356/8	Gateway Qualifications Level 2 Certificate in ESOL Skills for Life

Version and date	Change detail	Section/Page Reference
1.0 (January 2020)	n/a	n/a
1.1 (June 2020)	Front, back covers and RPL statement updated.	n/a
1.2 (April 2021)	Qualification approval from Qualifications Wales removed (see specific qualifications).	Page 8 and 10
1.3 (October 2021)	Guidance for Pre 16 age range.	Page15
1.4 (December 2022)	Changed back cover and removed address Funding section updated	Page 93 Page 11
1.5 (January 2024)	Transferred to new template. Removed Seating Arrangements section. Assessment Guidance section added.	n/a Page 26 Page 24

About this qualification specification

This qualification specification is intended for tutors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and quality assurance practice.

In order to offer these qualifications, you must be a Gateway Qualifications recognised centre and be approved to offer the qualifications.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211
Email: enquiries@gatewayqualifications.org.uk
Website: https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/

Contents

1. Qualification Information

1.1   About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed for learners aged pre-16, 16-19 and adult learners for whom English is a second or additional language and who live in the UK. The qualifications are suitable for a range of learners including settled minority communities and refugees / asylum seekers. The qualifications are designed to provide learners with the knowledge and skills required to communicate effectively through reading, writing, speaking and listening in everyday life.

The content of the qualifications is based on the Adult ESOL Core Curriculum and the National Standards for Adult Literacy. These qualifications have been developed in collaboration with users of ESOL qualifications.

1.2   Purpose

The Gateway Qualifications suite of ESOL Skills for Life qualifications are for learners who need to develop their English skills for use in everyday life and / or employment.

1.3   Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

https://www.gov.uk/government/organisations/education-and-skills-funding-agency

https://www.gov.uk/government/collections/qualifications-approved-for-public-funding

https://hub.fasst.org.uk/Pages/default.aspx

1.4   Geographical coverage

These qualifications are approved by Ofqual to be offered in England.

If a centre based outside England would like to offer these qualifications, they should make an enquiry to Gateway Qualifications.

The qualifications are not available for delivery by centres based in Wales or Northern Ireland.

1.5 Progression opportunities

These qualifications allow learners to focus their English language development on each of the skill areas – reading, writing, speaking and listening. They may obtain an award for a specific skill or an overarching certificate which covers all skill areas. The qualifications are available across five levels from Entry 1 to Level 2 allowing for progression through the levels.

Learners may progress from these qualifications on to:

- Further qualifications in English (e.g. Functional Skills or GCSE)

They also give learners the ability and confidence to use their English skills in study, employment and other areas of their life.

1.6 Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1 Key information

Qualification Titles	
Age	The approved age range for these qualifications is: Pre-16, 16-18, 19+. Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.
Prior qualifications or units	No previous formal qualifications are required for entry to these qualifications.
Prior skills/knowledge/ understanding	Learners should be able to evidence English skills at the level below their chosen entry point to these qualifications.
Restrictions	There are no restrictions to entry.
Initial Assessment	An initial assessment of each learner should be made before the start of their programme to identify: • their current English language capabilities and areas for development • any ESOL or other English language qualifications/units they may have completed previously. • the ESOL Skills for Life qualification(s) and levels they should work towards • any other qualifications that may be appropriate, e.g. in mathematics, digital, employability or a particular vocational area. We recommend that centres provide an induction programme so the learner fully understands the requirements of the ESOL Skills for Life qualification(s) they work towards, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.
Additional requirements/guidance	There are no additional rules or guidance regarding learner entry requirements.

2.2   Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

Please refer to Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations for further details.

2.3   Recruiting learners with integrity

Centres must recruit learners with integrity. They must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

Centres must assess each potential learner and make justifiable and professional judgements about their potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

2.4   Verifying learner identity

Under no circumstances should a learner be allowed to sit an assessment without prior registration and assessment booking.

Centres must verify each learner's identity prior to taking the assessment.

At all level 1 and level 2 assessment sessions, the invigilator or tutor / assessor must record and sign the identity declaration on the attendance register as confirmation of the learner's attendance. The learners must also sign to confirm attendance.

Any attempt of impersonation or to deceive by use of fake identification by an individual will be deemed as malpractice and will be dealt with as detailed in the Malpractice and Maladministration policy, https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf.

Where this may prove culturally challenging, for example, learners who wear face veils then centres may require female staff to perform the identity check in a private space.

3 Qualification Details

3.1   Achievement methodology

Each unit is a qualification in its own right and will be awarded to learners through an externally set assessment that will either be internally and externally verified or externally marked.

3.2   Qualification size

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	60	60	6
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	90	90	9
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	120	120	12
Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 1)	270	270	27
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	60	60	6
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	90	90	9
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	120	120	12
Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 2)	270	270	27
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	60	60	6
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	90	90	9
Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	120	120	12
Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 3)	270	270	27
Gateway Qualifications Level 1 Award in ESOL Skills for Life (Reading)	60	60	6
Gateway Qualifications Level 1 Award in ESOL Skills for Life (Writing)	90	90	9
Gateway Qualifications Level 1 Award in ESOL Skills for Life (Speaking and Listening)	120	120	12
Gateway Qualifications Level 1 Certificate in ESOL Skills for Life	270	270	27
Gateway Qualifications Level 2 Award in ESOL Skills for Life (Reading)	60	60	6

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 2 Award in ESOL Skills for Life (Writing)	90	90	9
Gateway Qualifications Level 2 Award in ESOL Skills for Life (Speaking and Listening)	120	120	12
Gateway Qualifications Level 2 Certificate in ESOL Skills for Life	270	270	27

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

3.3   Qualification structure

The qualification requirements are provided below.

The knowledge, skills and understanding that will be assessed are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. Unit details are contained within the qualification specification but can also be accessed via the Gateway Qualifications unit library. Please contact Gateway Qualifications to request user access

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section 3.5 Recognition of Prior Learning (RPL).

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)

Learners must complete the single mandatory unit totalling 6 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
Y/506/8422	Reading	Entry 1	6	60

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)

Learners must complete the single mandatory unit totalling 9 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
D/506/8485	Write to Communicate	Entry 1	9	90

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)

Learners must complete the single mandatory unit totalling 12 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
J/506/8481	Speaking and Listening	Entry 1	12	120

Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 1)

Learners have to complete a total of 27 credits by achieving 1 unit from each unit group (Group A: Reading, Group B: Writing and Group C: Speaking and Listening). A minimum of 2 units must be achieved at the level of the qualification.

Unit Number	Unit Title	Level	Credit Value	GLH
Y/506/8422	Reading	Entry 1	6	60
M/506/8491	Reading	Entry 2	6	60
D/506/8485	Write to Communicate	Entry 1	9	90
Y/506/8484	Writing	Entry 2	9	90
J/506/8481	Speaking and Listening	Entry 1	12	120
D/506/8499	Speaking and Listening	Entry 2	12	120

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)

Learners must complete the single mandatory unit totalling 6 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
M/506/8491	Reading	Entry 2	6	60

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)

Learners must complete the single mandatory unit totalling 9 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
Y/506/8484	Writing	Entry 2	9	90

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)

Learners must complete the single mandatory unit totalling 12 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
D/506/8499	Speaking and Listening	Entry 2	12	120

Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 2)

Learners have to complete a total of 27 credits by achieving 1 unit from each unit group (Group A: Reading, Group B: Writing and Group C: Speaking and Listening). A minimum of 2 units must be achieved at the level of the qualification.

Unit Number	Unit Title	Level	Credit Value	GLH	Group
M/506/8491	Reading	Entry 2	6	60	Group A
H/506/8486	Reading	Entry 3	6	60	Group A
Y/506/8484	Writing	Entry 2	9	90	Group B
H/506/8424	Writing	Entry 3	9	90	Group B
D/506/8499	Speaking and Listening	Entry 2	12	120	Group C
K/506/8487	Speaking and Listening	Entry 3	12	120	Group C

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)

Learners must complete the single mandatory unit totalling 6 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
H/506/8486	Reading	Entry 3	6	60

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)

Learners must complete the single mandatory unit totalling 9 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
H/506/8424	Writing	Entry 3	9	90

Gateway Qualifications Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)

Learners must complete the single mandatory unit totalling 12 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
K/506/8487	Speaking and Listening	Entry 3	12	120

Gateway Qualifications Entry Level Certificate in ESOL Skills for Life (Entry 3)

Learners have to complete a total of 27 credits by achieving 1 unit from each unit group (Group A: Reading, Group B: Writing and Group C: Speaking and Listening). A minimum of 2 units must be achieved at the level of the qualification.

Unit Number	Unit Title	Level	Credit Value	GLH	Group
H/506/8486	Reading	Entry 3	6	60	Group A
R/506/8483	Reading	Level 1	6	60	Group A
H/506/8424	Writing	Entry 3	9	90	Group B
T/506/8427	Writing	Level 1	9	90	Group B
K/506/8487	Speaking and Listening	Entry 3	12	120	Group C
M/506/8426	Speaking and Listening	Level 1	12	120	Group C

Gateway Qualifications Level 1 Award in ESOL Skills for Life (Reading)

Learners must complete the single mandatory unit totalling 6 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
R/506/8483	Reading	1	6	60

Gateway Qualifications Level 1 Award in ESOL Skills for Life (Writing)

Learners must complete the single mandatory unit totalling 9 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
T/506/8427	Writing	1	9	90

Gateway Qualifications Level 1 Award in ESOL Skills for Life (Speaking and Listening)

Learners must complete the single mandatory unit totalling 12 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
M/506/8426	Speaking and Listening	1	12	120

Gateway Qualifications Level 1 Certificate in ESOL Skills for Life

Learners have to complete a total of 27 credits by achieving 1 unit from each unit group (Group A: Reading, Group B: Writing and Group C: Speaking and Listening). A minimum of 2 units must be achieved at the level of the qualification.

Unit Number	Unit Title	Level	Credit Value	GLH	Group
R/506/8483	Reading	1	6	60	Group A
A/506/8428	Reading	2	6	60	Group A
T/506/8427	Writing	1	9	90	Group B
T/506/8430	Writing	2	9	90	Group B
M/506/8426	Speaking and Listening	1	12	120	Group C
F/506/8429	Speaking and Listening	2	12	120	Group C

Gateway Qualifications Level 2 Award in ESOL Skills for Life (Reading)

Learners must complete the single mandatory unit totalling 6 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
A/506/8428	Reading	2	6	60

Gateway Qualifications Level 2 Award in ESOL Skills for Life (Writing)

Learners must complete the single mandatory unit totalling 9 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
T/506/8430	Writing	2	9	90

Gateway Qualifications Level 2 Award in ESOL Skills for Life (Speaking and Listening)

Learners must complete the single mandatory unit totalling 12 credits.

Unit Number	Unit Title	Level	Credit Value	GLH
F/506/8429	Speaking and Listening	2	12	120

Gateway Qualifications Level 2 Certificate in ESOL Skills for Life

Learners must complete the three mandatory units totalling 27credits.

Unit Number	Unit Title	Level	Credit Value	GLH
A/506/8428	Reading	2	6	60
T/506/8430	Writing	2	9	90
F/506/8429	Speaking and Listening	2	12	120

3.4   Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to this qualification.

3.5   Relationship with other frameworks

The Gateway Qualifications ESOL qualifications are based on the Adult ESOL Core Curriculum and the National Standards for Adult Literacy.

4 Assessment

4.1   Assessment overview

Gateway Qualifications has developed an ESOL Assessment Strategy that sets out the assessment approach for each qualification and ensures a robust, rigorous approach to assessing the English language skills of learners, for whom English is not their first language. Gateway Qualifications provides externally set assessments that are either internally or externally marked depending on the qualification and level.

In some cases, the assessment may be contextualised by the Centre. Please refer to:

- Centre Guidance for Contextualising ESOL E1 – L2 (offender learning)
- Gateway Qualifications Contextualising ESOL Centre Guidance (non-offender learning).

Learners will be provided with candidate papers and tutor/ assessors with assessor packs that contain additional guidance on the conduct of the assessment, suggested timings and marking criteria.

Whether assessments are internally or externally marked, all:

- are summative and must take place under supervised conditions.
- are time-bound.
- must be presented to learners unseen, without prior knowledge of the assessment topic.
- must be entirely the learners' own unaided work.

Learners cannot be assessed through the same task more than once. If a learner is unsuccessful in an assessment they may be given another opportunity for assessment, but this must be through different tasks. It is a centre's responsibility to monitor the use of the assessments and their security.

Learners entering for any of the Entry Level units and Speaking and Listening at all levels may complete tasks that make up the assessments on different occasions. The assessment packs are designed so that each task can be separated. Further guidance on the conduct of the assessment for each of Reading, Writing, Speaking and Listening is provided in the assessment pack for each unit.

4.2   Assessment format

The assessments are available in a paper-based format.

Entry level and Level 1

Gateway Qualifications sets Entry level and Level 1 assessments which are available in a bank, for centres to self-select which paper or task the learners will receive. If a learner needs to re-sit, they should not be given the same paper/ task (see Section 7.2 Resitting an assessment).

These assessments are internally marked by the centre, internal quality assured by the centre and external quality assured by Gateway Qualifications. Where an assessment is internally marked, mark schemes are provided for the assessment and they give sufficiently detailed guidance to support consistent assessment decisions.

Tutors/Assessors should mark learners' work against these mark schemes.

Level 2

Gateway Qualifications sets and allocates level 2 assessments for Reading and Writing to centres. These assessments are externally marked by Gateway Qualifications.

Gateway Qualifications sets and allocates level 2 assessments for Speaking and Listening. These assessments are internally marked by the centre, internal quality assured by the centre and external quality assured by Gateway Qualifications. Where an assessment is internally marked, mark schemes are provided for the assessment and they give sufficiently detailed guidance to support consistent assessment decisions.

4.3   Assessment language

The qualifications are assessed in English only.

4.4   Assessment timing

Assessment materials contain guide times for completing tasks. At Entry Level and for Speaking and Listening at all levels these times are approximate and are provided for the guidance of Tutors/Assessors in order to help them plan assessment sessions.

Assessor Packs contain guide times for completing tasks.

At Entry Level and Speaking and Listening (all levels)	These times are approximate and are provided for the guidance of tutors / assessors in order to help them plan assessment sessions.
Level 1 and 2 Reading and Writing	Time limits must be adhered to.

4.5   Assessment booking

Centres must first register learners on the qualification. See Section 7 Learner Registration and Results.

4.6   Assessment guidance

Please refer to the Assessor Packs for further guidance.

4.7   Conduct of assessment

Centres will:

- make available only enough copies for the learners undertaking the assessment.
- provide a suitable room to undertake the assessment as set out in below (Assessment Room)
- provide tutors/assessors and invigilators (if required) to conduct the assessment to the specified supervised conditions.
- if the assessment is conducted over more than one session; ensure that learners only have access to the tasks they are completing and do not work on assessments between sessions.
- conduct the assessment in accordance with the requirements set out in the Assessor Pack, including permitting learners to either hand write or word process their response for task 2 and task 3 of the writing assessment.

If the assessment is taken over more than one session, learners must return all work which must be stored securely as per requirements set out in the Centre Handbook.

The Examinations Officer must have adequate processes in place to track papers ensuring they are securely distributed to tutors and securely returned after the assessment, this includes papers where learners are not present for the assessment, reducing risk of maladministration.

Papers must be signed out to each tutor and signed back in. Any unused papers **MUST** be destroyed and not kept for future use. Papers **MUST NOT** be left in classrooms or filing cabinets.

Assessment Room

Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. Centres must pay attention to conditions such as heating, lighting, ventilation, the level of outside noise and ensure that the room is accessible and appropriate for learners with disabilities (in accordance with the Equalities Act 2010).

A reliable clock must be visible to each learner in the assessment room. The clock must be big enough for all learners to read clearly.

For further information relating to the conduct of assessments and invigilation requirements please refer to the Centre Handbook.

Conduct of Speaking and Listening Assessments

Centres must ensure that the following requirements are adhered to for all ESOL Speaking and Listening assessments in order that they are conducted and assessed fairly and consistently across all centres:

- All audio equipment must be tested before formal assessment begins and periodically checked between recordings.

- On the recording, each activity must be preceded by the following:
  - name of the learner(s)
  - learner ID(s)
  - name of the assessor
  - level of assessment
  - number of task
  - topic (where appropriate)
  - date task undertaken
  - the tutor / assessor or invigilator must confirm that they have verified the learner's identity

- Care must be taken not to erase any recording accidentally, to ensure that each assessment recording is saved and stored securely.

- Centres must provide good quality digital media with clear audio to record learners.

- If there are special circumstances which means that a learner cannot be audio recorded, the centre should contact the Quality Assurance team at Gateway Qualifications.

  Offender learning sites are not required to contact Gateway Qualifications.

- When there is no recorded evidence or where the recording of a learner is prohibited, examples of language used to meet each criterion must be provided to support assessment decisions.

  This can be detailed on the observation record.

  These annotations should reflect the guidance provided on the mark scheme and the Adult ESOL core curriculum guidance. Centres will be required to attend annual standardisation activities where no recorded evidence is permissible.

- Recordings must be retained, and a sample will be listened to by the External Quality Assurer during sampling activity.

- All performances must be internally marked during and / or after the assessment where recordings can be used.

- Recording should be completed in a logical order. When there are a large number of learners, they should be recorded on separate, level–specific recordings.

- Ensure that the recording is made of the entire assessment of a particular learner.

- Learner access to dictionaries is forbidden during Speaking and Listening assessments.

- A minimum of 10 learners or if there are more than 10 learners a 10% sample of learners of each of tasks 2 and 3 across the different levels must be electronically recorded i.e. audio.

- Marks allocated to each criterion should be noted on the observation record.

- Where the assessment has been recorded, detailed notes are not required although they are useful for internal standardisation purposes.

- All audio equipment must be tested before formal assessment begins and periodically checked between recordings.

- All recordings must be securely held by centres for a minimum of three years following certification of the learner as they may be required for quality assurance purposes.

Listening

Centres will be provided with a sound file of a recording. If centres are unable to access the sound file, or need to contextualise any of the listening tasks, they may record their own but the voice on the recording must not be that of the candidate's tutor. Where centres record a new transcript following contextualization, they will need to keep a copy for external quality assurance purposes.

Each extract is read three times on the sound file. Candidates should be encouraged to read the questions before playing the recording. The questions for each recorded text may be read out to candidates at the start of the assessment The sound file should be paused at the end of each playing of a text to give learners time to write their answers.

In the case of levels 1 and 2, there will be a pause at an appropriate point in each text to allow learners to write their answers to the relevant questions without undue strain on their memory.

Candidates may make notes during the recording and will need to write their answers in the Candidate Paper.

How should contact between the tutor / assessor and the learner be monitored and recorded?

The tutor / assessor should keep a record of feedback and advice provided to groups of learners and to an individual learner where this may affect the marks awarded. When group work is permitted, the Tutor/Assessor's record should describe the learner's contribution to

any group work.

4.8 Assessment marking

Internally marked

ESOL Skills for Life Entry 1 Speaking and Listening, Reading and Writing
ESOL Skills for Life Entry 2 Speaking and Listening, Reading and Writing
ESOL Skills for Life Entry 3 Speaking and Listening, Reading and Writing
ESOL Skills for Life Level 1 Speaking and Listening, Reading and Writing
ESOL Skills for Life Level 2 Speaking and Listening

Tutors / assessors are responsible for marking work in accordance with the marking criteria provided by Gateway Qualifications within the Assessor Pack.

Centres will need to retain completed assessments for external quality assurance purposes including standardisation and as per the retaining learners' evidence requirements.

Externally marked

ESOL Skills for Life Level 2 Reading and Writing

Centres will return completed assessments for Gateway Qualifications to undertake assessment / marking as per the guidance on Returning Assessments detailed in the Centre Handbook.

Externally marked assessments / question papers are treated in the same way as examination scripts.

Certification of learners will follow within published timescales.

4.9 Support materials and resources

Sample assessments and mark schemes are provided for all levels and modes of the qualifications.

In addition to this qualification specification, the following resources are available:

- Gateway Qualifications' Centre Handbook
- Sample Entry level assessments and marking guidance
- Sample Level 1 and 2 assessments and marking guidance
- Adult ESOL Core Curriculum
- National Standards for Adult Literacy
- Centre Guidance for Contextualising ESOL E1 – L2 (offender learning)
- Gateway Qualifications Contextualising ESOL Centre Guidance (non-offender learning)
- Standardisation Commentaries – ESOL Speaking and Listening

  The above are available via a Prism account for recognised centres.

- A variety of teaching and learning materials and support guides are available on Gateway Qualifications website: ESOL Resources - Gateway Qualifications

Learners
English for Speakers of Other Languages ESOL) support - The Education and Training Foundation (et-foundation.co.uk)
www.bbc.co.uk/worldservice/learningenglish/
www.usingenglish.com

Practitioners
ESOL Resources - Gateway Qualifications
http://www.natecla.org.uk/content/654/ESOL-teaching-resources
English for Speakers of Other Languages (ESOL) support - The Education and Training Foundation (et-foundation.co.uk)
ESOL | Adults | Onestopenglish
http://www.bbc.co.uk/learningenglish/
http://www.bbc.co.uk/learningenglish/english/features/pronunciation
www.bbc.co.uk/skillswise/english
www.teachingenglish.org.uk
www.skillsworkshop.org/esol
Learner English: A Teacher's Guide to Interference and other Problems (Cambridge Handbooks for Language Teachers) ed Michael Swan 2001

Managers
English for Speakers of Other Languages ESOL) support - The Education and Training Foundation (et-foundation.co.uk)

4.10 Access Arrangements, Reasonable Adjustments and Special Considerations

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria. Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualifications has identified reasonable adjustments permissible as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Internally marked	ESOL Reading and Writing (Entry 1; Entry 2; Entry 3; Level 1) ESOL all Levels Speaking, Listening and Communication

For qualifications which are internally marked, centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of externally set assessments is required. All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request.

Externally marked	ESOL Reading and Writing (Level 2) ESOL all Levels Speaking, Listening and Communication

For qualifications which are externally marked, centres must apply to Gateway Qualifications for approval no less than 10 working days prior to the booked assessment date.

The Gateway Qualifications' Reasonable Adjustments Form must be completed and submitted to apply for approval.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by Gateway Qualifications or the regulatory authorities.

The following inclusion statements set out the scope of any permitted reasonable adjustment which might be considered for each linguistic mode without compromising the purpose of the qualifications.

For further guidance and information, centres should refer to appropriate access regulations detailed in the Reasonable Adjustments and Special Consideration Guidance for Recognised Centres document.

Reading

The Reading units each require learners to obtain information from text in the medium of English. 'Text' is defined as including words that are written, printed, onscreen or in Braille. Learners must be able to decode and indicate their understanding of texts independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for learners to use screen reading technology if this were how they would normally read written documents and they are able to do so to the standard required by the assessment criteria. It would not be acceptable for learners to be supported by a human reader.

Please note that the use of monolingual dictionaries is permitted during the assessment of reading.

The table below indicates the permitted range of adjustments that might be considered.

Reasonable adjustment	Permitted
Additional time	Yes
Human reader	No
Computer/screen reader (assistive technology)	Yes
Oral Language modifier	No
Sign Language interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes

Writing

The Writing units each require learners to convey information via text in the medium of English. 'Text' is defined as words that are written, printed, onscreen or in Braille and which are presented in a way that is accessible for the intended audience.

Learners must be able to construct text independently and without third party assistance, although in doing so they may deploy their normal methods of working where these involve using routinely available equipment and do not compromise independent achievement of the assessment criteria.

For example, it would be acceptable for learners to use voice recognition technology if this were how they would normally produce written documents and are able to operate this equipment to the level of accuracy required by the assessment criteria. It would not be acceptable for learners to be supported by a human scribe.
The table below indicates the permitted range of adjustments that might be considered.

Please note that the use of dictionaries is **not** permitted during assessment.

Reasonable adjustment	Permitted
Additional time	Yes
Human reader	Yes
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	No
Human scribe	No
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes
Modified materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal settings	Yes

Speaking and Listening

The Speaking and Listening units each require learners to obtain and convey information via non-written communication in the medium of English. No other languages (including sign languages, such as BSL) may be used and any exchanges should normally be conducted face-to-face.

The table below indicates the permitted range of adjustments that might be considered. Please note that the use of dictionaries is **not** permitted during assessment.

Reasonable adjustment	Permitted
Additional time	Yes
Human reader	Yes
Computer/screen reader (assistive technology)	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	No
Human scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical assistant	Yes
Modified unit materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal setting	Yes

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request. Guidance on the process for applying for formal adjustments can be found on the Forms and Guidance page of Gateway Qualifications' website.

All adjustments to assessment/s must be authorised by the centre's named Quality Assurance nominee or a member of staff with delegated authority where a centre is permitted to make reasonable adjustments, i.e. for internally marked assessments.

Centres should keep records of adjustments they have permitted and those they have requested from Gateway Qualifications. These records should normally be kept for 3 years following the assessment to which they apply.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by Gateway Qualifications or the regulatory authorities.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the Reasonable Adjustments and Special Considerations Policy.

5 Centre Recognition and Qualification Approval

5.1   Centre Recognition

Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications.

Guidance on the centre recognition and qualification approval processes is available on the website: https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/

5.2   Centre requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification as well as those set out in the Centre Handbook.

- Centres must have audio recording equipment and other appropriate physical resources (e.g. IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must meet the requirements set out in **Section 5.3** Qualification-specific staffing requirements.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.

Centres must deliver the qualifications in accordance with current equalities legislation.

In the delivery of qualification and units to pre-16 learners centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;
- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;
- tutors should be fully conversant with the qualification and unit specification/s offered to learners, where clarification is required the centre should consult with the assigned External Quality Assurer for further advice and guidance in the delivery of units and refer to the Centre Handbook and Reasonable Adjustment and Special Consideration policy and guidance.
- centres will be required to have appropriate and up to date risk assessments and ensure that appropriate support and supervision is provided; appropriate subject specialist knowledge should be consulted where the possibility of harm to learners is identified; this will be monitored through Gateway Qualifications' quality assurance process.
- the centre contact for the unit/qualification being delivered must ensure that all procedures relating to the delivery of the unit/qualification operate effectively in the centre.

Eligibility for qualification approval

All centres (existing Gateway Qualifications' recognised centres and centres new to Gateway Qualifications) must meet the following criteria to offer ESOL qualifications:

- experience in delivering English language programmes.
- appropriate systems and processes are in place.
- appropriately qualified and experienced staff are available.
- suitable resources are available to support the delivery of the qualifications.
- subject to inspection by Ofsted or accredited by Accreditation UK, the British Accreditation Council (BAC), the Accreditation Body for Language Services (ABLS) or the Accreditation Service for International Schools, Colleges and Universities (ASIC)

5.3   Qualification-specific staffing requirements

There are additional requirements for staff involved in the delivery and assessment of ESOL Skills for Life qualifications as outlined below. Centres must ensure that staff can meet all requirements.

Tutors / Assessors

Tutors/Assessors delivering the Gateway Qualifications ESOL qualifications should ideally 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 or the CELTA or DELTA qualification.

Tutors/Assessors should ideally have an ESOL or Skills for Life background, alternatively they may have a linguistic background.

In addition to the responsibilities set out in the Centre Handbook, tutors/assessors are also responsible for:

- implementing assessment tasks following the guidance and instruction for conducting the assessment.
- conducting the Speaking and Listening assessments (See **Section 4.7** Conduct of speaking and listening assessments for recording requirements.
- marking assessments tasks (where applicable).
- ensuring that the correct mark schemes are used (where applicable) and that they are applied fairly and consistently.

Invigilator for Level 2 Reading and Writing

The Invigilator is responsible for conducting an external assessment session under formal supervision in the presence of the learners. Invigilators have a key role in upholding the integrity of the external assessment process.

The role of the Invigilator is to ensure that the external assessment is conducted according to the following principles:

- Ensure all learners have an equal opportunity to demonstrate their abilities.
- Ensure the security of the assessment before, during and after the assessment.
- Prevent possible learner malpractice.
- Prevent possible administrative failures.

Internal Quality Assurer

Internal Quality Assurers as well as having experience of ESOL delivery, should ideally hold a recognised internal quality assurance/verification qualification or be working towards one.

Guidance on staffing requirements can be found in the Centre Handbook:
https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/

6 Quality Assurance

Centres should refer to the online Centre Handbook for further guidance.

The quality assurance process for these qualifications is through risk-based external quality assurance monitoring through reviews of centres' internal quality assurance systems against key quality standards and sampling of assessment decisions and internal quality assurance activity to ensure that qualification standards are maintained.

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- carrying out an annual compliance visit
- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- risk rating centres on the above.

The EQA carries out an initial risk assessment at the centre recognition stage and then annually on an on-going basis using Gateway Qualifications' risk assessment criteria, and gives a high/medium/low risk rating in each of the following categories:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement
- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, and appropriateness of delivery arrangements; also, delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- internal quality assurance: covering IQA procedures, whether staff are appropriately trained, and standardisation arrangements in place
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and course support.

EQAs arrange quality monitoring visits to all recognised centres. These visits:
- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with, through an audit trail, and make sure that the award of certificates of completion to learners is secure.

EQAs contact the centre in advance of a visit, however Gateway Qualifications reserves the right to undertake unannounced visits including during assessment times.

EQAs will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit. Centres are obliged to comply with any requests for access to premises, people and records for the purposes of the monitoring visit. If a centre fails to provide access, then Gateway Qualifications will take appropriate action.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

If a centre cancels a pre-arranged monitoring visit at short notice the EQA must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established, Gateway Qualifications reserves the right to withhold certification claims until a monitoring visit is completed.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity.

Centres found in breach of these procedures may be subject to sanctions by Gateway Qualifications. Please refer to the Gateway Qualifications Sanctions Policy.

6.1 Internal Quality Assurance

Where assessments are tutor marked the centre must operate an internal quality assurance process. This ensures that qualification standards are being applied consistently within a centre through training, standardisation, sampling of marking and feedback. A centre's internal quality assurance process is led by the Internal Quality Assurer (IQA) who is responsible for ensuring that all tutors are marking assessments in line with the standards set by Gateway Qualifications.

Internal Standardisation

Internal standardisation is a collaborative process by which tutors within a centre consider work that they have marked and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level by comparing samples and providing peer evaluation.

Standardisation will be facilitated by the Centre's IQA and should include all those involved in marking assessments. Centre standardisation events should be held at regular intervals and to a schedule which reflects delivery patterns and supports the marking of live assessments. Centres will be required to keep records of each internal standardisation event including the date, attendees and notes on any outcomes and actions. Centres will be required to store these reports securely for three years and Gateway Qualifications may ask to see these records as part of the centre quality assurance and monitoring activities.

6.2 Quality assuring centre marking

Once the internal quality assurance process is complete, an EQA will be allocated to a centre to sample the centre marking.

The sample selected is based on the number of learners and the centre's risk rating, derived from centre monitoring.

Evidence of the inconsistent marking and actions taken informs the centre's risk rating and this information will be taken into account with the sampling of future assessments, for example, leading to an increase in sampling size.

6.3 Malpractice

Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, Malpractice and Maladministration Policy and Procedure

6.4 Additional quality assurance requirements

Standardisation

Standardisation is the process by which centres ensure that assessment principles and processes for a component are applied consistently by tutors / assessors and internal and external quality assurers.

This is a two-part process consisting of internal standardisation conducted by the centre and external training conducted by Gateway Qualifications. For centres where recording of the speaking and listening assessments are not permissable, standardisation activities will be arranged on an annual basis. Attendance at these sessions will be required to ensure the validity of the claims assessed by the centre meet the standards set out in the Gateway Qualifications Centre Handbook.

Internal Standardisation

Internal standardisation is a collaborative process by which tutors / assessors within a centre consider work that they have marked and, using pre-determined criteria, reach a common agreement on standards as being typical of work at a particular level by comparing samples and providing peer evaluation.

Standardisation must be facilitated by the centre's quality assurance contact and should include all the centre's tutors /assessors and internal quality assurers.

A report must be written identifying the outcomes and actions from the standardisation event, and this must be made available to Gateway Qualifications.

As part of a centre's quality system, standardisation events should be held frequently and on an on-going basis. This will be monitored by the external quality assurers.

7   Learner Registration and Results

7.1   Registration

Centres will register learners via the Gateway Qualifications' online registration portal. Learner registration guidance is available on our website, https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/.

7.2   Resitting an assessment

Learners may re-sit any of the units. There is no minimum time between assessment attempts; although where candidates have been unsuccessful in a particular skill area, they will need adequate opportunity for further practice in the relevant skill.

Learners are not allowed to make another attempt at the same assessment task. If learners are re-sitting centres must ensure that learners are allocated a different assessment in accordance with the rules for re-sitting assessments at each level.

Reading

For all reading papers across all levels, learners must complete a full re-sit of a different, equivalent assessment should they fail to meet the required pass mark.

Writing

For Entry 1 to Entry 3 assessments, if a learner fails any of the tasks, then they will be permitted to sit a different task from another paper.

For Level 1 and Level 2 assessments, learners must complete a full re-sit of a different, equivalent assessment should they fail to meet the required pass mark.

Speaking and Listening

For all assessments across all levels, if a learner fails the listening task or scores low on tasks 2 and 3, they will be permitted to re-sit that task from a different paper.

7.3   Awarding

The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

7.4   Issuing results

Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

7.5   Appeals

Centres must have internal appeal arrangements which learners can access if they wish to appeal against a decision taken by Centres, which will include a named contact at the Centre. These arrangements have to be transparent and accessible in order that appeals from learners can be received, considered and resolved fairly.

Please refer to the Gateway Qualifications' Appeals policy and procedure: Appeals Policy and Procedure

7.6   Enquiries

Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures.

Contact details are available on our website:
https://www.gatewayqualifications.org.uk/contact-us/

8 What to do next

For existing centres please contact your named Development Manager.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

9 Gateway Qualifications

Gateway Qualifications, a not-for-profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and Qualification Wales to offer regulated qualifications in Wales.

10 Appendices

Appendix 1 – Unit Details

Entry 1 Reading

Credit Value:	6
GLH:	60
Unit Number:	Y/506/8422
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to follow simple text, recognise purpose, learn how to decode a limited number of familiar words and locate information from simple written sources

This unit has 2 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to gain meaning from text.	1.1 Follow a short simple text on a familiar topic or experience in order to extract meaning. 1.2 Read simple sentence structures in order to extract meaning. 1.3 Recognise upper and lower case letters in text. 1.4 Identify the purpose of text from the way it looks.	**Rt/E1.1a; Rt/E1.2°** **Rw/E1.2a;** **Rs/E1.1a;** **Rs/E1.1b;** **Rw/E1.3a;**
2 Be able to obtain information in texts.	2.1 Obtain straightforward information from simple texts. 2.2 Identify key words, signs and symbols. 2.3 Recognise digits.	**Rt/E1.1b;** **Rw/E1.1a** **Rw/E1.3b**

Entry 1 Reading: Additional Guidance

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Learning Outcome 1: Be able to gain meaning from text.

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Learners should:

- Depending on starting point, develop understanding that print carries meaning and that English is written left to right and top to bottom.
- Learn to use simple strategies such as their own knowledge of content and context and reading skills developed in other languages to help them read English.
- Recognise the letters of the alphabet in both upper and lower case to support understanding of words, sentences and text.
- Use understanding of the concepts of sentences, initial capitalisation, a full stop and that capital letters are used for places, names and the personal pronoun I, to follow texts and extract meaning.
- Be aware of the importance of word order to meaning.
- Use phoneme-grapheme correspondence to support understanding of individual words – initial consonant letter sounds; short vowel sounds; initial consonant clusters; final consonant clusters.
- Be able to follow simple narratives or descriptions and recognising key steps, stages or basic chronology.
- Read simple sentences, normally in the present tense, with a limited requirement for de-coding.
- Consider a range of different types of simple text, relevant to their daily living for example, a menu, a bus pass, a course leaflet etc.
- Recognise and understand common signs seen in daily life.
- Understand that cultural conventions affect even simple texts and that it is useful to know this in order to understand purpose. For example, in Britain it is common to send greetings cards for different occasions.
- Be able to identify purpose from layout, visuals, symbols, headings etc. Texts might be hand-written or printed and in different styles or fonts.
- Understand that different purposes for texts might include information leaflets, invitations, posters advertisements, menus etc.

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Learning Outcome 2: Be able to obtain information in texts.

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Learners should:

- Be aware it is not necessary to be able to read every word in a text in order to locate basic information such as the days of the week, when a shop is closed or the price of a specific item.
- Have a range of words that is likely to comprise social sight vocabulary of about 100 common high frequency words
- Recognise commonly occurring signs and symbols which include both typographical and visual for example, equals, pounds, percentage, basic health and safety signs, directional signs.
- Recognise digits 1-9 and larger numbers where appropriate (such as 103 in an address), in combination with letters (such as W19 for a bus) and in the context of dates and time.

Entry 1 Reading: Assessment Requirements

Learners have around 1 hour to complete 4 tasks which do not need to be completed in the same session but must always be in a controlled environment with supervision.

- Tasks 1 and Task 2 will be activities based on short texts that require the understanding of single words, symbols and digits *(guide 10 -15 minutes per task)*

- Tasks 3 and 4 will require learners to read and understand the meaning and purpose of short texts of 30- 40 words which include simple sentence structures. *(guide 10-15 minutes per task)*

Task types for reading may include:

- Matching words with symbols
- Matching words with other words
- Gap filling
- Multiple choice
- Sentence completion
- Short answer.

Learners may have access to a monolingual dictionary or glossary.

Entry 1 Write to Communicate

Credit Value:	9
GLH:	90
Unit Number:	D/506/8485
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn to write to communicate basic information and to use basic punctuation and spelling.

This unit has 2 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to communicate basic information.	1.1 Construct simple sentences using basic word order and verb form. 1.2 Compose very simple texts to communicate basic ideas or information. 1.3 Use layout or format appropriate to purpose.	**Wt/E1.1a** **Ws/E1.1a**
2 Be able to use basic punctuation and spelling.	2.1 Use basic punctuation showing where sentences begin and end. 2.2 Use and spell correctly some personal key and familiar words.	**Ws/E1.2a;** **Ws/E1.3a;** **Ww/E1.1a;** **Ww/E1.1b;** **Ww/E1.1c;** **Ww/E1.4**

Entry 1 Write to Communicate: Additional Guidance

Learning Outcome 1: Be able to communicate basic information.

Learners should:

- Be able to write short sentences and follow simple, common patterns for example subject, verb, object. Text will be mostly in the present tense.
- Be aware that not all texts will require use of full sentences and that word order may differ from other languages.
- Should be able to produce different texts in contrasting formats for different purposes. Texts might include a shopping list, a note to a friend, an address on an envelope. They will decide if full sentences or words/short phrases are appropriate and select the layout that is appropriate for the task.

Learning Outcome 2: Be able to use basic punctuation and spelling.

Learners should:

- Use basic punctuation which includes full stops, use of capital letters and the use of capital 'I' when writing about themselves.
- Know how to spell personal and familiar high frequency words.
- Use strategies to aid spelling, including knowledge of basic sound-letter correspondence and letter patterns. Strategies could include for example, *look, say, cover, write, check; tracing letters in the air*.
- Form letters and digits 1-9, when writing by hand spacing letters and words appropriately.

Entry 1 Write to Communicate: Assessment Requirements

Learners will complete 3 tasks which do not need to be completed in the same session but must always be in a controlled environment with supervision. They have up to 45 minutes to complete the tasks.

- Task 1 will require learners to complete a simple form with basic personal information *(guide 10 minutes).*

- Task 2 will require learners to write individual words and phrases such as a list (*guide 15 minutes each task).*

- Task 3 will require learners to write a text of 3-4 short simple sentences such as a message, an email, a postcard, a note *(guide 15 minutes each task).*

- Tasks 2 and 3 will be contrasting in terms of context and/or purpose.

Entry 1 Speaking and Listening

Credit Value:	12
GLH:	120
Unit Number:	J/506/8481
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to listen for information from spoken sources, to communicate basic information in informal and formal situations and to engage in simple discussion.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to obtain information from spoken sources.	1.1 Listen for gist, detail or key information in short spoken sources in familiar contexts. 1.2 Follow single-step instructions or directions in a familiar context.	**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;**
2 Be able to speak to communicate information.	2.1 Convey relevant information in simple communications such as description, instruction and personal information.	**Sc/E1.4a;** **Sc/E1.4b;** **Sc/E1.4c;** **Sc/E1.4d;** **Sc/E1.4e;** **Sc/E1.1a;** **Sc/E1.1b;** **Lr/E1.4a;**
3 Be able to make requests and ask questions.	3.1 Make basic requests and ask basic questions using appropriate conventions.	**Sc/E1.2a;** **Sc/E1.2b;** **Sc/E1.3a;** **Sc/E1.3b;** **Sc/E1.3c;** **Sc/E1.3d;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
4 Be able to engage in discussion.	4.1 Take part in simple discussion in everyday contexts. 4.2 Express simple likes, dislikes and feelings.	**Lr/E1.5a;** **Lr/E1.5b;** **Lr/E1.5c;** **Lr/E1.5d;** **Sd/E1.1a; Sd/E1.1b;** **Sd/E1.1c;**

Entry 1 Speaking and Listening: Additional Guidance

Learning Outcome 1: Be able to obtain information from spoken sources.

Learners should:

- Listen to spoken language delivered at a moderate pace and clearly enunciated. The language used should be straightforward and relate to familiar situations and topics.
- Take part in some face-to-face listening activities.
- Recognise context and predict general meaning.
- Identify speaker, topic, and situation in a variety of simple everyday spoken sources and be aware it is not always necessary to understand every word, in order to get the general meaning of spoken text.
- Understand and identify key words in a given context to support understanding.
- Listen for basic grammatical detail, identifying familiar grammatical features such as possessives and pronouns and discriminate between different kinds of utterance such as statements, questions, instructions.
- Recognise intonation patterns and listen for phonological detail to discriminate between individual sounds.
- Listen and respond to instructions and directions that are likely to include imperatives and negative imperatives, prepositions of place and deictic markers.
- Respond verbally or through actions and might also include simple markers to demonstrate understanding, e.g. 'I see, okay'.
- Ask for repetition of instructions if necessary.

Learning Outcome 2: Be able to speak to communicate information.

Learners should:

- Speak about familiar topics and the information communicated should be basic (for example, name, address, age, simple preferences).
- Communicate clearly to be understood by a sympathetic native speaker and articulate the sounds of English, using stress and intonation to be comprehensible to a sympathetic native speaker.
- Be able to use word stress and place stress sufficiently accurately and consistently to make themselves understood.
- Be able to approximate appropriate intonation patterns, e.g. to distinguish between statements and questions.
- Communicate simple descriptions or instructions related to familiar people, places or things. They should include use of basic grammar, such as 'there is/there are', prepositional phrases, simple adjectives and indefinite article
- Recognise if there has been misunderstanding and correct it.

Learning Outcome 3: Be able to make requests and ask questions.

Learners should:

- Make requests for things, actions, permission, clarification etc.
- Ask for specific information such personal details, location, directions
- Use conventions that could include raising a hand before speaking, use of please

and thank you or excuse me.
- Be able to use intonation patterns to indicate politeness.
- Be able to use simple question forms with common modal verbs, especially 'can' and use the question form of the simple present tense of common verbs.

Learning Outcome 4: Be able to engage in discussion.

Learners should:

- Take part in exchanges and interactions with a minimum of one other person in social and more formal familiar contexts and include for example greetings, introductions, thanks, taking leave, inviting, offering, accepting, and declining invitations.
- Express likes, dislikes, feelings, simple views that might include for example, 'I like, I hate, I'm angry/happy', etc.
- Be able to indicate broad agreement or disagreement with others.
- Speak in more formal situations that might require giving personal information, stating a problem or wish or making a request.
- Be aware of verbal conventions for example, staying on topic, making a basic link between own contribution and what has already been said, e.g. 'I agree with x'
- Be aware of non-verbal conventions such as personal space, eye contact, nodding and shaking of head, smiling and also be aware that gesture can vary across cultures.

Entry 1 Speaking and listening: Assessment Requirements

Learners are required to complete 3 tasks which do not need to be completed in the same session but must always be in a controlled environment with supervision. These may be carried out in any order. Centres will be provided with a sound file for task 1. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate's tutor.

See **Section 4.7** Conduct of Speaking and Listening Assessments for recording requirements.

Learners will be allowed preparation time on the day of the assessment for Tasks 2 and 3. The duration of Tasks 2 and 3 will depend upon the number of learners in the group.

Task 1 will focus on listening to and extracting key information from short spoken sources and demonstrating comprehension skills. Test types may include non-verbal responses such as identifying symbols, matching activities, multiple choice and short simple written responses. *(guide 30 minutes).*

Task 2 will require learners to take part in a short individual speaking activity in a small group of between 2 to 5 people. Tasks will include communicating basic personal information, basic facts, giving a basic description, expressing simple likes and dislikes.

Task 3 will require learners to take part in a simple discussion with one or more people (usually other learners) about an everyday context under the supervision and guidance of the tutor. Tasks will include communicating basic facts, expressing simple likes and dislikes, responding to basic questions and requests, asking basic questions.

Entry 2 Reading

Credit Value:	6
GLH:	60
Unit Number:	M/506/8491
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to read short straightforward texts, including information texts for purpose and meaning and use simple strategies to decode words and support understanding.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to read and understand texts.	1.1 Identify the purpose of short straightforward texts using features of text. 1.2 Follow the main events of short straightforward texts.	**Rt/E2.1a; Rt/E2.2a; Rs/E2.1a; Rs/E2.1b; Rs/E2.1c; Rs/E2.1d;**
2 Be able to locate information in written sources.	2.1 Obtain information from short everyday information texts. 2.2 Obtain information from images, simple maps, diagrams and captions. 2.3 Recognise familiar key words with common spelling patterns in straightforward information texts.	**Rt/E2.1b; Rt/E2.3a; Rt/E2.4a; Rw/E2.1a; Rw/E2.2a**
3 Be able to apply understanding of alphabetical order to locate information.	3.1 Use a simplified dictionary/glossary to find the meaning of unfamiliar words.	**Rw/E2.4a; Rw/E2.5a**

Entry 2 Reading: Additional Guidance

Learning Outcome 1: Be able to read and understand texts.

Learners should:

- Recognise that purposes for texts might include for example, *to greet, to describe, to inform, to sell, to entertain, to tell a story, to instruct.*
- Know terms such as *leaflet, poster, advert, letter email etc.*
- Use features such as titles, headings, paragraphs, bullets, illustrations, graphics to identify purpose.
- Be aware that the writing conventions of different cultures may have similarities and differences and this may affect purpose.
- Use their own background knowledge and overall context to aid understanding.
- Recognise grammatical structures that link clauses and help identify sequence, including discourse markers, connectives and simple prepositional phrases of time and place for example, discourse markers such as *first, next, then, after that,* connectives such as *before, after, when, until* and phrases such as *By Monday…In the end….*
- Use simple reading strategies. For example, they should use punctuation, capitalisation and knowledge of sentence structure to support understanding and apply own experience and knowledge to identify plausible meanings of sentences as a whole when decoding unknown words.

Learning Outcome 2: Be able to locate information in written sources.

Learners should:

- Identify common sources of information, printed and electronic, to find everyday information.
- Scan for particular information, skim to get the gist through reading titles, headings, read thoroughly where detailed reading is required.
- Recognise some common abbreviations – *d.o.b., Mr/Mrs/Ms* and understand instructions such as *BLOCK CAPITALS, tick, delete.*
- Use phonic and graphic knowledge and context to decode words. They should
     be beginning to recognise how words can be broken down into parts and use their understanding that phonemes can be spelt in more than one way, and that the same grapheme can represent more than one sound, e.g.- *ee (see)* and – *ea (meat).*
- Recognise key words relating to personal information which might include first name, surname, address, postcode, age, date of birth.

Learning Outcome 3: Be able to apply understanding of alphabetical order to locate information.

Learners should:

- Use initial letters to find words in a dictionary or glossary.
- Sequence words in alphabetical order.

Entry 2 Reading: Assessment Requirements

Learners have around 1 hour to complete 4 tasks which do not need to be completed in the same session but must always be in a controlled environment with supervision.

- Tasks 1 and Task 2 will be activities based on short everyday information texts which may include simple maps, diagrams or captions. (guide 15 minutes per task).

- Tasks 3 and 4 will require learners to read and understand the meaning and purpose of short continuous texts of about 60-80 words. (guide 15 minutes per task).

Task types may include:

- Matching words with symbols
- Matching words with other words/phrases
- Reordering sentences/ phrases /words/images
- Gap filling
- Multiple choice
- Sentence completion
- Short answer questions requiring single word or short phrase responses, figures, times etc.

Learners may have access to a monolingual dictionary or glossary.

Entry 2 Writing

Credit Value:	9
GLH:	90
Unit Number:	Y/506/8484
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn to write to communicate simple information writing legibly, using common punctuation and spelling familiar words correctly.

This unit has 2 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to write to communicate.	1.1. Use an appropriate format and basic style to match the purpose of their writing. 1.2. Construct simple and compound sentences, using common conjunctions to connect two clauses, for example. *as, and, but.* 1.3. Compose simple text to record or present information. 1.4. Use common adjectives to describe people, places and things to extend information and detail. 1.5. Record basic information on forms.	**Wt/E2.1a;** **Wt/E2.1b;** **Ws/E2.2a;**
2 Be able to punctuate and spell.	2.1 Use common punctuation correctly. 2.2 Spell correctly words relating to personal details and familiar common words.	**Ws/E2.3a;** **Ws/E2.4a;** **Ww/E2.1a;** **Ww/E2.1b;** **Ww/E2.1c;** **Ww/E2.2°**

Entry 2 Writing: Additional Guidance

Learning Outcome 1: Be able to write to communicate.

Learners should:

- Be aware that texts that share a common purpose usually share common features of layout, format, structure and language, e.g. that a letter is laid out differently from an email and that the latter may not require complete sentences.
- Produce texts that demonstrate a variety of simple sentence patterns.
- Understand form-filling conventions including the practice of stated and unstated instructions, e.g. that forms sometimes require c circle or delete information such as *Mr/Mrs/Miss/Ms.*
- Produce written texts that include use of different tenses and a range of familiar common words and adjectives, relevant to the topic.
- Use basic checking techniques to identify and correct mistakes.

Learning Outcome 2: Be able to punctuate and spell.

Learners should:

- Use common punctuation such as capital letters, including for proper nouns, full stops, question marks.
- Spell correctly familiar high frequency words, for example, names of family members, friends, workmates; months of the year; numbers to twenty, using spelling strategies as appropriate.
- Use knowledge of sound-symbol relationships and phonological patterns to help work out correct spellings.
- Be aware of the impression handwriting gives and personal features of own handwriting, e.g. consistency of direction and formation of letters, spacing between words, size of writing, writing on line.
- Develop understanding of common letter patterns and common units of meaning (morphemes) to aid accurate spelling and vocabulary development.
- Produce written texts that are comprehensible to a sympathetic native English speaker.
- Produce legible text as appropriate to the format when writing by hand.

Entry 2 Writing: Assessment Requirements

Learners will complete 3 tasks which do not need to be completed in the same session but must always be in a controlled environment with supervision. They have up to 1 hour 15 minutes to complete the tasks.

- Task 1 will require learners to complete a simple form. (guide 15 minutes).

- Tasks 2 and 3 will require learners to write short texts in different contexts and for different purposes, using different simple and compound sentence patterns different tenses, common connectives and common adjectives to extend information and detail. Texts might be an email, note, letter, article etc. (guide 25-30 minutes each).

Entry 2 Speaking and Listening

Credit Value:	12
GLH:	120
Unit Number:	D/506/8499
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to listen to different straightforward spoken sources, speak to communicate in different situations and engage in discussion

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to obtain information from spoken sources.	1.1 Listen for gist, detail and main points from short familiar spoken sources with different purposes. 1.2 Identify simply expressed feelings and opinions in spoken sources. 1.3 Follow instructions, directions, and explanations.	**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/E2.6a; Lr/E2.3a; Lr/E2.3b; Lr/E2.3c;** **Lr/E2.4a;**
2 Be able to speak to communicate.	2.1 Provide straightforward information and descriptions that are sufficiently grammatically accurate to be understood. 2.2 Use stress and intonation to make speech comprehensible and meaning understood. 2.3 Give a short account, instructions or explanation, sequencing information.	**Sc/E2. 1a; Sc/E2.1b** **Sc/E2.3a; Sc/E2.3b; Sc/E2.3c; Sc/E2.3d; Sc/E2.3e; Sc/E2.3f;**
3 Be able to make requests and ask questions.	3.1 Use different kinds of basic questions and requests to ask for things, actions and factual information including personal details, descriptions, directions and instructions.	**Sc/E2. 2a; Sc/E2. 2b; Sc/E2. 2c; Sc/E2. 2d; Sc/E2. 2e; Sc/E2. 2f;** **Sc/E2. 4a;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
4 Be able to take part in discussion.	4.1 Follow the gist and main points of discussions. 4.2 Take part in discussion, responding to contributions of others with short, relevant statements, answers or questions. 4.3 Express simple views, opinions and feelings.	**Sd/E2.1a; d/E2.1b; Sd/E2.1c; d/E2.1e; Sd/E2.1f;** **Lr/E2.5a;**

Entry 2 Speaking and Listening: Additional Guidance

Learning Outcome 1: Be able to obtain information from spoken sources

Learners should:

- Recognise the context of what they hear and predict general meaning.
- Listen to spoken language with different purposes and contexts, for example narrative, conversation, interview, explanation, instructions directions.
- Listen to spoken language from different sources such as TV, video, audio, radio, face-to-face.
- Be aware that it is not always necessary to understand every word to get the meaning and that non-linguistic clues can support understanding.
- Indicate they are listening through use of responses such as '*mm, yeah'* or non-verbal responses such as nodding head.
- Listen for grammatical detail to identify key words and key grammatical structures at this level, including recognising different kinds of utterance for example, *questions, statements, instructions* and their function, as well as present simple, past simple with time markers and present continuous with future meaning.
- Listen for phonological detail to recognise and discriminate between specific sounds.
- Be able to identify main points and identify the information they need without the need to understand every word. For example, learners might listen for a train announcement to check that the train stops at their station.
- Listen to explanations and instructions that include more than one step, linked with simple conjunctions such as 'then', 'next'.
- Use discourse markers for cause and effect and result to aid understanding.
- Recognise key grammatical forms such as imperatives and negative imperatives in instructions in order to give appropriate response.

Learning Outcome 2: Be able to speak to communicate

Learners should:

- Know where stress falls in statements and questions and make the distinction between stressed and unstressed syllables when they speak.
- Be able to distinguish between similar sounding phonemes to make meaning clear, for example *thirty* and *thirteen.*
- Be able to use spoken English that is clear enough to be understood by a sympathetic native speaker.
- Include present and past simple, present continuous for future (e.g. *'I am having dinner at home tonight'*) across the assessment criteria
- Include multiple points in accounts, descriptions and explanations rather than single statements or phrases and some accounts or descriptions should include use of past tense and future plans.
- Use adjectives, including some comparative adjectives or adjectival phrases (e.g. *prettier, more interesting).*
- Include time markers and sequencing that might include *ago, next week, every day, in the morning.*

- Give directions and instructions that include suitable grammatical forms including imperatives, negative imperatives and prepositional phrases for direction and location.

Learning Outcome 3: Be able to make requests and ask questions.

Learners should:

- Be able to use appropriate intonation for requests or questions. They should have strategies to deal with negative responses including showing interest and follow up responses.
- Be able to confirm understanding by summarising information.
- Ask for clarification and explanation when necessary.
- Be able to form different types of questions, using *why*-type, open and closed and comparative questions.
- Use simple past, present and future as appropriate.

Learning Outcome 4: Be able to take part in discussion.

Learners should:

- Be able to recognise the topic and purpose of discussions and pick out the main points made by one or more speakers. They should be able to link their own contribution by discourse markers, for example '*you're right, maybe, I'm not sure'.*
- Relate to other speakers and use appropriate words and phrases for greetings and responses to greetings and leave taking, be able to introduce self and give personal information, state problems, wishes and apologise.
- Recognise that interactions may be social or more formal.
- Be able to express degrees of liking and disliking, using adjectives and express personal wishes and hopes for the future. Opinions should be expressed using simple phrases such as '*I think'*.
- Take part in discussions or interactions with one or more people in a familiar situation.
- Be able to indicate agreement or disagreement and contribute using appropriate phrases and non-verbal signalling.
- Make appropriate contributions that are relevant to the subject matter under discussion and to the flow of the discussion. These might also include related, but new topics of discussion.

Entry 2 Speaking and Listening: Assessment Requirements

Learners are required to complete 3 tasks. These may be carried out in any order. Centres will be provided with a sound file for Task 1. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate's tutor.

See **Section 4.7** Conduct of Speaking and Listening Assessments for recording requirements.

Learners will be allowed preparation time on the day of the assessment for Tasks 2 and 3. The duration of Tasks 2 and 3 will depend upon the number of learners in the group.

- Task 1 will be activities focusing on listening to short spoken sources with different purposes and demonstrating comprehension skills. Some spoken sources will include simply expressed feelings and opinions. Test types may include non-verbal responses such as identifying symbols, matching activities, multiple choice and short simple written responses. (guide 30 minutes).

- Task 2 will require learners to take part in a short individual speaking activity in a small group of between 2 to 5 people. Tasks may include, giving information, descriptions, an account, expressing likes and dislikes.

- Task 3 will require learners to take part in a discussion with between 2 to 5 learners. They will discuss a single topic, express opinions and feelings and respond to contributions of others, asking and responding to different questions.

Entry 3 Reading

Credit Value:	6
GLH:	60
Unit Number:	H/506/8486
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to read and understand straightforward texts and information and use a dictionary to find the meanings of new words.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to read and understand continuous texts.	1.1 Identify main events in straightforward chronological, continuous text. 1.2 Identify meaning and purpose in straightforward texts with different formats and register. 1.3 Extract main points, ideas and opinions from straightforward text.	**Rt/E3.1a;Rt/E3.2a; Rt/E3.4a; Rt/E3.5a; Rt/E3.6a; Rt/E3.9a; Rs/E3.1b; Rs/E3.2a; Rw/E3.5a;**
2 Be able to read for information from everyday sources.	2.1 Obtain specific information from different short everyday information texts. 2.2 Extract meaning from everyday instructional texts. 2.3 Identify relevant specialist key words in different straightforward information texts.	**Rt/E3.3a; Rt/E3.7a; Rt/E3.8a; Rs/E3.1a; Rw/E3.1a; Rw/E3.2a;**
3 Be able to use a dictionary.	3.1 Use a simple dictionary to find the meaning of unfamiliar words.	**Rt/E3.5b; Rw/E3.3a; Rw/E3.4a**

Entry 3 Reading: Additional Guidance

<div style="background-color:orange; color:white; font-weight:bold;">Learning Outcome 1: Be able to read and understand continuous texts.</div>

Learners should:

- Read texts that are narrative, explanatory, descriptive and include those with images and different organisational features.
- Read texts of more than one paragraph.
- Recognise the common structure of paragraphs and how paragraphs link together to develop meaning through text, e.g. how a final sentence in one paragraph may lead on to the subject of the next paragraph.
- Read simple continuous texts written in sentences and get most of the sense even if they are not able to read every word, e.g. using prediction from context and previewing strategies and making connections when purpose is not overt.
- Read texts in different formats, including those presented in columns, those making use of different types of image and those presented over more than one page.
- Apply a variety of simple reading strategies, including: know the names and understand use of key grammatical forms such as nouns, pronouns, articles, verbs, adjectives, adverbs, negative and use grammatical features to support understanding.
- Recognise the function of a variety of different punctuation symbols including: capital letters, full stops, commas, question marks, exclamation marks, bullet points and numbering and use knowledge of punctuation to work out meaning.
- Recognise different organisational features and understand their purpose in order to use them to support understanding of text.
- Skim read title, key textual features such as headings, captions and illustrations for general meaning and purpose.
- Understand that organisation and ordering of information may vary in different cultures and that this may affect understanding of purpose.
- Apply knowledge of sound and letter patterns and of structure of words including compounds, root words, grammatical endings, and syllable divisions to help decode words.

<div style="background-color:orange; color:white; font-weight:bold;">Learning Outcome 2: Be able to read for information from everyday sources.</div>

Learners should:

- Read different types of commonly-occurring text, including electronic and paper-based media. Texts should contain some unfamiliar words and some complex structures, but cover diverse but broadly familiar topics.
- Scan different parts of texts and use key organisational features to locate information.
- Recognise the key organisational features and language of straightforward instructional texts.
- Recognise the language of instructions in their own life such as use of imperatives, second person.
- Recognise organisational features of texts such as contents pages, index, numbers, bullets, diagrams, graphics, including basic reference and instructional texts.

- Understand key specialist words, relevant to their own situation, including for example words and phrases commonly used on forms.

Learning Outcome 3: Be able to use a dictionary to find meanings of new words.

Learners should:

- Look up unknown words in their personal reading using bilingual or simple English-English dictionaries.
- Use first - and second-place letters to find and sequence words in alphabetical order.

Entry 3 Reading: Assessment Requirements

Learners have around 1 hour to complete 4 tasks which do not need to be completed in the same session but must always be in a controlled environment with supervision.

Learners will complete 4 tasks *(guide 15 minutes per task)*

- Tasks 1 and Task 2 will comprise one information or instructional text for each, in different formats. Each text will have different activities to complete, including identifying purpose, format and key information.
- Tasks 3 and Task 4 will comprise two continuous paragraphed texts, with different formats and register. Each text will have different activities to complete, including identifying main events, purpose, ideas and opinions.

Task types may include:

- Matching words with other words/phrases
- Reordering sentences/ phrases
- Gap filling
- Multiple choice
- Sentence completion
- Short questions in English requiring single word or short phrase responses, figures, times etc.

Learners may have access to a monolingual dictionary or glossary.

Entry 3 Writing

Credit Value:	9
GLH:	90
Unit Number:	H/506/8424
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn to plan their writing, write in short paragraphs and learn to write legibly, using correct basic punctuation, spelling and grammar.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to write to communicate.	1.1 Plan and draft writing for different purposes. 1.2 Use short paragraphs to structure writing. 1.3 Write in a logical order, using discourse markers, connectives and some complex sentences. 1.4 Complete forms with some complex features.	**Wt/E3.1a;** **Wt/E3.1b;** **Wt/E3.2a;** **Wt/E3.3a;** **Wt/E3.5a;** **Wt/E3.4a;**
2 Be able to write using correct grammar.	2.1 Write in complete and complex sentences. 2.2 Use basic grammar accurately.	**Ws/E3.1a;** **Ws/E3.2a;** **Ws/E3.3;**
3 Be able to write using correct spelling and punctuation.	3.1 Use punctuation correctly in relation to beginnings and ends of sentences. 3.2 Spell correctly common words and relevant special-interest vocabulary.	**Ws/E3.3a;** **Ww/E3.1a;** **Ww/E3.1b;** **Ww/E3.2a;**

Entry 3 Writing: Additional Guidance

Learning Outcome 1: Be able to write to communicate.

Learners should:

- Use the different ways of planning (e.g. mind maps, lists, making notes) to select and order content and ideas, appropriate format and register.
- Understand there are different ways of making notes such as numbering, lists, using abbreviations.
- Use time words, conjunctions such as before, after, when, while and connectives such as then, and then, next, finally.
- Use paragraphs to help sequence writing logically.
- Develop awareness of the cultural conventions that underpin certain types of questions in different types of form and complete sections such as open responses and additional comments, for example in a job application form.
- Proofread using awareness of own personal weaknesses in grammar, spelling, punctuation and lay-out to check for errors.

Learning Outcome 2: Be able to write using correct basic grammar.

Learners should:

- Write some sentences that are complex for example, with one or more clauses in familiar forms of written communication.
- Write sentences that are varied in length and construction using appropriate conjunctions such as although, as, when, where, because and pronouns such as who, which.
- Write using accurate word order, for example appropriate verb tense, subject-verb agreement and use of pronouns.

Learning Outcome 3: Be able to write using correct spelling and punctuation

Learners should:

- Be able to use capital letters, full stops, questions marks, exclamation marks, commas
- Apply strategies for working out likely spellings from their knowledge of rules and patterns, including sound-spelling links and letter patterns to spell a greater range of words.
- Produce legible and reasonably neat handwriting where appropriate.

Entry 3 Writing: Assessment Requirements

Learners will complete 3 tasks. They have up to 1 hour 15 minutes to complete the tasks. These do not need to be completed in a single session but must always be in a controlled environment with supervision.

Learners will complete 3 tasks.

- Tasks 1 will require learners to complete a simple form with some complex features. (guide 15 minutes).

- Task 2 will require learners to write a short text for a specific purpose addressing bullet point prompts. (guide 25-30 minutes each).

- Task 3 will require learners to plan and write a continuous paragraphed text such as a letter, article, email, blog, review for a specific purpose, using complete and some complex sentences. Tasks will require writing a text addressing bullet point prompts.

Entry 3 Speaking and Listening

Credit Value:	12
GLH:	120
Unit Number:	K/506/8487
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to obtain information from different spoken sources and speak to communicate in different situations, including how to engage in simple discussion and make relevant points.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to obtain information from spoken sources.	1.1 Listen for gist in straightforward spoken sources. 1.2 Listen for detail and pick out main points in straightforward spoken sources, including detailed instructions.	**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/E3.3a;** **Lr/E3.3b;** **Lr/E3.7a;** **Lr/E3.7b;** **Lr/E3.7c;** **Lr/E3.7d;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
2 Be able to speak to communicate.	2.1 Express clearly straightforward information and short descriptions including comparisons. 2.2 Give a simple account / narrate events in the past. 2.3 Give simple directions and instructions and explanations. 2.4 Use stress, intonation and pronunciation to be understood and to make meaning clear.	**Sc/E3.1a; Sc/E3.1b; Sc/E3.4a; Sc/E3.4b; Sc/E3.4c; Sc/E3.4d; Sc/E3.4e; Sc/E3.4f**
3 Be able to ask questions and make requests.	3.1 Ask straightforward questions and make requests to obtain personal or factual information, descriptions, directions, instructions and explanations.	**Sc/E3.3a; Sc/E3.3b; Sc/E3.3c; Sc/E3.3d;**
4 Be able to engage in discussion.	4.1 Take part in social and more formal contexts. 4.2 Use formal and informal language and register as appropriate. 4.3 Express and respond to simple feelings, opinions and points of view. 4.4 Ask and respond to questions, including asking for and making suggestions or advice as appropriate.	**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; Sc/E3.2a; Lr/E3.4a; Lr/E3.5a; Lr/E3.5b; Lr/E3.6a; Lr/E3.6b;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references

Entry 3 Speaking and Listening: Additional Guidance

Learning Outcome 1: Be able to obtain information from spoken sources

Learners should:

- Listen to different spoken sources including information, explanations and narrative, discussion.
- Recognise familiar contexts and predict meaning in a range of spoken sources and oral interactions, for example TV, radio, video clips, presentations etc.
- Listen to spoken language that includes straightforward information, narratives, explanations and instructions, live (including face-to face or telephone) and recorded and where appropriate recognise non-linguistic clues.
- Recognise that they will not necessarily understand all of the spoken language in order to recognise the context or get the gist.
- Learn to listen for grammatical detail and recognise questions, statements, instructions and be aware of how grammar affects meaning, e.g. use knowledge of tense to clarify when an action happened.
- Learn to listen for phonological detail and recognise and discriminate between specific individual sounds and recognise how they might change in connected speech.
- Use understanding of word and sentence stress to help listen for specific detail.
- Use knowledge of discourse markers to support understanding, e.g. of cause and effect.
- Be aware of key differences between spoken and written English, e.g. use of contractions and short forms in speech and be able to listen for and interpret these.
- Be given opportunities to listen for information of particular interest rather than on the whole of a discussion or presentation.
- Use understanding of common spoken formats to support understanding, e.g. key points are often stated at the start and summarised at the end of a presentation.
- Follow a discussion, for example on TV without actively participating.
- Recognise contexts, identify conventions and purposes of discussion, understand the interactive nature of discussion and identify key points in discussions on familiar topics.

Learning Outcome 2: Be able to speak to communicate.

Learners should:

- Be expected to speak about familiar topics, including giving personal information, both face-to-face and on the phone, using Skype or other forms of remote communication.
- Communicate, giving some explanations, accounts or descriptions, where they are using multiple sentences or making several points, as appropriate to the situation.
- Express possibility in explanations, as appropriate.
- Use different time frames appropriate to the situation.
- Articulate the sounds of English to make meaning clear.

Learning Outcome 3: Be able to ask questions and make requests.

Learners should:

- Be able to use a range of modal verbs and question words to ask direct and indirect questions as well as more open ways of asking.
- Understand some of the cultural conventions regarding acceptable questions to ask, e.g. in Britain it is not usual to ask how much a person earns.

Learning Outcome 2: Be able to engage in discussion.

Learners should:

- Take part in interaction to for example, make plans, arrangements, appointments.
- Be able to adapt their tone, gestures and vocabulary to suit the degree of formality of the situation, including forms of address.
- Make contributions which vary in length and register, according to context, relate to the subject under discussion and link to the contributions of others, including through use of discourse markers.
- Be able to deal with some unpredictability and express agreement, partial agreement, disagreement or uncertainty in response to points made by others as appropriate.
- Show understanding of the turn-taking process using appropriate language for interruption.
- Clarify and confirm understanding through verbal and non-verbal means.
- Be able to back up statements with simple reasons or explanations.
- Identify language associated with feelings as well as the role of intonation and know how to indicate agreement, disagreement and add a comment.
- Use appropriate language for questions or interruptions which show understanding of the contributions of others and be framed using language, intonation and gestures that demonstrate respect for others' feelings and opinions (e.g. 'What do you think?', 'After you', 'Can I say something please?').

Entry 3 Speaking and Listening: Assessment Requirements

Learners are required to complete 3 tasks. These may be carried out in any order. Centres will be provided with a sound file for Task 1. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate's tutor.

See **Section 4.7** Conduct of Speaking and Listening Assessments for recording requirements.

Learners will be allowed preparation time on the day of the assessment for Tasks 2 and 3. The duration of tasks 2 and 3 will depend upon the number of learners in the group.

Learners will complete 3 tasks

- Task 1 will be activities focusing on listening to straightforward spoken sources with different purposes and demonstrating comprehension skills. Some spoken sources will include opinions and may involve more than one person. Responses may require non-verbal responses, such as identifying symbols, responding to instructions, explanations, directions, matching activities, re-ordering words/symbols, simple multiple choice and short written responses requiring single words/phrases (guide 30 minutes).
- Task 2 will require learners to take part in a short individual speaking activity in a small group of between 2 to 5 people and may include communicating information, descriptions, explanations, an account in the past.
-
- Task 3 will require learners to take part in a discussion with between 2 to 5 people. They will discuss a single issue, ask and respond to questions, make and respond to suggestions and express simple views, opinions and feelings.

Level 1 Reading

Credit Value:	6
GLH:	60
Unit Number:	R/506/8483
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to read and understand meaning and purpose in a variety of texts and how to obtain information from different sources. They will learn how to use reference materials and spelling strategies to support understanding.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to read and understand purpose and meaning in text.	1.1 Extract specific details and infer meaning in different kinds of texts. 1.2 Extract main points, ideas and events from texts containing different forms of organisational structure, format and layout. 1.3 Use language features to identify meaning in text. 1.4 Identify specific purposes of different types of text.	**Rt/L1.1a;** **Rt/L1.3a** **Rt/L1.2a;** **Rt/L1.3a;** **Rs/L1.1a;** **Rs/L1/2a**
2 Be able to obtain information from different sources.	2.1 Use organisational and structural features to navigate text and locate information. 2.2 Use skimming, scanning and detailed reading to locate and understand information.	**Rt/L1.4a;** **Rt/L1.5a;** **Rs/L1.1**
3 Be able to use reference sources.	3.1 Identify the meaning of words in different types of text. 3.2 Make use of reference sources to find meanings of unfamiliar and specialised vocabulary.	**Rt/L1.5b;** **Rw/L1.1a;** **Rw/L1.2a;** **Rw/L1.3a;**

Level 1 Reading: Additional Guidance

Learning Outcome 1: Be able to read and understand purpose and meaning in text.

Learners should:

- Read and understand texts on a variety of topics, including texts which contain linked paragraphs.
- Use knowledge of the use of connectives and linking phrases to establish links between paragraphs.
- Read and understand texts with different purposes for example, descriptive, narrative, persuasive, informative, and explanatory.
- Understand that in some texts and situations only the main points are essential to getting meaning, whereas in others, every detail requires careful reading.
- Understand how choice of language, structure, register and presentational features are used to reflect the purpose of the text.
- Be able to identify key differences in language use and textual features in different types of text (e.g. use of you and informal register in adverts).
- Be able to use reading strategies to support understanding such as knowledge of sentence structure and word order.
- Be aware of linguistic features including imperatives in instructions, subordinating and co-ordinating links such as relative pronouns, repetition and re-iteration to work out meaning.
- Recognise that images support understanding and that they can be used to convey additional meaning or purpose.
- Recognise the function of a range of punctuation e.g. colons, speech marks, brackets and apostrophes.

Learning Outcome 2: Be able obtain information from different sources.

Learners should:

- Identify information in online and printed sources of different formats and containing contrasting types of information.
- Understand organisational and structural features such as paragraphs, contents list, index, menu.
- Understand structural features to navigate information text such as keys, symbols, alphabetical order, links in hypertext.
- Understand that it is not always necessary to follow the linearity of a text to find specific information.

Learning Outcome 3:

Learners should:

- Use knowledge of word structure, related words, word roots, derivations, borrowed words to establish meaning.
- Use strategies such as context, word structure, phonic decoding to work out the meaning of unfamiliar words.
- Know how to use a bilingual and English-English dictionaries, thesaurus or glossary.

Learning Outcome 1: Be able to read and understand purpose and meaning in text.

- Understand the meaning of typical abbreviations used in reference materials such as n for noun, v for verb etc.

Level 1 Reading: Assessment Requirements

Learners have 1 hour 15 minutes to complete 4 tasks which must be completed in the same session. The tasks must be completed under controlled conditions and under supervision. Tutors may not amend the tasks in any way.

For each task, the stimulus material will comprise around 200-300 words.

- Tasks 1 and Task 2 will comprise one information or instructional text for each, in different formats and different contexts. Tasks will require learners to:
    - identify specific purpose
    - use organisational and structural features to navigate text
    - use skimming, scanning and detailed reading to locate information
    - identify the meaning of words and use reference sources to find the meaning of words.

- Tasks 3 and Task 4 will comprise two continuous paragraphed texts, each with a different purpose, context, format, layout and register.

Tasks will require learners to:
    - extract main points, ideas and events
    - extract detail and infer meaning
    - identify the meaning of words and use reference sources to find the meaning of words.

Task types may include:

- Matching words with other words / phrases
- Reordering sentences / phrases
- Gap filling
- Multiple choice
- Sentence completion
- Questions requiring short written responses, figures, times, single words or short phrases / sentences etc.

Learners may have access to a monolingual dictionary.

Level 1 Writing

Credit Value:	9
GLH:	90
Unit Number:	T/506/8427
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes and to use accurate spelling, punctuation and grammar.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1　Be able to plan and structure own writing.	1.1　Apply planning techniques to own writing. 1.2　Present ideas and information in a logical sequence. 1.3　Use language and register that are suitable for purpose and audience. 1.4　Use format and structure that are suitable for purpose and audience. 1.5　Complete forms with some complex features.	**Wt/L1.1a;　Wt/L1.1b; Wt/L1.2a;** **Wt/L1.3a; Wt/L1.4a; Wt/L1.4a; Wt/L1.5a; Wt/L1.6a;**
2　Be able to use correct grammar in written texts.	2.1　Write in complete sentences, including complex sentences. 2.2　Use correct subject-verb and verb-tense agreement. 2.3　Use grammatical features correctly so that meaning is clear.	**Ws/L1.1a; Ws/L1.2a; Wt/L1.7a;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
3 Be able to use correct spelling and punctuation.	3.1 Spell words with regular and irregular spelling patterns. 3.2 Punctuate sentences correctly, so that meaning is clear.	**Wt/L1.7a; Ws/L1.3a; Ww/L1a; Ww/L1b; Ww/L2a; Wt/L1.7a;**

Level 1 Writing: Additional Guidance

Learning Outcome 1: Be able to plan and structure own writing.

Learners should:

- Plan their writing including for example making notes, mind maps, lists, diagrams etc. identifying context, audience, format and outcome for writing.
- Produce different kinds of writing such as forms, records, emails, letters, narratives, instructions, advertisements, reports, explanations.
- Present ideas making appropriate use of different types of paragraph, linking phrases and linguistic features.
- Be aware of the role of paragraphs in structuring text and the key aspects of different types of paragraphing structure for example, general sentence followed by expansion, chronological sequencing, and statements of argument for and against.
- Be able to use appropriate phrases and linguistic features to show logical relationships for example use of, as a result, therefore and reasonably consistent use of appropriate tense.
- Make appropriate use of key features of formal and informal language such as type of vocabulary and collocation, mode of address.
- Make appropriate use of key features of layout associated with different types of text, for example in a letter, a report, and instructions.
- Know how to complete complex features in a form such as open and constructed responses and additional comments.

Learning Outcome 2: Be able to use correct grammar in written texts.

Learners should:

- Use different types of sentence to suit text type. They should be varied and include some conditional sentences; some should be compound and complex, for example including subordinate clauses, reported speech and a range of connectives.
- Use tenses which include continuous and perfect forms.
- Be able to proofread and correct errors of grammar for example verb tense agreement, subject verb agreement, locating omissions, repetitions etc.

Learning Outcome 3: Be able use correct spelling and punctuation.

Learners should:

- Spell correctly words used most often in work, studies and daily life and use strategies to aid accurate spelling, for example visual strategies or sounding out words.
- Be able to apply knowledge of a range of common collocations, spelling patterns, homophones, word families and suffixes to aid accurate spelling.
- Demonstrate reasonable consistency in terms of accurate spelling but do not need to spell every word correctly all of the time.
- Use correct punctuation consistently, including punctuation markers at the end of sentences, commas and apostrophes for possession and omission.
- Produce legible handwritten text.

Learning Outcome 1: Be able to plan and structure own writing.

- Be aware when it is most appropriate to word process, write by hand or where either is appropriate. They should also be aware of the importance of legible handwriting in particular situations, for example in providing an email address or completing a form.
- Be able to proof read to identify and correct common spelling and punctuation errors.

Level 1 Writing: Assessment Requirements

Learners will complete 3 tasks. They have up to 1 hour 30 minutes plus 15 minutes reading time to complete the tasks. These must be completed in a single session.

Learners will complete 3 tasks.

- Task 1 will require learners to complete a form with some complex features.

- Tasks 2 and 3 will require learners to plan and write a continuous paragraphed text such as a letter, email, article, narrative, report, blog, review for a specific purpose, using complete sentences including complex sentences. They will be required to present ideas and information in a logical sequence using format, language and structure suitable for purpose and audience.

- The text that learners are required to produce for Task 2 will differ in format and purpose from that required for Task 3. For both tasks, learners will have to show evidence of planning to determine content, level of detail, language and structure. For both tasks, learners will be provided with a space in which to plan their writing and reminded that they must complete this section.

Level 1 Speaking and Listening

Credit Value:	12
GLH:	120
Unit Number:	M/506/8426
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to listen and respond to spoken language in a variety of contexts, speak to communicate information, ideas and opinions and engage in discussion with others.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to obtain information from spoken sources.	1.1 Extract relevant spoken information relating to straightforward topics in a range of contexts. 1.2 Listen to and demonstrate understanding of explanations and instructions on different straightforward topics in a range of contexts.	**Lr/L1.1a; Lr/L1.1b; Lr/L1.2a;** **Lr/L1.2c; Lr/L1.2d;**
2 Be able to speak to communicate.	2.1 Communicate in speech for different purposes. 2.2 Present information and ideas in a logical sequence, including detail and developing ideas where appropriate. 2.3 Adapt speech according to context.	**Sc/L1.1a; Sc/L1.1b; Sc/L1.1c; Sc/L1.3a; Sc/L1.3b; Sc/L1.3c; Sc/L1.3d;**
3 Be able to make requests and ask questions.	3.1 Make requests and ask for information in different contexts and for different purposes.	**Sc/L1.2a; Sc/L1.2b;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
4 Be able to engage in discussion.	4.1 Follow and participate in a discussion on straightforward topics. 4.2 Make relevant contributions and respond appropriately to contributions from others. 4.3 Express views and opinions. 4.4 Contribute to discussion in order to plan action with others. 4.5 Use appropriate verbal and non- verbal strategies.	**Lr/L1.2e; Lr/L1.6a; Lr/L1.6b; Lr/L1.2b; Lr/L1.3a; Lr/L1.4a; Lr/L1.5a;** **Sd/L1.1a; Sd/L1.1b; Sd/L1.1c; Sd/L1.2a; Lr/L1.6c;Sd/L1.2b; Sd/L1.2c; Sd/L1.3a; Sd/L1.2a;**

Level 1 Speaking and Listening: Additional Guidance

Learning Outcome 1: Be able to obtain information from spoken sources.

Learners should:

- Respond to spoken language including information, narratives, explanations and instructions on different topics face-to face and on the telephone.
- Be able to identify key words and phrases and use context to guess the meaning of unknown words.
- Listen for grammatical detail, showing awareness of how grammar affects meaning.
- Use awareness of predictable patterns in different sorts of spoken sources to aid understanding and recognise features of spoken language that are different from written language such as changes to sounds as a result of assimilation and elisi.
- Be aware they do not need to understand every word spoken.

Learning Outcome 2: Be able to speak to communicate.

Learners should:

- should communicate on a range of different topics for different purposes, for example statements of fact, accounts, instructions, explanations and descriptions.
- Be able in factual accounts, to use these grammatical forms, for example, to define, classify, describe a process, generalise and give examples.
- Be able to narrate events and elaborate on ideas, using appropriate tenses, including the past perfect, discourse markers and subordinate clauses.
- Be able to provide explanations or instructions, to adopt an appropriate register and demonstrate the learner's ability to express obligation, cause and effect and purpose.
- When describing and comparing, be able to use noun phrases with pre- and post-modification, and regular and irregular comparative forms.
- Be making some use of past perfect, articles, passive voice and reported speech although not always with complete accuracy.
- Demonstrate an awareness of different conventions in sequencing information (e.g. most important point first, chronologically) and use discourse markers and verb forms to indicate sequence.
- Be able to elaborate on simple statements, e.g. by giving reasons or contrasting ideas.
- Be aware of the importance of pitch, intonation and rhythm to maintain the
- listeners' interest, emphasise particular points, aid comprehensibility and of the need to ask simple questions to check listeners' understanding, e.g. 'is that clear?'
- Use formal and informal language, as appropriate to the situation and the audience.

Learning Outcome 3: Be able to make requests and ask questions.

Learners should:

- Make requests, for example in order to ask for something, ask someone to do something, ask permission, ask for clarification.

- Form a range of different questions, using different modal verbs and accurate verb forms appropriate to the situation.
- Be able to ask for example, for personal information, for descriptions, about processes, for definitions, for comparisons.
- Be able to vary register in different situations and relationships, varying intonation as appropriate.

Learning Outcome 4: Be able to engage in discussion.

Learners should:

- Take part in social interaction and more formal interactions using appropriate register and intonation.
- Be able to adopt appropriate register and intonation in different situations, e.g. introducing people, taking leave, inviting, accepting or refusing situations, making a complaint, praising or complimenting others, when responding to others and when initiating discussion.
- Be able to use intensifiers, exaggeration and changes to pitch when needed.
- Express views and opinions using different ways to introduce an opinion and giving examples as appropriate.
- Be able to use appropriate register and language for different purposes, for example to negotiate with others, contrast ideas, summarise and make suggestions and recommendations, persuade, warn, express concepts such as obligation, and respond to the advice of others.
- Be able to use simple strategies to involve others in a discussion, e.g. by asking direct questions about feelings or opinions, asking for advice and suggestions or through use of non-verbal signalling.
- Respect turn taking rights.
- Clarify and confirm understanding of the contributions of others and use appropriate phrases for interruption such as 'Sorry, could you explain that again.' 'Say that again', 'Are you saying that…?'.

Level 1 Speaking and Listening: Assessment Requirements

Learners are required to complete 3 tasks. These may be carried out in any order. Centres will be provided with a sound file for Task 1. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate's tutor.

See **Section 4.7** Conduct of Speaking and Listening Assessments for recording requirements.

Learners will be allowed preparation time on the day of the assessment for Tasks 2 and 3. The duration of Tasks 2 and 3 will depend upon the number of learners in the group.

- Task 1 will consist of activities focusing on extracting relevant spoken information from straightforward spoken sources in different contexts and with different purposes. There will be usually two different sources at this level. Some spoken sources may involve more than one person. Responses may require non-verbal responses, responding to instructions, explanations, directions, matching activities, , simple multiple choice and short written responses, figures, times etc. (guide 30 minutes in total across both/all sources).

- Task 2 will require learners to prepare and present information to others, relating to a short stimulus, for a specific purpose. Learners will be required to respond to questions from others.

- Task 3 will require learners to take part in a discussion as part of a group. They will discuss a topic in order to plan an action or event. There will normally be a short list of options for the topic to discuss, from which the tutor can choose. The task will require learners to ask and respond to questions, make suggestions and express views and opinions and to use appropriate verbal and non-verbal strategies to contribute to the discussion.

Level 2 Reading

Credit Value:	6
GLH:	60
Unit Number:	A/506/8428
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to read for purpose and meaning in texts of varying complexity and how to obtain information of varying length and detail from different sources.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 1. Be able to read and understand meaning in text.	1.1 Identify the main ideas and events of paragraphed texts. 1.2 Extract the main points and specific details in different types of text. 1.3 Identify the difference between fact and opinion. 1.4 Infer meaning which is not explicit. 1.5 Compare and evaluate ideas and opinions from different sources.	**Rt/L2.1a; Rt/L2.3a; Rt/L2.4a; Rt/L2.5a;**
2 2. Be able to distinguish the purpose of texts.	2.1 Identify the purpose of different types of text using organisational features, grammatical knowledge and context. 2.2 Identify and explain vocabulary associated with different texts and purposes.	**Rt/L2.2a ;Rs/L2.1a; Rw/L2.3a;Rs/L2.1a; Rs/2.2a;Rw/L2.3a;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
3 3. Be able to obtain information from a range of sources.	3.1 Use organisational features and systems to locate information. 3.2 Summarise information from longer documents. 3.3 Use reference material to find out unfamiliar words and terminology.	**Rt/L2.6a; Rt/L2.7a; Rt/L2.8a; Rw/L2.1a;** **Rw/L2.2a;**

Level 2 Reading Additional Guidance

<table>
<tr><td style="background-color:#E8601C;color:white">Learning Outcome 1: Be able to read and understand meaning text.</td></tr>
</table>

Learners should:

- Be able to read continuous descriptive, explanatory and persuasive texts which include some sophisticated, unfamiliar vocabulary and complex sentence structures.
- Be able to read and understand texts which include unfamiliar subject matter.
- In argument texts, understand how the characteristic structures of written argument are used and identify bias.

<table>
<tr><td style="background-color:#E8601C;color:white">Learning Outcome 2: Be able to distinguish the purpose of texts.</td></tr>
</table>

Learners should:

- Use own knowledge and experience of context to judge the purpose of different types of text,
- Be able to use implicit and explicit grammatical knowledge and knowledge of vocabulary to support their judgement.
- Identify how grammar and vocabulary signal the context and formality of texts.
- Use punctuation including the function of various punctuation devices to help interpret the meaning and purpose of texts, for example, knowing that a colon will be followed by a list or series of examples.

<table>
<tr><td style="background-color:#E8601C;color:white">Learning Outcome 3: Be able to obtain information from a range of sources.</td></tr>
</table>

Learners should:

- Understand varied sources of information, written for different purposes and audiences, and on a range of topics, not all of which will be familiar to the learner.
- Use knowledge of vocabulary, including technical vocabulary as appropriate to aid understanding.
- Use different strategies to obtain information, including skimming, scanning and detailed reading.
- Be able to summarise key information.
- Understand specialist vocabulary that might relate to a specific job role, hobby or set of instructions for a task.
- Use paper-based or electronic reference sources.

Level 2 Reading: Assessment Requirements

Learners have 1 hour 15 minutes to complete 4 tasks which must be completed in the same session. The tasks must be completed under examination conditions. Tutors may not amend the tasks in any way.

For each task, the stimulus material will comprise around 250-350 words.

- Tasks 1 and Task 2 will comprise one information or instructional text per task, each in different formats and different contexts. Tasks will require learners to:
  - identify purpose using organisational features, grammatical features and context
  - to locate information sometimes using organisational features
  - to summarise information
  - identify and explain vocabulary and use reference sources to find the meaning of unfamiliar words and terminology.

- Tasks 3 and Task 4 will comprise two continuous paragraphed texts, each with a different purpose, context, format, layout and register.

- Tasks will require learners to:
  - extract main points, ideas, events and specific detail
  - identify fact and opinion
  - identify purpose using organisational features, grammatical features and context
  - compare and evaluate ideas from different sources
  - identify and explain vocabulary and use reference sources to find the meaning of unfamiliar words and terminology.

Task types may include:
- Matching words with other words/phrases
- Reordering sentences/ phrases
- Gap filling
- Multiple choice
- Sentence completion
- Questions requiring short written responses, figures, times, single words or short phrases / sentences etc.
- Summary
- Comparison of text.

Learners may have access to a monolingual dictionary.

Level 2 Writing

Credit Value:	9
GLH:	90
Unit Number:	T/506/8430
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to write to communicate information, ideas and opinions clearly and effectively for different purposes and audiences and how to improve the fluency and accuracy of their writing.

This unit has 3 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to plan, organise and draft own writing.	1.1 Apply planning and drafting techniques to determine content, level of detail, language and structure of text. 1.2 Use paragraphs and linguistic features that support logical sequence. 1.3 Choose format, structure and style to write for different purposes. 1.4 Complete forms with complex features.	**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;**
2 Be able to use correct grammar in written texts.	2.1 Produce text which meets different purposes effectively. 2.2 Use a range of different sentence structures which are fit for purpose. 2.3 Use simple and compound/complex sentences and grammar consistently and with accuracy.	**Ws/L2.1a; Ws/L2.2a; Ws/L2.3a; Wt/L2.8a;**

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
3 Be able to write with accurate spelling and punctuation.	3.1 Spell accurately words relating to own work, leisure and study interests. 3.2 Use a range of punctuation to achieve clarity in simple and complex sentences.	**Ws/L2.4a;Ww/L2.1a;** **Ww/L2.1b;** **Ww/L2.2a;** **Wt/L2.8a;**

Level 2 Writing: Additional Guidance

Learning Outcome 1: Be able to plan, organise and draft own writing.

Learners should:

- Plan and organise information that might include use of mind maps, making notes or a linear plan appropriate to type of text, purpose and audience.
- Decide how to divide up and order information, choosing an appropriate format and structure for presenting it to an audience.
- Use different types of paragraphing structure effectively and a range of connectives and discourse markers.
- Use different styles of writing for different purposes for example, persuasive techniques, supporting evidence, and technical vocabulary.
- Use formal and informal language appropriate to purpose and audience.
- Know how to complete forms with open/closed response sections, use appropriate grammar and punctuation, know the conventions of form-filling and respond to abbreviations such as DOB.
- Proofread own writing and revise draft to improve clarity, accuracy, content and expression.

Learning Outcome 2: Be able use correct grammar in written texts

Learners should:

- Be able to sustain their use of accurate grammar and punctuation throughout their writing.
- Use tenses correctly and consistently.
- Use correct subject - verb agreement, including correct use of pronouns.
- Use pronouns to lessen repetition and improve clarity of writing so that their meaning is clear.

Learning Outcome 3: Be able write with accurate spelling and punctuation.

Learners should:

- Develop strategies to aid accurate spelling, for example knowledge of word roots, origin, prefixes, suffixes.
- Apply knowledge of vocabulary to aid spelling of familiar words including familiar technical words.
- Use punctuation accurately, for example, commas, apostrophes, inverted commas.
- Produce legible text with clear, consistent handwriting as appropriate.

Level 2 Writing: Assessment Requirements

Learners will complete 3 tasks. They have up to 1 hour 30 minutes plus 15 minutes reading time to complete the tasks. These must be completed in a single session under examination conditions.

- Task 1 will require learners to complete a form with complex features (guide 30 minutes).

- Tasks 2 and 3 will each require learners to plan and write a continuous paragraphed text such as a letter, email, article, narrative, report, review, blog for a specific purpose, using a range of different simple and complex sentence structures. The text required for Task 2 must have a different context and purpose from that required for Task 3. Learners will be required to present ideas and information using paragraphs and linguistic features that support a logical sequence, choosing format, style and structure to suit purpose and audience. For both tasks, learners will have to show evidence of planning to determine content, level of detail, language and structure. Learners will be provided with a space in which to plan their writing and reminded that they must complete this section.

Level 2 Speaking and Listening

Credit Value:	12
GLH:	120
Unit Number:	F/506/8429
Related standards	This unit is based on the National Standards for Adult Literacy and fully referenced to the Adult ESOL Core Curriculum.
Unit Aim:	In this unit, learners will learn how to listen and respond to extended and detailed spoken language, how to speak to communicate detailed information, ideas and opinions clearly and appropriately how to engage in discussion in a variety of situations, making clear and effective contributions.

This unit has 4 learning outcomes.

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
1 Be able to obtain information from spoken sources.	1.1 Extract information from extended spoken information, explanations and narratives. 1.2 Listen to and follow multi-step spoken instructions.	Lr/L2.1a; Lr/L2.1b; Lr/L2.2a; Lr/L2.2b; Lr/L2.2c; Lr/L2.2d; Lr/L2.2e; Lr/L2.4b;
2 Be able to speak to communicate.	2.1 Speak clearly and confidently adapting structure, style and vocabulary appropriate to the purpose, context and audience. 2.2 Present detailed information, ideas and opinions in a logical sequence using description and comparison where appropriate. 2.3 Provide further detail, clarification and development in response to the requests of others. 2.4 Use a range of language including different tenses, time and sequence markers and conjunctions.	Sc/L2.1a; Sc/L2.1b;Sc/L2.1c; Sc/L2.2a; Sc/L2.4a; Sc/L2.4b; Sc/L2.4c; Sc/L2.4d; Sc/L2.4e; Sc/L2.4f; Sc/L2.5a;
3 Be able to make requests and ask questions.	3.1 Ask for detailed information and make requests in formal and informal situations and for different purposes.	Sc/L2.3a; Sc/L2.3b;

LEARNING OUTCOMES The learner will:	ASSESSMENT CRITERIA The learner can:	Adult ESOL Core Curriculum references
4 4. Be able to engage in discussions and move them forward.	4.1 Make relevant contributions suited to audience and purpose in discussions. 4.2 Express views, opinions and feelings. 4.3 Support opinions and arguments with evidence. 4.4 Respond constructively and appropriately to others, moving discussion forward when necessary.	**Lr/L2.3a; Lr/L2.4a;** **Sd/L2.1a; Sd/L2.2a;** **Sd/L2.2b; Sd/L2.2c;** **Sd/L2.2d; Sd/L2.3a;** **Sd/L2.4a;** **Sd/L2.5a;**

Level 2 Speaking and Listening: Additional Guidance

Learning Outcome 1: Be able to obtain information from spoken sources.

Learners should:

- Recognise context, including the level of formality and be aware that it is not necessary to understand every word in order to do so.
- Listen for grammatical detail and be aware of grammatical features and forms that are unlikely to occur in writing.
- Listen for phonological detail.
- Be aware that intonation can have different functions.

Learning Outcome 2: Be able to speak to communicate.

Learners should:

- Express clearly statements of fact, explanations, instructions, accounts and descriptions. Use stress and intonation to convey meaning and nuances of meaning clearly.
- Articulate clearly the sounds of English in connected speech.
- Sustain an appropriate style for different situations and audiences. Situations should include familiar and unfamiliar, formal and less formal.
- Use a range of past tenses, time and sequence markers, conjunctions and subordinate clauses.
- Use a range of adjectives and intensifiers to structure a longer description.

Learning Outcome 3: Be able to make requests and ask questions.

Learners should:

- Form different questions, using a wide range of verb forms appropriate to the situation and relationship.
- Be able to vary register in different situations and relationships, varying intonation as appropriate and showing awareness that some questions may be seen as delicate.
- Be able to ask for personal information, for descriptions, about processes, for definitions, for comparisons.
-

Learning Outcome 4: Be able to engage in discussions and move them forward.

Learners should:
- Take part in discussions in different contexts, formal and informal and on different subjects both familiar and unfamiliar to the learner.
- Use different strategies in discussion for example, persuade, warn, rebuke, negotiate, complain.
- Use formal or informal language, give verbal and non-verbal responses, vary tone, register.
- Make sustained contributions, as appropriate, to move the discussion forward.
- Suggest when they think it is appropriate to bring a discussion to a close, or state what they think has been agreed, or ask if anyone else has a point to make.

- Be able to respond to others with phrases such as, 'I agree to some extent', or point out contradictions or inconsistencies in others' arguments.
- Use strategies intended to reassure, for example body language, appropriate phraseology.

Level 2 Speaking and Listening: Assessment Requirements

Learners are required to complete 3 tasks. These may be carried out in any order. Centres will be provided with a sound file for Task 1. If centres are unable to access the sound file, they may record their own but the voice on the recording must not be that of the candidate's tutor.

See **Section 4.7** Conduct of Speaking and Listening Assessments for recording requirements.

Learners will be allowed preparation time on the day of the assessment for Tasks 2 and 3. The duration of Tasks 2 and 3 will depend upon the number of learners in the group.

- Task 1 will consist of activities focused on extracting relevant spoken information from two extended spoken sources, each with a different context and purpose. One task will include multi step instructions. Some sources may involve more than one person. Responses may require non-verbal responses, responding to instructions, explanations, directions, matching activities, re-ordering words/symbols, simple multiple choice and short written responses., (guide 30 minutes).
- Task 2 will require learners to prepare and present detailed information, ideas and opinions to others. The presentation will relate to a short stimulus and be for a specific purpose. The task will require learners to present information and ideas in a logical sequence, using narrative, description and comparison where appropriate and to respond to others.
- Task 3 will require learners to take part in a discussion as part of a group. They will discuss a specific issue. The task will require learners to ask and respond to questions which may include detailed information, respond constructively and appropriately to others, moving the discussion forward when necessary and express views, opinions and feelings.

Appendix 2 – Adult ESOL Core Curriculum

Simple sentences	Entry 1

- word order in simple statements, eg:
  subject – verb – object
  subject – verb – adverb subject – verb – adjective
  subject – verb – prepositional phrase
- word order in instructions

- there is/are + noun (+ prepositional phrase)

- yes/no questions
- wh- questions
- question words what/who/where/how much/how many
- contracted form of auxiliary

- imperatives and negative imperatives

Noun phrase	

- regular and common irregular plurals of nouns
- very common uncountable nouns
- personal pronouns
- demonstratives
- determiners of quantity

- indefinite article a/an with singular countable nouns
- definite article the

- possessives: my/your/his/her, etc

Verb forms and time markers in statements, interrogatives, negatives and short forms	

- simple present tense of: be/have/do; common regular verbs
- have got – indicating possession
- present continuous of common regular verbs
- contracted forms of: subject and auxiliary; auxiliary and negative

- Modals: can + bare infinitive to express ability; would + like for requests

- use of on, off, in, out

Adjectives	

- Common adjectives after be

Adverbs and prepositional phrases
• common prepositions and prepositional phrases of place
• simple adverbs of place, manner and time • use of intensifier very
Discourse
• sentence connectives – *then, next*

Simple and compound sentences	Entry 2

- word order in compound sentences, eg: subject – verb – (object) + *and/but* + subject – verb – (object)

- *there was/were/there is going to be*

- clauses joined with conjunctions and/but/or
- a limited range of common verbs + -ing form
- verb + infinitive with and without to

- wh- questions
- comparative questions alternative questions
- question words when, what time, how often, why, how and expressions

- statements with question tags, using Entry 1 and Entry 2 tenses

Noun phrase

- countable and uncountable nouns
- simple noun phrases
- object and reflexive pronouns
- determiners of quantity – any, many

- use of articles including: definite article and zero article with uncountable nouns; definite article with superlatives

- possessive *s* and possessive pronouns

Verb forms and time markers in statements, interrogatives, negatives and short forms

- simple present tense of: regular transitive and intransitive verbs with frequency adverbs and phrases
- simple past tense of regular and common irregular verbs with time markers such as ago
- future time using: present continuous; use of time markers

- modals and forms with similar meaning: must to express obligation; mustn't to express prohibition; have to, had to, to express need; could to make requests; couldn't to express impossibility
- use of simple modal adverbs: possibly, probably, perhaps

- very common phrasal verbs

Adjectives

- adjectives and adjective word order
- comparatives, regular and common irregular forms

Adverbs and prepositional phrases

- prepositions and prepositional phrases of place and time

- adverbs and simple adverbial phrases word order with adverbs and adverbial phrases including:
- sequencing: (after that); of time and place (in the morning, at the bus stop); of frequency: (always, sometimes); of manner (carefully, quickly)
- word order
- use of intensifiers, e.g. really, quite, so

Discourse

- adverbs to indicate sequence – first, finally
- use of substitution
- markers to structure spoken discourse

Simple, compound and complex sentences	Entry 3

- variations in word order
- word order in complex sentences

- there has/have been
- there will be/there was going to be

- complex sentences with one subordinate clause of
- either time, reason, result, condition or concession
- defining relative clauses using who, which, that
- a range of verbs + -ing form
- verbs + infinitive, with and without to
- infinitive to express purpose

- simple reported statements

- a wide range of wh- questions
- simple embedded questions
- question words including whose

- statements with question tags using Entry 3 tenses

Noun phrase

- noun phrases with pre- and post-modification
- a range of determiners

- use of articles including: definite article with post modification
- use of indefinite article to indicate an example of a class; use of indefinite articles in definitions

Verb forms and time markers in statements, interrogatives, negatives and short forms

- no present perfect with: *since/for; ever/never; yet/already*
- *used to* for regular actions in the past
- past continuous
- future simple verb forms

- modals and forms with similar meaning: positive and negative, e.g. *you should/shouldn't* to express obligation; might, may, will probably
- to express possibility and probability in the future; *would/should*
- for advice; *need to*
- for obligation; *will definitely*
- to express certainty in the future; *May I?*

- asking for permission; *I'd rather* stating reference

- common phrasal verbs and position of object pronouns

Adjectives

- comparative and superlative adjectives
- comparative structures

Adverbs and prepositional phrases

- wide range of adverbial uses, e.g. to express possibility and un/certainty – *possibly, perhaps, definitely*
- more complex adverbial phrases of time, place, frequency, manner
- a range of intensifiers, including too, enough

Discourse

- markers to indicate: addition, sequence, contrast
- markers to structure spoken discourse
- use of ellipsis in informal situations
- use of vague language

Simple, compound and complex sentences with more than one subordinate clause	Level 1

- word order in sentences with more than one subordinate clause

- there had been

- range of conjunctions to express contrast, reason, purpose, consequence, result, condition,
- concession
- conditional forms, using if and unless with past and use of would
- non-defining relative clauses
- defining relative clauses with where or whose participial clauses to describe accompanying actions
- with –ing
- clause as subject or object

- reported speech with a range of tenses, including use of *would* and *had*

- a range of embedded questions using if and whether reported questions with if and *whether*
- use of *had* and *would* in reported questions

- reported requests

- statements with question tags using Level 1 tenses

- reported instructions

Noun phrase

- more-complex noun phrases with pre- and post-modification
- word order of determiners

- use of definite, indefinite and zero article with a wide range of nouns in a range of uses

- range of expressions to indicate possession

Verb forms and time markers in statements, interrogatives, negatives and short forms

- present perfect continuous
- past perfect
- present and past simple passive
- use of would in conditional sentences
- causative use of have and get

- modals:
    - ought to express obligation
    - negative of need and have to to express absence of obligation

- – would to express hypotheses
- – use of forms– would like + object + infinitive

- a range of phrasal verbs, e.g. to give way, to hold out, to run into

Adjectives

- adjectives and adjective word order
- comparatives, regular and common irregular forms

Simple, compound and complex sentences with more than one subordinate clause	Level 2

- word order in complex sentences, including choice of order for emphasis

- there could be/would be/should be
- could have/would have/should have

- a wide range of conjunctions, including on condition that, provided *that*
- conditional forms, using had + *would/could/should have*
- comparative clauses *The faster he talked, the less I understood*
- more complex participial clauses with –ing and –ed
- fronting and cleft sentences for emphasis,

- reported speech, using a range of verb forms

- more complex embedded questions
- reported questions, using a range of verb forms

- statements with question tags, using Level 2 verbs and tenses

- imperative + question tag

Noun phrase

- noun phrases of increasing complexity
- use of definite, indefinite and zero article with a wide range of nouns in a range of uses

- use of zero article with a wide range of countable and uncountable nouns in a range of constructions

Verb forms and time markers in statements, interrogatives, negatives and short forms

- use of a wide range of simple, continuous, perfect and perfect continuous verb forms, active and passive
- would expressing habit in the past
- use of had + *would/could/should have in conditional sentences*

- modals expressing past obligation, possibility, rejected conditions e.g. *should have, might have, could have, must have, can't have*

- wide range of phrasal verbs with a number of particles, e.g. *to get round to, to carry on with*

Adjectives

- connotations and emotive strength of adjectives

- collocation of a range of adjectives + prepositions