



Learner Assessment Tracking
Suite of English Qualifications
Entry 1, Entry 2, Entry 3, Level 1, Level 2

Version 3.0

(April 2019)

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1. About the Assessment Tracking

Gateway Qualifications has developed the Learner Assessment Tracking for the suite of English qualifications. It contains evidence recording and summary sheets. Gateway Qualifications also provides sample feedback sheets and forms to record observations available on its website www.gatewayqualifications.org.uk.

The Learner Assessment Tracking forms will help learners work towards the unit(s) or qualification they are aiming to achieve. Centres may develop and use alternative assessment tracking methods including online systems, but it must include all the information required in the Learner Assessment Tracking forms.

In order to offer this qualification you must be Gateway Qualifications recognised centre. If your centre is not yet recognised, please contact our Development Team to discuss becoming Gateway Qualifications Recognised Centre:

Telephone: 01206 911 211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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2. Introduction

2.1 Using the Assessment Tracking forms

The Assessment Tracking will help learners work towards the unit(s) or qualification they are aiming to achieve.

The example below shows how an Assessment Tracking page could be completed for a single unit.

For each criterion the location of evidence is identified by:

- the type of evidence e.g. witness statement handwritten letter, word processed form, reading log etc.
- a portfolio reference e.g. SLd/E1.1, SLc/E.2
- a brief title

This system for identifying evidence is an example and centres may use their own systems, however any system must be clear for verification purposes.

The sample completed log shows how assessment criteria can be grouped within the same activity and that some criteria are evidenced more than the minimum number of times because of their more general qualitative nature e.g. *Make observations about results* is likely to be evidenced in a number of activities.

2.2 Sample Learner Assessment Tracking form

Entry 3: Write to Communicate

Unit code	H/505/6130
Credit value	3
GLH	30
Aim	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Tutor signature	IQA signature
1. Be able to write to communicate.			
1.1 Plan and draft writing for different purposes.	<i>Portfolio - planning for Wr1 list points to be covered in letter to teacher</i> <i>First draft Wr1</i> <i>Portfolio - planning for Wr2 notes for story for magazine</i> <i>First draft Wr2</i>	BJones	
1.2 Use short paragraphs to organise writing.	<i>Portfolio - final piece for Wr1 handwritten letter</i> <i>Portfolio - final piece for Wr2 word-processed story for magazine</i>	BJones	
1.3 Write chronologically.	<i>Portfolio - final piece for Wr1 handwritten letter</i> <i>Portfolio - final piece for Wr2 word-processed story for magazine</i>	BJones	

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Fred Smith

Signed:..... F Smith

Date: 00/00/00

Assessor feedback on unit:

The evidence presented was well organised and has met the criteria.

Assessor's Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Barry Jones

Signed:.....BJones.....

Date: 13/2/2018

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name John Moore

Signed:.....JMoore.....

Date: 20/2/2019

3. Assessment Tracking – Unit Details

Entry 1: Read for Purpose and Meaning

Unit code	H/505/6113
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to follow simple text and recognise purpose.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to follow a simple text.			
1.1 Follow simple text on a familiar topic or experience.			
1.2 Recognise and read simple sentence structures in order to extract meaning.			
LO2 Know about purpose in text.			
2.1 Recognise that there are different types of text, for example from layout, visuals, headings.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 1: Read for Information

Unit code	K/505/6114
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to decode a limited number of familiar words and locate information from simple written sources.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to use different strategies to locate simple information from texts.			
1.1 Read a limited meaningful sight vocabulary of familiar words.			
1.2 Identify familiar key words in simple written sources.			
1.3 Identify the meaning of simple signs and symbols.			
1.4 Use visuals as clues to the meaning of words.			
LO2 Be able to decode familiar words in order to gain information.			
2.1 Recognise the letters of the alphabet in both upper and lower case.			
2.2 Decode simple regular words.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 1: Listen and Respond

Unit code	M/505/6115
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to listen and respond to simple spoken information and in simple exchanges.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to listen and respond in verbal exchanges.			
1.1 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary.			
1.2 Listen and respond to requests for personal information.			
1.3 Listen to and identify simply expressed feelings and opinions.			
1.4 Respond to straightforward questions.			
LO2 Be able to extract information from verbal exchanges.			
2.1 Listen for and follow the gist of short explanations.			
2.2 Use key words to help identify specific information in short explanations.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 1: Speak to Communicate

Unit code	T/505/6116
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to communicate basic information in informal and formal situations.

Learner name and number	
--------------------------------	--

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to speak to communicate basic information.			
1.1 Speak clearly to be heard and understood.			
1.2 Make statements of fact clearly.			
LO2 Be able to make requests and ask questions			
2.1 Make simple requests using appropriate terms and conventions, <i>for example relating to politeness.</i>			
2.2 Ask questions to obtain specific information.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 1: Engage in Discussion

Unit code	L/505/4145
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to engage in simple discussion.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to engage in simple discussion.			
1.1 Respond to others in simple exchanges in everyday contexts.			
1.2 Listen to others talk about familiar topics.			
1.3 Speak clearly in discussion with others so that they can be heard and understood.			
1.4 Use verbal and non-verbal conventions as appropriate when discussing familiar topics with others.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 1: Write to Communicate

Unit code	A/505/6117
Credit value	3
GLH	30
Aim	In this unit, learners will learn to write to communicate basic information.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to write to communicate information.			
1.1 Use written words and phrases to record or present basic information, e.g. a shopping list, a note to a friend.			
1.2 Select, from a given range, a format for written text appropriate to its purpose.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name **Signed:** **Date:**

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name **Signed:** **Date:**

Entry 1: Write Using Basic Punctuation and Spelling

Unit code	A/505/6120
Credit value	3
GLH	30
Aim	In this unit, learners will learn to write using basic punctuation and spelling.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to produce writing using basic punctuation and spelling.			
1.1 Construct a simple sentence, using a capital letter and full stop.			
1.2 Use a capital letter for 'I'.			
1.3 Spell correctly some personal key words and familiar words.			
1.4 Use strategies to aid spelling, for example look, say, cover, write, check; tracing letters in the air.			
1.5 Write the letters of the alphabet using upper and lower case.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Read for Purpose and Meaning

Unit code	K/505/4122
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to read short straightforward texts for purpose and meaning and use simple strategies to support understanding.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to read straightforward texts.			
1.1 Identify the purposes of simple everyday texts.			
1.2 Follow and understand the main events of short chronological texts.			
1.3 Follow and understand the main steps in short instructional texts.			
1.4 Identify linking words and adverbials in instructions and directions, for example next, then, right and straight on.			
LO2 Be able to use simple reading strategies.			
2.1 Identify punctuation and capital letters to support understanding.			
2.2 Use simple sentence structure and word order to help decipher unfamiliar words and predict meaning.			
2.3 Identify plausible meanings of sentences using context and own experience to predict unknown words.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Read for Information

Unit code	F/505/6121
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to read straightforward written sources for information and to develop their understanding of spelling to decode words.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to locate information in straightforward written sources.			
1.1 Identify common sources of information.			
1.2 Locate specific information in short printed and electronic sources			
1.3 Use illustrations and captions to locate information.			
LO2 Be able to de-code words to obtain information.			
2.1 Use phonic and graphic knowledge to decode words.			
2.2 Recognise high frequency words.			
2.3 Recognise words with common spelling patterns.			
LO3 Be able to apply understanding of alphabetical order to locate information.			
3.1. Use initial letters to find out and sequence words in alphabetical order.			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
3.2. Use a simplified dictionary to find the meaning of unfamiliar words.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Listen and Respond

Unit code	L/505/6123
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to listen and respond in conversations and discussions.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to listen and extract meaning in verbal exchanges.			
1.1 Follow the gist of straightforward narratives, descriptions and conversations.			
1.2 Identify the main points in short explanations and presentations.			
1.3 Listen for detail in short explanations and instructions.			
LO2 Be able to respond in verbal exchanges			
2.1 Follow short straightforward oral instructions.			
2.2 Give appropriate responses to straightforward questions or requests.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Speak to Communicate

Unit code	M/505/4140
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to speak to communicate in different situations

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to speak to communicate.			
1.1 Speak clearly to be heard and understood in straightforward exchanges.			
1.2 Ask questions and make requests to obtain information in everyday situations.			
1.3 Express statements of fact about familiar topics.			
1.4 Give short accounts and descriptions in familiar contexts.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Engage in Discussion

Unit code	R/505/6124
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to engage in straightforward discussion in familiar contexts.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to engage in discussion.			
1.1 Follow the gist and main points of discussions on familiar topics.			
1.2 Make appropriate contributions to discussions on familiar topics.			
1.3 Ask questions to clarify understanding			
1.4 Respond to straightforward questions			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Write to Communicate

Unit code	Y/505/6125
Credit value	3
GLH	30
Aim	In this unit, learners will learn to write to communicate simple information.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to write to communicate information.			
1.1 Use written words and phrases, including adjectives, to record or present simple information.			
1.2 Select and use an appropriate format and basic style to match the purpose of their writing.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 2: Write Accurately

Unit code	J/505/6119
Credit value	3
GLH	30
Aim	In this unit, learners will learn to write legibly, using punctuation and spelling familiar words correctly.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to produce accurately text.			
1.1 Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but.			
1.2 Use punctuation correctly, e.g. capital letters including for proper nouns, full stops, question marks.			
1.3 Spell correctly words relating to personal details and familiar common words.			
1.4 Produce legible text in short familiar formats.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Read for Purpose and Meaning

Unit code	D/505/6126
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to read and understand purpose and meaning in straightforward texts as well as simple strategies to support understanding.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to read and understand texts.			
1.1 Follow key events in different types of straightforward text.			
1.2 Identify the main points and ideas in straightforward texts.			
1.3 Identify the purposes of different types of texts.			
1.4 Skim title, headings and illustrations for general meaning and purpose.			
LO2 Be able to use simple reading strategies to support understanding.			
2.1 Use organisational features, including images to support understanding.			
2.2 Use punctuation and capitalisation in texts to aid understanding.			
2.3 Use context to work out unfamiliar words.			
2.4 Use knowledge of words, spelling and sentence patterns to support			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
understanding for example, nouns, adjectives, connectives, verbs, prefixes and suffixes and plausible meaning.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name Signed: Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer’s Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Read for Information

Unit code	H/505/6127
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to read straightforward written sources, including instructional texts, and use a dictionary to gain information.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to read and obtain information from everyday sources.			
1.1 Scan texts to locate information			
1.2 Obtain information through detailed reading			
1.3 Show understanding of straightforward instructional texts			
1.4 Identify common and specialist key words, including words on forms.			
LO2 Be able to use a dictionary to obtain information			
2.1 Find the meaning of unfamiliar words in a simple dictionary			
2.2 Use alphabetical order to support dictionary use.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Listen and Respond

Unit code	H/505/4135
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to listen and respond in conversations and discussions.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to listen and respond in verbal exchanges.			
1.1 Follow the gist of spoken communication in different contexts.			
1.2 Listen for detail and identify specific information.			
1.3 Use visual and verbal feedback signals to aid understanding.			
1.4 Respond to spoken information and opinions.			
1.5 Respond to questions on familiar topics.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Speak to Communicate

Unit code	K/505/6128
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to speak to communicate in different situations.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to speak to communicate information, feelings and opinions.			
1.1 Speak with appropriate clarity, speed and phrasing.			
1.2 Use appropriate language and register in different formal and informal, familiar situations.			
1.3 Give short explanations, accounts and descriptions.			
1.4 Ask questions and make requests to obtain information.			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Engage in Discussion

Unit code	M/505/6129
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to engage in discussion and make relevant points.

Learner name and number	
--------------------------------	--

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to engage in discussion to reach a shared understanding of a topic.			
1.1 Follow and understand the main points in discussions on different topics.			
1.2 Make relevant contributions at an appropriate point.			
1.3 Respect turn- taking conventions.			
1.4 Respond appropriately to the contributions of others			

Learner’s Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Write to Communicate

Unit code	H505/6130
Credit value	3
GLH	30
Aim	In this unit, learners will learn to plan their writing, write in short paragraphs and to check their writing for errors.

Learner name and number	
--------------------------------	--

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to write to communicate.			
1.1 Plan and draft writing for different purposes.			
1.2 Use short paragraphs to organise writing.			
1.3 Write in a logical order, for example chronologically.			

Learner's Declaration:

I certify that the work submitted for this Portfolio is my own.

Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

I certify that the learner named above completed the work submitted to the required standard.

Name Signed: Date:

Internal Quality Assurer's Declaration:

I can confirm the unit has been sampled and can confirm the unit is complete to the required standard.

Name Signed: Date:

Entry 3: Write Accurately

Unit code	L/505/4159
Credit value	3
GLH	30
Aim	In this unit, learners will learn to write legibly, using correct basic punctuation, spelling and grammar.

Learner name and number	
--------------------------------	--

Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to write using correct basic grammar.			
1.1 Write in complete sentences, for example, with one or more clauses in familiar forms of written communication.			
1.2 Use pronouns so their meaning is clear			
1.3 Use correct basic grammar for example, appropriate verb tense, subject-verb agreement.			
LO2 Be able to write using correct basic spelling and punctuation			
2.1 Use punctuation correctly, for example capital letters, full stops, questions marks, exclamation marks, commas.			
2.2 Spell correctly common words and relevant key words for work and special interest.			
2.3 Use knowledge of sound-spelling links and letter patterns to spell a greater range of words.			
2.4 Produce legible and reasonably neat text.			
LO3 Proofread own writing			
3.1. Proof read and correct simple grammatical and spelling errors in own			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
writing.			

Learner’s Declaration:

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Name **Signed:** **Date:**

Assessor feedback on unit:

Assessor Declaration:

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Internal Quality Assurer’s Declaration:

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Name **Signed:** **Date:**

Level 1: Read for Purpose and Meaning

Unit code	Y/505/6318
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to read and understand meaning and purpose in a variety of texts. They will also learn to use a range of reading strategies to support understanding.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to read and understand texts.			
1.1 Extract main points and specific details in different continuous texts.			
1.2 Follow the main events in descriptive, explanatory and persuasive text.			
LO2 Know how purpose of texts affects use of language and textual features.			
2.1 Identify different purposes in different types of text.			
2.2 Identify how language is used for specific purposes, for example to instruct, explain, describe and persuade.			
2.3 Identify how textual features are used for specific purposes.			
LO3 Be able to use reading strategies to support understanding.			
3.1. Use grammatical features to predict meaning.			
3.2. Use prediction and previewing techniques to identify plausible meanings and to check for sense.			
3.3. Use images to identify meaning that is not explicit in the text.			
3.4. Use punctuation to support			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
understanding of texts.			

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Assessor Declaration:

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Name Signed: Date:

Level 1: Read for Information

Unit code	L/505/4131
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to read and obtain information from different printed and online sources. They will learn how to use reference materials and spelling strategies to support understanding.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to read and obtain information from different sources.			
1.1 Use organisational and structural features to locate information, <i>for example: paragraphs, contents list, index, menu.</i>			
1.2 Locate and understand information from different printed and online sources.			
1.3 Use visual cues to locate information, <i>for example keys, symbols, alphabetical order.</i>			
LO2 Be able to use reference sources and spelling strategies.			
2.1 Apply knowledge of words to understand unfamiliar vocabulary, for example applying knowledge of word structure, related words, word roots, derivations, borrowings.			
2.2 Make use of reference sources to find meanings of unfamiliar words.			
2.3 Understand the meaning of			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
typical abbreviations used in reference materials.			

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Name **Signed:** **Date:**

Level 1: Listen and Respond

Unit code	D/505/6319
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to listen and respond to spoken language in a variety of contexts.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to understand and respond to spoken language			
1.1 Identify relevant spoken information from different sources.			
1.2 Listen to and demonstrate understanding of explanations and instructions on different straightforward topics in a range of contexts.			
LO2 Be able to listen and respond in exchanges.			
2.1 Listen and respond to information in one-to-one and group contexts.			
2.2 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding with others.			
2.3 Provide feedback as required when listening to others.			
2.4 Respond appropriately to questions on different topics.			

Learner's Declaration:

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Assessor feedback on unit:

Assessor Declaration:

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Name **Signed:** **Date:**

Level 1: Speak to Communicate

Unit code	R/505/6320
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to speak to communicate information, ideas and opinions in a variety of contexts.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to communicate with others.			
1.1 Speak clearly in a way which suits the situation.			
1.2 Express statements of fact, explanations, instructions, accounts and descriptions			
1.3 Ask questions to obtain information from different people and for different purposes.			
LO2 Be able to adapt speech according to context.			
2.1 Use formal and informal language, as appropriate to the situation and the audience.			
2.2 Adapt content according to situation.			

Learner's Declaration:

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Name

Signed:

Date:

Assessor feedback on unit:

Assessor Declaration:

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Name Signed: Date:

Level 1: Engage in Discussion

Unit code	Y/505/6321
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to engage in discussion with others, in both familiar and unfamiliar situations.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to engage in discussion.			
1.1 Make relevant contributions to discussions in familiar and unfamiliar situations.			
1.2 In discussion, present information and opinions in a logical sequence.			
LO2 Be able to listen and respond to others in a discussion.			
2.1 Actively listen to the contributions of others in a discussion.			
2.2 Respect turn taking rights in a sustained discussion.			
2.3 Respond to questions from others.			
2.4 Use appropriate verbal and non-verbal strategies to clarify and confirm understanding of the contributions of others			
2.5 Use appropriate phrases for interruption.			

Learner's Declaration:

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Assessor feedback on unit:

Assessor Declaration:

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Name **Signed:** **Date:**

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Name **Signed:** **Date:**

Level 1: Write to Communicate

Unit code	D/505/6322
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to write to communicate ideas for different audiences and purposes.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to plan own writing.			
1.1 Identify purpose and audience for writing.			
1.2 Select appropriate format.			
1.3 Use appropriate planning techniques to produce a first draft.			
LO2 Be able to structure own writing to communicate ideas and information.			
2.1 Present ideas and information in a logical sequence, using paragraphs as necessary.			
2.2 Use language, format and structure that are suitable for purpose and audience.			
2.3 Judge how much to write and the level of detail to include to suit purpose and audience.			
2.4 Proofread and revise writing for accuracy and meaning.			

Learner's Declaration:

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Assessor feedback on unit:

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Level 1: Write with Accuracy

Unit code	F/505/4160
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to improve the accuracy of their writing through using accurate spelling, punctuation and grammar.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to use correct grammar in written texts.			
1.1 Write in complete sentences, using a range to suit text type.			
1.2 Use correct subject verb agreement in sentences.			
1.3 Use correct verb-tense agreement in sentences.			
1.4 Use grammatical features correctly so that meaning is clear.			
LO2 Be able to write legibly with correct spelling and punctuation.			
2.1 Spell correctly words used most often in work, studies and daily life.			
2.2 Spell words with regular and irregular spelling patterns.			
2.3 Punctuate sentences correctly, so that meaning is clear.			
2.4 Produce legible handwritten text			
LO3 Be able to proofread and revise writing.			
3.1. Identify and correct errors of grammar, for example verb tense agreement, subject verb agreement.			
3.2. Identify and correct common spelling errors.			
3.3. Identify and correct			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
punctuation errors.			
3.4. Revise writing to improve meaning.			

Learner's Declaration:

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Assessor feedback on unit:

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Name Signed: Date:

Internal Quality Assurer's Declaration:

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Name Signed: Date:

Level 2: Read for Purpose and Meaning

Unit code	
Credit value	
GLH	
Aim	

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to read and understand a range of texts.			
1.1 Follow the main events and ideas in a range of continuous descriptive, explanatory and persuasive texts.			
1.2 Identify the main points and specific details in different texts.			
1.3 Identify the effects that different language features have in texts.			
1.4 Read an argument and identify the points of view.			
1.5 Infer meaning which is not explicit.			
1.6 Read critically to compare and evaluate ideas and opinions.			
1.7 Identify bias.			
LO2 Be able to judge the purpose of texts.			
2.1 Use own knowledge and experience of context to judge the purpose of different types of text			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
2.2 Use grammatical knowledge, prior knowledge and context, to judge the purpose of different types of text.			
2.3 Recognise and understand vocabulary associated with a range of texts and purposes.			
LO3 Be able to use a range of strategies to understand text.			
3.1. Use different strategies to interpret information			
3.2. Identify how grammar and vocabulary signal the context and formality of texts.			
3.3. Use punctuation to help interpret the meaning and purpose of texts.			

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Level 2: Read for Information

Unit code	K/505/6324
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to read and obtain information of varying length and detail from different sources and to use resources to support understanding.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to obtain and use information from a range of sources.			
1.1 Use organisational features to locate information.			
1.2 Compare and evaluate information from different sources in order to select information for own use.			
1.3 Summarise information from longer documents.			
1.4 Recognise the meaning of specialist or technical vocabulary			
1.5 Use knowledge of vocabulary to aid understanding.			
1.6 Use different strategies to obtain information, including skimming scanning and detailed reading			
LO2 Be able to use reference material.			
2.1 Use reference material to find out unfamiliar terminology.			
2.2 Use reference material to			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
research a topic or issue			

Learner’s Declaration:

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Assessor feedback on unit:

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Name **Signed:** **Date:**

Level 2: Listen and Respond

Unit code	M/505/4137
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to listen and respond to extended and detailed spoken language in a range of contexts.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to understand and respond to extended spoken information.			
1.1 Identify and record relevant information from extended explanations and presentations on different topics			
1.2 Listen to, demonstrate understanding of and follow multi -step instructions in different situations			
1.3 Listen to, demonstrate understanding of and follow narratives on different topics.			
LO2 Be able to listen to and respond in extended exchanges.			
2.1 Respond to extended questions on different topics			
2.2 Keep track of complex and detailed questions			
2.3 Respond coherently to complex and detailed questions			
2.4 Respond appropriately to constructive criticism			

Criteria to be met:	Evidence location	Assessor signature	IQA signature
2.5 Make constructive critical responses.			

Learner’s Declaration:

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Name **Signed:** **Date:**

Level 2: Speak to Communicate

Unit code	J/505/4144
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to speak to communicate detailed information, ideas and opinions clearly and appropriately.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to communicate with others.			
1.1 Speak clearly and confidently in different situations.			
1.2 Present detailed information, ideas and opinions in a logical sequence.			
1.3 Provide further detail and development in response to the requests of others.			
1.4 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts.			
LO2 Be able to adapt speech and style according to context.			
2.1 Express clearly statements of fact, explanations, instructions, accounts and descriptions using structure, style and vocabulary appropriate to the purpose and audience.			
2.2 Sustain an appropriate style for different situations and audiences.			

Learner's Declaration:

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Level 2: Engage in Discussion

Unit code	H/505/4149
Credit value	2
GLH	20
Aim	In this unit, learners will learn how to engage in discussion in a variety of situations, making clear and effective contributions.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to contribute to discussions and move them forward.			
1.1 Make relevant contributions to discussions in different contexts and on different subjects.			
1.2 Adapt own contributions to suit audience, purpose and situation.			
1.3 Move discussion forward when appropriate.			
1.4 Support opinions and arguments with evidence.			
LO2 Be able to respond to others in discussion.			
2.1 Use appropriate language and strategies when responding to the contributions of others.			
2.2 Use appropriate phrases for interruption and change of topic.			
2.3 Use strategies intended to reassure, for example body language, appropriate phraseology.			

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Level 2: Write to Communicate

Unit code	M/505/6325
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to write to communicate information, ideas and opinions clearly and effectively for different purposes and audiences.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to plan, organise and draft own writing.			
1.1 Gather and organise information for own writing.			
1.2 Work through sub-stages of planning and drafting to determine content, length, language and structure, appropriate to type of text, purpose and audience.			
1.3 Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate.			
1.4 Proof read and revise draft to improve clarity			
LO2 Be able to write for different purposes.			
2.1 Use different styles of writing for different purposes for example, persuasive techniques, supporting evidence, and technical vocabulary.			
2.2 Use formal and informal language appropriate to purpose and audience.			

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Name **Signed:** **Date:**

Level 2: Write Fluently and Accurately

Unit code	T/505/6326
Credit value	3
GLH	30
Aim	In this unit, learners will learn how to improve the fluency and accuracy of their writing.

Learner name and number	
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Criteria to be met on more than one occasion in different contexts

Criteria to be met:	Evidence location	Assessor signature	IQA signature
LO1 Be able to use complex sentences and accurate grammar and punctuation in own writing.			
1.1 Construct complex sentences.			
1.2 Use simple and compound sentences within a single piece of writing to give variety.			
1.3 Use tenses correctly and consistently.			
1.4 Use correct subject-verb agreement, including correct use of pronouns.			
1.5 Use pronouns so that their meaning is clear.			
1.6 Use punctuation accurately for <i>example, commas, apostrophes, inverted commas</i> .			
LO2 Be able to write legibly and with accurate spelling.			
2.1 Produce legible handwritten text.			
2.2 Spell correctly words used most often in work, studies and daily life, including familiar technical words.			
LO3 Be able to check own writing for accuracy.			
3.1 Proofread and revise own writing to improve accuracy.			

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