

Pearson Edexcel Entry, Level 1 and Level 2

Pearson Edexcel Entry Level Certificate
in ESOL Skills for Life (NQF)

Pearson Edexcel Level 1 Certificate in ESOL
Skills for Life (NQF)

Pearson Edexcel Level 2 Certificate in ESOL
Skills for Life (NQF)

Specification

First teaching September 2007

Amended specification for teaching September 2013

Pearson Education Limited is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Limited administers BTEC qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and students.

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Contents

Qualification titles covered by this specification.....	4
Purpose fo this specification.	5
What are Pearson Edexcel ESOL Skills for Life qualifications?	6
Key features of Entry, Level 1 and Level 2 Certificate in ESOL Skills for Life qualification	7
Assessment	8
Quality assurance of centres	9
Access and recruitment	10
Restrictions on learner entry	10
Progression	11
Programme design and delivery	11
Tutor qualifications	11
Mode of delivery.....	11
Delivery approach.....	12
Recognition of Prior Learning	12
Professional development and training	12
Annexe A National Standards for Adult Literacy – ESOL Adult Core Curriculum progression overview.....	13
Annexe B Links with the common European Framework and the National Language standards	26
Annexe C ESOL and the wider curriculum	27
Spiritual, moral, ethical, social, cultural, environmental issues, health and safety considerations and the European dimension	27
Annexe D Mapping to Functional Skills	28
Annexe E Resources	29

Qualification titles covered by this specification

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1)

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2)

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3)

Pearson Edexcel Level 1 Certificate in ESOL Skills for Life

Pearson Edexcel Level 2 Certificate in ESOL Skills for Life

These qualifications have been accredited to the National Qualifications Framework (NQF) and are eligible for public funding as determined by the Skills Funding Agency (SFA).

The qualification titles listed above are featured in the funding lists which are published annually by the SFA and they are regularly updated. Centres should use the the NQF Qualification Number (QN) when seeking public funding for their learners. Each unit within a qualification will also have an NQF unit code.

The NQF qualification and unit codes will appear on the learners' final certification document.

The QNs for the qualifications in this publication are:

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 1)	100/4581/8
Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 2)	100/4582/X
Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Entry 3)	100/4583/1
Pearson Edexcel Level 1 Certificate in ESOL Skills for Life	100/4584/3
Pearson Edexcel Level 2 Certificate in ESOL Skills for Life	100/4585/5

Learners may achieve a qualification in speaking and listening. The QN for these qualifications are given below.

Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 1)	100/5061/9
Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 2)	100/5062/0
Pearson Edexcel Entry Level Certificate in ESOL Skills for Life (Speaking and Listening) (Entry 3)	100/5063/2
Pearson Edexcel Level 1 Certificate in ESOL Skills for Life (Speaking and Listening)	100/6418/7
Pearson Edexcel Level 2 Certificate in ESOL Skills for Life (Speaking and Listening)	100/6419/9

These qualification titles will appear on each learner's certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson Edexcel.

The purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

What are Pearson Edexcel ESOL Skills for Life qualifications?

The ESOL Skills for Life qualifications contribute to the Government's Skills for Life initiative by providing assessment of ESOL based on the standards for adult literacy and the ESOL Core Curriculum. The qualifications are designed to cover the standards and curriculum with sufficient range, breadth and depth to reflect properly the use of the English language in real world situations, appropriate to the needs of the learner.

The ESOL Adult Core Curriculum based on the National Standards for Adult Literacy provides detailed information on the skills, and the capabilities that comprise the skill, together with descriptors that define the level of performance of each capability. The guidance and exemplars in the standards provide examples of the roles used, contexts for the skills and capabilities at the specified level. They are taken from everyday life, grouped under the following headings:

- Citizen and community
- Economic activity including paid and unpaid work
- Domestic and everyday life
- Leisure
- Education and training
- Using ICT in social roles

Who are the qualifications for?

Pearson Edexcel Entry, Level 1 and Level 2 Certificate in ESOL Skills for Life qualifications are designed for full-time or part-time learners who are pre 16, 16-19 or adult learners whose native language is not English and who live or plan to live in the UK. These learners typically include refugees, asylum seekers, those from settled communities and partners or spouses of people settled in the UK.

These learners have different language needs arising from their diverse language, educational and professional/employment backgrounds. Some learners may have no previous education or employment, or they might be highly educated professionals or have the ability to speak several languages. These qualifications have a focus on applying language skills in everyday UK situations, emphasising practical application of skills needed to succeed in everyday life and study in the UK.

These qualifications are suitable for applications for UK settlement and citizenship.

Key features of Entry, Level 1 and Level 2 Certificate in ESOL Skills for Life qualification

Our ESOL Skills for Life qualifications have been developed to give learners the opportunity to:

- achieve a level of attainment in English which is appropriate to their needs
- use language confidently at a level to function in college, at work or in society
- engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised qualification.

Structure and content of the qualifications

Our ESOL Skills for Life qualifications cover a range of language skills, contexts set out in the Adult ESOL Core Curriculum and the appropriate levels of the National Adult Literacy Standards. [The full Adult ESOL Core Curriculum can be found on the LSIS 'Excellence Gateway' website.](#)

Each qualification has three units:

Unit 1: Speaking and Listening

Unit 2: Writing

Unit 3: Reading

Learners must achieve all three units (Speaking and Listening, Writing, and Reading) in order to achieve a Pearson Edexcel Certificate in ESOL Skills for Life. If one and/or two units are achieved at a lower level than the third unit, the qualification certificate will be awarded at the lowest level e.g. *A learner may achieve the following:*

- Level 1 Unit 1: Speaking and listening
- Entry 2 Unit 2: Writing
- Entry 1 Unit 3: Reading

The learner would gain the Pearson Edexcel Entry 1 Certificate in ESOL Skills for Life.

The qualification certificate will indicate the unit title and level at which each unit is achieved. Unit certification is available for those learners who do not achieve all three units. If a learner wants to achieve a higher level certificate, they can carry forward unit(s) already achieved at the same level. This must be done within the learner's registration period.

Guided learning hours

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with specification. The recommended guided learning hours for these qualifications is between 120 and 140 hours.

Assessment

The method of assessment undertaken is dependent on the unit and the level that is being studied.

The assessments and mark schemes are available to download from a secure area of the Pearson Edexcel website.

Unit 1 Speaking and Listening (all levels): is assessed by a test, based on the National Standards for Adult Literacy and the Adult ESOL Core Curriculum, which is:

- set by us and can be taken at any time
- administered by the centre under supervised conditions
- internally marked and verified prior to external verification.

The speaking and listening unit tests are conducted by a teacher-assessor and learners may, for some tasks, be tested in pairs. The tests, which are internally assessed and externally verified, will assess the learner's ability to:

- Listen and respond
- Speak to communicate
- Engage in discussion

The test will take approximately 15 minutes in total. A video recording of each learner's performance is required. The tests have a pass mark of 66% and they are not graded. There is no portfolio of evidence requirement.

Unit 2 Writing (all levels): is assessed by a test, based on the National Standards for Adult Literacy and the Adult ESOL Core Curriculum, which is:

- set by us and can be taken at any time
- administered by the centre under supervised conditions
- internally marked and verified prior to external verification.

The assessments and mark schemes are available to download from a secure area of our website.

Learners must complete a range of different types of writing tasks in an hour. The tasks, which are internally assessed and externally verified, will assess the learner's ability to write to communicate information.

The tasks have a pass mark of 66% and they are not graded.

Unit 3 Reading (all levels): is assessed by a test which is based on the National Standards for Adult Literacy and the Adult ESOL Core Curriculum which consists of a series of multiple choice questions. Learners are expected to complete the test within an hour.

The test is:

- set by us and can be taken anytime
- administered by the centre under supervised conditions
- internally marked and verified prior to external verification.

The test will assess the learner's ability to:

- Read and understand
- Read and obtain information

"Each test will sample from the curriculum but the test bank will cover the full requirements of the Adult ESOL core curriculum."

The tests have a pass mark of 65% and they are not graded.

Conduct of tests for all units

For more information and guidance on how to conduct the tests, please consult the Instructions for the Conduct of Examinations (ICE) or Guidance and instructions for conducting the tests which are available from our [website](#). Additional support documents and specimen papers that are produced for these ESOL qualifications can be found on the ESOL section of our website.

Language of assessment

All unit tests will be available in English **only**. Assessment materials will be published in English and all written and spoken work submitted for examination and verification must be produced in English.

Quality assurance of centres

Pearson Edexcel qualification specifications set out the standards to be achieved by each learner in order to achieve the Award of the qualification. We operate a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers. For more information please see the Quality Assurance Guidance within the ESOL section on our [website](#).

These qualifications provide a flexible structure for learners. For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres delivering these qualifications must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

Centres are required to declare their commitment to ensuring quality and appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres should check their eligibility to offer these qualifications using the information available on the website.

Quality Assurance

Details of quality assurance are set out in our Information Manual which is published annually. This provides details of the internal verification process and the external verification process. A Pearson qualification specification sets out the standard to be achieved by each learner in order to be awarded the qualification.

Approval

Centres that have not previously offered Pearson qualifications will need to go through a centre approval process, details of which can be found on the Pearson Edexcel website.

Approved Pearson Edexcel centres wishing to gain approval for ESOL for the first time need to apply using the ESOL Approval form.

When a centre applies for approval to offer a Pearson qualification they are required to enter into an approvals agreement. The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to our qualifications with integrity. This will include ensuring that applicants have the appropriate information, advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study in order to achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment. Centres should consult our policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson Edexcel ESOL Skills for Life qualifications are accredited on the NQF for learners aged 14 and above. The prior knowledge and attainment required for each level is in the National Literacy standards and the ESOL Adult Core Curriculum progression overview in Annex A.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic.
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the JCQ Access Arrangements, *Reasonable Adjustment and Special Consideration for General and Vocational Qualifications* document.

These policy documents are on our website at www.edexcel.com/policies

Progression

It is recognised that ESOL learners may have different levels of knowledge, skills and understanding of their home language as well as English. Learners may be able to demonstrate their abilities confidently in some aspects of language but less able to do so in another. The structure of the Certificate in ESOL Skills for Life has been designed to reflect this and to enable learners to progress at their own pace.

It may be appropriate for the learner to progress on to a:

- Functional Skills qualification
- GCSE/GCE qualification
- Vocational qualification
- NVQ

Programme design and delivery

Tutor qualifications

You should have a recognised teaching qualification such as a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) or a PGCE/Certificate in Education. In addition you will need a qualification that enables you to teach ESOL.

Mode of delivery

We do not define the mode of delivery for ESOL Skills for Life qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the ESOL specialists delivering the units. Learners should be given the opportunity to develop, use and consolidate language skills and knowledge as quickly as possible. Where possible, there should be an emphasis on providing learning activities that encourage practical participation.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the practical nature of ESOL Skills for Life qualifications and the mode of delivery. Tutors and assessors need to ensure that appropriate links are made between theory and practical application. This requires the development of relevant and up-to-date teaching materials which will allow learners to apply their learning to actual events and activity in everyday life. Maximum use should be made of the learner's experience.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess; so they do not need to develop through a programme of study. We encourage centres to recognise a learner's previous achievements and experiences whether at work, in a classroom, at home or leisure. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables 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 for accrediting a unit or a whole qualification. Evidence of learning must be sufficient, reliable and valid. Pearson's *Recognition of Prior Learning Policy* can be found on our website at www.edexcel.com/policies.

Professional development and training

Pearson supports customers with training related to its qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active - ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Annexe A National Standards for Adult Literacy – ESOL Adult Core Curriculum progression overview

Speaking and Listening					
	ESOL E1	ESOL E2	ESOL E3	ESOL L1	ESOL L2
	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>
	<p>listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions</p> <p>speak to communicate basic information, feelings and opinions on familiar topics</p> <p>engage in discussion with another person in a familiar situation about familiar topics</p>	<p>listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions</p> <p>speak to communicate information, feelings and opinions on familiar topics</p> <p>engage in discussion with one or more people in a familiar situation, to establish shared understanding about familiar topics</p>	<p>listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone</p> <p>speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone</p> <p>engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics</p>	<p>listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context</p> <p>speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium</p> <p>engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics</p>	<p>listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context</p> <p>speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation</p> <p>engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic</p>
Speaking Speak to communicate					
Pronunciation: stress and intonation	use stress and intonation to make speech comprehensible to a sympathetic listener Sc/E1.1a	use stress and intonation adequately to make speech comprehensible and meaning understood Sc/E2.1a	use stress, intonation and pronunciation to be understood and to make meaning clear Sc/E3.1a	use stress and intonation so that meaning is clearly understood Sc/L1.1a	use stress and intonation to convey meaning and nuances of meaning clearly Sc/L2.1a
Pronunciation: sounds of English	articulate the sounds of English to be comprehensible to a sympathetic native speaker Sc/E1.1b	articulate the sounds of English to make meaning understood Sc/E2.1b	articulate the sounds of English to make meaning clear Sc/E3.1b	articulate the sounds of English in connected speech Sc/L1.1b	articulate the sounds of English in connected speech Sc/L2.1b

Formality and register	take part in general conversation and more formal interaction, e.g. <i>My name's Mrs. Ali. I'm Salim's mother.</i> Sd/E1.1b	take part in general conversation and more formal interaction, e.g. <i>My name's... and I'm looking for...</i> Sd/E2.1b	use context- appropriate language and register, e.g. <i>There's a bus service on the hour outside the station.</i> Sc/E3.2a Sd/E3.1b	use formal language and register where appropriate, e.g. <i>I really must apologise.</i> Sc/L1.1c Sd/L1.1b	use language appropriate to register and level of formality, e.g. <i>I want to register a complaint about...</i> Sc/L2.1c Sd/L2.2b
Requests	make requests: ask for things, action and permission, e.g. <i>Can I see the manager, please?</i> Sc/E1.2a Sc/E1.2b	make requests: ask for things, action and permission, e.g. <i>I'd like to see Mrs Brown, please.</i> Sc/E2.2a Sc/E2.2b	make requests, e.g. <i>May I leave early today?</i> (formal) <i>It's OK to leave early today, isn't it?</i> (more informal) Sc/E3.3a	make requests, e.g. <i>I'm really sorry to bother you, but... I wonder if I could ask you a favour?</i> Sc/L1.2a	make requests, e.g. <i>Lend us a fiver, can you?</i> (informal) <i>I'd be grateful if you could do that for me.</i> (formal) Sc/L2.3a
Questions	ask for personal details, e.g. <i>Do you speak Hindi?</i> Sc/E1.3a ask for information, e.g. <i>Excuse me, What's the time, please?</i> Sc/E1.3b	ask for personal details, e.g. <i>Did you play football when you were a child?</i> Sc/E2.2c ask for factual information (present, past, future), e.g. <i>Did you see the news last night?</i> Sc/E2.2d	ask questions to obtain personal or factual information, e.g. <i>How long have you worked there? A couple of months, is it? Which is quicker, train or bus?</i> Sc/E3.3b	ask for information, e.g. <i>Would you mind telling us what is happening?</i> Sc/L1.2b	ask for information, e.g. <i>Would you be able to give me an idea of what it's like?</i> Sc/L2.3b
	ask for directions and location, e.g. <i>Excuse me, where's the post office?</i> Sc/E1.3c	ask for directions and instructions, e.g. <i>Excuse me. Can you tell me the way to...?</i> Sc/E2.2e	ask for directions, instructions or explanation, e.g. <i>Can you tell me again how to...?</i> Sc/E3.3c		
		ask for descriptions of people, places and things, e.g. <i>What does he look like?</i> Sc/E2.2f	ask for descriptions of people, places and things, e.g. <i>Is he like his father?</i> Sc/E3.3d		
Statements of fact, personal information, accounts and stories	express simple statements of fact, including personal information, e.g. <i>She can't drive. Are you working? No, I'm looking for a job.</i> Sc/E1.4a Sc/E1.4b	express statements of fact, including personal information, e.g. <i>My mother is coming to see me next week. Can you tell me about your job? Right, well, I work in...</i> Sc/E2.3a Sc/E2.3b	express statements of fact, including personal information, e.g. <i>The receptionist will make an appointment for you. I sometimes have difficulty breathing. I have problems when I climb stairs.</i> Sc/E3.4a Sc/E3.4b	express statements of fact, including personal information, e.g. <i>I was brought up in the Philippines by my uncle.</i> Sc/L1.3a	express statements of fact, including personal information, e.g. <i>As soon as my youngest had settled into primary school I went back to teaching. I've been teaching ever since, but I'll be retiring in the summer.</i> Sc/L2.4a

		give short accounts, e.g. <i>She looked after the children in the afternoon and then she got the bus and went to work.</i> Sc/E2.3c	give accounts and narrate events in the past, e.g. <i>A few days ago, the man who lives next door to me decided to go to London. While he was waiting at the station, a woman Fainted. He tried to help Her, but...</i> Sc/E3.4c	give factual accounts and narrate events in the past, e.g. <i>Sport is not generally dangerous, but some sports...</i> <i>I had really rushed to get to the station in time, then when I got there, I found that my train had been cancelled</i> Sc/L1.3b Sc/L1.3c	give factual accounts and narrate events in the past, e.g. <i>On arrival, new books are sorted according to author. They are then...</i> <i>I tried to put 20p in the meter, but it was jammed, so I left a note, explaining what had happened. When I got back, I'd been fined. Can you believe it?</i> Sc/L2.4b Sc/L2.4c
Clarification	ask for clarification and deal with another person's misunderstanding Sc/E1.3d Sc/E1.4e	ask for clarification and explanation Sc/E2.4a	use direct and indirect ways of asking for clarification as necessary, such as asking for repetition of instructions Sc/E3.3c		
Explanations, instructions and directions	provide very brief explanations, e.g. <i>This is my mother. She doesn't speak English. Would you like a ham sandwich?</i> <i>No, thanks, I'm sorry I don't eat ham.</i> Sc/E1.4a Sd/E1.1a	give explanations, e.g. <i>What happened to you yesterday?</i> <i>Yes, I'm sorry I wasn't here. I had to see my solicitor.</i> Sc/E2.3d	give explanations, e.g. <i>I'm sorry I didn't phone last night. I had to work late.</i> Sc/E3.4d	give explanations and instructions, e.g. <i>You need to prepare the vegetables before starting, so that you will be ready to add them straight away when you need to</i> Sc/L1.3d	give explanations and instructions, e.g. <i>You might just have a look through this one too, though it's pricier but they have a better range. They don't stock everything, but see what they've got.</i> Sc/L2.4d
	give directions and instructions, e.g. <i>Go straight on, turn left. The post office is on the right.</i> Sc/E1.4c	give directions and instructions, e.g. <i>The cinema is on the right hand side, opposite the bank</i> Sc/E2.3e	give directions and instructions, e.g. <i>First, you press this button, and then wait. Second, when the red light</i>		
Descriptions	give a short description, e.g. <i>He's very tall. She's a friendly woman.</i> Sc/E1.4d	give a short description, e.g. <i>He's tall and slim. She's got long dark hair.</i> Sc/E2.3f	give a short description and make comparisons, e.g. <i>She's in her twenties. She's of average height, with freckles.</i> Sc/E3.4f	describe and compare, e.g. <i>People here drive much faster and with a lot less care than in my country.</i> Sc/L1.3e	describe and compare, e.g. <i>He's an extremely nice man. He looks just like his brother, and he reminds me of...</i> Sc/L2.4f
Structuring and developing information		give short accounts, using sequencing words and time markers to structure the account and make	give accounts and narrate events in the past, using conventional narrative structuring patterns,	present information and ideas in a logical sequence, and include detail and develop ideas where appropriate,	present information and ideas in a logical sequence and provide further detail and development, as necessary,

and ideas		meaning clear, e.g. <i>She looked after the children in the afternoon and then she got the bus and went to work.</i> Sc/E2.3c	e.g. <i>A few days ago, the man who lives next door to me decided to go to London. While he was waiting at the station, a woman fainted. He tried to help her, but...</i> Sc/E3.4c	e.g. <i>I'm going to outline some of changes we're proposing, then go on to examine some of the benefits of these changes.</i> Sc/L1.4a Sc/L1.4b	to clarify or confirm understanding, e.g. <i>Let me recap and summarise what we are going to do...</i> Sc/L2.5a
					give a formal report Sc/L2.4e
Speak to engage in discussion					
Social interaction	take part in social interaction, e.g. <i>Hi, how are you?</i> Sd/E1.1a	take part in social interaction, e.g. <i>Hi. Nice to see you. Did you have a good weekend?</i> Sd/E2.1a	take part in social interaction, e.g. <i>Well, take care Hope to see you soon.</i> Sd/E3.1a	take part in social interaction, e.g. <i>Fancy coming round for a bite to eat tonight?</i> Sd/L1.1a	take part in social interaction, e.g. <i>Haven't seen you in ages. How have you been?</i> Sd/L2.2a
More formal interaction	take part in more formal interaction, e.g. <i>My name's Mrs. Ali. I'm Salim's mother.</i> Sd/E1.1b	take part in more formal interaction, e.g. <i>My name's.... and I'm looking for...</i> Sd/E2.1b	take part in more formal interaction, e.g. <i>There's a bus service on the hour outside the station.</i> Sd/E3.1b	take part in more formal interaction, e.g. <i>I really must apologise.</i> Sd/L1.1b	take part in more formal interaction, e.g. <i>I want to register a complaint about...</i> Sd/L2.2b
Likes, dislikes, wishes, hopes, views, opinions	express likes, dislikes, feelings and simple views, e.g. <i>I like... but I hate...</i> <i>I think he's a good president.</i> Sd/E1.1c	express likes, dislikes, feelings, wishes, hopes, views and opinions, e.g. <i>I'd like to get a job next year. I think she's a good teacher.</i> Sd/E2.1c Sd/E2.1d	express feelings, likes, dislikes, views and opinions, e.g. <i>I don't mind working late. Well, you see, the thing is...</i> Sd/E3.1c Sd/E3.1d	express likes, dislikes, feelings, hopes, views and opinions, e.g. <i>I'm really fed up with them. I really feel that he ought to...</i> Sd/L1.2a Sd/L1.1c	express feelings, wishes, views and opinions, and support opinions and arguments with evidence, e.g. <i>There is reason to believe that...</i> Sd/L2.2c Sd/L2.4a
Suggestions, advice, persuasion etc.			make suggestions and give advice Sd/E3.1e	give advice, persuade, warn, etc. Sd/L1.2b	persuade, warn, rebuke, etc. Sd/L2.2d
Arrangements, plans		talk about plans and arrangements Sc/E2.2d Sc/E2.3a	make arrangements and plans with other people Sd/E3.1f	plan action with other people Sd/L1.2c	
Discussions: relate to other speakers	indicate broad agreement or disagreement, e.g. <i>You're right.</i> Sd/E1.1c	relate to other speakers, e.g. <i>I think so too.</i> Sd/E2.1e	relate to other speakers, ask about their feelings and opinions, and understand the turn- taking process, e.g. <i>I'm afraid I don't agree.</i> Sd/E3.1g Sd/E3.2a Sd/E3.2b	involve other people in a discussion and use appropriate phrases for interruption Sd/L1.3a Sd/L1.4a	help to move discussions forward, making relevant contributions, using appropriate phrases for interruption and to change topic, using strategies intended to reassure, and responding to and offering

					critical opinion constructively Sc/L2.2a Sd/L2.1a Sd/L2.3a Sd/L2.5a
Listening - Listen and respond					
Gist	recognise context and predict general meaning in simple everyday exchanges, by identifying the topic of the conversation Lr/E1.1a	recognise context and predict general meaning by identifying the topic and predicting the pattern of the interaction Lr/E2.1a	recognise context and predict meaning in a range of listening texts and oral interactions, across a range of spoken genres Lr/E3.1a	listen for gist in discussions on a range of topics Lr/L1.6a	use an understanding of the gist of complex spoken texts to help guess the meaning of unknown words Lr/L2.1a
	listen for the gist and respond, e.g. in short conversations, simple discussions, explanations and narratives Lr/E1.1b Lr/E1.1c Lr/E1.1d Lr/E1.5d	listen for the gist, and respond, where appropriate, e.g. in conversations, discussions, and short texts on TV and radio Lr/E2.1b Lr/E2.1c Lr/E2.1d Lr/E2.7a	listen for the gist, and respond, where appropriate, e.g. in conversations, discussions, on the phone, and on TV, radio, and video Lr/E3.1b Lr/E3.1c Lr/E3.7a		
Detail	listen for detail and respond, e.g. in short conversations, narratives and explanations Lr/E1.2a Lr/E1.2b	listen for detail and respond, e.g. in conversations, narratives and explanations Lr/E2.2a Lr/E2.2b	listen for detail, and respond, where appropriate, e.g. in conversations, on the phone, in narratives and explanations in different contexts Lr/E3.2a Lr/E3.2b	listen for detail, and respond, where appropriate, adapting to speaker, medium and context, e.g. on TV, radio, in conversations, on the phone, in narratives and explanations, in a range of contexts Lr/L1.2a Lr/L1.2b	listen for detail in a wide range of contexts on different topics, and respond, where appropriate, adapting to speaker, medium and context Lr/L2.2a Lr/L2.2b
Information	extract key information Lr/E1.2e	identify main points and straightforward information for a specific purpose, and respond, where appropriate, e.g. in short presentations, explanations Lr/E2.3a Lr/E2.3b Lr/E2.3c	listen for relevant and new information, and respond, where appropriate, e.g. on TV, radio, video, in conversations, and on the phone Lr/E3.3a Lr/E3.3b	extract relevant information from texts of varying length and genre, and respond, where appropriate, e.g. on TV, radio, in presentations and on the phone Lr/L1.1a Lr/L1.1b	extract information from extended texts across a range of genres, and respond, where appropriate, e.g. on TV, radio, in presentations and on the phone Lr/L2.1a Lr/L2.1b
Knowledge of English grammar	listen for a few features of grammatical detail Lr/E1.2c	listen for some features of grammatical detail Lr/E2.2c	listen for grammatical detail in different contexts Lr/E3.2d	listen for grammatical detail in a range of contexts Lr/L1.2d	listen for grammatical detail in a range of contexts on different topics Lr/L2.2d

Knowledge of English phonology (pronunciation)	listen for a few features of phonological detail Lr/E1.2d	listen for some features of phonological detail Lr/E2.2d	listen for phonological detail in different contexts Lr/E3.2e	listen for phonological detail in a range of contexts Lr/L1.2e	listen for phonological detail in a range of contexts on different topics Lr/L2.2e
Clarification and confirmation	clarify meaning in first language Lr/E1.1b	clarify and confirm understanding, through use of responses or action, e.g. <i>Sorry, what was that again?</i> Lr/E2.1d Lr/E2.2a	clarify and confirm understanding through verbal and non-verbal means Lr/E3.4a	use strategies to clarify and provide feedback and confirmation to others when listening Lr/L1.3a Lr/L1.4a	
Instructions	follow and respond to single-step instructions and directions Lr/E1.3a Lr/E1.3b	follow and respond to explanations, directions and instructions Lr/E2.4a	follow and respond to detailed instructions Lr/E3.2c	follow instructions in a range of contexts Lr/L1.2c	follow instructions on different topics in a range of contexts Lr/L2.2c
Questions	listen and respond to simple requests for personal information and action Lr/E1.4a Lr/E1.4b	listen and respond to straightforward requests for information, action and permission Lr/E2.5a Lr/E2.5b	listen and respond to a range of requests, for action, and for information about familiar topics Lr/E3.5a Lr/E3.5b	listen and respond to questions on a range of topics Lr/L1.5a	listen and respond to detailed or extended questions on a range of topics Lr/L2.3a
Feelings, views, opinions and attitudes	recognise other speakers' feelings and attitudes Lr/E1.5a	recognise other speakers' feelings and opinions Lr/E2.6a	recognise a variety of feelings and views expressed by other speakers, and respond appropriately Lr/E3.6a Lr/E3.6b	recognise where a speaker is stating a fact or expressing an opinion and respond appropriately, in the knowledge that opinions are not always stated overtly Lr/L1.6b Lr/L1.6c	recognise where a speaker is stating a fact or expressing an opinion, including instances where the speaker expresses an opinion as if it were fact, and respond appropriately Lr/L2.4a
Simple and straightforward conversation	take part in simple conversation in everyday contexts Lr/E1.5b	take part in straightforward conversation Lr/E2.6b			
Simple and straightforward formal exchanges	take part in more formal simple exchanges in everyday contexts, e.g. <i>Take a seat.</i> Lr/E1.5c	take part in more formal exchanges, e.g. <i>Can I get you a cup of coffee?</i> Lr/E2.6c			

Discussions	follow simple discussions on familiar topics Lr/E1.5d	listen for gist in discussions Lr/E2.7a	listen for gist in discussions on different topics Lr/E3.7a	listen for gist in discussions on a range of topics Lr/L1.6a	follow and participate in discussions on a wide range of topics Lr/L2.4a
		follow the main points of discussions Lr/E2.8a	follow discussions on different topics, participating where appropriate, e.g. in conversations, on TV Lr/E3.7b Lr/E3.7c	follow discussions on a range of topics, participating where appropriate, e.g. in conversations, on TV Lr/L1.6b Lr/L1.6c	
			recognise some features of spoken language Lr/E3.7d	recognise a range of features of spoken language Lr/L1.6d	recognise a wide range of features of spoken language Lr/L2.4b

	Reading				
	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>
	<p>read and understand short texts with repeated language patterns on familiar topics</p> <p>read and obtain information from common signs and symbols</p>	<p>read and understand short, straightforward texts on familiar topics</p> <p>read and obtain information from short documents, familiar sources and signs and symbols</p>	<p>read and understand short, straightforward texts on familiar topics accurately and independently</p> <p>read and obtain information from everyday sources</p>	<p>read and understand straightforward texts of varying lengths on a variety of topics accurately and independently</p> <p>read and obtain information from different sources</p>	<p>read and understand a range of texts of varying complexity accurately and independently</p> <p>read and obtain information of varying length and detail from different sources</p>
Genre	<p>recognise that the way a text looks can help predict its purpose</p> <p>Rt/E1.2a</p>	<p>understand and identify the different purposes of short, straightforward texts in a variety of genres</p> <p>Rt/E2.2a</p>	<p>understand and distinguish the different purposes of texts, and identify the key organisational features of instructional texts</p> <p>Rt/E3.2a Rt/E3.3a</p>	<p>distinguish how language and other textual features are used to achieve different purposes, and to structure content</p> <p>Rt/L1.2a Rt/L1.4a</p>	<p>identify the purposes of a wide range of texts, whether inferred or explicitly stated, and identify their textual and structural features, e.g. of written arguments</p> <p>Rt/L2.2a Rt/L2.4a Rt/L2.6a</p>
Read with understanding	<p>follow a short narrative on a familiar topic or experience</p> <p>Rt/E1.1a</p>	<p>use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.1a</p>	<p>understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph in a range of genres</p> <p>Rt/E3.1a</p>	<p>understand and identify the different ways in which meaning is built up in a range of paragraphed texts in a range of genres</p> <p>Rt/L1.1a</p>	<p>understand and identify the different ways in which meaning is built up in a range of paragraphed texts of varying genres, including meaning not explicitly stated</p> <p>Rt/L2.1a</p>
Main points and information	<p>obtain information from texts about familiar topics or experiences</p> <p>Rt/E1.1b</p>	<p>obtain information from texts, and relate illustrations, simple maps, diagrams and captions to writing</p> <p>Rt/E2.1b Rt/E2.4a</p>	<p>identify the main points and ideas, and relate images to writing in order to obtain information</p> <p>Rt/E3.4a Rt/E3.9a</p>	<p>understand how main points and specific detail are presented and linked, and how images are used to infer meaning that is not explicit in the text</p> <p>Rt/L1.3a</p>	<p>identify the main points and specific detail as they occur in a range of different types of text of varying length and detail</p> <p>Rt/L2.3a</p>

Reading strategies	use text-level strategies, in conjunction with own knowledge of the content and context of the text as a whole, to get meaning from text Rt/E1.1a	develop reading strategies: skimming, scanning, reading every word to obtain specific information Rt/E2.1b	use reading strategies, including: skimming, scanning and detailed reading Rt/E3.6a Rt/E3.7a Rt/E3.8a	use different reading strategies in different ways for different purposes, including: skimming, scanning and detailed reading Rt/L1.5a	use a range of reading strategies for different purposes, including: skimming, scanning and detailed reading Rt/L2.7a
Summarise					summarise information from longer documents Rt/L2.8a
Read critically	give a critical response to a text by drawing on own ideas, experience and opinions, e.g. comment on the likely accuracy of claims made in an advert. Rt/E1.1a	interact with text and know that it is possible to react to texts in different ways Rt/E2.2a	begin to notice how the connotation of different lexis can add to implied meaning, e.g. 'a gang of teenagers' as opposed to 'a group.' Rt/E3.2a	recognise that it is possible to react to texts in different ways, e.g. reading a persuasive text critically, reading a short story with an interpretive approach. Rt/L1.1a	read critically to evaluate information, and compare information, ideas and opinions from different sources Rt/L2.5a
Reference material	use an illustrated dictionary Rt/E1.1a	identify a range of common sources of information where everyday information can be found Rt/E2.3a	locate organisational features in a range of reference sources, such as contents, index, menus, and understand their purpose Rt/E3.5a Rt/E3.5b	use organisational and structural features such as contents, index, menus, subheadings, and paragraphs, in a range of reference sources to find information Rt/L1.4a Rt/L1.5b	use organisational and structural features and systems to locate texts and information, e.g. library systems, websites, office filing systems Rt/L2.6a

Reading

Sentence focus: grammar and punctuation

Knowledge of English grammar	recognise simple sentence structures Rs/E1.1a	monitor and work out the meaning of sentences using own knowledge and experience, in conjunction with knowledge of simple and compound sentence structure, plus grammatical structures that link clauses and indicate sequence Rs/E2.1a Rs/E2.1b Rs/E2.1c	work out meaning and confirm understanding, using grammatical knowledge, including the language features of instructional texts Rs/E3.1a Rs/E3.1b	use implicit and explicit grammatical knowledge, alongside own knowledge and experience to predict meaning, try out plausible meanings and to read and check for sense Rs/L1.1a	use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of texts Rs/L2.1a
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Knowledge of English punctuation and capitalisation	use punctuation and capitalisation to aid understanding, e.g. full stops Rs/E1.1b	use punctuation and capitalisation to aid understanding, e.g. commas Rs/E2.1d	recognise the function of punctuation to aid understanding, e.g. bullet points Rs/E3.2a	use a range of punctuation to aid understanding Rs/L1.2a	use a wide range of punctuation to help interpret meaning and purposes of texts Rs/L2.2a
Reading Word focus: vocabulary, word recognition and phonics					
Word recognition	recognise and understand a limited number of words, signs and symbols Rw/E1.1a	recognise and understand a range of familiar words and words with common spelling patterns Rw/E2.2a	recognise and understand relevant specialist key words Rw/E3.1a	recognise and understand vocabulary associated with different types of text, using appropriate strategies to work out meaning Rw/L1.2a	recognise and understand vocabulary associated with texts of different purposes, levels of accessibility, formality, and complexity, including technical vocabulary Rw/L2.1a Rw/L2.3a
Words and phrases used on forms	recognise words on a very simple form, e.g. name, address, telephone number Rt/E1.1a	recognise words on forms related to personal information and understand explicit and implicit instructions Rw/E2.1a	read and understand words and phrases commonly used on forms, and understand form filling conventions Rw/E3.2a		
Strategies for recognising and decoding words	use knowledge of basic sound–letter correspondence to help sound out unfamiliar words Rw/E1.2a	use context and a range of phonic and graphic knowledge to decode words Rw/E2.3a	use a variety of strategies to read and understand an increasing range of unfamiliar words Rw/E3.5a	read and understand an increasing range of vocabulary, using knowledge about words (their structure, related words, word roots etc.) Rw/L1.3a	read and understand specialist and technical vocabulary, using a wide range of strategies Rw/L2.1a
Letter recognition and alphabetical order	identify the letters of the alphabet in both upper and lower case Rw/E1.3a	use basic alphabetical ordering to sequence words Rw/E2.5a	use first and second- place letters to find and sequence words Rw/E3.4a		
Digit recognition	recognise digits Rw/E1.3b				
Reference sources	use an illustrated dictionary Rt/E1.1a	use a simplified dictionary to find the meanings of unfamiliar words Rw/E2.4a	use a dictionary to find the meanings of unfamiliar words Rw/E3.3a	use a range of reference material to find the meanings of unfamiliar words Rw/L1.1a	use a wide range of reference material to find the meanings of unfamiliar words Rw/L2.2a

Writing					
	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>	<i>At this level, adults can</i>
	write to communicate information to an intended audience	write to communicate information with some awareness of the intended audience	write to communicate information and opinions with some adaptation to the intended audience	write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience	write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience
Text focus: writing composition					
Genre, composition and planning	compose very simple text to communicate ideas or basic information Wt/E1.1a	compose simple text, selecting appropriate format for the genre and purpose Wt/E2.1a	draft writing, using planning strategies as appropriate Wt/E3.1a	draft writing, using a range of genre-specific planning strategies as appropriate Wt/L1.1a	draft writing, using a wide range of genre- specific planning strategies as appropriate Wt/L2.1a
			make notes as part of the planning process, noting key words and using some features of notes Wt/E3.1b	make notes as part of the planning process, where appropriate, using some key features of notes and choosing between some different formats Wt/L1.1b	make notes as part of the planning process, where appropriate, using key features of notes and choosing appropriate format Wt/L2.1b
Genre and text structure	be aware of basic conventions of some types of very simple texts, such as short answers on a form Wt/E1.1a	develop understanding that texts of the same genre will share common features of text structure, such as layout and use of headings Rt/E2.1a	where appropriate, structure main points of writing in short paragraphs and show sequence through the use of discourse markers and conjunctions Wt/E3.2a Wt/E3.3a	choose format and appropriate structure for different purposes and genres, and structure texts sequentially and coherently according to the genre, Wt/L1.3a Wt/L1.5a	choose format and appropriate structure to organise writing for different purposes and genres, and, when appropriate for the genre, select a suitable type of paragraph structure and the linguistic features that aid sequencing and coherence Wt/L2.4a Wt/L2.3a

Genre and suitable language	be aware of basic conventions of some types of very simple texts, e.g. <i>short answers on a form</i> Wt/E1.1a	develop understanding that texts of the same genre will share common features of language use, such as the way of opening a letter or email Wt/E2.1a	use appropriate register for genre, purpose and audience, showing awareness of the main differences between spoken and written English Wt/E3.1a	use language suitable for genre, purpose and audience Wt/L1.4a	choose appropriate register and style of language for genre, purpose and audience Wt/L2.5a Wt/L2.6a
Genre and how much to write	decide what to include in very simple texts Wt/E1.1a	decide what to include as appropriate to purpose and audience Wt/E2.1a	decide what and how much to write, as appropriate to genre, purpose and audience Wt/E3.1a	decide how much to write and the level of detail to include, as appropriate to genre, purpose and audience Wt/L1.2a	decide how much to write and the level of detail to include in texts of a range of genres, including genre-specific summaries, in reports and academic writing Wt/L2.2a Wt/L2.2b
Forms	record information on a very simple form, e.g. name, address, telephone number Wt/E1.1a	record information on forms Wt/E2.1b	complete different forms with some complex features, e.g. open responses, additional comments Wt/E3.5a	complete a range of types of forms with some complex features, e.g. open responses, constructed responses, additional comments Wt/L1.6a	complete forms with complex features Wt/L2.7a
Editing and proof-reading		carry out basic proof-reading, as part of the writing process, checking through what has been written for errors, Wt.E2.1a	edit and proof-read to check for main errors of content and expression, on paper and on screen Wt/E3.4a	edit and proof-read for general meaning, content, expression, and accuracy of grammar, spelling and punctuation, on paper and on screen Wt/L1.7a	edit and proof-read for accuracy, meaning, content and expression, including ambiguity and repetition, on paper and on screen Wt/L2.8a
Writing					
Sentence focus: grammar and punctuation					
Grammar	construct a simple sentence, using basic word order and verb form Ws/E1.1a	construct simple and compound sentences, using adjectives, and common conjunctions, e.g. as & but to connect clauses Ws/E2.1a Ws/E2.2a	write using basic sentence grammar accurately, including complex sentences Ws/E3.1a Ws/E3.2a	write using sentence grammar accurately to achieve purpose, including complex sentences, constructing formal sentences differently from those in less formal texts Ws/L1.1a Ws/L1.2a	use a range of sentence structure which is fit for purpose, consistently and with accuracy, using pronouns and lexical substitutions to lessen repetition and improve clarity Ws/L2.1a Ws/L2.2a Ws/L2.3a

Punctuation and capitalisation	use basic punctuation to aid understanding of where sentences begin and end, including the capitalised letter 'I' to write about oneself Ws/E1.2a Ws/E1.3a	use punctuation correctly, e.g. capital letters, full stops and question marks Ws/E2.3a Ws/E2.4a	use punctuation to aid clarity in relation to beginnings and ends of sentences Ws/E3.3a	use punctuation to aid clarity and meaning Ws/L1.3a	use a range of punctuation to achieve clarity in simple and complex sentences Ws/L2.4a
Writing Word focus: spelling and handwriting					
Spelling	spell correctly some personal key words and familiar words Ww/E1.1a	spell correctly the majority of personal details and familiar common words Ww/E2.1a	apply knowledge of spelling to a wide range of common words and special- interest vocabulary Ww/E3.1a	apply knowledge about words to aid accurate spelling Ww/L1.1a	apply knowledge of vocabulary to aid accurate spelling Ww/L2.1a
	develop some strategies to aid spelling, drawing on knowledge of basic sound-letter correspondence and letter patterns Ww/E1.1b Ww/E1.1c	develop a range of strategies to aid spelling, drawing on knowledge of spelling patterns, such as consonant clusters and vowel phonemes, e.g. look-say-cover- write-check Ww/E2.1b Ww/E2.1c	use strategies to aid spelling, e.g. look-say-cover- write-check Ww/E3.1b	use strategies to aid accurate spelling Ww/L1.1b	systematically and consistently use strategies to aid accurate spelling Ww/L2.1b
Handwriting and legible text	form digits and the letters of the alphabet in upper and lower case Ww/E1.2a Ww/E1.2b	increase legibility and fluency of own handwriting, as necessary, and identify where legible handwriting is important and where it is more appropriate to word process text Ww/E2.2a	develop strategies for improving own handwriting, and distinguish between situations where legible handwriting is important, where it is most appropriate to word process text, and where either is appropriate Ww/E3.2a	have a critical awareness of personal features of own handwriting, and of where it is most appropriate to word process text, and where either is appropriate Ww/L1.2a	use a critical awareness of personal features of own handwriting to inform improvements to its clarity and consistency where necessary, and word process where appropriate Ww/L2.2a

Annexe B Links with the common European Framework and the National Language standards

The table below demonstrates the relationship between qualifications on the National Qualifications Framework such as Certificates in ESOL Skills for Life and qualifications on the Common European Framework and the National Language Standards.

Edexcel Certificate in ESOL Skills for Life	QCDA					A language in common	Common European Framework	National Language standards
	NQF	QCF	NSAL	Functional skills	Key skills			
	4	4			4	National Curriculum Levels 2 - 8	(C2.2)	
	3	3			3		(C2 mastery)	5
Level 2	2	2	2	2	2		C1 operational proficiency	4
Level 1	1	1	1	1	1		B2 Vantage	3
Entry 3	Entry	Entry	Entry 3	Entry 3			B1 Threshold	2
Entry 2			Entry 2	Entry 2			A2 Waystage	1
Entry 1			Entry 1	Entry 1			Level 1 secure/threshold	A1 Breakthrough
							EAL step 2	
						EAL step 1		

Annexe C ESOL and the wider curriculum

Spiritual, moral, ethical, social, cultural, environmental issues, health and safety considerations and the European dimension

The study of the English language offers ample opportunities to address any or all of the above issues through choice of contexts, topics and texts. Learners who undertake programmes of study leading to the Pearson Edexcel ESOL qualifications will work in a variety of real-life contexts. As a result learners will encounter many naturally arising moral and cultural issues, environmental and safety considerations and aspects of European developments. ESOL tutors should consider these dimensions to broaden the curriculum when considering contexts for teaching. Examples include:

Spiritual issues

reading and gathering information about a number of well-known religious festivals in a local area

Moral issues

reading publicity materials for a selection of charities, identifying what each charity does, and taking part in a discussion about those which the learner would choose to support and why

Ethical issues

gathering information from different sides of the debate on topical issues and using this material to hold a discussion

Social issues

using written signs in a department store to find a selection of different items following instructions to get from one place to another (eg 'turn left into the High Street, then right into Station Road, cross the footbridge') to mark the route on a simple map, gathering information from a selection of course prospectuses for ESOL learners

Cultural issues

reading and gathering information about the traditions and history of different cultures

Environmental issues

reading and gathering information about recycling and methods of saving energy, and giving a short presentation to explain how these can be done

Health and safety issues

reading a government health and safety leaflet and listing ways in which the recommendations can be put into practice in the home or workplace

European dimension

gathering information and organising a debate based on canvassing materials for a European election.

Such examples will arise naturally as part of the learning process, given the diverse nature of ESOL learners.

Annexe D Mapping to Functional Skills

Speaking and Listening		Speaking and listening functional skills		Writing	
<p><i>At this level, adults can:</i></p> <p>listen and respond to spoken language, including simple narrative, statements, questions and single-step instructions</p> <p>speak to communicate basic information, feelings and opinions in familiar topics</p> <p>engage in discussion with another person in a familiar situation about familiar topics</p>		<p>At this level:</p> <p>the context is familiar and accessible to the learner. The English skills demanded by the situation or problem are clear and straightforward. The learner demonstrates some awareness of audience and purpose, recognizing formal and informal contexts and applying their knowledge and skills accordingly. The skills or techniques required may not be specific to the situation or problem. Guidance and direction are provided.</p>		<p><i>At this level, adults can:</i></p> <p>write to communicate information to an intended audience</p>	
	<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> listen for the gist of short explanations listen for detail using key words to extract some specific information follow single step instructions in a familiar context, asking for instructions to be repeated if necessary listen and respond to requests for personal information speak clearly to be heard and understood in simple exchanges make requests using appropriate terms ask questions to obtain specific information make statements of fact clearly speak and listen in simple exchanges and everyday contexts <p>in simple and familiar formal exchanges connected with education, training, work and social roles</p>		<p><i>Coverage and range</i></p> <ul style="list-style-type: none"> understand the main points of short explanations and listen for specific information follow instructions respond appropriately to comments and requests make contributions clearly, to be heard and understood ask questions using appropriate terms to obtain specific information <p>when listening, talking and discussing in familiar situations</p>		<p><i>An adult will be expected to:</i></p> <ul style="list-style-type: none"> use written words and phrases to record or present information construct a simple sentence punctuate a simple sentence with a capital letter and full stop use a capital letter for personal pronoun 'I' spell correctly some personal key words and familiar words write the letters of the alphabet using upper and lower case <p>in documents such as forms, lists, messages, notes, records.</p>
SLlr E1.1				Wt E1.1	
SLlr E1.2				Ws E1.1	
SLlr E1.3				Ws E1.2	
SLlr E1.4				Ws E1.3	
SLc E1.1				Ww E1.1	
SLc E1.2				Ww E1.2	
SLc E1.3					
SLc E1.4					
SLd E1.1					

Annexe E Resources

In order to support teaching, learning and assessment, the following may be useful resources:

- Adult ESOL Core Curriculum online at LSIS excellence gateway:
<http://www.excellencegateway.org.uk/sflcurriculum>
- The Pearson Edexcel website:
<http://www.edexcel.com/quals/esol/Pages/default.aspx>
- Cutting Edge from Longman Pearson – free worksheets to download:
<http://www.pearsonlongman.com/uk%20Direland/esol/worksheets/index.html>
- National Association for Teaching English and Community Languages to Adults:
<http://www.natecla.org.uk/>

For more information on Pearson Edexcel and Pearson BTEC qualifications please
visit our website: www.pearson.com

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