Pearson
Edexcel Level 1 Awards
in English Skills (QCF)

Specification

Pearson Edexcel English Skills qualifications

First teaching January 2014

This specification contains details of the following Pearson Edexcel Level 1 English Skills (QCF) qualifications:

Pearson Edexcel Level 1 Award in Reading and Understanding (QCF)

Pearson Edexcel Level 1 Award in Reading and Obtaining Information (QCF)

Pearson Edexcel Level 1 Award in Planning and Writing for Audience and Purpose (QCF)

Pearson Edexcel Level 1 Award in Spelling, Grammar and Punctuation (QCF)

Pearson Edexcel Level 1 Award in Speaking and Listening (QCF)

Contents

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.

1   Introducing Pearson Edexcel English Skills (QCF) qualifications

What are Pearson Edexcel English Skills (QCF) qualifications?

Pearson Edexcel English Skills (QCF) qualifications give learners some of the knowledge, understanding and skills they need to prepare for life and employment. They support career development opportunities for those already in work by providing skills such as reading, writing, speaking and listening. These qualifications can be full-time or part-time courses in schools, colleges, training centres and employers may also offer these qualifications.

This specification gives details of the 5 level 1 Awards in the Pearson Edexcel English Suite of QCF qualifications. For information about these qualifications, additional qualifications in larger sizes and other qualifications in English such as Functional Skills and GCSE, visit www.edexcel.com.

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2   Qualification summary and key information

Qualification title	Pearson Edexcel Level 1 Award in Reading and Understanding (QCF)
QCF Qualification Number (QN)	601/1929/9
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/01/2014
Approved age ranges	16-18 19+
Credit value	2
Assessment	Pearson-devised assessment
Guided learning hours	20
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see *Section 10 Access and recruitment*).

Qualification title	Pearson Edexcel Level 1 Award in Reading and Obtaining Information (QCF)
QCF Qualification Number (QN)	601/1935/4
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/01/2014
Approved age ranges	16-18 19+
Credit value	2
Assessment	Pearson-devised assessment
Guided learning hours	20
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see *Section 10 Access and recruitment*).

Qualification title	Pearson Edexcel Level 1 Award in Planning and Writing for Audience and Purpose (QCF)
QCF Qualification Number (QN)	601/1883/0
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/01/2014
Approved age ranges	16-18 19+
Credit value	3
Assessment	Pearson-devised assessment
Guided learning hours	30
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see *Section 10 Access and recruitment*).

Qualification title	Pearson Edexcel Level 1 Award in Spelling, Grammar and Punctuation (QCF)
QCF Qualification Number (QN)	601/1884/2
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/01/2014
Approved age ranges	16-18 19+
Credit value	3
Assessment	Pearson-devised assessment
Guided learning hours	30
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see *Section 10 Access and recruitment*).

Qualification title	Pearson Edexcel Level 1 Award in Speaking and Listening (QCF)
QCF Qualification Number (QN)	601/1885/4
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	01/01/2014
Approved age ranges	16-18 19+
Credit value	3
Assessment	Pearson-devised assessment
Guided learning hours	30
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment Policy (see *Section 10 Access and recruitment*).

QCF Qualification Number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our Information Manual, available on our website: www.edexcel.com

Objective of the qualifications

The Pearson Edexcel Level 1 Award in Reading and Understanding (QCF), Pearson Edexcel Level 1 Award in Reading and Obtaining Information (QCF), Pearson Edexcel Level 1 Award in Planning and Writing for Audience and Purpose (QCF), Pearson Edexcel Award in Spelling, Grammar and Punctuation (QCF), and the Pearson Edexcel Level 1 Award in Speaking and Listening (QCF) are for learners who need to develop their English skills for use in everyday life and/or work. The government and employers have called for an increase in the level of basic literacy skills and these Awards have been developed to meet this need.

These qualifications are based on the National Standards for Adult Literacy and the Adult Literacy Core Curriculum.

These qualifications enable learners to progress towards Level 2 qualifications, for example Functional Skills English units or GCSE English. They also give learners the competence and confidence to use their English skills in their studies, employment and life.

Our qualification approach enables tutors to address any knowledge gaps identified during a learner's initial assessment and helps them achieve a nationally recognised qualification. The learner's individual requirements can be more closely met with these qualifications than by taking larger English qualifications such as Functional Skills English units or GCSE English. This unit-based approach can motivate learners to build their English language skills for use in their social, educational and/or working life and build their confidence to undertake the Functional Skills English Unit components of Apprenticeships or GCSE English.

These qualifications give learners the opportunity to:

• develop their English language knowledge and skills

• achieve a nationally recognised Level 1 qualification

• develop personal growth and their engagement in learning.

Our single-unit Level 1 Awards can be taken on their own or in combination with other Level 1 English Skills Award units to meet a learner's personal English knowledge and skills learning and achievement requirements.

The Pearson Edexcel Level 1 Award in Reading and Understanding (QCF) gives learners the knowledge and skills to read and understand straightforward texts independently and with accuracy.

The Pearson Edexcel Level 1 Award in Reading and Obtaining Information (QCF) gives learners the knowledge and skills to be able to understand the main events of straightforward texts used in everyday life.

The Pearson Edexcel Level 1 Award in Planning and Writing for Audience and Purpose (QCF) gives learners the skills to craft their written communications for their intended audience and purpose.

The Pearson Edexcel Level 1 Award in Spelling, Grammar and Punctuation (QCF) gives learners the skills to convey the intended message in written communication to an audience, using correct spelling, grammar and punctuation.

The Pearson Edexcel Level 1 Award in Speaking and Listening (QCF) gives learners the skills to speak and listen effectively in formal and informal contexts.

Progression opportunities through Pearson qualifications

Learners who have achieved one unit or more of the Pearson Edexcel Level 1 Awards in English Skills (QCF) may take further units from the Pearson Edexcel Level 1 Awards in English as required to meet their learning and achievement needs, progress to Functional Skills English units or, for 16-19 year old learners, they may progress to GCSE English or other English qualifications.

Relationship with the Level 1 Adult Core Curriculum for Literacy and the Level 1 Adult National Standards for Literacy

The qualifications relate to the Level 1 Adult Literacy Core Curriculum and the Level 1 Adult National Standards for Literacy. The mapping document in *Annexe A* shows the links between the units within this qualification and the Level 1 Adult Literacy Core Curriculum and the Level 1 Adult National Standards for Literacy. *Refer to Annexe A: Level 1 Adult Literacy Core Curriculum and Level 1 National Standards for Literacy Mapping* for further details.

Relationship with Functional Skill Units

The qualifications are mapped to the Level 1 Functional Skills for Literacy to show potential progression from the Level 1 English Skills suite of units to Functional Skills units. Refer to *Annex B: Functional Skills Mapping* for further details.

3 Qualification structures

Pearson Edexcel Level 1 Award in Reading and Understanding (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	2

Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
R/505/7757	Reading and Understanding	1	2	20

Pearson Edexcel Level 1 Award in Reading and Obtaining Information (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	2

Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
F/505/7754	Reading and Obtaining Information	1	2	20

Pearson Edexcel Level 1 Award in Planning and Writing for Audience and Purpose (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	3

Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
R/505/6656	Planning and Writing for Audience and Purpose	1	3	30

Pearson Edexcel Level 1 Award in Spelling, Grammar and Punctuation (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	2

Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
Y/505/6657	Spelling, Grammar and Punctuation	1	3	30

Pearson Edexcel Level 1 Award in Speaking and Listening (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	3

Unit reference number	Mandatory unit title	Level	Credit value	Guided learning hours
H/505/6659	Speaking and Listening	1	3	30

4 Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
Units 1, 2, 3 and 4	Pearson-devised assessment: paper-based test
Unit 5	Pearson-devised assessment: task

Pearson-devised assessment

To achieve all units, learners must pass a paper-based test (or task for Unit 5: Speaking and Listening). Pearson sets the unit assessment, the centre assessor assesses the test or task, the centre internally verifies the assessments and a Pearson Standards Verifier samples assessment to check centre quality assurance and the maintenance of standards. The test/task writer will use the *Unit amplification* section as a guide when writing questions or tasks.

Further information, including details of test duration and question types, will be available from our website at *www.edexcel.com*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

The Recognition of Prior Learning (RPL) process does not allow the recognition of any unit assessed by a Pearson-devised test or task.

Further guidance is available in the policy document *Recognition of Prior Learning Policy* which is on our website at www.edexcel.com.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

Staff involved in the assessment process must have relevant expertise and occupational experience.

There must be systems in place to ensure continuing professional development for staff delivering the qualifications.

Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

7 Centre recognition and qualification approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Centres will need to apply for centre approval.

Guidance on seeking approval to deliver Pearson qualifications is available at www.edexcel.com.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8   Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow the processes listed below:

- an annual visit to the centre by a Standards Verifier to review centre-wide quality assurance systems
- Lead Internal Verifier support. This involves accessing an on-line training pack for centre Lead Internal Verifiers.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the learning experience by:

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the learner
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery and making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to qualifications with integrity. Where the recruitment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of the assessment for the selected qualification, this must be communicated clearly to the learner.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

11 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.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents. *Access Arrangements, Reasonable Adjustments and Special Considerations: General and Vocational Qualifications.*

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

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Qualification reference number

Each qualification is assigned a qualification reference number that appears on the Register of Regulated Qualifications.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutor's information on delivery and assessment. It contains the following subsections.

- Delivery – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- Assessment – gives information about how the unit is assessed. For the qualifications in this Specification, all units are assessed by means of a Pearson-devised test or task and mark scheme.
- Suggested resources – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Title: Reading and Understanding

Qualification reference number:

Unit reference number: R/505/7757

QCF level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

In this unit learners will acquire the skills to read straightforward texts of varying length independently and with accuracy.

Learners will have opportunities to develop their reading strategies, i.e. skimming, scanning and reading in detail, to be able to demonstrate their understanding of straightforward texts. Learners will know how language and textual features are used to achieve different purposes, i.e. instruct, explain, inform, describe, persuade. Learners will gain grammatical knowledge, punctuation and vocabulary to help their understanding of a range of straightforward text types.

Learners will find out how to locate and retrieve information from straightforward texts.

Essential resources

There are no special resources needed for this unit, although it is recommended that a range of text types on a variety of topics are available for learner use.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Know how punctuation and grammar are used in straightforward texts	1.1	Recognise the function of punctuation within straightforward texts	□ Punctuation choices within a straightforward text, e.g. capitalisation, apostrophes, speech marks, exclamation marks, question marks, colons, brackets. □ Distinguish between different punctuation marks and their functions.
	1.2	Recognise how grammar supports construction of straightforward texts	□ Use of tenses to indicate past, present and future. □ Use of parts of speech in straightforward texts, e.g. noun, pronoun, adjective, verb, adverb, conjunctions. □ Subject–verb agreement for clarity and accuracy to support the intended message.
2 Know how vocabulary and word structure are used in straightforward texts	2.1	Identify vocabulary in different types of straightforward texts	□ Vocabulary choice to support the textual content and contexts. □ Use and meaning of words within texts to perform specific functions. □ Word structure and related words. □ Words related in meaning within same and different texts. □ Appropriate strategies to work out word meaning in context. □ Use of specialised terminology.
	2.2	Recognise the importance of word choice according to context	□ Context use to form definitions of unfamiliar words. □ Word choice according to context and function of the text.

Learning outcomes	Assessment criteria		Unit amplification
3 Be able to use reading strategies to locate and obtain information in straightforward texts	3.1	Use reading strategies to obtain information for a given purpose	☐ Skimming, scanning, reading in depth to obtain or synthesise information for a given purpose. ☐ Textual features, e.g. headings, sub-headings, bullet and numbered points, tables, menus, images, arrows, rhetorical devices to organise information. ☐ Navigate text to locate information from different sources.

Information for tutors

Delivery

This unit can be delivered as a standalone programme of learning and practice or opportunities for learning and practice may be drawn from naturally occurring opportunities within the learner's workplace activities or other parts of their education/training programme.

The learning programme

Learners need access to straightforward text types of varying length. Where these are drawn from the learner's workplace or other parts of their education/training programme, the texts need to be straightforward and suitable for a Level 1 learner. Texts should be used to support the study of vocabulary, punctuation and grammar. Learners will need to have opportunities to practise skimming, scanning and reading in detail to identify main points and specific information.

Learners will need to know how language and textual features are used to achieve different purposes in texts. They need opportunities to practise reading different text types to identify different textual features. They may be required to identify language features, for example rhetorical devices such as the rule of three or the use of rhetorical questions. Learners may be asked to comment on the usage of layout features, for example images, bulleted lists and subheadings.

Learning outcome specific learning programme details

Learning outcome 1: know how punctuation and grammar are used in straightforward texts

Learners need opportunities to develop their knowledge of the technical aspects of language. They will know how punctuation functions within a text and how grammar supports construction of texts. They will know how subject-verb agreement and tenses function within texts.

Learners will show their knowledge of grammar and punctuation to indicate understanding of vocabulary choices. They will be able to give a reason why a particular form of punctuation has been used. Learners need to review grammar and punctuation in different text types so that they appreciate how grammar and punctuation are used in realistic contexts.

Learners can be encouraged to engage in practical activities such as creating wall displays to show the correct use of parts of speech, grammar and punctuation. Tutors could provide straightforward texts for annotation by learners.

Learning outcome 2: know how vocabulary and word structure are used in straightforward texts

Learners need the skills to develop their knowledge of vocabulary. They need to know why word choices are made according to the text type. They will use strategies to form a definition of a word from a straightforward text containing potentially unfamiliar vocabulary. Learners need to determine the context of a text and know how this influences the text at word and sentence level. Learners will identify the type of vocabulary used, for example are the descriptive words in a text emotive or factual? They need to identify where a given text type would be located in a larger document, for example a policy in an organisation's induction booklet.

Learners are expected to recognise an increasing range of vocabulary and an awareness of text context will give them opportunities to demonstrate this.

Learners will need opportunities to practise the selection of an alternative word from the one provided in the text to demonstrate their knowledge of vocabulary in context. They should also be able to select an appropriate definition of a word or phrase.

Learning outcome 3: be able to use reading strategies to locate and obtain information in straightforward texts

Learners need a variety of straightforward texts, for example timetables, charts and tables as well as continuous prose, to develop their confidence in using textual features to locate required information. Giving learners activities where they have to find information quickly in discussion will help them to navigate previously unseen texts, using skills acquired through practical engagement with texts.

Learners will use different reading strategies to locate information. Skimming and scanning strategies will enable learners to find what they need, but they also need to recognise where reading in detail is required. Learners should be familiar with some of the terminology used when describing reading strategies. This should increase their awareness of how they read differently according to need and increase their confidence as readers. Activities can include skimming text for key words, scanning text to find information, for example the times on a schedule. Exposing learners to a range of texts can empower them as readers. Learners must be able to locate similar or contrasting ideas in different texts. Shorter straightforward texts would be useful for this purpose, for example leaflets or advertisements.

Learners should use a variety of text types as indicated above to develop their competency as readers. Learners may provide their own different text types drawn from real contexts, including from websites, for use in group and individual learning activities.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Website

www.bbc.co.uk/skillswise

Other

Functional Skillbuilders English Bundle – 3 Level 1 titles, code FSEL1X, *Axis Education* - www.axiseducation.co.uk

Functional Skillbuilders Reading Level 1, ISBN 978-1-84618-240-2, *Axis Education* – www.axiseducation.co.uk

Title: Reading and Obtaining Information

Qualification reference number:

Unit reference number: L/505/7754

QCF level: 1

Credit value: 2

Guided learning hours: 20

Unit aim

This unit gives learners the knowledge they need to be able to understand the main events of straightforward texts used in everyday life, i.e. at home, in the workplace, in their place of study. Learners will understand how language, is used to support the intended purpose of a text, for example to instruct, explain, describe, inform, persuade. They will also recognise different presentational features in texts such as images, headlines, main headings, sub-headings, bullet points and italics and how they are used.

The unit gives learners an understanding of how organisational and structural features of straightforward texts can help them to locate information. Examples include contents, indices, menus, headings, sub-headings and paragraphs.

Learners will use the following reading strategies: skimming, scanning, reading in detail, to locate information relevant to the task.

Essential resources

Tutors should use a range of texts that are relevant to the learner for example:

- Film reviews
- Holiday brochures
- Job advertisements
- Menus
- Newspaper articles
- Reports
- User guides
- Web pages.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Know the main points of descriptive, explanatory, instructive, informative and persuasive texts	1.1	Identify descriptive, instructive and persuasive vocabulary in texts	☐ Vocabulary associated with informal and formal descriptive, instructive, explanatory and persuasive texts. ☐ Texts routinely used in everyday life, e.g. newspapers, holiday brochures, charity leaflets, recipes.
		1.2	Outline the main points of straightforward texts	☐ Summing up the main point(s) of informal and formal descriptive, explanatory instructive, informative and persuasive texts, e.g. a newspaper paragraph, how to use a mobile phone, hotel brochure, advertisement.
		1.3	Identify implied meaning in straightforward texts	☐ Implied meaning in informal and formal descriptive, explanatory, informative and persuasive texts, e.g. newspaper article, postcard from a holiday resort, film review, magazine advert.

Learning outcomes		Assessment criteria	Unit amplification
2	Understand how format, features and language are used to achieve a given purpose	2.1	Recognise presentational features in straightforward texts	□ Features and formats in informal and formal straightforward texts, such as headings, sub-heading, bullet points, italics, headlines, images.
				□ Straightforward texts, e.g. blogs, timetables, fast-food leaflets, recipes.
				□ Why different types of text use different presentational features.
		2.2	How language in used to achieve a given purpose in straightforward texts	□ Adjectives, fact and opinion in descriptive and informative texts.
				□ Imperative verbs and connectives in instructional texts.
				□ Opinion in persuasive texts.
				□ How combinations of language forms are used to achieve a given purpose in informal and formal texts.
3	Understand how images support information in straightforward texts	3.1	Recognise how images can be used to support information in straightforward texts	□ Images, e.g. photograph, sketch, diagram, visual instructions.
				□ Information an image provides in informal and formal straightforward texts, e.g. film review, newspaper article, advert.
				□ How and why different types of text use images.
4	Be able to locate information in straightforward texts	4.1	Use organisational and structural features to locate information in straightforward texts	□ Different features of informal and formal texts, e.g. headings, sub-headings, bullet points, numbering in straightforward texts such as timetables, charts, menus, websites, instruction manuals.
				□ Strategies to locate information: skimming, scanning and reading in detail.

Information for tutors

Delivery

This unit can be delivered as a standalone programme of learning and practice or opportunities for learning and practice may be drawn from naturally occurring opportunities within the learner's workplace activities or other parts of their education/training programme.

The learning programme

Learners should be given access to a range of straightforward texts used in everyday life, for example in the learning establishment, at home or in the workplace. To support the learner in developing skills and confidence in reading the tutor could provide examples of straightforward texts, for example letters, newspaper articles, emails, website information, instructional texts, job advertisements . Tutors should give learners opportunities to use texts that reflect the learners' personal experiences and choice.

Activities should focus on texts that persuade, describe, inform, explain and instruct.

Learners should be encouraged to work with others and to contribute to discussions.

Learning outcome specific learning programme details

Learning outcome 1: know the main points of descriptive, instructive, informative, explanatory and persuasive texts

Learners need to read different types of straightforward texts, including descriptive, instructive, informative, explanatory and persuasive. Tutors should explain the features of each type of text.

Learners should be taught that the main point(s) in a piece of text is what the text is mostly about. Learners need to be able to distinguish between a main point(s) and a detail. They should be aware that paragraphs or sections will often begin with the main point(s) and that is followed by examples and details that add extra information to the main point(s). Tutors should explain that sometimes the main event does not come first and the whole text may have to be read carefully to establish the main point(s).

Activities and tasks can be presented to incorporate a number of different learning styles with group or individual activities when needed. Tutors should use a range of formal and informal straightforward texts, for example holiday brochures, newspaper articles, reports, timetables, film reviews.

To deliver this learning outcome, tutors can use a variety of tasks, for example:

- discussion of types of text
- highlighting key words in a piece of text, for example names, places, objects
- adding key words to text, for example, adjectives to create persuasive texts
- reading a document on bullying and discuss the main points
- choosing a holiday from a holiday brochure as a result of reading the text
- summarising main points in a health and safety leaflet.

The tutor could provide a breakdown of a piece of text to help the learner recognise which language devices in the text convey information, for example imperative verbs, fact, opinion.

Learning outcome 2: understand how format, features and language are used to achieve given purpose

To deliver this learning outcome tutors may use a range of activities, for example discussion, pair work and individual work.

Learners should be made aware that writers use different formats and language in different kinds of informal and formal straightforward texts. They should be encouraged to identify the format, language and presentational features a writer has used to convey information and understand that they help to organise texts.

Tutors may find it useful to concentrate on the different format and language in the following texts.

Descriptive texts: learners should understand that descriptive texts may have the following features:

- adjectives, for example old, beautiful, frightened, excited
- combine facts and opinions, for example the beach was five minutes from the hotel/the beach was beautiful
- details of specific times, dates, people and places.

Learners could be encouraged to:

- read a holiday postcard and circle the adjectives that describe the location
- read a description of a missing person and underline the facts
- identify the opinions in an estate agent's description of a house
- highlight the specific details in a description of a road traffic accident.

Instructional texts: learners should understand that instructional texts may have the following features:

- numbers to give the order in which things should be done
- bullet points to highlight instructions that do not have to be followed in order
- key words (imperative verbs) that denote action, for example push, stir, walk
- connectives used to link and sequence, for example first, now, lastly.

Learners may be encouraged to:

- circle examples of connectives in a recipe
- identify the feature in the recipe that makes it easy for the reader to follow instructions in the correct order
- read a set of fire evacuation instructions and highlight the imperative verbs
- reorganise a set of poorly-sequenced instructions, for example on how to use a photocopier, to make them more logical.

Persuasive texts: learners should understand that a persuasive text may have the following features:

- use of different types of print to make ideas stand out, for example bold, colour, capitals, italics
- a heading to emphasise the main message
- words that appeal to the reader's feelings, for example 'Join us today to raise funds for charity!'
- words that express an opinion.

Learners can be encouraged to:

- read a charity appeal and underline the persuasive features
- discuss what the text is trying to persuade the reader to do
- circle examples of words that appeal to a reader's feelings
- study an advertisement and underline the opinions
- circle the different types of print used in an advertisement.

Learners may also benefit from small-group work, identifying the features of blogs and tweets.

Learning outcome 3: understand how images support information in straightforward texts

Learners should be taught that an image can add understanding to a text. They should be encouraged to study every part of the image, for example heading, content, labels, to work out what information the image is giving them. Questions such as 'What can I see?' and 'What information does that give me?' should be asked.

To deliver this learning outcome tutors can use a variety of tasks, for example:

- matching text to image cards
- identifying reasons why certain images are used in certain texts, for example charity leaflets
- comparing texts on the same topic with and without an image, for example newspaper articles
- group discussion on the impact of similar newspaper articles with and without images
- work in pairs to discuss information provided by an image that is not in the text
- selecting clip art or other image file to add an image to a text, with discussion of why that particular image was used.

Learning outcome 4: be able to locate information in straightforward texts

Learners will need to be given the opportunity to read a variety of texts and to become familiar with text features such as main heading, sub-heading, paragraphs and numbering. Learners should be encouraged to study main headings and sub-headings and ask 'What is this text about?' and 'What is this part of the text about?'.

Learners should be taught that reading for detail, skimming and scanning techniques are ways of obtaining information from texts. Learners should be given the opportunity to look quickly over texts to find out what they are about and to search texts for key words.

Learners may be encouraged to:

- complete a chart on text features to show which text might include which named feature, for example news article/main heading, paragraphs linked to letters, numbering to an instruction
- identify key features of an email, a memo, a chart etc
- list occasions when skimming or scanning would be used
- use skimming to identify main points in a newspaper article, film review, advertisement etc
- circle key words in a timed exercise to scan texts, for example weather forecast, train timetable, pizza menu and discuss results.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.avantibooks.com

www.bbc.co.uk/skillswise

www.ctad.co.uk

www.skillsworshop.com

Other

Functional Skillbuilders English Bundle – 3 Level 1 Titles, code FSEL1X, *Axis Education* – www.axiseducation.co.uk

Functional Skillbuilders English Reading Level 1 – *Axis Education*, ISBN 978-1-84618-240-2 – www.axiseducation.co.uk

Title: Planning and Writing for Audience and Purpose

Qualification reference number:

Unit reference number: R/505/6656

QCF level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

This unit gives learners the opportunities to craft their writing, focusing on audience and purpose, for example records, e-mails, letters, forms, narratives, instructions, reports, explanations.

Learners will produce writing in different forms, of varying lengths, according to the task required. Learners will be encouraged to plan and structure their writing, write drafts and review their work before writing the final versions. To produce an appropriate response, learners will need to make judgements about the length and the level of detail necessary to reflect the information, ideas and opinions in order.

Essential resources

There are no special resources needed for this unit. Learners should work with a variety of text types to inform their writing according to audience and purpose.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Be able to use language, detail, format and structure for written communication	1.1	Use language according to audience and purpose in written communication	□ Vocabulary and word choices for the audience and purpose required. □ Formal and informal language according to text type, distinguishing between informal writing requirements, e.g. between an email to friends and writing a formal document such as a letter of complaint. □ Tone in language to suit the purpose of the communication, e.g. friendly, functional. □ Technical vocabulary for specific text types.
	1.2	Structure writing according to conventions for a written task	□ Features of text type required for writing tasks, e.g. records, emails, letters, forms, narratives, instructions, reports, explanations. □ Structure requirements, e.g. layout of letter, report, sequencing of ideas. □ Conventions for different forms of writing, e.g. narrative, descriptive, grammar, punctuation.
	1.3	Write for a given purpose and audience	□ Language used for particular form and purpose, within the context of the writing. □ Appropriate detail, according to the task. □ Sustained writing according to purpose/audience, e.g. formal letter, email to a friend.

Learning outcomes	Assessment criteria		Unit amplification
2 Be able to plan and draft a written communication	2.1	Plan the requirements of the written communication	☐ Plan requirements, e.g. written communication and purpose requirements, format, a list of points to cover, sequence of points. ☐ Different ways to plan written communication, e.g. spider diagrams, thinking grids and writing frames.
	2.2	Produce a draft written communication to meet audience and purpose requirements	☐ Sequence ideas, e.g. paragraphs, headings. ☐ Appropriate language and style for audience and purpose.
3 Be able to proofread and revise written communication for accuracy and meaning	3.1	Proofread draft written communication for meaning	☐ Proofreading writing for amendment where necessary. ☐ What to check when proofreading for meaning, e.g. sequencing, use of paragraphing, headings, appropriateness of language for audience and purpose.
	3.2	Proofread draft communication for accuracy	☐ Mark up writing to show that proofreading has taken place, e.g. using a key, highlighting. ☐ Identify and categorise errors into technical accuracy, clarity of meaning, sentence construction, spelling, grammar and punctuation.
	3.3	Revise draft for final copy	☐ Revisions that partially or fully correct errors as marked on the draft version. ☐ Amendments to draft in terms of re-writing sentences, modifying phrases, making decisions about paragraphs, e.g. writing replacement sentences/phrases, renumbering paragraphs to show sequencing decisions.

Information for tutors

Delivery

This unit can be delivered as a standalone programme of learning and practice or opportunities for learning and practice may be drawn from naturally occurring opportunities within the learner's workplace activities or other parts of their education/training programme.

Learning outcome specific learning programme details

Learning outcome 1: be able to use language, detail, format and structure for written communication

Learners need to explore and discuss a range of written communications to gain an understanding of appropriate language choices according to the audience and purpose of the writing task, in preparation for the production of their own written communications. They will need to practise writing for a variety of purposes and audiences.

Learners will need to know that tone can have an impact on the audience's understanding of the communication, for example is the language used friendly or simply functional to pass on facts? Learners need to be aware of gender bias and audience culture issues to ensure that their communications are inoffensive.

Learners need to know when to use subjective ideas and language and when to be objective. They must know that personal bias should not replace fact-based evidence and how to express an opinion in writing.

It is important that learners demonstrate that they can structure their responses according to the conventions required for the written task undertaken. They need to understand the features and conventions of different text types, for example for formal letters, reports, news articles and leaflets. Learners need opportunities to recognise the use of features and conventions, through annotated text types and by examining a range of text types.

Learners need to be given opportunities to produce written responses that show awareness of purpose and audience. They need to show that they can write giving an appropriate level of detail. One approach is to take a section of writing that has superficial points and ask learners to add more detail. The use of small-group discussion on the topic of how to develop response is recommended. Learners could also look at 'before' and 'after' the detail has been added to the written communication and make comparisons.

Learning outcome 2: be able to plan and draft a written communication

Learners need to practise planning written communications before drafting their first versions. They should be encouraged to use different ways of planning, for example spider diagrams, thinking grids, writing frames.

The next stage is for learners to start drafting their written work. To make this manageable for learners, 'model' an opening paragraph and begin the process by taking learners through a writing task in stages. Learners could be encouraged to work in groups/pairs to draft part of a writing task.

Learners need opportunities to practise using plans to draft their written communication.

Sequencing writing with logical paragraphing can be developed through the planning and drafting process. Tutors should encourage learners to review their planning and to number points in the order in which they believe the points should appear in the writing task. The sequence can then be discussed in small groups to provide the learner with further learning experiences of writing for different audiences and purposes.

Learning outcome 3: be able to proofread and revise written communication for accuracy and meaning

Learners need to demonstrate that they are able to proofread and revise writing for accuracy and meaning. They should be given opportunities to review their writing, the writing of their peers, and genuine texts drawn from different sources and for different audiences and purposes.

As part of the writing process learners should proofread the first draft of a written communication to ensure that meaning is clear. They should be encouraged to form an overview of the text, either through a verbal or written summative comment. To help learners to review writing other than their own, they could work in pairs to proofread each other's work.

Marking up a first draft to demonstrate awareness of errors is an important skill and essential in encouraging learners to write for accuracy and clarity. It can be delivered as a stepped process, for example marking capital letter use, checking the use of full stops, checking spelling, reviewing phrases and vocabulary choices. As learners progress, examples of written communication could be reviewed and errors marked up.

Learners will need to use marking-up techniques to highlight and correct errors. They will then need opportunities to produce their final version. Learners should look at draft and marked-up aspects of their writing alongside their final version to ensure that they have addressed all issues. This will empower them as independent writers and enable them to demonstrate that they can construct literate writing according to audience and purpose.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.bbc.co.uk/skilllswise

www.ctad.co.uk

Other

Functional Skillbuilders English Bundle – 3 Level 1 titles, code FSEL1X, *Axis Education* – www.axiseducation.co.uk

Functional Skillbuilders Writing Level 1, *Axis Education*, ISBN 978-1-84618-245-7 – www.axiseducation.co.uk

Title: Spelling, Grammar and Punctuation

Qualification reference number:

Unit reference number: Y/505/6657

QCF level: 1

Credit value: 3

Guided learning hours: 30

Unit aim

The aim of this unit is to give learners the opportunity to use the correct spelling, grammar and punctuation in written communication. They will learn the correct way to spell words used frequently in everyday life, for example at home, in the workplace, in their place of study. They will also learn how to use appropriate grammar and punctuation to construct sentences. They will be able to convey a message to an intended audience.

Essential resources

There are no special resources needed for this unit, but learners will require a range of worksheets and texts in different formats.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria		Unit amplification
1 Be able to spell frequently-used words correctly	1.1	Use conventions for spelling patterns in words	☐ Words used in everyday life, i.e. at home, in the workplace, in studies. ☐ Spelling patterns in irregular plurals, e.g. words ending in y and preceded by a consonant, words ending in y and preceded by a vowel, words ending in ch, sh or s. ☐ Spell two-syllable words with double consonants, e.g. summer, support, common.
	1.2	Identify homophones to convey intended meaning	☐ Words used in everyday life, i.e. at home, in the workplace, in studies ☐ Words that sound the same but have different meanings, e.g. here/hear; their/there/they're; to/too/two, wear/where/we're, whether/weather.
	1.3	Identify word components that change the meaning of words	☐ Suffixes, e.g. al, ship, ness, able, tion. ☐ Prefixes, e.g. ad, un, pre, re.
2 Be able to use punctuation to convey intended meaning	2.1	Identify punctuation markers in text	☐ Punctuation markers for beginnings and ends of sentences, e.g. capital letters, full-stops, exclamation marks, question marks. ☐ Punctuation markers within sentences, e.g. commas, colons. ☐ Punctuation use in different text formats.
	2.2	Punctuate sentences to convey intended meaning	☐ Use appropriate punctuation markers in sentences and texts in different formats, e.g. letters, advertisements, posters, reports, lists.
3 Be able to produce compound sentences	3.1	Identify conjunctions to link sentences	☐ Use conjunctions over and above 'and, but', e.g. if, when, while, since, though.
	3.2	Expand simple sentences into compound sentences	☐ Create compound sentences of two or more clauses linked by conjunctions, e.g. if, when, while, since, though.

Learning outcomes	Assessment criteria		Unit amplification
4 Be able to use correct grammar	4.1	Use subject-verb agreement in text	☐ Identify subject and verb and use correct subject-verb agreement in sentences and texts in different formats. ☐ Use subject-verb agreement conventions correctly for an intended purpose.
	4.2	Use correct tense in text to convey intended meaning	☐ Identify verb tenses, e.g. present, past, future. ☐ Use different verb tenses in sentences and texts in different formats, e.g. letters, advertisements, posters, short articles, reports.

Information for tutors

Delivery

This unit can be delivered as a standalone programme of learning and practice or opportunities for learning and practice may be drawn from naturally occurring opportunities within the learner's workplace activities or other parts of their education/training programme.

The learning programme

Learners should have access to a range of worksheets and texts in different formats. They should be encouraged to contribute to discussions, work with others and use a dictionary. Learners should check their work for spelling, punctuation and grammar to ensure meaning is clear for the intended audience.

Learning outcome specific learning programme details

Learning outcome 1: be able to spell frequently used words correctly

Through a variety of approaches, learners should be taught to correctly spell words frequently used in everyday life, i.e. at home, in the workplace and in their place of study. They should be encouraged to use spelling strategies and dictionaries to check the spelling in their own writing. Learners should know how to, and be able to, apply a range of methods to help learn and correct spellings.

To deliver this section, tutors can use a range of activities, for example spelling quizzes, word searches, personal dictionaries, discussions, worksheets and texts relating to everyday life. The activities can indicate how to identify spelling patterns, fill in missing words, select the correct homophones, make new words, form lists, highlight and correct spelling errors. Learners may find it stimulating to learn while working with others, for example working in pairs and small groups, as well as individually. Formal and informal texts, in different formats, relating to everyday life should be used, for example advertisements, posters, short articles from magazines and newspapers, emails, letters.

Learners will need to be given opportunities to learn and practise the use of the rules for spelling patterns in words and should know and understand that some words have irregular patterns.

Plurals

Learners will learn when to make words plural and the rules to help spell plurals, for example:

- add 'es' to most words that end in 's', 'sh' or 'ch'
- when there is a consonant before a word ending in 'y', change the 'y' to 'i' before adding 'es'
- when 'y' is preceded by a vowel add 's'
- words ending in 'f' or 'fe' change to 'v' and add 'es'
- irregular plurals that do not follow any of the plural rules, for example child/children, man/men, foot/feet, sheep/sheep, roof/roofs.

Double consonants

- Spell two-syllable words containing double consonants, for example summer, support, common.

Suffixes and prefixes

Learners should understand that by adding a suffix or a prefix to a word it changes the meaning of that word:

- add common suffixes to make new words, for example 'al', 'ful', 'ship', 'ness', 'able'
- add prefixes to words, for example 'ad', 'un', 'pre', 're'.

Homophones

Learners should understand that there are words that sound the same but they have different meanings, that can affect the clarity of a sentence or text.

Common homophones:

- there, their, they're
- here, hear
- where, wear, we're
- to, too, two
- for, four
- you're, your
- whether, weather
- saw, sore.

Learning outcome 2: be able to use punctuation to convey intended meaning

Learners will need opportunities to learn and practise using punctuation to convey the intended meaning in sentences and in texts.

Through a variety of approaches, learners should be taught to use different punctuation markers for the beginning and end of sentences, for example capital letters, full stops, exclamation marks, question marks. Learners will be able to use other punctuation markers, for example commas, colons, dashes within sentences, or in writing that is not in sentences.

Formal and informal texts in different formats, relating to everyday life, i.e. at home, in the workplace, in study, should be used in teaching, for example advertisements, posters, notices, short articles from magazines and newspapers, emails, letters.

To deliver this learning outcome, tutors can use a range of activities, for example quizzes, discussions, writing exercises, worksheets, texts relating to everyday life. In small groups, learners can be encouraged to discuss why, and when, different punctuation markers should be used.

Worksheets could be use to:

- select the appropriate punctuation mark to complete a range of statements and questions
- practise writing correctly punctuated sentences that start with the words 'what, where, why, when, how'
- highlight words that need a capital letter in sentences and texts
- identify missing punctuation markers in a variety of texts relating to everyday life
- add correct punctuation to short texts written without any punctuation
- write sentences on familiar topic, short letters and emails using correct punctuation
- check work for correct punctuation.

Learning outcome 3: be able to produce compound sentences

Through a variety of approaches, learners should be taught what a compound sentence is and that sentences can be linked with conjunctions to make longer sentences. They should be taught that complete sentences should not be strung together with commas but should be divided into separate sentences or joined with an appropriate conjunction. Learners will need to learn about and practise using conjunctions to convey the intended meaning in sentences and in texts.

Formal and informal texts in different formats that relate to everyday life, i.e. at home, in the workplace, in study, should be used in teaching, for example advertisements, letters, emails, short articles from magazines and newspapers, reports.

To deliver this learning outcome, tutors can use a range of activities, for example discussions, writing exercises, worksheets and texts. Learners may find it stimulating to learn while working with others, and could work in pairs or small groups, as well as individually.

In pairs or small groups, learners could:

- make a list of conjunctions
- look at and discuss examples of simple and compound sentences
- discuss if the sentences should be linked with conjunctions or should be separate sentences
- select appropriate conjunctions to link sentences.

Learner worksheets may include opportunities to:

- identify which sentences are simple sentences and which are compound sentences
- complete sentences using an appropriate conjunction. Learners should be encouraged to use a range of conjunctions for linking sentences not just 'and, but', for example 'when', 'while', 'because', 'since', 'although', 'unless'
- rearrange jumbled sentences and link with conjunctions
- write short sentences and make into compound sentences using conjunctions.

Learning outcome 4: be able to use correct grammar

Learners need to be given opportunities to use correct grammar, for example subject-verb agreement and the correct use of tense. Learners will need to have opportunities to learn and practise the use of different tenses, for example present, past, future and the subject-verb agreement to convey the intended meaning in sentences and in texts. Learners should be encouraged to check their work for correct use of grammar.

Formal and informal texts in different formats that relate to everyday life, i.e. at home, in the workplace, in study, should be used in teaching, for example advertisements, letters, emails, short articles from magazines and newspapers, reports.

Tutors can use a range of activities to deliver this learning outcome, for example discussions, writing exercises, worksheets and texts.

Learners could find it stimulating to learn while working with others, for example working in pairs or small groups, as well as individually.

In pairs or small groups, learners should be encouraged to:

- discuss examples of sentences with and without subject-verb agreement
- discuss tenses in sentences
- select appropriate tense for sentences or text.

Learners can use worksheets to:

- identify the subject in a range of sentences by highlighting the subject
- identify the verb in a range of sentences by highlighting the verb
- identify what is missing in a range of sentences, for example no subject, no verb, verb is not complete
- check that sentences make sense and check for subject-verb agreement
- select the correct verb form to agree with the subject, for example is/are; was/were; has/have
- select the correct subject to agree with the verb, for example singular or plural subject (noun or pronoun), for example he/they, friend/friends
- select the correct tense to complete sentences to convey clear meaning
- change the tense in a given text, for example to past or future tense
- correct tenses in a given text
- write sentences on familiar topics using correct subject-verb agreement and correct tense.

Assessment

This unit is assessed through a Pearson-devised test and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt to answer all questions.

Suggested resources

Websites

www.abcproduction.co.uk

www.avantibooks.com

www.bbc.co.uk/skilllswise

www.ctad.co.uk

Other

Functional Skillbuilders English Bundle – 3 Level 1 titles, code FSEL1X, *Axis Education* – www.axiseducation.co.uk

Functional Skillbuilders Writing level 1 – ISBN 978-1-84618-245-7, Axis *Education*, www.axiseducation.co.uk

| **Title:** | **Speaking and Listening** |

Qualification reference number:

Unit reference number:	**H/505/6659**
QCF level:	**1**
Credit value:	**3**
Guided learning hours:	**30**

Unit aim

The aim of this unit is to give learners the knowledge, understanding and skills to be able to give information, express ideas and opinions orally, and receive information in formal and informal contexts. Learners will know and be able to judge the relevance of details and learn how to adapt their speech and language to meet the needs of their audience.

Learners will develop the skills required to obtain information from spoken language in familiar and unfamiliar contexts. They will be able to listen for detail and understand spoken language of varying lengths, for example information, narratives, follow explanations and instructions in various familiar and unfamiliar contexts. Learners will be able to identify the relevance of detail and confirm their understanding of spoken language.

Learners will be able to adapt their response to the speaker medium and context. They will learn how to ask appropriate questions to confirm understanding and provide constructive feedback to the speaker.

Learners will be able to prepare for and deliver a talk, and prepare for and take part in a group discussion.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to obtain information and ideas from verbal communication	1.1	Identify detail when obtaining information and ideas	☐ Relevant detail from narratives, explanations, instructions and presentations on straightforward topics of varying lengths in face-to-face and group situations and in familiar and unfamiliar contexts, e.g. listening for clues highlighting important details such as changes in volume of voice, stress and intonation during a formal presentation carried out by a manager.
				☐ Relevant detail dependent on the purpose of listening, the context and the task, e.g. when listening to instructions on how to use a piece of equipment it is important to know the relevant detail to be able to use the equipment.
				☐ Adapting own approach to obtain relevant detail from the speaker in formal and informal contexts, e.g. formal meetings such as in an interview, during an informal discussion with others.
				☐ Following the main points and ideas when listening to narratives, explanations, instructions and presentations on straightforward topics of varying length in familiar and unfamiliar contexts, e.g. identify the main points that are relevant when listening to a formal presentation by a teacher, team leader or manager.

Learning outcomes	Assessment criteria		Unit amplification
	1.2	Use strategies to clarify understanding	☐ Determining appropriate strategies in order to clarify and confirm understanding, in face-to-face and group situations.
			☐ Visual and verbal signal use to confirm or query understanding, e.g. use facial expressions, verbal prompts or body language during a team meeting to signal the wish to ask questions.
			☐ Appropriate types of questions to ask, e.g. open and closed questions, in order to clarify and confirm understanding in a range of formal and informal, familiar and unfamiliar contexts, e.g. a formal context such as attendance at a public meeting, an informal context such as planning an end-of-term event party with others.
	1.3	Make verbal requests to obtain information	☐ Determining what an appropriate request is during oral communication in formal and informal, face-to-face and group contexts.
			☐ Making appropriate requests in a range of formal and informal contexts.
			☐ Making appropriate requests in familiar and unfamiliar contexts.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to respond to verbal communication	2.1	Identify detail from verbal communication with others	☐ Determining the appropriate level of detail and information during informal and formal, face-to-face and group contexts, e.g. a meeting with a careers advisor, a meeting with peers.
		2.2	Convey relevant meaning during verbal communication	☐ How to communicate meaning, relevant level of detail, ideas and information in formal and informal, face-to-face and group contexts, e.g. a meeting with a careers advisor, a meeting with peers.
				☐ How to communicate information and ideas clearly, during a short talk, in formal and informal contexts, e.g. a presentation to a manager, presenting options during an informal conversation with peers.
				☐ How to communicate opinions and reasoned agreement/disagreement in a range of formal and informal contexts, e.g. the merits of having a dress code at work with friends and/or with management.
				☐ Language use appropriate to the audience, situation and context, e.g. a formal context such as in an interview requiring formal language use, informal conversation with others.
				☐ How to clearly state explanations, instructions, accounts and descriptions in familiar and unfamiliar contexts, e.g. giving instructions when demonstrating the use of a piece of equipment.
		2.3	Convey relevant detail during verbal communication	☐ How to clearly state facts and opinions, in formal and informal, face-to-face and group contexts.
				☐ How to clearly state facts and opinions, in a range of contexts, including familiar and unfamiliar, e.g. discussion with a group of colleagues, being interviewed on the radio or in the street.
		2.4	Provide feedback when listening to others	☐ How to provide a speaker with feedback so they can make adjustments if necessary, e.g. the content of communication, tone of voice, time constraints.
				☐ How to provide visual and oral feedback to others, in face-to-face contexts and on the telephone, e.g. by using appropriate facial expressions during a group discussion about an article in a newspaper, asking appropriate questions to get directions over the telephone.

Learning outcomes	Assessment criteria		Unit amplification
3 Be able to communicate information and opinions verbally	3.1	Present information verbally	☐ How to plan the presentation of information, e.g. using a written plan, crib cards.
			☐ Organisation of information in a logical sequence for audience and purpose.
			☐ Speaking clearly to present information in formal and informal, face-to-face and group contexts, familiar and unfamiliar audiences, e.g. use correct speed, pace, tone and volume.
			☐ Allowing for and responding to audience questions.
	3.2	Communicate opinions verbally	☐ Planning to take part in a discussion, e.g. determine the purpose of the discussion, information relevant to the discussion.
			☐ Organisation and linking of opinions logically to enable listeners to understand the main points and ideas.
			☐ How to agree shared outcomes and conclusions to a discussion.
			☐ How to make contributions that are relevant to the situation and the subject, e.g. by listening and working out when is the best time to contribute to a group discussion to plan an end-of-year outing.
			☐ How to contribute to discussions and respond appropriately to the points of view of others on a range of straightforward topics, in formal and informal, face-to-face and group situations, e.g. follow the main points during an informal discussion as part of a group.
			☐ Language appropriate to the audience and the context.
			☐ Respecting the turn-taking rights of others during discussions, e.g. knowing when to make your opinion known and not shouting down others in the group.

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Use strategies to support verbal communication during discussion	☐ Creating opportunities to make contributions during discussions, using strategies such as following up a point make by another person, adding a contribution on the same point.
			☐ Asking questions in a variety of forms depending on the context and topic, e.g. open and closed questions.
			☐ How to develop ideas and identify the main points during discussions, e.g. asking questions and introducing new topics to develop the discussion.
			☐ How to answer open and closed questions, during oral communication on work-related or personal topics, e.g. about a group presentation, organising a party, giving instructions about gardening.

Information for tutors

Delivery

This unit can be delivered as a standalone programme of learning and practice or opportunities for learning and practice may be drawn from naturally occurring opportunities within the learner's workplace activities or other parts of their education/training programme.

Learning outcome specific learning programme details

Learning outcome 1: be able to obtain information and ideas from verbal communication

Learners will need to be aware of how to listen for and obtain information and ideas from explanations, instructions, narratives and presentations of varying lengths. They will also need to know how to identify the relevant level of detail required when making requests and asking questions, dependent on the situation and the context of the verbal communication. Learners will need opportunities to practise taking part in discussions, for example one-to-one, group, informal, formal, familiar, unfamiliar and be able to pick out the important points, such as when giving and asking for directions.

Learners will need to ask appropriate questions and make requests to get the required information, adapting the level of formality depending on the situation and context. To practise communicating in a formal and unfamiliar situation, learners could to prepare and ask questions of a visiting speaker, for example careers adviser. A tutor/member of staff who has no direct connection with the course could also be asked to take part.

Learning outcome 2: be able to respond to verbal communication

Learners need to be able communicate the relevant level of detail during discussions and be able to judge and adapt the detail required depending on the situation and context. Learners should be given the opportunity to practise taking part in discussions to provide detail, for example a mock interview to give a detailed account of skills and experience.

Learners should carry out a presentation to convey, for example the main points and ideas, using language appropriate to the audience, subject, context and situation, and to adapt the level of formality depending on the situation and context. Learners should practise delivering talks in a formal situation, for example to a manager, in an informal situation as part of a group of peers.

Learners will need to be able to state facts and opinions, and give explanations, instructions, accounts and descriptions during a talk. They will need to be aware of how to sustain the interest of the audience and to adapt to the context and situation. Learners should practise delivering talks, for example to managers, peers, co-workers and develop skills in adapting the delivery style and content.

Learners will need to know how to give feedback to familiar and unfamiliar speakers, both visually and verbally during face-to-face and telephone conversations. Learners should practise giving visual prompts to the speaker to move them on to another subject or give further information on the current subject during group discussions.

Learning outcome 3: be able to communicate facts and opinions verbally

Learners will need to be aware of the planning process that is required to prepare for presenting a short talk. They will need to be able to organise and link information and ideas to engage with the audience while developing the main points and ideas. Learners will need to know how to deliver a short talk, adapting to the audience, situation and context. Learners will need to have the opportunity to practise giving talks, for example to their peers in an informal situation and to their managers in a formal situation.

Learners will need to be aware of how to prepare for taking part in discussions, for example the purpose of the discussion, relevant contributions, conclusions and arriving at an agreed outcome. They will need to use appropriate language, adapting to the audience as necessary and understand that an effective discussion involves everyone having a fair chance to contribute. Learners will need to have the opportunity to practise planning and taking part in discussions, using volume and tone as appropriate to the audience.

Learners need to be able to contribute to discussions at the appropriate time and judge when to make contributions depending on the situation and context. Learners will need to have the opportunity to practise using their discussion skills, including knowing when to express their opinion, listening to the opinion of others and not shouting others down.

Learners need to be able to answer open and closed questions, develop ideas and identify main points in order to move a discussion forward. Learners will need to have the opportunity to practise asking and answering questions during informal and formal discussions.

Assessment

This unit is assessed through Pearson-devised tasks and mark scheme. Centres will assess individual learner work using the Pearson mark scheme. To prepare learners for assessment, centres must inform learners that it is important that they attempt all tasks.

Suggested resources

Books

Edexcel ALAN Student Book Literacy Level 1 (Pearson 2006)
ISBN 9781846901423

Edexcel ALAN Teacher's Handbook Literacy Level 1 (Pearson 2006)
ISBN 9781846901379

Websites

www.bbc.co.uk/skillswise/english

www.edexcel.com/quals/func-skills/wbl-resources/Pages/english-level-1.aspx

www.excellencegateway.org.uk/literacy

www.skillsworkshop.org

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**
- Pearson BTEC: **www.btec.co.uk/contactus**
- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**
- Books, software and online resources for UK schools and colleges: **www.pearsonschools.co.uk/contactus**

Other sources of information and publications available include:

- *Pearson Equality Policy*
- *Edexcel Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Considerations: General and Vocational Qualifications*
- *Recognition of Prior Learning Policy*
- *Quality Assurance Handbook* (updated annually)

Publications on the quality assurance of Pearson qualifications are available on our website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/Pages/home.aspx

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of Pearson resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their resources on our website at: www.edexcel.com/resources

14 Professional development and training

Pearson supports UK and international customers with training related to Pearson 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 learner-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 is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson UK team via Customer Services to discuss your training needs.

Pearson training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other Pearson colleagues in your region. Sign up to the training you need at: www.btec.co.uk/training

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535**.**

Your support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/subjectadvisors
- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/ask and we will make sure your query is handled by a subject specialist.

Annexe A: Level 1 Adult Literacy Core Curriculum and Level 1 National Standards for Adult Literacy Mapping

The grid below maps the knowledge covered in the Pearson Level 1 Award Specialist qualifications in English Skills against the Adult Literacy Core Curriculum and the National Standards for Adult Literacy.

KEY: A tick indicates where the unit assessment criteria maps to the Adult Literacy Core Curriculum (Reading) requirements and/or the National Standards for Adult Literacy (Reading).

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
	Comprehension 1. Follow and understand (Rt/L1.1) 2. Recognise purpose (Rt/L1.2) 3. Identify main points and detail (Rt/L1.3) 4. Use organisational features (Rt/L1.4) 5. Use reading strategies (Rt/L1.5)	Grammar and Punctuation 6. Use knowledge of grammar (Rs/L1.1) 7. Use knowledge of punctuation and capitalisation (Rs/L1.2)	Vocabulary, Word Recognition and Phonics 8. Recognise and understand a range of words (Rw/L1.2) 9. Use reference sources (Rw/L1.1) 10. Apply reading strategies (Rw/L1.3)	Read and Understand – straightforward texts of varying length on a variety of topics accurately and independently	Read and Obtain Information – from different sources
Title: Reading and Understanding					
LO1: Know how punctuation and grammar are used in straightforward texts					
1.1 Recognise the function of punctuation within straightforward texts	✓	✓			

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Reading		National Standards for Adult Literacy: Reading	
1.2 Recognise how grammar supports construction of straightforward texts	✓			
LO2: Know how vocabulary and word structure are used in straightforward texts				
2.1 Identify vocabulary in different types of straightforward texts		✓		✓
2.2 Recognise the importance of word choice according to context		✓		✓
LO3: Be able to use reading strategies to locate and obtain information in straightforward texts				
3.1 Use reading strategies to obtain information for a given purpose	✓		✓	

KEY: A tick indicates where the unit assessment criteria maps to the Adult Literacy Core Curriculum (Reading) requirements and/or the National Standards for Adult Literacy (Reading).

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
Title: Reading and Obtaining Information	Comprehension 1. Follow and understand (Rt/L1.1) 2. Recognise purpose (Rt/L1.2) 3. Identify main points and detail (Rt/L1.3) 4. Use organisational features (Rt/L1.4) 5. Use reading strategies (Rt/L1.5)	Grammar and Punctuation 6. Use knowledge of grammar (Rs/L1.1) 7. Use knowledge of punctuation and capitalisation (Rs/L1.2)	Vocabulary, Word Recognition and Phonics 8. Recognise and understand a range of words (Rw/L1.2) 9. Use reference sources (Rw/L1.1) 10. Apply reading strategies (Rw/L1.3)	Read and Understand – straightforward texts of varying length on a variety of topics accurately and independently	Read and Obtain Information – from different sources
LO1: Know the main points of descriptive, explanatory, instructive, informative and persuasive texts					
1.1 Identify descriptive, instructive and persuasive indicators in texts	✓			✓	✓

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Reading			National Standards for Adult Literacy: Reading		
1.2 Outline the main points of straightforward texts	✓			✓		
1.3 Identify implied meaning in straightforward texts	✓			✓		
LO2: Understand how format, features and language are used to achieve a given purpose						
2.1 Recognise presentational features in straightforward texts	✓			✓		
2.2 Recognise the use of language in straightforward texts	✓			✓		
LO3: Understand how images support information in straightforward texts						
3.1 Recognise how images can be used to support information in straightforward texts	✓			✓		

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Reading			National Standards for Adult Literacy: Reading	
LO4: Be able to locate information in straightforward texts					
4.1 Use organisational and structural features to locate information in straightforward texts	✓			✓	✓

KEY: A tick indicates where the unit assessment criteria maps to the Adult Literacy Core Curriculum (Writing) requirements and/or the National Standards for Adult Literacy (Writing).

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Writing			National Standards for Adult Literacy: Writing
Title: Planning and Writing for Audience and Purpose	Comprehension 1. Compose and plan structure (Wt/L1.3, Wt/L1.5) 2. Organise and present text structure (Wt/L1.3, Wt/L1.5) 3. Use language, style and purpose (Wt/L1.4) 4. Proofread (Wt/L1.6)	Grammar and Punctuation 5. Apply grammar (Ws/L1.1, Ws/L1.2) 6. Apply punctuation and capitalisation (Ws/L1.3)	Spelling and Handwriting 7. Apply strategies to spell correctly (Ww/L1.1) 8. Form handwriting and legible text (Ww/L1.2)	Write to Communicate – information, ideas and opinions clearly using length, format and style appropriate to purpose and audience
LO1: Be able to use language, detail, format and structure for written communication				
1.1 Use language according to audience and purpose in written communication	✓	✓		✓

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Writing			National Standards for Adult Literacy: Writing
1.2 Structure writing according to conventions for a written task	✓			✓
1.3 Write for a given purpose and audience	✓			✓
LO2: Be able to plan and draft a written communication.				
2.1 Plan the requirements of the written communication	✓			✓
2.2 Produce a draft written communication to meet the audience and purpose requirements	✓			✓
LO3: Be able to proofread and revise written communication for accuracy and meaning				
3.1 Proofread draft written communication for meaning	✓	✓		✓
3.2 Proofread draft communication for accuracy	✓	✓		✓
3.3 Revise draft for final copy	✓	✓		✓

KEY: A tick indicates where the unit assessment criteria maps to the Adult Literacy Core Curriculum (Writing) requirements and/or the National Standards for Adult Literacy (Writing).

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Writing			National Standards for Adult Literacy: Writing
Title: Spelling, Grammar and Punctuation	Comprehension 1. Compose and plan (Wt/L1.1, Wt/L1.2) 2. Organise and present text structure (Wt/L1.3, Wt/L1.5) 3. Use language, style and purpose (Wt/L1.4) 4. Proofread (Wt/L1.6)	Grammar and Punctuation 5. Apply grammar (Ws/L1.1, Ws/L1.2) 6. Apply punctuation and capitalisation (Ws/L1.3)	Spelling and Handwriting 7. Apply strategies to spell correctly (Ww/L1.1) 8. Form handwriting and legible text (Ww/L1.2)	Write to Communicate – information, ideas and opinions clearly using length, format and style appropriate to purpose and audience
LO1: Be able to spell frequently used words correctly				
1.1 Use conventions for spelling patterns in words			✓	✓
1.2 Identify homophones to convey intended meaning			✓	✓
1.3 Identify word components that change the meaning of words			✓	✓

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Writing		National Standards for Adult Literacy: Writing
LO2: Be able to use punctuation to convey intended meaning			
2.1 Identify punctuation markers in text		✓	✓
2.2 Punctuate sentences to convey intended meaning		✓	✓
LO3: Be able to produce compound sentences			
3.1 Identify conjunctions to link sentences		✓	✓
3.2 Expand simple sentences into compound sentences		✓	✓
LO4: Be able to use correct grammar			
4.1 Use subject–verb agreement in text		✓	✓
4.2 Use correct tense in text to convey intended meaning		✓	✓

KEY: A tick indicates where the unit assessment criteria maps to the Adult Literacy Core Curriculum (Speaking and Listening) requirements and/or the National Standards for Adult Literacy (Speaking and Listening).

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Speaking and Listening			National Standards for Adult Literacy: Speaking and Listening		
Title: Speaking and Listening	Listen and Respond 1. Listen for detail (SLlr/L1.1, SLlr/L1.2) 2. Clarify and confirm (SLlr/L1.3, SLlr/L1.4) 3. Respond (SLlr/L1.5, SLlr/L1.6)	Speak to Communicate 4. Make requests and ask questions (SLc/L1.2) 5. Speak clearly and appropriately (SLc/L1.1, SLc/L1.3) 6. Present information (SLc/L1.4)	Engage in Discussion 7. Follow and contribute (SLd/L1.1) 8. Use appropriate language and strategies (SLd/L1.2, SLd/L1.3)	Listen and Respond – to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and content	Speak to Communicate – information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium	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
LO1: Be able to obtain information and ideas from verbal communication						
1.1 Identify detail when obtaining information and ideas	✓			✓		
1.2 Use strategies to clarify understanding	✓	✓	✓	✓	✓	✓
1.3 Make verbal requests to obtain information		✓	✓		✓	✓

Unit and Learning Outcomes	Adult Literacy Core Curriculum: Speaking and Listening		National Standards for Adult Literacy: Speaking and Listening	
LO2: Be able to respond to verbal communication				
2.1 Identify detail from verbal communication with others	✓		✓	
2.2 Convey relevant meaning during verbal communication	✓	✓	✓	✓
2.3 Convey relevant detail during verbal communication	✓	✓	✓	
2.4 Provide feedback when listening to others	✓		✓	✓
LO3: Be able to communicate information and opinions verbally				
3.1 Present information verbally	✓	✓	✓	✓
3.2 Communicate opinions verbally	✓	✓	✓	✓
3.3 Use strategies to support verbal communication during discussion	✓	✓	✓	✓

Annexe B: Functional Skills Mapping

Functional Skills standards for Entry Level 3 English

Speaking, listening and communication
1 Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges
Reading
2 Read and understand the purpose and content of straightforward texts that explain, inform and recount information
Writing
3 Write texts with some adaptation to the intended audience

Functional Skills standards for Level 1 English

Speaking, listening and communication
1 Take full part in formal and informal discussions and exchanges that include unfamiliar subjects
Reading
2 Read and understand a range of straightforward texts
Writing
3 Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

Functional Skills standards for Level 2 English

Speaking, listening and communication
1 Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations
Reading
2 Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions
Writing
3 Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively

Mapping of English Skills units to Functional Skills

This table shows where a **learning outcome** in a unit is of particular relevance for the learners being prepared for assessment in Functional Skills in English. Centres may identify further opportunities arising in their own programmes in addition to those identified below, for example, during group work, research, employment-related activities and work experience.

Coverage Key: √ indicates where the unit learning outcome offers opportunities for Functional Skills development at the same level.

Unit Title Reference	Learning Outcomes	Entry Level 3 Speaking, listening and communication	Entry Level 3 Reading	Entry Level 3 Writing	Level 1 Speaking, listening and communication	Level 1 Reading	Level 1 Writing	Level 2 Speaking, listening and communication	Level 2 Reading	Level 2 Writing
L1 Reading and Understanding	All					√				
L1 Reading and Obtaining Information	All					√				
L1 Planning and Writing for Audience and Purpose	All						√			
L1 Spelling, Grammar and Punctuation	All						√			
L1 Speaking and Listening	All				√					