



# Qualification Specification

NCFE Entry Level English (Entry 3) Qualification Suite



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# Section 1

## Qualification overview

## Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the suite of NCFE Entry Level English (Entry 3) qualifications.

All information contained in this specification is correct at the time of publishing.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state one of the regulated qualification titles listed below:

- ◆ NCFE Entry Level Certificate in English (Entry 3)
  - ◆ NCFE Entry Level Award in English: Speaking and listening (Entry 3)
  - ◆ NCFE Entry Level Award in English: Reading (Entry 3)
  - ◆ NCFE Entry Level Award in English: Writing (Entry 3)
  - ◆ NCFE Entry Level Award in English: Listening and responding (Entry 3)
  - ◆ NCFE Entry Level Award in English: Developing reading skills (Entry 3)
  - ◆ NCFE Entry Level Award in English: Reading to understand (Entry 3)
  - ◆ NCFE Entry Level Award in English: Alphabetical order (Entry 3)
  - ◆ NCFE Entry Level Award in English: Essential writing skills (Entry 3)
  - ◆ NCFE Entry Level Award in English: Essential spelling and hand-writing (Entry 3).
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## About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are listed below.

This suite of NCFE English qualifications is designed to replace the Adult Basic Skills in Literacy programmes and it supports learner progression towards achieving GCSE (A\*–C) or Level 2 Functional Skills in English.

The qualifications are based on the National Standards for Literacy (the Core Curriculum).

To support the flexibility and responsiveness required by adult learners the qualifications are provided in a comprehensive suite of English qualifications from Entry Level 1 through to Level 2, consisting of single unit Awards, ‘themed’ Awards and a Certificate at each level. This supports learner progression through to GCSE (A\*–C) or Level 2 Functional Skills in English.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## Things you need to know

### NCFE Entry Level Certificate in English (Entry 3)

- ◆ Qualification number (QN): 601/1551/8
- ◆ Aim reference: 60115518
- ◆ Total Qualification Time (TQT): 180
- ◆ Guided learning hours (GLH): 180
- ◆ Credit value: 18
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Entry Level Award in English: Speaking and Listening (Entry 3)

- ◆ Qualification number (QN): 601/1517/8
- ◆ Aim reference: 60115178
- ◆ Total Qualification Time (TQT): 60
- ◆ Guided learning hours (GLH): 60
- ◆ Credit value: 6
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Entry Level Award in English: Reading (Entry 3)

- ◆ Qualification number (QN): 601/1515/4
- ◆ Aim reference: 60115154
- ◆ Total Qualification Time (TQT): 70
- ◆ Guided learning hours (GLH): 70
- ◆ Credit value: 7
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Entry Level Award in English: Writing (Entry 3)

- ◆ Qualification number (QN): 601/1519/1
- ◆ Aim reference: 60115191
- ◆ Total Qualification Time (TQT): 50
- ◆ Guided learning hours (GLH): 50
- ◆ Credit value: 5
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

### NCFE Entry Level Award in English: Listening and responding (Entry 3)

- ◆ Qualification number (QN): 601/1514/2
- ◆ Aim reference: 60115142
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Entry Level Award in English: Developing reading skills (Entry 3)**

- ◆ Qualification number (QN): 601/1511/7
- ◆ Aim reference: 60115117
- ◆ Total Qualification Time (TQT): 30
- ◆ Guided learning hours (GLH): 30
- ◆ Credit value: 3
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Entry Level Award in English: Reading to understand (Entry 3)**

- ◆ Qualification number (QN): 601/1516/6
- ◆ Aim reference: 60115166
- ◆ Total Qualification Time (TQT): 30
- ◆ Guided learning hours (GLH): 30
- ◆ Credit value: 3
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Entry Level Award in English: Alphabetical order (Entry 3)**

- ◆ Qualification number (QN): 601/1510/5
- ◆ Aim reference: 60115105
- ◆ Total Qualification Time (TQT): 10
- ◆ Guided learning hours (GLH): 10
- ◆ Credit value: 1
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Entry Level Award in English: Essential writing skills (Entry 3)**

- ◆ Qualification number (QN): 601/1513/0
- ◆ Aim reference: 60115130
- ◆ Total Qualification Time (TQT): 30
- ◆ Guided learning hours (GLH): 30
- ◆ Credit value: 3
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

**NCFE Entry Level Award in English: Essential spelling and hand-writing (Entry 3)**

- ◆ Qualification number (QN): 601/1512/9
- ◆ Aim reference: 60115129
- ◆ Total Qualification Time (TQT): 20
- ◆ Guided learning hours (GLH): 20
- ◆ Credit value: 2
- ◆ Level: Entry 3
- ◆ Assessment requirements: internally assessed and externally moderated portfolio of evidence

## **Aims and objectives of these qualifications**

These qualifications aim to provide learners with the underpinning knowledge and skills to support development of their reading, writing, speaking and listening skills. The qualifications can support progression into GCSE (A\*–C) or Level 2 Functional Skills qualifications in English.

The objectives of these qualifications are reflected in the unit titles and are to help learners to:

- ◆ listen and respond
- ◆ discuss with others
- ◆ speak to be understood
- ◆ develop reading skills
- ◆ read to understand
- ◆ understand alphabetical order
- ◆ develop essential writing skills
- ◆ develop essential spelling and hand-writing skills.

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## **Entry guidance**

The NCFE Entry Level English (Entry 3) qualifications are designed for adult learners who've not achieved GCSE (A\*–C) or Level 2 Functional Skills in English and who wish to take their first qualification in the subject. The qualifications will support learners with an identified skills gap in English and can be used to support progression into GCSE (A\*–C) or Level 2 Functional Skills in English.

However, the NCFE Entry Level English (Entry 3) qualifications may also be suitable for those learners still in education, ie 16–18 year olds, who've not achieved GCSE (A\*–C) or Level 2 Functional Skills in English. The qualifications could also be used by pre-16 learners who aren't following a traditional GCSE route in education.

These qualifications can also support learners undertaking a vocational programme to develop their skills in English. The qualifications could be taken by learners following a GCSE programme of learning who are not yet ready to take GCSE level studies in English.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved an Entry Level 2 qualification.

These qualifications are suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Achieving these qualifications

The Entry Level English (Entry 3) qualification suite offers a number of single unit Awards, themed Awards and a Certificate based on the following units:

- ◆ Listening and responding (Y/505/6688)
- ◆ Discussing with others (D/505/6689)
- ◆ Speaking to be understood (R/505/6690)
- ◆ Developing reading skills (M/505/3392)
- ◆ Reading to understand (Y/505/6691)
- ◆ Alphabetical order (D/505/6692)
- ◆ Essential writing skills (J/505/3396)
- ◆ Essential spelling and hand-writing (H/505/6693).

## Certificate

To be awarded the **NCFE Entry Level Certificate in English (Entry 3)**, learners are required to successfully complete 8 mandatory units:

- ◆ Listening and responding (Y/505/6688)
- ◆ Discussing with others (D/505/6689)
- ◆ Speaking to be understood (R/505/6690)
- ◆ Developing reading skills (M/505/3392)
- ◆ Reading to understand (Y/505/6691)
- ◆ Alphabetical order (D/505/6692)
- ◆ Essential writing skills (J/505/3396)
- ◆ Essential spelling and hand-writing (H/505/6693).

To achieve the NCFE Entry Level Certificate in English (Entry 3), learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

## Themed Awards

To be awarded the **NCFE Entry Level Award in English: Speaking and listening (Entry 3)**, learners are required to successfully complete 3 mandatory units:

- ◆ Listening and responding (Y/505/6688)
- ◆ Discussing with others (D/505/6689)
- ◆ Speaking to be understood (R/505/6690)

To achieve the **NCFE Entry Level Award in English: Speaking and listening (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in English: Reading (Entry 3)**, learners are required to successfully complete 3 mandatory units:

- ◆ Developing reading skills (M/505/3392)
- ◆ Reading to understand (Y/505/6691)
- ◆ Alphabetical order (D/505/6692)



To achieve the **NCFE Entry Level Award in English: Reading (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in English: Writing (Entry 3)**, learners are required to successfully complete 2 mandatory units:

- ◆ Essential writing skills (J/505/3396)
- ◆ Essential spelling and hand-writing (H/505/6693)

To achieve the **NCFE Entry Level Award in English: Writing (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

### Single unit Awards

To be awarded the **NCFE Entry Level Award in English: Listening and responding (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Listening and responding (Y/505/6688)

To achieve the **NCFE Entry Level Award in English: Listening and responding (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the unit as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in English: Developing reading skills (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Developing reading skills (M/505/3392)

To achieve the **NCFE Entry Level Award in English: Developing reading skills (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the unit as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in English: Reading to understand (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Reading to understand (Y/505/6691)

To achieve the **NCFE Entry Level Award in English: Reading to understand (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the unit as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in English: Alphabetical order (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Alphabetical order (D/505/6692)

To achieve the **NCFE Entry Level Award in English: Alphabetical order (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in English: Essential writing skills (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Essential writing skills (J/505/3396)

To achieve the **NCFE Entry Level Award in English: Essential writing skills (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

To be awarded the **NCFE Entry Level Award in English: Essential spelling and hand-writing (Entry 3)**, learners are required to successfully complete one mandatory unit:

- ◆ Essential spelling and hand-writing (H/505/6693)

To achieve the **NCFE Entry Level Award in English: Essential spelling and hand-writing (Entry 3)**, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

**When completing the Certificate Claim Form, please use the Ofqual unit reference number (eg J/502/6345) to indicate which units the learners have achieved. The units in these qualifications cross over into the various Awards available and therefore do not follow the standard unit numbering of Unit 01, Unit 02 etc.**

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit, where appropriate.

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 18).

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## Progression opportunities

Learners who achieve these qualifications could progress to:

- ◆ NCFE Level 1 Certificate in English
- ◆ NCFE Level 1 Award in English: Speaking and Listening
- ◆ NCFE Level 1 Award in English: Reading
- ◆ NCFE Level 1 Award in English: Writing
- ◆ NCFE Level 1 Award in English: Listening and responding to others
- ◆ NCFE Level 1 Award in English: Speaking to others
- ◆ NCFE Level 1 Award in English: Participating in discussions
- ◆ NCFE Level 1 Award in English: Interpreting texts
- ◆ NCFE Level 1 Award in English: Responding to creative texts
- ◆ NCFE Level 1 Award in English: Constructing sentences
- ◆ NCFE Level 1 Award in English: Composing texts
- ◆ NCFE Functional Skills Qualifications in English at Level 1
- ◆ GCSE English.

These qualifications may also be useful to those studying qualifications in the following sector(s):

- ◆ Preparation for Life and Work
- ◆ Arts, Media and Publishing
- ◆ Leisure, Travel and Tourism
- ◆ Health, Public Services and Care
- ◆ Business and Administration.

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

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## Total Qualification Time (TQT)

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

### Total Qualification Time comprises:

- ◆ the Guided Learning Hours for the qualification
- ◆ an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

## Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

## Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website [www.ncfe.org.uk](http://www.ncfe.org.uk).

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date (see below).

We'll post information relating to changes or extensions to qualifications on our website [www.ncfe.org.uk](http://www.ncfe.org.uk), and centres approved to offer the qualification will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept candidate registrations.

The certification end date will only show on the Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

This section is intended to give some guidance on the experience and qualifications needed to deliver and assess these qualifications.

The guidance in this section is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

## Examples of relevant qualifications

- ◆ Diploma in Teaching in the Lifelong Learning Sector
- ◆ City & Guilds Further Education Teaching Certificate (7407)
- ◆ City and Guilds Adult Literacy Subject Support (9483)
- ◆ City & Guilds Adult Literacy Subject Specialist (9485)
- ◆ City & Guilds Scheme 9297 (Level 2 Certificate in Learning Support)
- ◆ Key Skills: Deliverer Award (Pitman)
- ◆ Key Skills: Trainer Award (Pitman).

## Examples of work experience

Demonstrable experience of knowledge of the subject area.

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## Resource requirements

There are no specific resource requirements for these qualifications.

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## Support for learners

### Learner's Evidence Tracking Log (LETL)

This gives information about these qualifications and can help learners keep track of their work. LETLs can be downloaded free of charge from our website [www.ncfe.org.uk](http://www.ncfe.org.uk). You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- ◆ information on the content, availability and location of NCFE's procedures and policies
  - ◆ advice on support mechanisms for learners who are experiencing difficulties with their studies
  - ◆ a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
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## Support for centres

There are a number of documents available that you might find useful. These are available to download from our website [www.ncfe.org.uk](http://www.ncfe.org.uk) or can be requested from the Centre Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto:service@ncfe.org.uk).

### Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

### **Directory of Products and Services**

This provides summary information about all NCFE qualifications and awards including mandatory and optional units, learner registration and certification fees and assessment information.

### **Fees and Pricing**

This document is published in the spring for the forthcoming academic year.

### **Training and support**

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

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### **Links to National Skills Standards**

The units in these qualifications have been mapped to the Adult Literacy (Core Curriculum) National Standards. For more detailed mapping please see Section 4 (page 64).

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## **Section 2**

# **Assessment and moderation**

## How the qualification is assessed

Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Entry Level English (Entry 3) qualifications are internally assessed and externally moderated.

Centres may devise their own internal assessment based on the requirements set out in this qualification specification.

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## Internal assessment

Each candidate is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. Learning outcomes and assessment criteria specify what each candidate has to achieve.

The main pieces of evidence for the portfolio could include:

- ◆ Assessor observation – completed observational checklists and related action plans
- ◆ witness testimony
- ◆ candidate's evidence
- ◆ worksheets
- ◆ assignments/projects/reports
- ◆ record of oral and written questioning
- ◆ candidate and peer reports
- ◆ Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro formas here:

[www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas](http://www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas).

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

The assessment arrangements for these qualifications are in accordance with the criteria set out by the regulatory authorities.

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## What is moderation?

Moderation is the process by which we confirm that assessment decisions in centres are:

- ◆ made by competent and qualified Assessors



- ◆ the product of sound and fair assessment practice
- ◆ recorded accurately and appropriately.

We do this through:

- ◆ internal moderation – which you carry out
- ◆ external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

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### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Candidates who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website <http://www.ncfe.org.uk/media/31656/Reasonable-Adjustments-Special-Considerations-Policy.pdf>.

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# Section 3

## Structure and content

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- ◆ the unit title
- ◆ the unit overview
- ◆ guided learning hours
- ◆ credit value
- ◆ level

Following the unit summary there's detailed information for each unit containing:

- ◆ the unit title and number
- ◆ learning outcomes (the learner will) and assessment criteria (the learner can)
- ◆ guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- ◆ assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116).

For further information or guidance about these qualifications please contact our Research and Product Development team on 0191 239 8000.

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## Unit summaries

### **Listening and responding (Y/505/6688)**

This unit will enable learners to develop the skills needed to listen and respond effectively and appropriately in everyday situations.

Guided learning hours: 20

Credit value: 2

Level: Entry 3

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### **Discussing with others (D/505/6689)**

This unit will support learners to develop the skills needed to speak effectively with other people, in different situations.

Guided learning hours: 20

Credit value: 2

Level: Entry 3

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### **Speaking to be understood (R/505/6690)**

Learners will develop the skills needed to communicate appropriately and effectively in different situations.

Guided learning hours: 20

Credit value: 2

Level: Entry 3

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### **Developing reading skills (M/505/3392)**

This unit will support learners to develop knowledge of the purpose of different texts and layouts and to develop reading skills to find information and detail, for use in everyday situations.

Guided learning hours: 30

Credit value: 3

Level: Entry 3

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### **Reading to understand (Y/505/6691)**

This unit will develop knowledge and skills for reading and understanding text in everyday and new contexts.

Guided learning hours: 30

Credit value: 3

Level: Entry 3

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### **Alphabetical order (D/505/6692)**

This unit will support the learner to apply developing knowledge and skills to help increase vocabulary and to increase their ability to decode and decipher words independently.

Guided learning hours: 10

Credit value: 1

Level: Entry 3

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### **Essential writing skills (J/505/3396)**

This unit aims to develop the skills needed to write for different purposes in everyday situations.

Guided learning hours: 30

Credit value: 3

Level: Entry 3

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### **Essential spelling and hand-writing (H/505/6693)**

This unit aims to develop spelling of essential and specialist words and to develop skills in producing legible writing, for use in everyday situations.

Guided learning hours: 20

Credit value: 2

Level: Entry 3

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**Listening and responding (Y/505/6688)**

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**The learner will:**

- 1 Be able to listen to and follow spoken information

**The learner can:**

- 1.1 Use different strategies to follow information when listening  
1.2 Identify the topics when listening in different situations and contexts
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**The learner will:**

- 2 Understand the demands of listening for details in spoken information

**The learner can:**

- 2.1 Use different strategies to identify details when listening to information  
2.2 Identify details in spoken information delivered in different situations and contexts
- 

**The learner will:**

- 3 Be able to listen and respond

**The learner can:**

- 3.1 Use appropriate non-verbal communication  
3.2 Respond appropriately in different situations and contexts
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## Listening and responding (Y/505/6688) (cont'd)

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### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates are given a total of 90 minutes to complete the unit requirements as a summative assessment.

As there are 3 learning outcomes for this unit, suggested time allocations have been provided below.

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (including Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to tasks (written, video recording, voice recording)

**Assessment criteria:** 1.1, 1.2

**Additional information:** candidates should be given tasks that enable them to demonstrate listening skills in different contexts and situations. The tasks should be at the appropriate level (Entry Level 3), and:

- ◆ candidates should listen to information in a minimum of 2 different situations and contexts
- ◆ candidates must **listen** to the information, not read it. Sign language can be used where appropriate, to meet candidates' needs
- ◆ the information can be on any relevant topic
- ◆ candidates should be given a recommended minimum of 20 minutes to complete **both** of the listening tasks
- ◆ candidates must identify the topics using written or spoken responses or via appropriate actions and sign language, as appropriate to their needs.

The Assessor should record details of the responses (actions) on the appropriate documents.

**Examples of appropriate documents:**

- ◆ copy of the documents used (task/instruction sheet)
- ◆ centre-produced pro forma answer sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers/responses
- ◆ allocation of marks must be clearly indicated.

To achieve a pass, candidates must demonstrate on a minimum of 2 occasions that they can:

- ◆ accurately identify the **details** in spoken information in 2 different situations and contexts

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### Listening and responding (Y/505/6688) (cont'd)

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- ◆ give brief details of 2 different strategies used to help them to identify **details** when listening to spoken information.

Examples are listening for specific words or phrases, own knowledge, specialist words.

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**\*Note: This must be work completed independently by the candidate.**

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**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (including Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to tasks (written, video recording, voice recording)

**Assessment criteria:** 2.1, 2.2

**Additional information:** candidates should be given tasks that enable them to demonstrate effective listening skills in different contexts and situations. The tasks should involve spoken information from which candidates will have the opportunity to identify details. The tasks should be based on realistic contexts and situations. The tasks should be at the appropriate level (Entry Level 3) and:

- ◆ candidates should be presented with a minimum of 2 different contexts and situations where listening skills are required
- ◆ on each occasion, candidates must identify specific details in the spoken information delivered to them
- ◆ it is recommended candidates should be given a maximum of 30 minutes to complete both tasks
- ◆ candidate responses can be spoken, written or delivered via sign language as appropriate to their needs
- ◆ candidates must **listen** to the information on both occasions, not read the information. Sign language can be used where appropriate to meet candidates' needs.

Candidates' responses should be recorded on the appropriate documents.

**Examples of appropriate documents:**

- ◆ copy of the details of scenarios – context and situation
- ◆ centre-produced pro forma answer sheet.

**Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers/responses
- ◆ allocation of marks must be clearly indicated.
- ◆ to achieve a pass, candidates must demonstrate on a minimum of 2 occasions that they can:
  - accurately identify the **details** in spoken information in 2 different situations and contexts
  - give brief details of 2 different strategies used to help them to identify **details** when listening to spoken information.



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### Listening and responding (Y/505/6688) (cont'd)

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- examples are listening for specific words or phrases, own knowledge, specialist words.
- 

**\*Note: This must be work completed independently by the candidate.**

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**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (including Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to tasks (written, video recording, voice recording)

**Assessment criteria:** 3.1, 3.2

**Additional information:** candidates should be given tasks that allow them to demonstrate appropriate verbal and non-verbal communication in different situations and contexts. The tasks should be set at the appropriate level (Entry Level 3) and:

- ◆ candidates must use **listening skills**, not reading skills. Sign language can be used where appropriate, to meet the candidates' needs
- ◆ candidates should be presented with a minimum of 2 different contexts and situations that require them to listen and respond, using verbal and non-verbal communication.

**Examples of non-verbal communication:**

- ◆ facial expressions
- ◆ gestures
- ◆ head nodding
- ◆ body language.

It is recommended that candidates should be given a minimum of 30 minutes to complete the tasks.

**Example tasks**

- ◆ listening and responding to other points of view and/or opinions:
  - meeting
  - discussion
  - review
  - feedback.
- ◆ listening and responding to questions about familiar topics:
  - work-related questions
  - questions on study progress
  - views and opinions (single word **and** extended responses).

The Assessor should record details of candidates' responses/actions on the appropriate documents.

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## Listening and responding (Y/505/6688) (cont'd)

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### Examples of appropriate documents:

- ◆ copy of the instructions
- ◆ centre-produced pro forma answer sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable responses/actions
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass, candidates must demonstrate that, in 2 different contexts and situations, they listened and responded using appropriate:
  - non-verbal communication
  - verbal communication.

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**\*Note: This must be work completed independently by the candidate.**

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**The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Discussing with others (D/505/6689)**

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**The learner will:**

- 1 Be able to follow discussions

**The learner can:**

- 1.1 Identify the main points in discussions
  - 1.2 State own views on topics of discussions
- 

**The learner will:**

- 2 Be able to take part in discussions

**The learner can:**

- 2.1 Use appropriate politeness in discussions
  - 2.2 Make relevant and appropriate contributions in discussions covering different topics and in different situations
  - 2.3 Use non-verbal communication effectively in discussions covering different topics and in different situations
-

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## Discussing with others (D/505/6689) (cont'd)

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### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of one hour to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ written evidence from the candidate, clearly identifying the general purpose and topic of the discussions (evidence could be supported by a recording of the discussion – video/audio)

**Assessment criteria:** 1.1, 1.2

**Additional information:** candidates should be given tasks that allow them to demonstrate the skills needed to listen effectively to discussions in different situations. Candidates should listen and state their own views on topics from 2 different types of discussion. Candidates must demonstrate their skills at least twice.

The language used should be at the appropriate level (Entry Level 3) and:

- ◆ the scenarios must not rely on candidates' ability to read information
- ◆ candidates are required to listen to the discussions
- ◆ the scenarios must provide opportunities for candidates to identify the main points in each of the discussions
- ◆ the scenario must provide opportunities for candidates to state their own views on the topics of the discussions.

### Examples:

- ◆ any real-life discussions with topics which are appropriate to the candidate and which use language which the candidate will be able to understand (not overly technical or unfamiliar)
- ◆ it is recommended that candidates should be given a minimum of 15 minutes to complete each of the tasks
- ◆ candidate responses can be written, spoken or delivered via sign language as appropriate to their needs.

If candidates provide signed responses the Assessor should record them on the appropriate documents.

### Examples of appropriate documents:

- ◆ copy of the documents used (scenario overview and questions)
- ◆ centre-produced pro forma answer sheet.

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## Discussing with others (D/505/6689) (cont'd)

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### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable responses/actions
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must demonstrate their skills on at least 2 occasions and show that they can:
  - identify the main points of discussions
  - state their own views on the topics of each discussion.

This can be done using 2 different scenarios, completed on separate occasions.

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**\*Note: This must be work completed independently by the candidate.**

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**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ clear and assessable evidence of the candidate in conversation (video – to show body language)

**Assessment criteria:** 2.1 – 2.3

**Additional information:** candidates should be given tasks that allow them to demonstrate the skills needed to speak effectively with other people in different situations. Candidates should also demonstrate effective use of politeness and appropriate body language. Candidates must demonstrate their skills across the assessment criteria listed above. This needs to be demonstrated on at least 2 occasions, with discussions covering different topics.

The topic and language used in any discussions with candidates should be at the appropriate level (Entry Level 3 - not overly technical and sufficiently familiar to candidates to allow them to make contributions), and:

- ◆ the tasks must not rely on candidates' ability to read information
- ◆ the tasks must provide opportunities for candidates to take part in the discussions
- ◆ prior to the assessment candidates must be familiar with politeness in discussions and its effective use.

**Examples:**

- ◆ turn-taking
- ◆ not interrupting the speaker
- ◆ understanding that others are entitled to their point of view
- ◆ understanding that not everyone will agree
- ◆ self-control.

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### **Discussing with others (D/505/6689) (cont'd)**

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Prior to the assessment candidates must be familiar with a range of non-verbal communication techniques and the effective use of these.

#### **Examples:**

- ◆ smiling
- ◆ nodding of head
- ◆ facial expressions
- ◆ eye contact
- ◆ posture.

It is recommended that candidates should be given a minimum of 15 minutes to complete both the discussion tasks. Candidate responses must be spoken or delivered via sign language as appropriate to their needs.

If candidates provide signed responses, the Assessor should record them on the appropriate documents.

#### **Examples of appropriate documents:**

- ◆ copy of the documents used (scenario overview)
- ◆ centre-produced pro forma answer sheet.

#### **Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ allocation of marks must be clearly indicated
- ◆ the mark scheme must include reference to appropriate, expected and acceptable use of:
  - politeness
  - responses/contributions
  - non-verbal communication.

Candidates must demonstrate their skills across the assessment criteria listed above. This should be demonstrated on at least 2 occasions.

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**\*Note: This must be work completed independently by the candidate.**

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**Speaking to be understood (R/505/6690)**

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**The learner will:**

- 1 Be able to speak to be heard and understood

**The learner can:**

- 1.1 Use appropriate speaking and listening communication in familiar situations
  - 1.2 Use appropriate speaking and listening communication in different formal situations
  - 1.3 Relay information and facts clearly and to suit the audience and situation
- 

**The learner will:**

- 2 Be able to make enquiries

**The learner can:**

- 2.1 Use appropriate politeness and formality when making enquiries, for both formal and informal situations
  - 2.2 Word enquiries clearly to be understood
  - 2.3 Use non-verbal communication appropriate to the situation
  - 2.4 Use appropriate tone of voice
-

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## Speaking to be understood (R/505/6690) (cont'd)

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### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 90 minutes to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ clear and assessable evidence of the candidate in conversation (video recording)

**Assessment criteria:** 1.1 – 1.3

**Additional information:** candidates should be given tasks that allow them to demonstrate the skills in communicating appropriately and effectively for different situations. Candidates must demonstrate their skills across the assessment criteria listed above. This should be done using 2 different scenarios, one of which should be in a formal situation or context. These can be completed on separate occasions.

The language used should be at the appropriate level (Entry Level 3), and:

- ◆ the scenario must not rely on candidates' ability to read information
- ◆ candidates are not required to start the conversation
- ◆ the scenarios must provide opportunities for candidates to speak and be heard clearly, without excessive background noise or other distractions.

### Examples:

- ◆ responding to requests for:
  - support
  - information
  - explanations
  - facts.
- ◆ responding during (formal):
  - reviews
  - appraisals
  - interviews.



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### Speaking to be understood (R/505/6690) (cont'd)

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- ◆ responding during (informal) conversations with:
  - peers
  - friends (socially)
  - family
  - colleagues (non-work related topics).

It is recommended that candidates should be given a minimum of 15 minutes to complete each of the tasks. Candidate responses must be spoken or delivered via sign language as appropriate to their needs.

If candidates provide signed responses the Assessor should record them on the appropriate documents.

#### Examples of appropriate documents:

- ◆ copy of the documents used (scenario overview including topics of conversation)
- ◆ centre-produced pro forma answer sheet.

#### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable responses/actions
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must demonstrate their skills across all 3 of the assessment criteria listed above, as appropriate to the formality of the context or situation.

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**\*Note: This must be work completed independently by the candidate.**

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#### Types of evidence (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ clear and assessable evidence of the candidate in conversation (video recording)

#### Assessment criteria: 2.1 – 2.4

**Additional information:** candidates should be given tasks that allow them to demonstrate their ability to make enquiries appropriately and effectively. Candidates must demonstrate their skills across the assessment criteria listed above. This should be done using 2 different scenarios, one of which should be in a formal situation or context. These can be completed on separate occasions.

The use of appropriate body language is also an important element of this assessment.

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### **Speaking to be understood (R/505/6690) (cont'd)**

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The language used in any responses to the candidate should be at the appropriate level (Entry Level 3), and:

- ◆ the scenarios must not rely on the candidates' ability to read information
- ◆ the scenarios must provide opportunities for the candidate to make at least 2 enquiries
- ◆ the scenarios must be based on a formal and an informal situation.

#### **Examples of formal enquiries:**

- ◆ Do you know where can I find Mr Smith please?
- ◆ Please could you tell me how to get to the printing department?
- ◆ other requests suitable and appropriate to everyday formal situations.

#### **Examples of informal enquiries:**

- ◆ Where are you going on your holidays?
- ◆ Does anyone want to go on a night out next week?
- ◆ other questions suitable and appropriate to everyday informal situations.

Prior to the assessment, candidates must be familiar with a range of non-verbal communication techniques and the effective use of these.

#### **Examples:**

- ◆ smiling
- ◆ nodding of head
- ◆ facial expressions
- ◆ eye contact
- ◆ posture.

It is recommended that candidates should be given a minimum of 15 minutes to complete each of the tasks. Candidate responses must be spoken or delivered via sign language as appropriate to their needs.

If candidates provide signed responses the Assessor should record them on the appropriate documents.

#### **Examples of appropriate documents:**

- ◆ copy of the documents used (scenario overview)
- ◆ centre-produced pro forma answer sheet.

#### **Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable responses, including body language.
- ◆ allocation of marks must be clearly indicated.

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**Speaking to be understood (R/505/6690) (cont'd)**

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Candidates must demonstrate their skills across the assessment criteria listed above. This needs to be demonstrated on at least 2 occasions – one formal and one informal.

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**\*Note: This must be work completed independently by the candidate.**

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**Developing reading skills (M/505/3392)**

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**The learner will:**

- 1 Be able to read and understand texts

**The learner can:**

- 1.1 Identify the structure of different texts (beginning, middle, end)
  - 1.2 Identify the content of short texts
- 

**The learner will:**

- 2 Understand that texts are written for a range of purposes

**The learner can:**

- 2.1 State the purpose of different texts
  - 2.2 Identify and use organisational features in texts
  - 2.3 Identify the flow of events in some texts
- 

**The learner will:**

- 3 Be able to use different reading techniques

**The learner can:**

- 3.1 Use skimming to identify topics
  - 3.2 Use scanning to find specific information
  - 3.3 Use appropriate reading skills to find specific details
  - 3.4 Make effective use of additional information included with texts
-

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## Developing reading skills (M/505/3392) (cont'd)

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### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 2 hours to complete the unit requirements as a summative assessment.

As there are 3 learning outcomes for this unit, suggested time allocations have been provided below.

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording)

**Assessment criteria:** 1.1, 1.2

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge of different texts – structure, content and layout. The texts should be set at the appropriate level (Entry Level 3) and:

It is recommended that candidates should be given a minimum of 3 different pieces of short text, containing at least one of the following:

- ◆ approximately 100 words
- ◆ more than one paragraph
- ◆ approximately 10 sentences
- ◆ images relating to the content of the information.

Candidates may read the texts aloud if they wish. Candidates must read the texts unaided.

### Examples of texts:

- ◆ magazine article with images
- ◆ newspaper – front page
- ◆ health and safety notice
- ◆ leaflet (advertising/charity/information)
- ◆ a letter (council/utilities supplier/circular)
- ◆ poem
- ◆ short story
- ◆ any basic pieces of text used in everyday situations.

### Example tasks

Candidates should be required to:

- ◆ identify the meaning of one piece of text
- ◆ identify the difference in openings and endings in one piece of text.

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### **Developing reading skills (M/505/3392) (cont'd)**

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- ◆ candidates should be given a minimum of 4 simple questions based on the texts provided
- ◆ the questions should be structured to allow candidates to demonstrate their skills in understanding the main events in a short continuous text encountered in their own life
- ◆ candidates must read the questions unaided
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to read the texts and answer the questions.

Questions must be worded to work independently and not require accurate answers from any previous questions (ie no follow-through).

Candidate responses to the questions can be written, spoken or delivered via sign language as appropriate to their needs.

If candidates provide non-written responses to the questions, the Assessor should record them on the appropriate documents.

#### **Examples of appropriate documents:**

- ◆ copy of the texts
- ◆ centre-produced pro forma answer sheet.

#### **Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ candidates must achieve a minimum of 3 correct questions out of 4. If more than 4 questions are asked, the candidate must correctly answer a minimum of 75% of the questions asked.

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**\*Note: This must be work completed independently by the candidate.**

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**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording)
- ◆ candidate-annotated documents

**Assessment criteria:** 2.1 – 2.3

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge and skills in identifying the purpose, organisational features and flow of events in texts.

The text should be set at the appropriate level (Entry Level 3).

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### **Developing reading skills (M/505/3392) (cont'd)**

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Candidates should be given a minimum of 3 different pieces of short text (documents), containing at least one of the following:

- ◆ approximately 100 words
- ◆ more than one paragraph
- ◆ approximately 10 sentences
- ◆ illustrations/images relating to the content of the information.

Candidates may read the texts aloud if they wish. Candidates must read the texts unaided.

#### **Examples of texts:**

- ◆ magazine article with images
- ◆ newspaper – front page
- ◆ health and safety notice
- ◆ leaflet (advertising/charity/information)
- ◆ a letter (council/utilities supplier/circular)
- ◆ poem
- ◆ short story
- ◆ any basic pieces of text used in everyday situations.

#### **Example tasks**

Candidates should be required to:

- ◆ state the purpose of different texts
- ◆ identify organisational features:
  - title
  - headings
  - paragraphs
  - images
  - labels
  - font – size and style
- ◆ locate information using organisational features
- ◆ identify the flow of events in text.

Candidates may read the text aloud if they wish. Candidates must read the text and illustrations/images unaided and:

- ◆ the tasks should be structured to allow candidates to demonstrate their skills in identifying the purpose, organisational features and flow of events in texts
- ◆ tasks must be worded to work independently and not require accurate answers from any previous tasks (ie no follow-through)
- ◆ candidates must read the tasks unaided
- ◆ it is recommended that candidates should be given a maximum of 45 minutes to read the texts
- ◆ candidate responses can be written, spoken or delivered via sign language as appropriate to the tasks' requirements and their needs.

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### **Developing reading skills (M/505/3392) (cont'd)**

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If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

#### **Examples of appropriate documents:**

- ◆ copy of the texts
- ◆ centre-produced pro forma answer sheet.

#### **Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated.

To achieve a pass candidates must:

- ◆ assessment criterion 2.1: identify the purpose of 2 different pieces of text
- ◆ assessment criterion 2.2: identify a minimum of 2 organisational features in one piece of text
- ◆ assessment criterion 2.3: identify the flow of events in one piece of text.

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**\*Note: This must be work completed independently by the candidate.**

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**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording)
- ◆ candidate-annotated documents

**Assessment criteria:** 3.1 – 3.4

**Additional information:** candidates should be given the opportunity to demonstrate their ability to use different reading techniques. The text should be set at the appropriate level (Entry Level 3).

Candidates should be given a piece of text (documents) consisting of:

- ◆ approximately 200 words
- ◆ more than 2 paragraphs
- ◆ approximately 15 sentences
- ◆ illustrations/images relating to the content.

Candidates may read the texts aloud if they wish. Candidates must read the texts unaided.

#### **Examples of texts:**

- ◆ magazine article with images
- ◆ newspaper – front page
- ◆ health and safety notice with illustrations



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### **Developing reading skills (M/505/3392) (cont'd)**

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- ◆ leaflet (explaining how to do something – eg recycle waste into appropriate bins)
- ◆ short story with illustrations or images
- ◆ text used in everyday situations, which contains images or illustrations to support meaning and understanding.

#### **Example tasks**

Candidates should be required to:

- ◆ skim text to identify topics
- ◆ scan text to find specific information
- ◆ use detailed reading techniques to find specific details
- ◆ identify how illustration/image helps to support meaning and understanding.

Candidates may read the text aloud if they wish. Candidates must read the text and illustrations unaided and:

- ◆ the tasks should be structured to allow the candidate to effectively demonstrate a range of reading techniques
- ◆ tasks must be worded to work independently and not require accurate answers from any previous tasks (ie no follow-through)
- ◆ it is recommended that candidates should be given a maximum of 45 minutes to complete the tasks
- ◆ candidate responses to the tasks can be written, spoken or delivered via sign language as appropriate to their needs.

If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

#### **Examples of appropriate documents:**

- ◆ copy of the tasks
- ◆ centre-produced pro forma answer sheet.

#### **Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated.

To achieve a pass, candidates must, as a minimum:

- ◆ assessment criterion 3.1: identify the topic of the text
- ◆ assessment criterion 3.2: identify the location of 2 specific pieces of information
- ◆ assessment criterion 3.3: identify 2 specific details in the text
- ◆ assessment criterion 3.4: identify the meaning/purpose of an illustration/image in the text.

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**\*Note: This must be work completed independently by the candidate.**

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**Developing reading skills (M/505/3392) (cont'd)**

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**Reading to understand (Y/505/6691)**

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**The learner will:**

- 1 Understand the features of instructional and persuasive texts

**The learner can:**

- 1.1 Identify organisational features in instructional and persuasive texts
  - 1.2 Identify command verbs
  - 1.3 Read and follow instructional texts
  - 1.4 Read and follow persuasive texts
- 

**The learner will:**

- 2 Understand how to predict meaning of words

**The learner can:**

- 2.1 Use knowledge of word types to understand meaning of unfamiliar words
  - 2.2 Use knowledge of word structure to make sense of unfamiliar words
- 

**The learner will:**

- 3 Understand punctuation

**The learner can:**

- 3.1 Use punctuation to identify sentences
  - 3.2 Identify the correct use of punctuation
- 

**The learner will:**

- 4 Be able to read key words and phrases

**The learner can:**

- 4.1 Read and understand some key words – personal, specific to study, work or hobby
  - 4.2 Read and understand everyday phrases
-

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## Reading to understand (Y/505/6691) (cont'd)

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### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 2 hours to complete the unit requirements as a summative assessment.

As there are 4 learning outcomes for this unit, suggested time allocations have been provided below.

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording)
- ◆ candidate-annotated document (where appropriate)

**Assessment criteria:** 1.1 – 1.4

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge and skills in reading and understanding text in everyday and new contexts.

Candidates should be given a set of instructions to read. The instructions should be based on a topic which the candidate is likely to encounter in everyday life.

### Examples of instructions:

- ◆ how to use home-based recycling bins
- ◆ how to cook a simple meal in a microwave
- ◆ how to put a new contact into a mobile phone book
- ◆ how to bake a cake or biscuits
- ◆ how to make a drink.

The text should contain:

- ◆ a title
- ◆ headings
- ◆ bullet points or stepped instructions
- ◆ images
- ◆ command verbs
- ◆ variation in font size and style.

The text should be set at the appropriate level (Entry Level 3), although technical words should also be included where appropriate.

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## Reading to understand (Y/505/6691) (cont'd)

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Candidates may read the instructions aloud if they wish. Candidates must read the instructions unaided.

### Suggestions for assessment

Candidates should:

- ◆ identify organisational features in the instructions
- ◆ identify command verbs in the instructions
- ◆ read and follow the instructions.

### Example tasks

- ◆ questions which require the candidate to identify organisational features in the instructions
- ◆ questions which require the candidate to identify command verbs in the instructions
- ◆ scenario which allows candidate to clearly follow the instructions – eg recycling instructions: candidate to sort a selection of recyclable items into correct bins/bags/piles.

Questions must be worded to work independently and not require accurate answers from any previous questions (ie no follow-through).

Candidate responses to the questions can be written, spoken or delivered via sign language as appropriate to their needs.

It is recommended that candidates should be given a minimum of 40 minutes to complete the tasks.

If candidates provide non-written responses to the questions the Assessor should record them on the appropriate documents.

Candidate responses/actions when following instructions must be recorded.

### Examples of appropriate recording documents:

- ◆ centre-produced pro forma answer sheet
- ◆ centre-produced pro forma record sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers/actions/responses.
- ◆ allocation of marks must be clearly indicated and:
  - candidates must identify a minimum of 2 organisational features.
  - candidates must identify a minimum of 2 command verbs.
  - candidates must achieve 75% accuracy when following instructions.
  - Example: using recycling instructions – 12 items to sort – 9 items correctly sorted following instructions on recycling items.

---

## Reading to understand (Y/505/6691) (cont'd)

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**\*Note: This must be work completed independently by the candidate.**

---

**Assessment criteria:** 2.1, 2.2

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge and skills in reading and understanding text in everyday and new contexts.

Candidates should be given a piece of text written in continuous sentences.

The text should be set at the appropriate level (Entry Level 3), with some unfamiliar words.

### Examples of documents:

- ◆ newspaper article
- ◆ magazine article
- ◆ information on course of study
- ◆ leaflet.

Candidates may read the text aloud if they wish. Candidates must read the text unaided.

### Suggestions for assessment

Candidates should:

- ◆ read the information unaided
- ◆ identify any unfamiliar words in the text
- ◆ explain the likely meaning of the unfamiliar words
- ◆ explain the meaning of the information.

### OR

- ◆ read the information unaided
- ◆ identify any unfamiliar words in the text
- ◆ answer questions on the likely meaning of the unfamiliar words
- ◆ answer questions on the text to show they understand the meaning of the information.

It is recommended that candidates should be given a minimum of 30 minutes to complete the task.

If candidates provide non-written responses to the tasks, the Assessor should record them on the appropriate documents.

### Examples of appropriate documents:

- ◆ copy of the texts
- ◆ centre-produced pro forma answer sheet
- ◆ centre-produced pro forma record sheet.

---

## Reading to understand (Y/505/6691) (cont'd)

---

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment the mark scheme must include details of all correct and acceptable answers/responses
  - ◆ allocation of marks must be clearly indicated
  - ◆ to achieve a pass, candidates must clearly demonstrate that they can:
    - predict the meaning of unfamiliar words
    - make sense of unfamiliar words.
- 

**\*Note: This must be work completed independently by the candidate.**

---

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording)
- ◆ candidate-annotated documents

**Assessment criteria:** 3.1, 3.2

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge and skills in reading and understanding text in everyday and new contexts.

Candidates should be given different simple texts written in continuous sentences.

The texts should be set at the appropriate level (Entry Level 3), and contain some unfamiliar words.

The texts should include the following punctuation:

- ◆ full stops
- ◆ question marks
- ◆ exclamation marks
- ◆ speech marks
- ◆ commas.

**Examples of texts:**

- ◆ a letter
- ◆ a poem
- ◆ page from a story
- ◆ page from a play.

Candidates may read the texts aloud if they wish. Candidates must read the texts unaided.

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## Reading to understand (Y/505/6691) (cont'd)

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### Suggestions for assessment

Candidates should:

- ◆ read the texts
- ◆ identify the different types of punctuation
- ◆ identify true statements for correct use of punctuation (eg every sentence should end with a full stop, question mark or exclamation mark)
- ◆ identify correct and incorrect use of punctuation in texts.

### Example task

- ◆ candidates should identify the different types of punctuation across 2 different texts

### AND

- ◆ candidates should identify examples which show the correct use of punctuation:
  - tasks and questions must be worded to work independently and not require accurate answers from any previous tasks or questions (ie no follow-through).
  - it is recommended that candidates should be given a maximum of 20 minutes to complete the task.
  - candidate responses can be written, spoken or delivered via sign language as appropriate to their needs.

If candidates provide non-written responses to the questions, the Assessor should record them on the appropriate documents.

### Examples of appropriate documents:

- ◆ copy of the tasks
- ◆ centre-produced pro forma answer sheet
- ◆ centre-produced record sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment the mark scheme must include details of all correct and acceptable answers/responses
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass, candidates must as a minimum:
  - identify each type of punctuation (as listed) at least once, across 2 different documents
  - identify at least 4 examples which show the correct use of punctuation.

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**\*Note: This must be work completed independently by the candidate.**

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## Reading to understand (Y/505/6691) (cont'd)

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**Assessment criteria:** 4.1, 4.2

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge and skills in reading and understanding key words and phrases.

The candidates should be given a total of approximately 8 key words relating to:

- ◆ personal details
- ◆ study
- ◆ work
- ◆ a hobby or interest.

Candidates may read the words aloud if they wish. Candidates must read the words unaided.

### Suggestions for assessment

Candidates could:

- ◆ read each of the words to the Assessor
- ◆ identify (match up) the words to the correct meaning
- ◆ find the words in pieces of relevant texts or documents
- ◆ identify (match up) the word to the correct phrase.

It is recommended that candidates should be given a maximum of 20 minutes to complete the task. Candidate responses to the questions can be written, spoken or delivered via sign language as appropriate to their needs.

If candidates provide non-written responses to the questions, the Assessor should record them on the appropriate documents.

### Examples of appropriate documents:

- ◆ copy of the tasks
- ◆ centre-produced pro forma answer sheet
- ◆ centre-produced record sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers/responses
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass, candidates must as a minimum:
  - read aloud the 8 key words provided

### OR

- find 8 of the key words in a piece of relevant text or document

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**Reading to understand (Y/505/6691) (cont'd)**

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**AND**

- identify (match up) 6 of the key words to the correct phrase.

**Examples:**

- ◆ personal (key word)
- ◆ surname = last name
- ◆ hobby (key word)
- ◆ soccer = game played with a round ball.

If more than 8 key words are provided, the candidate must:

- ◆ read aloud 8 key words

**OR**

- ◆ find 8 key words in a piece of relevant text or document

**AND**

- ◆ identify (match up) 6 of the key words to the correct phrase.
- 

**\*Note: This must be work completed independently by the candidate.**

---

**The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Alphabetical order (D/505/6692)**

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**The learner will:**

- 1 Understand alphabetical order

**The learner can:**

- 1.1 Use letter placement to order words
  - 1.2 Identify examples of alphabetical order in everyday life
- 

**The learner will:**

- 2 Be able to use a dictionary

**The learner can:**

- 2.1 Use knowledge of alphabetical order to find the meaning of unfamiliar words
  - 2.2 Use a dictionary to help decode unfamiliar words
-

---

## Alphabetical order (D/505/6692) (cont'd)

---

### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 90 minutes to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to tasks (written, video recording, voice recording)

**Assessment criteria:** 1.1, 1.2

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge and skills of alphabetical order in everyday situations. Candidates should be provided with a scenario that requires them to use alphabetical order.

Candidates will be working with words, which should be at the appropriate level (Entry Level 3).

Assessment criterion 1.1: candidates need to demonstrate their ability to order words **using first and second letter placement**.

### Example tasks

Candidates could:

- ◆ create their own 'course work' dictionary using new words needed/learnt in their course of study. Words should be put in the correct order using first **and** second letter placement
- ◆ create their own 'everyday words' dictionary, using words which often confuse (where/wear/were, dear/deer, hear/here). This could then be used for future reference when working independently. Words should be put in the correct order using first **and** second letter placement.

**Note: Where candidates create their own dictionary using ICT, they must not use the 'sort' button to put words in correct alphabetical order. The candidate must do the work independently.**

Assessment criterion 1.2: candidates need to demonstrate their awareness of alphabetical order in everyday life.

---

## Alphabetical order (D/505/6692) (cont'd)

---

### Example tasks

Candidates could identify a minimum of 3 situations where alphabetical order is used to find (or store) something:

- ◆ in the workplace
- ◆ on the Internet
- ◆ at home
- ◆ when shopping.

It is recommended that candidates should be given a minimum of 30 minutes to complete both the above tasks. Candidate responses can be written, spoken or delivered via sign language as appropriate to the task and their needs.

If candidates provide non-written responses, the Assessor should record them on the appropriate documents.

### Examples of appropriate documents:

- ◆ copy of the documents used (dictionary, words list, question sheet)
- ◆ centre-produced pro forma answer sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass, candidates must, as a minimum:
  - assessment criterion 1.1: order 10 words correctly using first and second letter placement
  - assessment criterion 1.2: identify 3 situations where alphabetical order is used in everyday life.

---

**\*Note: This must be work completed independently by the candidate.**

---

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ observation (to include Assessor feedback on how the candidate met the criteria)
- ◆ candidate responses to questions (written, video recording, voice recording)

**Assessment criteria:** 2.1, 2.2

**Additional information:** candidates should be given the opportunity to demonstrate their knowledge and skills of alphabetical order in everyday situations. Candidates should be provided with a scenario that requires them to find specific unfamiliar words in a dictionary.

Candidates will be working with words, which should be at the appropriate level (Entry Level 3).

---

### **Alphabetical order (D/505/6692) (cont'd)**

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Assessment criterion 2.1: candidates should be given a task that requires them to demonstrate their ability to use a dictionary.

#### **Example tasks**

Candidates could:

- ◆ be given a minimum of 4 unfamiliar words used in everyday life and demonstrate that they can find the words in a dictionary
- ◆ identify a minimum of 4 unfamiliar words in a piece of text and demonstrate that they can find the words in a dictionary
- ◆ be given a list of 4 unfamiliar words from their course of study\* and use a dictionary to find the meaning of the words.

---

**\*Note: Words must be found in an everyday dictionary.**

---

- ◆ candidates must read the words unaided
- ◆ it is recommended that candidates should be given a maximum of 20 minutes to complete the task
- ◆ candidate responses to the questions can be written, spoken or delivered via sign language as appropriate to the tasks and their needs.

If candidates provide non-written responses to the questions, the Assessor should record them on the appropriate documents.

#### **Examples of appropriate documents:**

- ◆ copy of the tasks
- ◆ centre-produced pro forma answer sheet.

#### **Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to achieve a pass, candidates must as a minimum:
  - assessment criterion 2.1: find 4 unfamiliar words in the dictionary.

---

**\*Note: This must be work completed independently by the candidate.**

---

**The types of evidence listed are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Essential writing skills (J/505/3396)**

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**The learner will:**

- 1 Be able to plan writing

**The learner can:**

- 1.1 Plan and draft writing for different purposes
  - 1.2 Identify when writing requires sequencing
- 

**The learner will:**

- 2 Be able to write for different purposes

**The learner can:**

- 2.1 Use sentences and paragraphs
  - 2.2 Use appropriate punctuation
  - 2.3 Use correct grammar
  - 2.4 Use pronouns
- 

**The learner will:**

- 3 Be able to proofread

**The learner can:**

- 3.1 Identify the purpose of proofreading
  - 3.2 Identify when to proofread work
  - 3.3 Proofread work for spelling and grammar
-

---

## Essential writing skills (J/505/3396) (cont'd)

---

### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 2 hours to complete the unit requirements as a summative assessment.

As there are 3 learning outcomes for this unit, suggested time allocations have been provided below.

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**Note: For this unit the 3 learning outcomes can be linked to the 2 documents that the candidate is required to produce. There should be evidence of natural progression from planning and drafting through to proofreading the documents. Alternatively, candidates can be provided with separate tasks for the 3 learning outcomes.**

---

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ handwritten documents (to include Assessor feedback on how the candidate met the criteria)
- ◆ word-processed documents (to include Assessor feedback on how the candidate met the criteria)

**Assessment criteria:** 1.1, 1.2

**Additional information:** candidates are required to demonstrate the skills needed to write for 2 different purposes in everyday situations. The focus should be on planning and drafting writing.

Tasks should be set at the appropriate level (Entry Level 3).

Candidates should be given tasks where they can demonstrate their ability to plan and draft writing for 2 different purposes, one of which requires evidence of sequencing in writing and use of paragraphs.

### Example tasks of writing not requiring sequencing:

- ◆ list of items (food shopping, birthday presents)
- ◆ a message
- ◆ suggestions for a night out
- ◆ favourite foods
- ◆ 'to do' list.

### Example tasks of writing requiring sequencing\*:

- ◆ a letter
- ◆ a note
- ◆ invitation for a night out
- ◆ advert for an event (charity fun day, competition)



---

### Essential writing skills (J/505/3396) (cont'd)

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- ◆ how to do something.

**\*Note: including writing in short paragraphs.**

- ◆ the candidate should be encouraged to read the tasks independently
- ◆ it is recommended that candidates should be given a maximum of 60 minutes to complete the tasks
- ◆ candidates must complete written/word processed evidence.

**Examples of appropriate documents:**

- ◆ templates which would normally be used for completing any of the documents
- ◆ centre-produced pro forma answer sheet.

**Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to pass, documents must be completed by the candidate to show evidence of appropriate:
  - planning and drafting of writing for 2 different purposes
  - sequencing in one of the draft documents and including short paragraphs.

---

**\*Note: This must be work completed independently by the candidate.**

---

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ one handwritten document (to include Assessor feedback on how the candidate met the criteria)
- ◆ one word-processed document (to include Assessor feedback on how the candidate met the criteria)

**Assessment criteria:** 2.1 - 2.4

**Additional information:** candidates are required to demonstrate the skills needed to write for 2 different purposes in everyday situations. The focus should be on producing written documents accurately and appropriately for 2 different purposes.

Tasks should be set at the appropriate level (Entry Level 3).

Candidates should be given tasks, such as writing a letter, a note, an invitation for a night out, etc, where they can demonstrate their ability to accurately use:

- ◆ sentences
- ◆ paragraphs
- ◆ appropriate punctuation
- ◆ grammar
- ◆ pronouns.

---

### Essential writing skills (J/505/3396) (cont'd)

---

- ◆ candidates should be encouraged to read the tasks independently
- ◆ it is recommended that candidates should be given a maximum of 30 minutes to complete the tasks
- ◆ candidates must complete written responses.

#### Examples of appropriate documents:

- ◆ template which would normally require the constructing of simple sentences
- ◆ centre-produced pro forma answer sheet.

#### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated to pass, documents completed by the candidate must provide evidence of consistently accurate use of:
  - sentences
  - paragraphs
  - punctuation
  - grammar
  - pronouns.

---

**\*Note: This must be work completed independently by the candidate.**

---

#### Types of evidence (this may include tasks completed as part of a course of study\*):

- ◆ one handwritten document (to include Assessor feedback on how the candidate met the criteria)
- ◆ one word-processed document (to include Assessor feedback on how the candidate met the criteria)

#### Assessment criteria: 3.1 – 3.3

**Additional information:** candidates are required to demonstrate the skills needed to proofread work in everyday situations. The focus should be on accuracy in proofreading skills.

Tasks should be set at the appropriate level (Entry Level 3).

Candidates should be given tasks where they can identify:

- ◆ the purpose of proofreading
- ◆ when to proofread
- ◆ errors in spelling and grammar when proofreading.

---

## Essential writing skills (J/505/3396) (cont'd)

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### Example tasks for each of the above

- ◆ the purpose of proofreading:
  - questions to identify the purpose of proofreading
  - true and false statements about the purpose of proofreading.
- ◆ when to proofread:
  - questions to identify reasons for proofreading some documents and not others
  - list of situations when proofreading is essential and non-essential.
- ◆ proofreading for spelling and grammar:
  - document containing errors in spelling and grammar
  - own document (produced as evidence for learning outcomes 1 and 2).

The candidate should be encouraged to read the tasks independently.

It is recommended that candidates should be given a maximum of 30 minutes to complete the tasks. Candidates must complete written responses.

### Examples of appropriate documents:

- ◆ template which would normally be used for completing written work
- ◆ centre-produced pro forma answer sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to pass, documents completed by the candidate must provide evidence that they can:
  - identify the purpose of proofreading
  - identify when to proofread
  - proofread work for spelling and grammar.

---

**\*Note: This must be work completed independently by the candidate.**

---

**The types of evidence listed are for guidance purposes only. Within candidates' portfolios, most types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.**

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**Essential spelling and hand-writing (H/505/6693)**

---

**The learner will:**

- 1 Be able to write and spell essential words

**The learner can:**

- 1.1 Write and spell common words
  - 1.2 Write and spell words relating to work and hobbies or interests
  - 1.3 Use knowledge of word structure and patterns to assist in spelling
- 

**The learner will:**

- 2 Be able to produce legible text

**The learner can:**

- 2.1 Use legible handwriting
-

---

## Essential spelling and hand-writing (H/505/6693) (cont'd)

---

### Assessment guidance

Assessors should ensure that all tasks are set within realistic scenarios that are simple to understand.

Instructions to candidates should be clear and easy to follow.

It is recommended that candidates should be given a total of 90 minutes to complete the unit requirements as a summative assessment.

As there are 2 learning outcomes for this unit, suggested time allocations have been provided below.

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ candidate responses to tasks (written/word-processed)
- ◆ documents produced by the candidate in everyday situations:
  - personal life (common words)
  - at work or study (technical words)
  - socially (words relating to a hobby or interest)

**Assessment criteria:** 1.1 - 1.3

**Additional information:** candidates are required to demonstrate knowledge and skills in spelling and the use of sound patterns through writing words. The focus should be on spelling and writing essential and specialist words. The tasks should be set at the appropriate level (Entry Level 3).

Candidates should be given tasks where they can demonstrate their ability to write and spell:

- ◆ essential common words
- ◆ words relating to:
  - work
  - hobbies/interests.
  -

Candidates should use their knowledge of word structure and spelling patterns.

### Example tasks

1 Write and spell a selection of common words

**AND**

2 Write and spell a selection of words relating to work (or study)

**AND**

3 Write and spell a selection of words relating to a hobby or interest.

---

## Essential spelling and hand-writing (H/505/6693) (cont'd)

---

The tasks can be read out to the candidate or delivered via sign language as appropriate to their needs.

It is recommended that candidates should be given a maximum of 30 minutes to complete the tasks. Candidate must complete written/word-processed evidence.

The candidate must provide written responses to the tasks. These should be recorded on the appropriate documents.

### Example of appropriate documents:

- ◆ centre-produced pro forma answer sheet.

### Mark schemes

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to pass, the candidate must provide evidence of consistently accurate writing and spelling of:
  - a minimum of 10 common words
  - a minimum of 5 words relating to work or study (technical words)
  - a minimum of 5 words relating to a hobby or interest.

---

**\*Note: This must be work completed independently by the candidate.**

---

**Types of evidence** (this may include tasks completed as part of a course of study\*):

- ◆ handwritten work (to include the Assessor's written feedback)

**Assessment criteria:** 2.1

**Additional information:** candidates are required to demonstrate skills in producing legible hand-writing for use in everyday situations. The focus should be on legible hand-writing.

The tasks should be set at the appropriate level: Entry Level 3.

Candidates should be given tasks where they can demonstrate their ability to produce 2 short pieces of legible, handwritten text.

### Example tasks

Candidate to write:

- ◆ a short note to a friend
- ◆ a 'to do' list
- ◆ information linked to work/study
- ◆ information linked to a hobby/interest
- ◆ personal pen picture

---

### **Essential spelling and hand-writing (H/505/6693) (cont'd)**

---

- ◆ response to a written question (asking for information about themselves/opinions on a topic etc)
- ◆ a request for information/support/item
- ◆ basic details about an event.

The tasks can be read out to the candidate or delivered via sign language as appropriate to their needs.

It is recommended that candidates should be given a minimum of 30 minutes to complete the tasks. Candidates must complete handwritten responses to the tasks.

Candidate responses to the tasks should be recorded on the appropriate documents.

#### **Examples of appropriate documents:**

- ◆ centre-produced pro forma recording documents
- ◆ centre-produced pro forma answer sheet.

#### **Mark schemes**

- ◆ Assessors should develop a detailed mark scheme to support reliable marking of the assessment
- ◆ the mark scheme must include details of all correct and acceptable answers
- ◆ allocation of marks must be clearly indicated
- ◆ to pass, candidate must provide evidence of their ability to produce:
  - legible handwritten text for use in an everyday situations.

---

**\*Note: This must be work completed independently by the candidate.**

---

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# Section 4

## Links to National Skills Standards



We've mapped the NCFE Entry Level 3 English units to the Adult Literacy Curriculum (Core Curriculum) at Entry Level 3.

The table below shows how the units cover the Core Curriculum at Entry Level 3.

<b>NCFE unit number/title</b>	<b>Core Curriculum mapping</b>
<b>Listening and responding (Y/505/6688)</b>	SLlr/E3.1; SLlr/E3.2; SLlr/E3.3; SLlr/E3.4; SLlr/E3.5; SLlr/E3.6
<b>Discussing with others (D/505/6689)</b>	SLd/E3.1; SLd/E3.2; SLd/E3.3
<b>Speaking to be understood (R/505/6690)</b>	SLc/E3.1; SLc/E3.2; SLc/E3.3; SLc/E3.4
<b>Developing reading skills (M/505/3392)</b>	Rt/E3.1; Rt/E3.2; Rt/E3.3; Rt/E3.4; Rt/E3.5; Rt/E3.6; Rt/E3.7; Rt/E3.8; Rt/E3.9
<b>Reading to understand (Y/505/6691)</b>	Rs/E3.1; Rs/E3.2; Rs/E3.3; Rw/E3.1; Rw/E3.2; Rw/E3.5
<b>Alphabetical order (D/505/6692)</b>	Rw/E3.4; Rw/E3.3
<b>Essential writing skills (J/505/3396)</b>	Wt/E3.1; Wt/E3.2; Wt/E3.3; Wt/E3.4; Ws/E3.1; Ws/E3.2; Ws/E3.3; Ws/E3.4
<b>Essential spelling and hand-writing (H/505/6693)</b>	Ww/E3.1; Ww/E3.2; Ww/E3.3

# Section 5

## General information

## Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

## Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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