



# Qualification Specification

**NCFE Level 1 Certificate in Essential English in  
Everyday Life  
QN: 610/0675/0**

**Qualification summary**

<b>Qualification title</b>	NCFE Level 1 Certificate in Essential English in Everyday Life		
<b>Ofqual qualification number (QN)</b>	610/0675/0	<b>Aim reference</b>	61006750
<b>Guided learning hours (GLH)</b>	140	<b>Total qualification time (TQT)</b>	140
<b>Minimum age</b>	Pre-16		
<b>Qualification purpose</b>	This qualification is part of a suite of qualifications designed to provide learners with underpinning knowledge and skills in English and builds on the knowledge and skills gained in entry level 3. Learners will develop their skills in speaking, listening and communication, reading and writing. This qualification has been designed to provide learners with the skills they can use in their everyday life or support them to progress on to a level 1 qualification in Functional Skills or GCSE English.		
<b>Grading</b>	Achieved/not yet achieved		
<b>Assessment method</b>	Internally assessed and externally quality assured portfolio of evidence		

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## Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of English
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire practical skills in English
- support progression to level 1 Functional Skills or GCSE in English

The objectives of this qualification are to enable learners to:

- develop their skills in listening and responding, speaking to be understood and speaking to others
- develop their skills in reading
- develop their skills in writing
- develop their spelling and grammar

### Support handbook

This qualification specification must be used alongside the mandatory support handbook on the qualifications page on the NCFE website, which contains additional supporting information to help with the planning, delivery and assessment.

This qualification specification contains all of the qualification-specific information you will need that is not covered in the support handbook.

### Entry guidance

This qualification is designed for any learners who have not achieved a GCSE or Functional Skills qualification in English.

The qualification will support learners with an identified skills gap in English and has been designed using the Functional Skills' scope of study to develop skills for everyday life and support progression to the equivalent level of Functional Skills. The qualification can also be used to progress to a GCSE in English.

The qualification could also be used by pre-16 learners who are not following, or are not yet ready to follow, a traditional GCSE route in education for English.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved an entry level 3 English qualification.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### **Achieving this qualification**

To be awarded this qualification learners are required to successfully achieve 7 mandatory units.

Please refer to the list of units in appendix A or the unit summaries in section 2 for further information.

To achieve this qualification learners must successfully demonstrate their achievement of all LOs of the units as detailed in this qualification specification. A partial certificate may be requested for learners who do not achieve their full qualification but have achieved at least one whole unit.

### **Progression**

Learners who achieve this qualification could progress to the following:

- NCFE Level 1 Functional Skills Qualification in English (603/5058/1)
- NCFE Level 2 Certificate in Essential English in Everyday Life (610/0676/2)
- GCSE in English
- apprenticeships
- vocational qualifications

### **Resource requirements**

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

### **How the qualification is assessed**

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

This qualification is internally assessed and externally quality assured.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

The assessment consists of one component:

- an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance (IQA) must still be completed by the centre as usual)

## Internal assessment

We are in the process of developing free workbooks to accompany this qualification to support centres with their delivery and assessment, which include summative assessments that can be used to provide evidence of competence in each unit. These can be found on the qualification page of the NCFE website. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover LOs for all units and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the provider development team.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which that demonstrates achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in section 2.

A centre may choose to create their own internal assessment tasks. There are 4 essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

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 this qualification.

## **Section 2: unit content and assessment guidance**

This section provides details of the structure and content of this qualification.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer.

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This document can be found in section 3.

The qualification has been designed to map to the subject content for Functional Skills in English to aid progression. We have provided a mapping document in appendix B which outlines the Functional Skills subject content statement that each assessment criterion maps to.

Where spoken responses are required, sign language can be used to meet learners' needs where appropriate. If learners provide signed responses, the tutor should record them on the appropriate documents. Tasks that can be read out to the learner can be delivered via sign language as appropriate to their needs.

Online delivery and assessment could be offered if technology is in place for learners and centres.

If centres opt for an online approach to delivery and assessment, tutors must ensure that they can hear the learners when they read out and can view their written answers, taking a screen shot or emailing the learners' work when necessary.

Integrating the LOs from different units is good practice, tutors should familiarise themselves with the different LOs from different units that can be achieved during a single assessment.



**Unit 01 Listening, understanding and responding to others (T/650/1940)**

<b>Unit summary</b>			
This unit aims to support learners to develop the skills needed to clearly, accurately and confidently listen, understand and respond to others in a range of contexts.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>20 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to listen to and understand discussions with others in a range of contexts	1.1 Identify the <b>7 different listening skills</b> and apply them in a range of listening situations
	1.2 Identify active listening skills and apply them in a range of listening situations
	1.3 Use different skills to listen to and apply them in a range of listening situations
2. Be able to respond and make contributions to discussions with others in a range of contexts	2.1 Identify a variety of verbal and nonverbal signals
	2.2 Use appropriate feedback, including verbal and <b>nonverbal</b> signals, effectively to: <ul style="list-style-type: none"> <li>• show they are engaged and interested</li> <li>• confirm their understanding of what is being said</li> </ul>
	2.3 Ask appropriate questions to obtain relevant information to aid contribution
	2.4 Listen for and identify relevant information from the responses given
3. Be able to respond effectively to detailed questions	3.1 Identify the nature of questions being asked
	3.2 Respond to questions appropriately using the correct level of formality, where required

<b>Range</b>
<b>1. Be able to listen to and understand discussions with others in a range of contexts</b>
<b>1.1 The 7 different listening skills</b> must include:
<ul style="list-style-type: none"> <li>• informational listening</li> <li>• discriminative listening</li> <li>• biased or selective listening</li> <li>• sympathetic listening</li> <li>• empathetic listening</li> <li>• critical listening</li> <li>• comprehensive listening</li> </ul>
<b>2. Be able to respond and make contributions to discussions with others in a range of contexts</b>
<b>2.1 Nonverbal</b> signals could include eye contact, smiling and nodding in agreement, if relevant

<b>Delivery and assessment guidance</b>
The aim of this unit is for learners to evidence the skills needed to listen, understand and respond to others in discussions clearly, accurately, confidently and with effectiveness in situations that include listening to information and responding to questions.

**Delivery and assessment guidance**

Learners must take part in at least 3 tasks across a range of situations, one of which must be via a communication device such as a phone or online meeting platform.

It is recommended, but not required, that the tasks are linked thematically to provide a realistic context.

As a guide it is recommended that learners are given 90 minutes to complete the unit requirements if a summative assessment is used, however centres can use alternative assessment methods if preferred.

It is possible to plan assessment activities for this unit which also meet some or all of the criteria for the other speaking and listening units.

Assessment tasks can cover any relevant topic chosen by the learners and agreed by the tutor and may be better received if personalised/localised.

**Assessment criteria: 1.1–1.2**

Learners must demonstrate knowledge of each of the 7 listening skills and identify 5 active listening techniques in order to achieve the assessment criteria set out above.

**Assessment criterion: 1.3**

A minimum of 2 assessment tasks are required to allow the learner to demonstrate sufficient coverage of the assessment criterion and:

- learners should communicate in person, if possible, if not, an online opportunity should be facilitated using video conferencing
- learners should listen to information in a minimum of 2 different situations
- evidence of learners' comprehension can be spoken, written or delivered via sign language as appropriate to their needs
- learners must show coverage of the assessment criterion across both assessment tasks
- one of the assessment tasks can be the same as one of those set for the assessment of LO2
- another of the assessment tasks can be the same as one of those set for the assessment of LO3

Learners must demonstrate on at least 2 occasions that they are able to:

- listen, concentrate and understand in each listening situation
- identify and evidence relevant information or arguments in a range of listening and learning situations, their responses can be made in writing or verbally

Examples are listening for and recognising specific words and phrases, specialist words and different arguments around the same topic.

**Assessment criterion: 2.1**

Learners must identify at least 5 verbal and nonverbal signals that could be used during conversation in order to demonstrate achievement of this assessment criterion.

### Delivery and assessment guidance

#### Assessment criteria: 2.2–2.4

A minimum of 2 assessment tasks are required to allow learners to demonstrate sufficient coverage of the assessment criteria and:

- all assessment tasks should allow learners to listen and communicate in person in at least one assessment task if possible
- if this is not possible, online assessments where the tutor can view learners participating in a virtual meeting platform can be used
- learners should listen to information in a minimum of 2 different situations
- evidence of learners' comprehension can be spoken, written or delivered via sign language as appropriate to their needs
- learners must show coverage of the 4 assessment criteria across the assessment tasks but need not cover all assessment criteria in each
- one of the assessment tasks can be the same as one of those set for the assessment of LO1
- the other assessment tasks can be the same as one of those set for the assessment of LO3

Learners must demonstrate on at least 2 occasions that they are able to respond and make contributions to discussions with others in a range of contexts by:

- offering appropriate feedback effectively, including verbal and nonverbal signals, to evidence that they are engaged and interested in the situation and can understand what is being said
- intervening in conversations appropriately to aid their comprehension
- asking appropriate questions to obtain relevant information to aid their contribution
- listening for and identifying relevant information

Examples are:

- respecting the speaker by showing that they are interested and engaged
- interrupting politely when asking for clarification on something that they are unsure of, or have misheard
- listening for specific words and phrases that they would expect to hear in the given situation

#### Assessment criteria: 3.1–3.2

There must be at least 2 opportunities created if learners are to demonstrate sufficient coverage of the assessment criteria and:

- all assessment tasks should allow learners to listen and communicate in person in at least one assessment task if possible
- if this is not possible, online assessments where the tutor can view learners participating in a virtual meeting platform can be used
- learners should listen to information in a minimum of 2 different situations
- evidence of learners' comprehension can be spoken, written or delivered via sign language as appropriate to their needs
- learners must show coverage of the 2 assessment criteria across both assessment tasks but need not cover all assessment criteria in each
- one of the assessment tasks can be the same as one of those set for the assessment of LO1

**Delivery and assessment guidance**

- another of the assessment tasks can be the same as another of those set for the assessment of LO2

Learners must demonstrate on at least 2 occasions that they are able to respond effectively to detailed questions by:

- identifying and understanding the nature of questions being asked
- responding to questions appropriately, using the correct level of formality where required

Examples are:

- using formal and specialist vocabulary
- responding to detailed questions by recalling what they have heard and understood
- making changes to how formally they respond to questions in different given situations

**Evidence for this unit could include:**

- tutor observations describing the learners' performance against the assessment criteria
- feedback discussion could also be recorded by video or audio

**Unit 02 Communicating with others (Y/650/1941)**

<b>Unit summary</b>			
This unit aims to support learners in developing a range of spoken language skills and effectively structure spoken contributions.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>20 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to speak clearly in a way which suits the situation	1.1 Plan and deliver speech
	1.2 Outline key points of different subject matter
	1.3 Demonstrate adapting the level of formality to suit the situation and context
	1.4 Communicate effectively: <ul style="list-style-type: none"> <li>• in person</li> <li>• by using a communication device</li> </ul>
	1.5 Use strategies to clarify and confirm that others understand what is being said

<b>Delivery and assessment guidance</b>
<p>As a guide it is recommended that learners are given an hour to complete the unit requirements if a summative assessment is used, however centres can use alternative assessment methods if preferred.</p> <p>The presentations, discussion or conversation could be recorded by video or audio and tutor feedback added.</p> <p>Learners must undertake a minimum of 2 speaking and listening tasks as evidence of achieving the LO in this unit.</p> <p>It is possible to plan assessment activities for this unit which also meet some or all of, the criteria for the other speaking listening and communication units.</p> <p><b>Assessment criteria: 1.1–1.5</b></p> <p>The learner can communicate in person, by phone or online.</p> <p>Learners must show coverage of the 5 assessment criteria over at least 2 occasions, learners must show coverage of the 5 assessment criteria across the assessment tasks but need not cover all assessment criteria in each.</p> <p>Example task:</p> <p>Learners attending a session arranged to informally discuss and plan a presentation, and then deliver the presentation at a later date.</p>

**Delivery and assessment guidance**

In this scenario are examples of how learners could demonstrate achievement:

- evidencing that they have discussed and agreed the subject matter of their presentation with their tutor including formal and specialist vocabulary where necessary
- showing they have planned their presentation logically
- considering their audience by practising and delivering their presentation in a clear and concise manner
- delivering the presentation in a manner suited to the content and audience
- asking for and answering audience questions

**Evidence for this unit could include:**

- tutor observations describing the learners' performance against the assessment criteria
- feedback discussion could also be recorded by video or audio

**Unit 03 Participating in discussions (A/650/1942)**

<b>Unit summary</b>			
This unit aims to develop learners' conversational and discussion skills so that they are an effective participant in spoken exchanges.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>10 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to participate in a discussion about a straightforward topic with an individual	1.1 Contribute relevant information in an appropriate manner
	1.2 Use appropriate phrases for interruption and to clarify points being made
	1.3 Engage the other person with eye contact and body language
	1.4 Respond appropriately to a different point of view
2. Be able to participate in a group discussion about a straightforward topic	2.1 Contribute relevant information in an appropriate manner
	2.2. Make relevant and timely contributions
	2.3 Show respect for the turn-taking rights of others
	2.4 Use strategies to encourage others to contribute
	2.5 Use appropriate phrases for interruption and clarification
	2.6 Show effective use of eye contact, body language and behaviour

<b>Delivery and assessment guidance</b>
<p>The aim of this unit is for learners to evidence their conversational and discussion skills and be an effective participant in spoken exchanges.</p> <p>As a guide it is recommended that learners are given an hour to complete the unit requirements if a summative assessment is used, however centres can use alternative assessment methods if preferred.</p> <p>The assessment tasks should be a minimum of:</p> <ul style="list-style-type: none"> <li>• a one-to-one discussion on a straightforward and familiar topic with someone known to the learner</li> <li>• one group discussion involving at least 4 people about a straightforward and familiar topic</li> </ul> <p>Tutor observations should evidence the content of the scenarios by describing learners' performance against the assessment criteria.</p> <p>The discussions could be recorded by video or audio and tutor's written or digital feedback added.</p> <p><b>Assessment criteria: 1.1–1.4</b></p> <p>The topic should be familiar enough to the learner to enable them to sustain a discussion and take part in the discussion actively:</p> <ul style="list-style-type: none"> <li>• the length of time involved must be sufficient to allow the learner to demonstrate each of the assessment criteria and is recommended to be at least 2 minutes long</li> </ul>

**Delivery and assessment guidance**

- learners can be given any stimulus in advance to prepare for their discussion

Learners must demonstrate on at least 2 occasions that they are able meet each assessment criteria set out above.

**Assessment criteria: 2.1–2.6**

Topics should be familiar enough to the learner to enable them to sustain a discussion and take part in discussion actively, and:

- the group should consist of at least 4 people
- the length of time involved needs to be sufficient to allow the learner to demonstrate each of the assessment criteria, it is recommended to be at least 10 minutes
- if necessary, learners can demonstrate achievement using evidence from 2 discussions
- the topics can be of the learners' choosing, and they should prepare for the discussion in advance
- learners can be given any stimulus materials in advance to prepare for their discussion, and it should be available to prompt them during the task if needed

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criteria set out above.

**Evidence for this unit could include:**

- tutor observations describing the learners' performance against the assessment criteria
- feedback discussion could also be recorded by video or audio



### Unit 04 Introduction to knowledge and application of punctuation, grammar and spelling (D/650/1943)

Unit summary			
This unit aims to develop the underpinning grammatical, punctuation and spelling knowledge and skills to allow the learner to progress at this level.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>20 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to use punctuation in complex sentences correctly	1.1 Explain the purpose of <b>basic punctuation</b>
	1.2 Use basic punctuation correctly to clarify meaning
2. Be able to use grammatical knowledge when constructing complex sentences	2.1 Use correct grammar, including: <ul style="list-style-type: none"> <li>• subject-verb agreement</li> <li>• consistent use of different tenses</li> <li>• definite and indefinite articles</li> </ul>
3. Be able to spell words used most often in work, studies, and daily life	3.1 Use awareness of the relationship between sounds and syllables to help spell correctly
	3.2 Identify common homonyms
	3.3 Use common prefixes
	3.4 Use straightforward plural endings

Range
1. Be able to use punctuation in given, complex sentences correctly
<p><b>1.1 and 1.2 basic punctuation</b> must include:</p> <ul style="list-style-type: none"> <li>• capital letters</li> <li>• full stops</li> <li>• question marks</li> <li>• exclamation marks</li> <li>• commas</li> <li>• apostrophes for omissions/contractions for example: <ul style="list-style-type: none"> <li>○ there's &gt; there is</li> </ul> </li> </ul> <p>When covering capital letters, you must include that they are also known as upper case letters, you can use the titles that your learners are familiar with.</p> <p>When covering apostrophes for omission you must include that they are also known as contractions, you can use the titles that your learners are familiar with.</p>

**Delivery and assessment guidance**

The aim of this unit is for learners to evidence their grammatical, punctuation and spelling knowledge in constructing different sentence types.

**Assessment criterion: 1.1**

Example task:

Tutors could ask learners why we need to use punctuation when we write in English.

Learners must demonstrate on a minimum of one occasion that they are able to:

- explain the purpose of basic punctuation including:
  - capital letters
  - full stops
  - question marks
  - exclamation marks
  - commas
  - apostrophes for omissions

Learners can do this by offering examples if necessary.

**Assessment criterion: 1:2**

Example task:

Tutors could provide a set of sentences with accompanying questions, requiring learners to add the correct punctuation or identify incorrect punctuation used in the sentences, or ask learners to write out the sentence using the correct punctuation in full.

Learners must demonstrate on at least 2 occasions that they are able to use each of the below correctly:

- capital letters
- full stops
- question marks
- exclamation marks
- commas
- apostrophes for omissions/contractions

**Assessment criterion: 2.1**

Example task:

Tutors could develop tasks that allow learners to demonstrate ability in constructing complex sentences.

**Delivery and assessment guidance**

Learners must demonstrate on at least 2 occasions that they are able to use each of the below correctly:

- subject-verb agreement
- consistent use of different tenses
- definite and indefinite articles

**Assessment criteria: 3.1–3.4**

Example task:

Tutors could develop tasks or questions, that allow learners to demonstrate their ability to spell words used most often in work, study and daily life.

Learners must demonstrate on at least 2 occasions each that they are able to achieve the below correctly:

- use awareness of the relationship between sounds and syllables to help spell common words correctly
- identify common homonyms
- use common prefixes
- use straightforward plural endings

**Evidence for this unit could include:**

- learner evidence by breaking words down into sounds and syllables
- completed assessment showing correct punctuation and identification of incorrect punctuation
- completed simple and compound sentences
- completed assessment matching homonyms
- correct spellings of words used most often in work, studies and daily life

**Unit 05 Composing texts (F/650/1944)**

<b>Unit summary</b>			
This unit aims to develop learners' writing skills. The learner will produce effectively written texts and ensure that their work is accurate and clear.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>20 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to plan and produce legible text	1.1 Use appropriate techniques for planning text to suit the purpose content and audience
	1.2 Produce text which communicates information, ideas and opinions clearly and accurately
2. Be able to use complex sentences and paragraphs with appropriate format and structure	2.1 Present information in a logical sequence, using <b>complex sentences</b> and paragraphs where appropriate
	2.2 <b>Format and structure</b> writing to organise the meaning of the text clearly
3. Be able to write text using appropriate language, length and level of detail	3.1 Use <b>language</b> appropriate for the purpose and audience
	3.2 Produce text of an appropriate length and detail for the purpose and audience
4. Be able to proofread text for clarity	4.1 Use techniques for proofreading to spot errors and omissions in content, grammar and punctuation

<b>Range</b>
<b>2. Be able to use complex sentences and paragraphs with appropriate format and structure</b>
<b>2.1 Complex sentences</b> can include one or two clauses, using commas to link ideas and make writing flow better for example:
<ul style="list-style-type: none"> <li>• 'After eating lunch, I go to see my mum every day.'</li> <li>• 'He listens to music every day, so I try to make sure that the WiFi is always working.'</li> </ul>
<b>2.2 Appropriate format and structure</b> in different texts must be written following a logical sequence, at this level for example:
<ul style="list-style-type: none"> <li>• paragraphs should include one specific topic</li> <li>• a letter should include sender's address, addressee's address, date, appropriate salutation, and close</li> <li>• an email should include email address, appropriate subject header, salutation and close (if required), dates, full sentences with correct spelling</li> <li>• an article for a newsletter should include a headline, sub headlines for different sections, or paragraphs, complex sentences in an informal style to engage readers</li> </ul>
<b>3. Be able to write text using appropriate language, length, and level of detail</b>

**Range**

**3.1 Language** must be appropriate for the purpose and audience of the piece of writing:

- to instruct
- to explain
- to describe
- to persuade
- formal or information

**3.2** Produce text of an appropriate length and detail for the purpose and audience

Texts must be between 200–250 words in length

**Delivery and assessment guidance**

The aim of this unit is for the learners to evidence their ability to plan, produce and proofread legible pieces of text in the form of narratives, instructions, explanations and reports of varying lengths and formality.

Learners should be shown ways of revising texts, both by hand and onscreen, so that they can use these techniques to demonstrate their ability such as using a different-colour pen to revise on handwritten drafts or tracking changes and comments on a typed draft.

Evidence of proofreading showing amendments to spelling, grammar and punctuation, where appropriate, should also be provided by learners. Tutors should ensure that all drafts are included as part of the finished assessments.

**Assessment criteria: 1.1–4.1**

Learners must produce at least 2 pieces of text between 200–500 words for different audiences and purposes, which both meet all assessment criteria set out above in order to demonstrate achievement in this unit.

In preparation for completing the writing activities, learners should be familiar with the following writing features:

- format
- language
- purpose
- audience
- structure

Example tasks:

- an article in a newsletter for fellow learners using informal language
- a supporting letter for work using formal language

**Delivery and assessment guidance**

In response to the above task the learner should include for example:

- in the article:
  - presentation of all the information clearly and concisely
  - an appropriate writing style for an article, which is not too formal
  - organisation of the article with subheadings or paragraphs that include complex sentences
  - correct punctuation, including commas, apostrophes, inverted commas for speech and so on
  - a proofread to ensure it reads well, has accurate spelling and makes sense
  - support of personal opinions with fact
- in the supporting letter:
  - presentation of information/ideas concisely, logically and persuasively
  - a range of sentence structures, including complex sentences
  - structure and format of information such as dates, previous employment and qualifications appropriately using bullet points and tables where necessary
  - punctuation including the use of commas, apostrophes and inverted commas where required
  - a proofread to ensure the application/text is fit for purpose and audience, with accurate spelling and grammar:
    - for job applications this is very important, as research carried out by the Confederation of British Industry (CBI) stated that busy, prospective employers usually discard applications that are challenging to read due to spelling mistakes

**Evidence could include:**

- 2 finished pieces of written work of at 200–250 words, supported by evidence of the drafting, redrafting and planning process
- if all work is typed, tutors should remind learners not to delete their original copies

**Unit 06 Interpreting straightforward functional texts (H/650/1945)**

Unit summary			
This unit aims to develop both the learners' reading skills and vocabulary. The focus is on developing skills related to interpreting a range of texts that instruct, describe, explain and persuade.			
Assessment			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>30 GLH</b>

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to read and gain an understanding of the main events of different types of straightforward text	1.1 Recognise how language is used to achieve <b>different purposes</b>
	1.2 Understand and use <b>organisational and structural features</b> to locate information in straightforward texts
	1.3 Use knowledge of punctuation to aid understanding of different and straightforward texts
	1.4 Identify main ideas and specific details of a text
	1.5 Infer meaning from images
2. Be able to use reading skills to develop vocabulary	2.1 Use reference material effectively to find the meaning of unfamiliar words
	2.2 Apply knowledge of the following to understand words and their meaning: <ul style="list-style-type: none"> <li>• word structure</li> <li>• related words</li> <li>• word roots</li> <li>• derivations</li> <li>• words borrowed from other languages</li> </ul>
	2.3 Apply knowledge of <b>prefixes</b> to help find meaning
3. Be able to use reading skills to describe differences in straightforward texts	3.1 Identify differences in information, ideas and opinions in texts effectively
	3.2 Use reading skills to identify the difference between fact and opinion in different texts
	3.3 Identify where language and textual features have been applied to suit audience in different styles of texts
	3.4 Identify <b>specialist words</b> in context

Range
1. Be able to read and gain an understanding of the main events of different types of straightforward text
<b>1.1 Different purposes</b> must include: <ul style="list-style-type: none"> <li>• to instruct</li> <li>• to explain</li> <li>• to describe</li> <li>• to persuade</li> </ul>

Range
<p><b>1.2 Organisational and structural features</b> could include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• contents</li> <li>• index</li> <li>• menus</li> <li>• subheadings</li> <li>• paragraphs</li> </ul>
<p><b>2</b> Be able to use reading skills to develop vocabulary</p>
<p><b>2.3 Prefixes</b> could include for example:</p> <ul style="list-style-type: none"> <li>• ante-natal</li> <li>• non-alcoholic</li> <li>• midnight</li> <li>• misspell</li> <li>• post-operative</li> <li>• pre-war</li> <li>• semi-detached</li> <li>• unhappy</li> </ul>
<p><b>3.</b> Be able to use reading skills to describe differences in straightforward texts</p>
<p><b>3.4 Specialist words</b> are those that have a specific meaning within a certain context, such as words related to a specific job or work environment, a pastime or hobby, or a certain area of study.</p>

Delivery and assessment guidance
<p>The aim of this unit is to develop both the learner's reading skills and their vocabulary. The focus is on developing skills related to interpreting and identifying differences between a range of texts that instruct, describe, explain and persuade.</p> <p>Learners must:</p> <ul style="list-style-type: none"> <li>• be provided or select some texts with their tutor, to which they can answer relevant questions</li> <li>• have kept a journal of at least 20 new words that they have encountered and learned throughout their reading work</li> </ul> <p>Texts used should reflect the 4 different types of text detailed in range for AC1.1.</p> <p>Learners must have access to a range of resources such as, take away menus, flyers, newspapers, articles, reports and other reference documents, as well as online resources such as websites and specific apps, if possible, that are level appropriate.</p> <p><b>Assessment criteria: 1.1–1.5</b></p> <p>Example task:</p> <p>Learners choosing or being given at least 3 texts to read and understand, followed by a short interpretation and comprehension question paper which covers the required assessment criteria.</p>



**Delivery and assessment guidance**

Learners must be able to demonstrate on at least 2 occasions that they can meet each assessment criteria set out above.

**Assessment criterion: 2.1**

Assessment can be in the form of a vocabulary journal or reference document that the learner has built up to show new words that they have encountered and learned throughout their reading work.

The vocabulary journal or reference document must contain at least 20 words that are new to the learner and drawn from their reading that the learner can use confidently and correctly.

The 20 words shown should give the definition and 2 examples of correct use within sentences.

Learners' vocabulary journals or reference document will demonstrate achievement of this assessment criterion.

**Assessment criterion: 2.2**

Example task:

Tutors could set a short answer and multiple-choice question task, covering learners' ability to recognise and understand:

- word structure
- related words
- word roots
- derivations
- words borrowed from other languages

Learners must be able to recognise and understand each of the items in the above list on 2 occasions to demonstrate achievement of this assessment criterion.

**Assessment criterion: 2.3**

Example task:

Learners could be presented with a matching exercise asking them to match the prefix with its meaning, or a paragraph containing the prefixed words and answering comprehension questions.

Some common prefixes are:

- anti
- non
- over
- mid
- mis
- pre
- pro
- post

**Delivery and assessment guidance**

- semi
- un

Learners must demonstrate on at least 5 occasions that they can achieve the assessment criterion set out above.

**Assessment criteria: 3.1–3.4**

The assessment criteria focuses on reading texts selected as described above, followed by short interpretation and comprehension exercises.

Learners must have access to a range of materials that are level appropriate.

Assessment could be in the form of tasks built around a range of functional reading materials and texts that the tutor and learners have built up to identify differences between.

Learners must demonstrate on at least 2 occasions that they can achieve the assessment criteria set out above.

**Assessment criterion: 3.1**

Example task:

- a grid provided with the 3 columns listed below which requires learners to input a sentence or 2 under each heading from 3 different texts:
  - information
  - ideas
  - opinions
- learners answering specific questions about information, ideas and opinions in each piece of text

**Assessment criterion: 3.2**

Example task:

- a task requiring learners to identify what is fact and what is opinion in the 3 given texts

**Assessment criterion: 3.3**

Example task:

- learners reading newspapers or online news reports about the same story and highlighting the different headlines, language and imagery used

**Assessment criterion: 3.4**

Example task:

- a task requiring the learner to underline specialist words in texts and provide a definition

**Delivery and assessment guidance**

Evidence for this unit could include:

- tasks set by the tutor
- tutor observations of discussions during sessions describing the learners' performance against the assessment criteria

**Unit 07 Introduction to understanding prose writing and poetry (J/650/1946)**

<b>Unit summary</b>			
This unit aims to develop a wider appreciation of the English language by looking at different textual forms. The introduction of prose writing, poetry content and related skills will also provide the learner with a base knowledge that could support them to progress onto a GCSE in English.			
<b>Assessment</b>			
This unit is internally assessed via a portfolio of evidence.			
<b>Mandatory</b>	<b>Achieved/not yet achieved</b>	<b>Level 1</b>	<b>20 GLH</b>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be able to discuss prose writing	1.1 Read and demonstrate knowledge of the whole text
	1.2 Read and identify the key features of the text
	1.3 Outline the role of a central character from the text
	1.4 Read and explain, with examples, where language used enhances the text and reading experience
	1.5 Identify information, ideas and opinions in different examples of prose writing
2. Be able to discuss poems	2.1 Explain what given poems are about
	2.2 Identify how poets use literary techniques to create effect in their poems by providing relevant textual examples
	2.3 Identify information, ideas and opinions for different poems

<b>Delivery and assessment guidance</b>
<p>The aim of this unit is for the learners to develop a wider appreciation of English language use by looking at different textual forms.</p> <p><b>Assessment criteria: 1.1–1.5</b></p> <p>Learners must have access to and be able to answer questions on a piece of familiar prose.</p> <p>Learners should be presented with a choice of narrative texts that the tutor will be familiar with, tutors should ensure that the text used is age appropriate for their learners, examples of texts that could be used are:</p> <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• fables</li> <li>• myths or legends</li> <li>• ghost or horror stories</li> <li>• short stories</li> <li>• quest or adventure stories</li> </ul> <p>Learners could be set a task consisting of a set of questions about the text. The questions should ensure coverage of all the assessment criteria.</p>

### Delivery and assessment guidance

In order to demonstrate achievement, the learner will be able to discuss prose writing by:

- detailing knowledge of a whole text
- identifying the key features of the whole text
- outlining the role of a central character from the text
- identifying with examples, where language used enhances the text and reading experience
- identifying information, ideas and opinions in different examples of prose writing

Example tasks:

- learners being given the opportunity to read and discuss the text
- a task consisting of questions about the text
- the questions should ensure coverage of all the assessment criteria
- learners discussing a selection of prose writing examples on the same theme for example:
  - different newspaper articles reporting the same event
  - tabloid and broadsheet which can be presented digitally or in printed form

#### Assessment criteria: 2.1–2.3

Learners should have access to and be able to answer questions on a choice of familiar poetry.

Learners must be presented with a minimum of 2 poems that the tutor will be familiar with.

Learners could be set a task consisting of set questions about the poems. The questions should ensure coverage of all the assessment criteria.

Learners should have access to their own copy of the poems.

In order to demonstrate achievement, the learner will be able to discuss poems by:

- explaining what given poems are about
- identifying how writers use literary techniques to create effect, providing relevant textual references from poems to illustrate their points
- identifying information, ideas and opinions in different poems

Example tasks:

- learners being given the opportunity to read and discuss the poems
- a task consisting of questions about the poems
- the questions should ensure coverage of all the assessment criteria

Evidence for this unit could include:

- assignments set by the tutor
- tutor observations describing the learners' performance against the assessment criteria from a discussion during the session

## **Assessment strategies and principles relevant to this qualification**

The units we offer have been developed in line with the specific assessment strategies or principles of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre needs to ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the SSC or our assessment requirements for the unit they are assessing or quality assuring.

### **Assessment strategy**

#### **Knowledge learning outcomes:**

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

#### **Competence/skills learning outcomes:**

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

**Section 3: explanation of terms**

This table explains how the terms used at level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>Locate</b>	Find or identify.
<b>List</b>	Make a list of words, sentences or comments.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to the question or task.

## **Section 4: support**

### **Support materials**

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learner's evidence tracking log (LETL)
- learning resources
- qualification factsheet

### **Other support materials**

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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**Appendix A: units**

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each unit.

 Knowledge only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

**Mandatory units**

Unit number	Regulated unit number	Unit title	Level	GLH
Unit 01	T/650/1940	Listening, understanding and responding to others	1	20
Unit 02	Y/650/1941	Communicating with others	1	20
Unit 03	A/650/1942	Participating in discussions	1	10
Unit 04	D/650/1943	Introduction to knowledge and application of punctuation, grammar and spelling	1	20
Unit 05	F/650/1944	Composing texts	1	20
Unit 06	H/650/1945	Interpreting straightforward functional texts	1	30
Unit 07	J/650/1946	Introduction to understanding prose writing and poetry	1	20

**Appendix B: Functional Skills subject content statement mapping**

Unit	Assessment criteria	Functional Skills English subject content statements
1	1.1 Identify the 7 different listening skills and apply them in a range of listening situations	L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
1	1.2 Identify active listening skills and apply them in a range of listening situations	L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
1	1.3 Use different skills to listen to and apply them in a range of listening situations	L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
1	2.1 Identify a variety of verbal and nonverbal signals	L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
1	2.2 Use appropriate feedback, including verbal and <b>nonverbal</b> signals, effectively to: <ul style="list-style-type: none"> <li>• show they are engaged and interested</li> <li>• confirm their understanding of what is being said</li> </ul>	L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
1	2.3 Ask appropriate questions to obtain relevant information to aid contribution	L1.1.2 Make requests and ask relevant questions to obtain specific information in different contexts
1	2.4 Listen for and identify relevant information from the responses given	L1.1.1 Identify relevant information and lines of argument in explanations or presentations
1	3.1 Identify the nature of questions being asked	L1.1.3 Respond effectively to detailed questions
1	3.2 Respond to questions appropriately using the correct level of formality, where required	L1.1.3 Respond effectively to detailed questions
2	1.1 Plan and deliver speech	L1.1.5 Express opinions and arguments and support them with evidence
2	1.2 Outline key points of different subject matter	L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics
2	1.3 Demonstrate adapting the level of formality to suit the situation and context	L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
2	1.4 Communicate effectively: <ul style="list-style-type: none"> <li>• in person</li> <li>• by using a communication device</li> </ul>	L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics

Unit	Assessment criteria	Functional Skills English subject content statements
2	1.5 Use strategies to clarify and confirm that others understand what is being said	L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
3	1.1 Contribute relevant information in an appropriate manner	L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics  L1.1.5 Express opinions and arguments and support them with evidence
3	1.2 Use appropriate phrases for interruption and to clarify points being made	L1.1.2 Make requests and ask relevant questions to obtain specific information in different contexts  L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
3	1.3 Engage the other person with eye contact and body language	L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject  L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
3	1.4 Respond appropriately to a different point of view	L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
3	2.1 Contribute relevant information in an appropriate manner	L1.1.5 Express opinions and arguments and support them with evidence  L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject
3	2.2 Make relevant and timely contributions	L1.1.3 Respond effectively to detailed questions  L1.1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics  L1.1.5 Express opinions and arguments and support them with evidence

Unit	Assessment criteria	Functional Skills English subject content statements
		L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject  L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
3	2.3 Show respect for the turn-taking rights of others	L1.1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection
3	2.4 Use strategies to encourage others to contribute	L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium  L1.1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection
3	2.5 Use appropriate phrases for interruption and clarification	L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium  L1.1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection
3	2.6 Show effective use of eye contact, body language and behaviour	L1.1.6 Follow and understand discussions and make contributions relevant to the situation and the subject  L1.1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium
4	1.1 Explain the purpose of <b>basic punctuation</b>	L1.3.19 Use a range of punctuation correctly (for example, full stops, question marks, exclamation marks, commas, possessive apostrophes)
4	1.2 Use basic punctuation correctly to clarify meaning	L1.3.19 Use a range of punctuation correctly (for example, full stops, question marks, exclamation marks, commas, possessive apostrophes)

Unit	Assessment criteria	Functional Skills English subject content statements
4	2.1 Use correct grammar, including: <ul style="list-style-type: none"> <li>subject-verb agreement</li> <li>consistent use of different tenses</li> <li>definite and indefinite articles</li> </ul>	L1.3.20 Use correct grammar (for example, subject-verb agreement, consistent use of different tenses, definite and indefinite articles)
4	3.1 Use awareness of the relationship between sounds and syllables to help spell correctly	L1.3.21 Spell words used most often in work, study and daily life, including specialist words
4	3.2 Identify common homonyms	L1.3.21 Spell words used most often in work, study and daily life, including specialist words
4	3.3 Use common prefixes	L1.3.21 Spell words used most often in work, study and daily life, including specialist words
4	3.4 Use straightforward plural endings	L1.3.21 Spell words used most often in work, study and daily life, including specialist words
5	1.1 Use appropriate techniques for planning text to suit the purpose content and audience	L1.3.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
5	1.2 Produce text which communicates information, ideas and opinions clearly and accurately	L1.3.22 Communicate information, ideas and opinions clearly, coherently and accurately
5	2.1 Present information in a logical sequence, using <b>complex sentences</b> and paragraphs where appropriate	L1.3.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate
5	2.2 <b>Format and structure</b> writing to organise the meaning of the text clearly	L1.3.24 Use format, structure and language appropriate for audience and purpose
5	3.1 Use <b>language</b> appropriate for the purpose and audience	L1.3.24 Use format, structure and language appropriate for audience and purpose
5	3.2 Produce text of an appropriate length and detail for the purpose and audience	L1.3.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience
5	4.1 Use techniques for proofreading to spot errors and omissions in content, grammar and punctuation	L1.3.22 Communicate information, ideas and opinions clearly, coherently and accurately

Unit	Assessment criteria	Functional Skills English subject content statements
6	1.1 Recognise how language is used to achieve <b>different purposes</b>	L1.2.16 Recognise vocabulary typically associated with specific types and purposes of texts (for example, formal, informal, instructional, descriptive, explanatory and persuasive)
6	1.2 Understand and use <b>organisational and structural features</b> to locate information in straightforward texts	L1.2.14 Understand organisational and structural features and use them to locate relevant information (for example, index, menus, subheadings, paragraphs) in a range of straightforward texts
6	1.3 Use knowledge of punctuation to aid understanding of different and straightforward texts	L1.2.18 Use knowledge of punctuation to aid understanding of straightforward texts
6	1.4 Identify main ideas and specific details of a text	L1.2.9 Identify and understand the main points, ideas and details in texts
6	1.5 Infer meaning from images	L1.2.15 Infer from images meanings not explicit in the accompanying text
6	2.1 Use reference material effectively to find the meaning of unfamiliar words	L1.2.13 Use reference materials and appropriate strategies (for example, using knowledge of different word types) for a range of purposes, including to find the meaning of words
6	2.2 Apply knowledge of the following to understand words and their meaning: <ul style="list-style-type: none"> <li>word structure</li> <li>related words</li> <li>word roots</li> <li>derivations</li> <li>words borrowed from other languages</li> </ul>	Does not map to Functional Skills
6	2.3 Apply knowledge of <b>prefixes</b> to help find meaning	Does not map to Functional Skills
6	3.1 Identify differences in information, ideas and opinions in texts effectively	L1.2.10 Compare information, ideas and opinions in different texts
6	3.2 Use reading skills to identify the difference between fact and opinion in different texts	L1.2.11 Identify meanings in texts and distinguish between fact and opinion
6	3.3 Identify where language and textual features have been applied to suit audience in different styles of texts	L1.2.12 Recognise that language and other textual features can be varied to suit different audiences and purposes

Unit	Assessment criteria	Functional Skills English subject content statements
6	3.4 Identify <b>specialist words</b> in context	L1.2.17 Read and understand a range of specialist words in context
7	1.1 Read and demonstrate knowledge of the whole text	Does not map to Functional Skills
7	1.2 Read and identify the key features of the text	Does not map to Functional Skills
7	1.3 Outline the role of a central character from the text	Does not map to Functional Skills
7	1.4 Read and explain, with examples, where language used enhances the text and reading experience	Does not map to Functional Skills
7	1.5 Identify information, ideas and opinions in different examples of prose writing	Does not map to Functional Skills
7	2.1 Explain what given poems are about	Does not map to Functional Skills
7	2.2 Identify how poets use literary techniques to create effect in their poems by providing relevant textual examples	Does not map to Functional Skills
7	2.3 Identify information, ideas and opinions for different poems	Does not map to Functional Skills