

# Awards/Certificates in English Skills (3847- 01/02/03)

September 2017 Version 1.2

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## Qualifications at a glance

<b>Subject area</b>	<b>English</b>
<b>City &amp; Guilds number</b>	3847
<b>Age group approved</b>	14+
<b>Entry requirements</b>	N/A
<b>Assessment</b>	By portfolio
<b>Fast track</b>	Available
<b>Support materials</b>	Qualification handbook Candidate logbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

### Awards - Single Units

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number (from 1<sup>st</sup> Jan 2013)</b>
Entry Level Award in Reading - Reading Words, Signs and Symbols (Entry 1)	20	20	3847-01	600/7500/4
Entry Level Award in Reading - Using Reading Skills (Entry 1)	20	20	3847-01	600/7282/9
Entry Level Award in Reading - Reading for Meaning (Entry 1)	20	20	3847-01	600/7501/6
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 1)	20	20	3847-01	600/7502/8
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 1)	20	20	3847-01	600/7503/X
Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Conversation (Entry 1)	20	20	3847-01	600/7504/1
Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 1)	20	20	3847-01	600/7283/0
Entry Level Award in Writing - Writing Letters of the Alphabet and Spelling Words (Entry 1)	20	20	3847-01	600/7509/0
Entry Level Award in Writing - Using Structure in Writing (Entry 1)	20	20	3847-01	600/7284/2
Entry Level Award in Reading - Reading and Understanding the Meaning of Words (Entry 2)	20	20	3847-01	600/7598/3
Entry Level Award in Reading - Using Reading Skills (Entry 2)	20	20	3847-01	600/7599/5

Entry Level Award in Reading - Reading for Meaning (Entry 2)	20	20	3847-01	600/7604/5
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 2)	20	20	3847-01	600/7285/4
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 2)	20	20	3847-01	600/7286/6
Entry Level Award in Speaking and Listening - Speaking and Listening in a Conversation (Entry 2)	20	20	3847-01	600/7612/4
Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 2)	20	20	3847-01	600/7605/7
Entry Level Award in Writing - Using Spelling Methods in Writing (Entry 2)	20	20	3847-01	600/7287/8
Entry Level Award in Writing - Using Structure to Write Simple Text (Entry 2)	20	20	3847-01	600/7288/X
Entry Level Award in Reading – Using Different Reading Strategies for Words and Phrases (Entry 3)	20	20	3847-01	600/7613/6
Entry Level Award in Reading - Using Reading Strategies (Entry 3)	20	20	3847-01	600/7289/1
Entry Level Award in Reading - Reading for Meaning (Entry 3)	20	20	3847-01	600/7584/3
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 3)	20	20	3847-01	600/7290/8
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 3)	20	20	3847-01	600/7291/X
Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion (Entry 3)	20	20	3847-01	600/7292/1
Entry Level Award in Writing - Using Grammar, Punctuation and Spelling in Writing (Entry 3)	20	20	3847-01	600/7585/5
Entry Level Award in Writing - Using Planning and Organisation in Writing (Entry 3)	20	20	3847-01	600/7293/3
Entry Level Award in Writing - Writing to Communicate (Entry 3)	20	20	3847-01	600/7294/5
Level 1 Award in Reading - Using Reading to Extend Vocabulary	20	20	3847-01	600/7610/0
Level 1 Award in Reading - Using Reading Strategies	20	20	3847-01	600/7586/7
Level 1 Award in Reading - Reading for Meaning	20	20	3847-01	600/7654/9
Level 1 Award in Speaking and Listening - Presenting Information by Speaking and Listening	20	20	3847-01	600/7295/7
Level 1 Award in Speaking and Listening - Speaking and Listening to Obtain Information	20	20	3847-01	600/7296/9
Level 1 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion	20	20	3847-01	600/7297/0

Level 1 Award in Writing - Using Grammar, Punctuation and Spelling in Writing	20	20	3847-01	600/7298/2
Level 1 Award in Writing - Planning and Organising Writing	20	20	3847-01	600/7299/4
Level 1 Award in Writing - Using Structure and Content in Writing	20	20	3847-01	600/7300/7
Level 2 Award in Reading - Using Reading to Develop Vocabulary	20	20	3847-01	600/7301/9
Level 2 Award in Reading - Using Reading Strategies	20	20	3847-01	600/7590/9
Level 2 Award in Reading - Reading for Meaning	20	20	3847-01	600/7302/0
Level 2 Award in Speaking and Listening - Presenting Information by Speaking and Listening	20	20	3847-01	600/7303/2
Level 2 Award in Speaking and Listening - Obtaining Information by Speaking and Listening	20	20	3847-01	600/7304/4
Level 2 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion	20	20	3847-01	600/7592/2
Level 2 Award in Writing - Using Grammar, Punctuation and Spelling in Writing	20	20	3847-01	600/7305/6
Level 2 Award in Writing - Planning and Organising Writing	20	20	3847-01	600/7306/8
Level 2 Award in Writing - Writing for Clear Communication	20	20	3847-01	600/7307/X

### Awards – Themed Awards

Title and level	GLH	TQT	City & Guilds number	Accreditation number (from 1 <sup>st</sup> Jan 2013)
<b>Awards in English Skills – Reading Skills</b>				
Entry Level Award in English Skills - Reading (Entry 1)	60	60	3847-03	600/7588/0
Entry Level Award in English Skills - Reading (Entry 2)	60	60	3847-03	600/7615/X
Entry Level Award in English Skills - Reading (Entry 3)	60	60	3847-03	600/7608/2
Level 1 Award in English Skills - Reading	60	60	3847-03	600/7602/1
Level 2 Award in English Skills - Reading	60	60	3847-03	600/7603/3
<b>Awards in English Skills – Writing Skills</b>				
Entry Level Award in English Skills - Writing (Entry 1)	60	60	3847-03	600/7614/8
Entry Level Award in English Skills - Writing (Entry 2)	60	60	3847-03	600/7609/4
Entry Level Award in English Skills - Writing (Entry 3)	60	60	3847-03	600/7607/0
Level 1 Award in English Skills - Writing	60	60	3847-03	600/7606/9
Level 2 Award in English Skills - Writing	60	60	3847-03	600/7596/X

<b>Awards in English Skills – Speaking and Listening Skills</b>					
Entry Level Award in English Skills - Speaking and Listening (Entry 1)	60	60	3847-03	600/7589/2	
Entry Level Award in English Skills - Speaking and Listening (Entry 2)	60	60	3847-03	600/7601/X	
Entry Level Award in English Skills - Speaking and Listening (Entry 3)	60	60	3847-03	600/7600/8	
Level 1 Award in English Skills - Speaking and Listening	60	60	3847-03	600/7611/2	
Level 2 Award in English Skills - Speaking and Listening	60	60	3847-03	600/7597/1	

## **Certificates**

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number (from 1<sup>st</sup> Jan 2013)</b>
<b>Certificates in English Skills</b>				
Entry Level Certificate in English Skills (Entry 1)	180	180	3847-02	600/7587/9
Entry Level Certificate in English Skills (Entry 2)	180	180	3847-02	600/7593/4
Entry Level Certificate in English Skills (Entry 3)	180	180	3847-02	600/7591/0
Level 1 Certificate in English Skills	180	180	3847-02	600/7595/8
Level 2 Certificate in English Skills	180	180	3847-02	600/7594/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 September 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Throughout

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# 1 Introduction

This document tells you what you need to do to deliver the English Skills (3847) qualifications.

The City & Guilds 3847 Awards/Certificates in English Skills have been designed to create stepping stones for learners and to recognise and reward the progress that learners make on their journey.

The units and qualifications City & Guilds have developed align to the principles outlined in the Skills Funding Agency statement of February 2012:

- a focus on the core English skills needed to enable learners to progress towards achieving an A\*-C GCSE or Level 2 Functional English qualification
- the necessary flexibility and responsiveness required by adult learners
- robust assessment of each of the skills areas covered in order to ensure rigour and to provide evidence of the skills gained
- reflect, in the learning outcomes and assessment criteria, the existing national literacy and numeracy standards

The qualifications comprise a broad range of small units, each underpinned by the national standards for adult literacy (QCA, 2005), and mapped to the Adult Literacy Core Curriculum (DfES, 2001 – reviewed and later revised 2006-07), and have been mapped to the Functional Skills and GCSE standards.

The English Skills qualifications cover the ability to:

- speak, listen and respond
- read and comprehend
- write to communicate.

The unit and qualification design allows learners a flexible approach to developing and certificating either specific skills areas or a broader range of skills, and provides an opportunity to respond to, develop and accredit skills according to an identified need.

Units are small with clear outcomes allowing for robust and rigorous assessment in each skill area.

## **Who are the qualifications for?**

The main purpose of these qualifications is for learners who need to develop the English skills at a level necessary to function and progress in life, work or in society in general. For many this will also support progression towards GCSE English or a Level 2 Functional Skills English learning.

## **What do the qualifications cover?**

The English Skills qualifications cover the skills of reading, writing, speaking and listening as identified in the National Standards for Adult Literacy from Entry 1 to Level 2.

## **Are the qualifications part of a framework or initiative?**

Not specifically, although the qualifications may provide a useful addition to Foundation Learning programmes.



## **Who did we develop the qualifications with?**

The qualifications have been developed in association with a range of providers and employers.

## **What opportunities for progression are there?**

The qualifications allow learners to progress

- through the framework of English Skills qualifications from a learning programme for Entry 1 to a learning programme for Level 2
- to a City & Guilds vocational qualification
- to an Apprenticeship programme
- to employment.
- towards a GCSE in English
- towards a Level 2 Functional Skills qualification in English

These qualifications have been designed to allow flexibility as well as clear progression opportunities. All learners would be expected to undergo a thorough diagnostic assessment leading to a learning programme built from units that best match their skills needs. Given the breadth of units available, it is likely that an individual learner's programme would be highly personalised to their needs. A learner's registration is live for 3 years, this gives them the ability to study flexibly, to gain skills and complete units at their own pace, and include breaks in learning where necessary.

## Structure

For full details of units see the unit handbook.

## Awards – Single Units

To achieve the **Entry Level Award in Reading - Reading Words, Signs and Symbols (Entry 1)** learners must achieve a minimum of 2 credits from unit (001)

To achieve the **Entry Level Award in Reading - Using Reading Skills (Entry 1)** learners must achieve a minimum of 2 credits from unit (002)

To achieve the **Entry Level Award in Reading - Reading for Meaning (Entry 1)** learners must achieve a minimum of 2 credits from unit (003)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 1)** learners must achieve a minimum of 2 credits from unit (004)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 1)** learners must achieve a minimum of 2 credits from unit (005)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Conversation (Entry 1)** learners must achieve a minimum of 2 credits from unit (006)

To achieve the **Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 1)** learners must achieve a minimum of 2 credits from unit (007)

To achieve the **Entry Level Award in Writing - Writing Letters of the Alphabet and Spelling Words (Entry 1)** learners must achieve a minimum of 2 credits from unit (008)

To achieve the **Entry Level Award in Writing - Using Structure in Writing (Entry 1)** learners must achieve a minimum of 2 credits from unit (009)

To achieve the **Entry Level Award in Reading - Reading and Understanding the Meaning of Words (Entry 2)** learners must achieve a minimum of 2 credits from unit (101)

To achieve the **Entry Level Award in Reading - Using Reading Skills (Entry 2)** learners must achieve a minimum of 2 credits from unit (102)

To achieve the **Entry Level Award in Reading - Reading for Meaning (Entry 2)** learners must achieve a minimum of 2 credits from unit (103)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 2)** learners must achieve a minimum of 2 credits from unit (104)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 2)** learners must achieve a minimum of 2 credits from unit (105)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening in a Conversation (Entry 2)** learners must achieve a minimum of 2 credits from unit (106)

To achieve the **Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 2)** learners must achieve a minimum of 2 credits from unit (107)

To achieve the **Entry Level Award in Writing - Using Spelling Methods in Writing (Entry 2)** learners must achieve a minimum of 2 credits from unit (108)

To achieve the **Entry Level Award in Writing - Using Structure to Write Simple Text (Entry 2)** learners must achieve a minimum of 2 credits from unit (109)

To achieve the **Entry Level Award in Reading – Using Different Reading Strategies for Words and Phrases (Entry 3)** learners must achieve a minimum of 2 credits from unit (201)

To achieve the **Entry Level Award in Reading - Using Reading Strategies (Entry 3)** learners must achieve a minimum of 2 credits from unit (202)

To achieve the **Entry Level Award in Reading - Reading for Meaning (Entry 3)** learners must achieve a minimum of 2 credits from unit (203)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 3)** learners must achieve a minimum of 2 credits from unit (204)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 3)** learners must achieve a minimum of 2 credits from unit (205)

To achieve the **Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion (Entry 3)** learners must achieve a minimum of 2 credits from unit (206)

To achieve the **Entry Level Award in Writing - Using Grammar, Punctuation and Spelling in Writing (Entry 3)** learners must achieve a minimum of 2 credits from unit (207)

To achieve the **Entry Level Award in Writing - Using Planning and Organisation in Writing (Entry 3)** learners must achieve a minimum of 2 credits from unit (208)

To achieve the **Entry Level Award in Writing - Writing to Communicate (Entry 3)** learners must achieve a minimum of 2 credits from unit (209)

To achieve the **Level 1 Award in Reading - Using Reading to Extend Vocabulary** learners must achieve a minimum of 2 credits from unit (301)

To achieve the **Level 1 Award in Reading - Using Reading Strategies** learners must achieve a minimum of 2 credits from unit (302)

To achieve the **Level 1 Award in Reading - Reading for Meaning** learners must achieve a minimum of 2 credits from unit (303)

To achieve the **Level 1 Award in Speaking and Listening - Presenting Information by Speaking and Listening** learners must achieve a minimum of 2 credits from unit (304)

To achieve the **Level 1 Award in Speaking and Listening - Speaking and Listening to Obtain Information** learners must achieve a minimum of 2 credits from unit (305)

To achieve the **Level 1 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion** learners must achieve a minimum of 2 credits from unit (306)

To achieve the **Level 1 Award in Writing - Using Grammar, Punctuation and Spelling in Writing** learners must achieve a minimum of 2 credits from unit (307)

To achieve the **Level 1 Award in Writing - Planning and Organising Writing** learners must achieve a minimum of 2 credits from unit (308)

To achieve the **Level 1 Award in Writing - Using Structure and Content in Writing** learners must achieve a minimum of 2 credits from unit (309)

To achieve the **Level 2 Award in Reading - Using Reading to Develop Vocabulary** learners must achieve a minimum of 2 credits from unit (401)

To achieve the **Level 2 Award in Reading - Using Reading Strategies** learners must achieve a minimum of 2 credits from unit (402)

To achieve the **Level 2 Award in Reading - Reading for Meaning** learners must achieve a minimum of 2 credits from unit (403)

To achieve the **Level 2 Award in Speaking and Listening - Presenting Information by Speaking and Listening** learners must achieve a minimum of 2 credits from unit (404)

To achieve the **Level 2 Award in Speaking and Listening - Obtaining Information by Speaking and Listening** learners must achieve a minimum of 2 credits from unit (405)

To achieve the **Level 2 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion** learners must achieve a minimum of 2 credits from unit (406)

To achieve the **Level 2 Award in Writing - Using Grammar, Punctuation and Spelling in Writing** learners must achieve a minimum of 2 credits from unit (407)

To achieve the **Level 2 Award in Writing - Planning and Organising Writing** learners must achieve a minimum of 2 credits from unit (408)

To achieve the **Level 2 Award in Writing - Writing for Clear Communication** learners must achieve a minimum of 2 credits from unit (409)

## **Awards – Themed**

### **Awards in English Skills – Reading**

To achieve the **Entry Level Award in English Skills - Reading (Entry 1)**, learners must achieve 6 credits from (001-003).

To achieve the **Entry Level Award in English Skills - Reading (Entry 2)**, learners must achieve 6 credits from (101-103).

To achieve the **Entry Level Award in English Skills - Reading (Entry 3)**, learners must achieve 6 credits from (201-203).

To achieve the **Level 1 Award in English Skills - Reading**, learners must achieve 6 credits from (301-303).

To achieve the **Level 2 Award in English Skills - Reading**, learners must achieve 6 credits from (401-403).

## **Awards in English Skills –Writing**

To achieve the **Entry Level Award in English Skills - Writing (Entry 1)**, learners must achieve 6 credits from (007-009).

To achieve the **Entry Level Award in English Skills - Writing (Entry 2)**, learners must achieve 6 credits from (107-109).

To achieve the **Entry Level Award in English Skills - Writing (Entry 3)**, learners must achieve 6 credits from (207-209).

To achieve the **Level 1 Award in English Skills - Writing**, learners must achieve 6 credits from (307-309).

To achieve the **Level 2 Award in English Skills - Writing**, learners must achieve 6 credits from (407-409).

## **Awards in English Skills –Speaking and Listening**

To achieve the **Entry Level Award in English Skills - Speaking and Listening (Entry 1)**, learners must achieve 6 credits from (004-006).

To achieve the **Entry Level Award in English Skills - Speaking and Listening (Entry 2)**, learners must achieve 6 credits from (104-106).

To achieve the **Entry Level Award in English Skills - Speaking and Listening (Entry 3)**, learners must achieve 6 credits from (204-206).

To achieve the **Level 1 Award in English Skills - Speaking and Listening**, learners must achieve 6 credits from (304-306).

To achieve the **Level 2 Award in English Skills - Speaking and Listening**, learners must achieve 6 credits from (404-406).

## **Certificates in English Skills**

To achieve the **Entry Level Certificate in English Skills (Entry 1)**, learners must achieve a minimum of 18 credits from (001-009, 101-109). A minimum of 14 credits must come from (001-009).

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
001	Entry 1	Reading - reading words, signs and symbols	2	Cannot be taken with 101
002	Entry 1	Reading - using reading skills	2	Cannot be taken with 102

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
003	Entry 1	Reading - reading for meaning	2	Cannot be taken with 103
004	Entry 1	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 104
005	Entry 1	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 105
006	Entry 1	Speaking and listening - speaking and listening to take part in a conversation	2	Cannot be taken with 106
007	Entry 1	Writing - using grammar and punctuation in writing	2	Cannot be taken with 107
008	Entry 1	Writing - writing letters of the alphabet and spelling words	2	Cannot be taken with 108
009	Entry 1	Writing - using structure in writing	2	Cannot be taken with 109
101	Entry 2	Reading - reading and understanding the meaning of words	2	Cannot be taken with 001
102	Entry 2	Reading - using reading skills	2	Cannot be taken with 002
103	Entry 2	Reading - reading for meaning	2	Cannot be taken with 003
104	Entry 2	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 004
105	Entry 2	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 005
106	Entry 2	Speaking and listening - speaking and listening in a conversation	2	Cannot be taken with 006
107	Entry 2	Writing - using grammar and punctuation in writing	2	Cannot be taken with 007
108	Entry 2	Writing - using spelling methods in writing	2	Cannot be taken with 008
109	Entry 2	Writing - using structure to write simple text	2	Cannot be taken with 009

To achieve the **Entry Level Certificate in English Skills (Entry 2)**, learners must achieve a minimum of 18 credits from (001-009, 101-109, 201-207, 209). A minimum of 14 credits must come from (101-109).

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
001	Entry 1	Reading - reading words, signs and symbols	2	Cannot be taken with 101, 201
002	Entry 1	Reading - using reading skills	2	Cannot be taken with 102, 202
003	Entry 1	Reading - reading for meaning	2	Cannot be taken with 103, 203

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
004	Entry 1	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 104, 204
005	Entry 1	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 105, 205
006	Entry 1	Speaking and listening - speaking and listening to take part in a conversation	2	Cannot be taken with 106, 206
007	Entry 1	Writing - using grammar and punctuation in writing	2	Cannot be taken with 107, 207
008	Entry 1	Writing - writing letters of the alphabet and spelling words	2	Cannot be taken with 108
009	Entry 1	Writing - using structure in writing	2	Cannot be taken with 109, 209
101	Entry 2	Reading - reading and understanding the meaning of words	2	Cannot be taken with 001, 201
102	Entry 2	Reading - using reading skills	2	Cannot be taken with 002, 202
103	Entry 2	Reading - reading for meaning	2	Cannot be taken with 003, 203
104	Entry 2	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 004, 204
105	Entry 2	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 005, 205
106	Entry 2	Speaking and listening - speaking and listening in a conversation	2	Cannot be taken with 006, 206
107	Entry 2	Writing - using grammar and punctuation in writing	2	Cannot be taken with 007, 207
108	Entry 2	Writing - using spelling methods in writing	2	Cannot be taken with 008
109	Entry 2	Writing - using structure to write simple text	2	Cannot be taken with 009, 209
201	Entry 3	Reading – using different reading strategies for words and phrases	2	Cannot be taken with 001, 101
202	Entry 3	Reading - using reading strategies	2	Cannot be taken with 002, 102
203	Entry 3	Reading - reading for meaning	2	Cannot be taken with 003, 103
204	Entry 3	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 004, 104
205	Entry 3	Speaking and listening – speaking and listening to obtain information	2	Cannot be taken with 005, 105

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
206	Entry 3	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 006, 106
207	Entry 3	Writing - using grammar punctuation and spelling in writing	2	Cannot be taken with 007, 107
209	Entry 3	Writing - writing to communicate	2	Cannot be taken with 009, 109

To achieve the **Entry Level Certificate in English Skills (Entry 3)**, learners must achieve a minimum of 18 credits from (101-107, 109, 201-209, 301-309). A minimum of 14 credits must come from (201-209).

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
101	Entry 2	Reading - reading and understanding the meaning of words	2	Cannot be taken with 201, 301
102	Entry 2	Reading - using reading skills	2	Cannot be taken with 202, 302
103	Entry 2	Reading - reading for meaning	2	Cannot be taken with 203, 303
104	Entry 2	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 204, 304
105	Entry 2	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 205, 305
106	Entry 2	Speaking and listening - speaking and listening in a conversation	2	Cannot be taken with 206, 306
107	Entry 2	Writing - using grammar and punctuation in writing	2	Cannot be taken with 207, 307
109	Entry 2	Writing - using structure to write simple text	2	Cannot be taken with 209, 309
201	Entry 3	Reading - using different reading strategies for words and phrases	2	Cannot be taken with 101, 301
202	Entry 3	Reading - using reading strategies	2	Cannot be taken with 102, 302
203	Entry 3	Reading - reading for meaning	2	Cannot be taken with 103, 303
204	Entry 3	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 104, 304
205	Entry 3	Speaking and listening – speaking and listening to obtain information	2	Cannot be taken with 105, 305



<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
206	Entry 3	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 106, 306
207	Entry 3	Writing - using grammar punctuation and spelling in writing	2	Cannot be taken with 107, 307
208	Entry 3	Writing - using planning and organisation in writing	2	Cannot be taken with 308
209	Entry 3	Writing - writing to communicate	2	Cannot be taken with 109, 309
301	Level 1	Reading - using reading to extend vocabulary	2	Cannot be taken with 101, 201
302	Level 1	Reading - using reading strategies	2	Cannot be taken with 102, 202
303	Level 1	Reading - reading for meaning	2	Cannot be taken with 103, 203
304	Level 1	Speaking and listening - presenting information by speaking and listening	2	Cannot be taken with 104, 204
305	Level 1	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 105, 205
306	Level 1	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 106, 206
307	Level 1	Writing - using grammar, punctuation and spelling in writing	2	Cannot be taken with 107, 207
308	Level 1	Writing - planning and organising writing	2	Cannot be taken with 208
309	Level 1	Writing - using structure and content in writing	2	Cannot be taken with 109, 209

To achieve the **Level 1 Certificate in English Skills**, learners must achieve a minimum of 18credits from (201-209, 301-309, 401-409). A minimum of 14 credits must come from (301-309).

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
201	Entry 3	Reading - using different reading strategies for words and phrases	2	Cannot be taken with 301, 401
202	Entry 3	Reading - using reading strategies	2	Cannot be taken with 302, 402
203	Entry 3	Reading - reading for meaning	2	Cannot be taken with 303, 403
204	Entry 3	Speaking and listening - speaking and listening to provide information	2	Cannot be taken with 304, 404
205	Entry 3	Speaking and listening – speaking and listening to obtain information	2	Cannot be taken with 305, 405

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
206	Entry 3	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 306, 406
207	Entry 3	Writing - using grammar punctuation and spelling in writing	2	Cannot be taken with 307, 407
208	Entry 3	Writing - using planning and organisation in writing	2	Cannot be taken with 308, 408
209	Entry 3	Writing - writing to communicate	2	Cannot be taken with 309, 409
301	Level 1	Reading - using reading to extend vocabulary	2	Cannot be taken with 201, 401
302	Level 1	Reading - using reading strategies	2	Cannot be taken with 202, 402
303	Level 1	Reading - reading for meaning	2	Cannot be taken with 203, 403
304	Level 1	Speaking and listening - presenting information by speaking and listening	2	Cannot be taken with 204, 404
305	Level 1	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 205, 405
306	Level 1	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 206, 406
307	Level 1	Writing - using grammar, punctuation and spelling in writing	2	Cannot be taken with 207, 407
308	Level 1	Writing - planning and organising writing	2	Cannot be taken with 208, 408
309	Level 1	Writing - using structure and content in writing	2	Cannot be taken with 209, 409
401	Level 2	Reading - using reading to develop vocabulary	2	Cannot be taken with 201, 301
402	Level 2	Reading - using reading strategies	2	Cannot be taken with 202, 302
403	Level 2	Reading - reading for meaning	2	Cannot be taken with 203, 303
404	Level 2	Speaking and listening - presenting information by speaking and listening	2	Cannot be taken with 204, 304
405	Level 2	Speaking and listening - obtaining information by speaking and listening	2	Cannot be taken with 205, 305
406	Level 2	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 206, 306
407	Level 2	Writing - using grammar, punctuation and spelling in writing	2	Cannot be taken with 207, 307
408	Level 2	Writing - planning and organising writing	2	Cannot be taken with 208, 308

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
409	Level 2	Writing - writing for clear communication	2	Cannot be taken with 209, 309

To achieve the **Level 2 Certificate in English Skills**, learners must achieve a minimum of 18 credits from (301-309, 401-409). A minimum of 14 credits must come from (401-409).

<b>Unit No.</b>	<b>Level</b>	<b>Title</b>	<b>Credit</b>	<b>Excluded combination of units</b>
301	Level 1	Reading - using reading to extend vocabulary	2	Cannot be taken with 401
302	Level 1	Reading - using reading strategies	2	Cannot be taken with 402
303	Level 1	Reading - reading for meaning	2	Cannot be taken with 403
304	Level 1	Speaking and listening - presenting information by speaking and listening	2	Cannot be taken with 404
305	Level 1	Speaking and listening - speaking and listening to obtain information	2	Cannot be taken with 405
306	Level 1	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 406
307	Level 1	Writing - using grammar, punctuation and spelling in writing	2	Cannot be taken with 407
308	Level 1	Writing - planning and organising writing	2	Cannot be taken with 408
309	Level 1	Writing - using structure and content in writing	2	Cannot be taken with 409
401	Level 2	Reading - using reading to develop vocabulary	2	Cannot be taken with 301
402	Level 2	Reading - using reading strategies	2	Cannot be taken with 302
403	Level 2	Reading - reading for meaning	2	Cannot be taken with 303
404	Level 2	Speaking and listening - presenting information by speaking and listening	2	Cannot be taken with 304
405	Level 2	Speaking and listening - obtaining information by speaking and listening	2	Cannot be taken with 305
406	Level 2	Speaking and listening - speaking and listening to take part in a discussion	2	Cannot be taken with 306
407	Level 2	Writing - using grammar, punctuation and spelling in writing	2	Cannot be taken with 307
408	Level 2	Writing - planning and organising writing	2	Cannot be taken with 308
409	Level 2	Writing - writing for clear communication	2	Cannot be taken with 309



## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Entry Level Award in Reading - Reading Words, Signs and Symbols (Entry 1)	20	20
Entry Level Award in Reading - Using Reading Skills (Entry 1)	20	20
Entry Level Award in Reading - Reading for Meaning (Entry 1)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 1)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 1)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Conversation (Entry 1)	20	20
Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 1)	20	20
Entry Level Award in Writing - Writing Letters of the Alphabet and Spelling Words (Entry 1)	20	20
Entry Level Award in Writing - Using Structure in Writing (Entry 1)	20	20
Entry Level Award in Reading - Reading and Understanding the Meaning of Words (Entry 2)	20	20
Entry Level Award in Reading - Using Reading Skills (Entry 2)	20	20
Entry Level Award in Reading - Reading for Meaning (Entry 2)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 2)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 2)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening in a Conversation (Entry 2)	20	20
Entry Level Award in Writing - Using Grammar and Punctuation in Writing (Entry 2)	20	20
Entry Level Award in Writing - Using Spelling Methods in Writing (Entry 2)	20	20
Entry Level Award in Writing - Using Structure to Write Simple Text (Entry 2)	20	20
Entry Level Award in Reading – Using Different	20	20

Reading Strategies for Words and Phrases (Entry 3)		
Entry Level Award in Reading - Using Reading Strategies (Entry 3)	20	20
Entry Level Award in Reading - Reading for Meaning (Entry 3)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Provide Information (Entry 3)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Obtain Information (Entry 3)	20	20
Entry Level Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion (Entry 3)	20	20
Entry Level Award in Writing - Using Grammar, Punctuation and Spelling in Writing (Entry 3)	20	20
Entry Level Award in Writing - Using Planning and Organisation in Writing (Entry 3)	20	20
Entry Level Award in Writing - Writing to Communicate (Entry 3)	20	20
Level 1 Award in Reading - Using Reading to Extend Vocabulary	20	20
Level 1 Award in Reading - Using Reading Strategies	20	20
Level 1 Award in Reading - Reading for Meaning	20	20
Level 1 Award in Speaking and Listening - Presenting Information by Speaking and Listening	20	20
Level 1 Award in Speaking and Listening - Speaking and Listening to Obtain Information	20	20
Level 1 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion	20	20
Level 1 Award in Writing - Using Grammar, Punctuation and Spelling in Writing	20	20
Level 1 Award in Writing - Planning and Organising Writing	20	20
Level 1 Award in Writing - Using Structure and Content in Writing	20	20
Level 2 Award in Reading - Using Reading to Develop Vocabulary	20	20
Level 2 Award in Reading - Using Reading Strategies	20	20
Level 2 Award in Reading - Reading for Meaning	20	20
Level 2 Award in Speaking and Listening - Presenting Information by Speaking and Listening	20	20

Level 2 Award in Speaking and Listening - Obtaining Information by Speaking and Listening	20	20
Level 2 Award in Speaking and Listening - Speaking and Listening to Take Part in a Discussion	20	20
Level 2 Award in Writing - Using Grammar, Punctuation and Spelling in Writing	20	20
Level 2 Award in Writing - Planning and Organising Writing	20	20
Level 2 Award in Writing - Writing for Clear Communication	20	20
Entry Level Award in English Skills - Reading (Entry 1)	60	60
Entry Level Award in English Skills - Reading (Entry 2)	60	60
Entry Level Award in English Skills - Reading (Entry 3)	60	60
Level 1 Award in English Skills - Reading	60	60
Level 2 Award in English Skills - Reading	60	60
Entry Level Award in English Skills - Writing (Entry 1)	60	60
Entry Level Award in English Skills - Writing (Entry 2)	60	60
Entry Level Award in English Skills - Writing (Entry 3)	60	60
Level 1 Award in English Skills - Writing	60	60
Level 2 Award in English Skills - Writing	60	60
Entry Level Award in English Skills - Speaking and Listening (Entry 1)	60	60
Entry Level Award in English Skills - Speaking and Listening (Entry 2)	60	60
Entry Level Award in English Skills - Speaking and Listening (Entry 3)	60	60
Level 1 Award in English Skills - Speaking and Listening	60	60
Level 2 Award in English Skills - Speaking and Listening	60	60
Entry Level Certificate in English Skills (Entry 1)	180	180
Entry Level Certificate in English Skills (Entry 2)	180	180
Entry Level Certificate in English Skills (Entry 3)	180	180
Level 1 Certificate in English Skills	180	180
Level 2 Certificate in English Skills	180	180





## 2 Centre requirements

### Approval

If your Centre is approved to offer the following qualifications

- Functional Skills (3748)
- Adult Literacy (3792)
- ESOL (3692)

you can apply for approval for the new Awards/Certificate in English Skills (3847-01/02/03) using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

## 2.1 Resource requirements

### Human resources

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Quality Assurance Co-ordinator
- Trainer/Tutor
- Assessor (for internally assessed components)
- Internal Quality Assurer(s) (for internally assessed components).

These roles are defined more fully in the document 'Qualification and Systems Consultant Roles'

Further supporting quality assurance documents can be found here:

**<http://www.cityandguilds.com/Provide-Training/Centre-Support/Centre-Document-Library/Policies-and-Procedures/Quality-Assurance-Documents>**

### Centre Staffing

Staff delivering these qualifications must be

- competent in the English being taught and assessed
- fully conversant with the National Standards for Adult Literacy and, for any internal assessments, they must also be familiar with and be able to apply the marking/assessment criteria.
- The subject criteria for Functional Skills English

### Teaching qualifications and subject specialist qualifications

It is good practice for staff to hold or be working towards a recognised teacher training qualification and/or relevant subject-specific teaching qualification, and depending on delivery setting/location this might be necessary to obtain public funding.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

### Assessor and internal quality assurance qualifications

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the skills standards, delivery and assessment requirements, remains current.

## 2.2 Learner entry requirements

There are no formal learner entry requirements for the English Skills qualifications. However, centres must ensure learners have the potential and opportunity to achieve these qualifications.

### **Age restrictions**

There are no age restrictions on when learners can undertake the English Skills qualifications, although they are intended for learners over the age of 16.

## 3 Delivering the qualification

### Initial assessment and induction

Initial and diagnostic assessment of each learner should be conducted before the start of their programme to ensure they are working at the correct level, and that specific skills in need of development are clearly identified.

We recommend that centres provide an induction programme so that learners fully understand:

- the units/qualifications they will be working towards and how these relate to any identified skills in need of development
- the requirements of the units/qualifications
- their responsibilities as a candidate
- the responsibilities of the centre
- any possible progression routes.

This information can be recorded on a learning contract.

Learners also need to understand relevant centre policies and procedures, including health and safety and equality and diversity statements.

### Support materials

The following resources are available for these qualifications:

Description	How to access
Promotional materials	<a href="http://www.cityandguilds.com">http://www.cityandguilds.com</a>
fast track approval forms/generic approval form	<a href="http://www.cityandguilds.com">http://www.cityandguilds.com</a>
Candidate logbook	<a href="http://www.cityandguilds.com">http://www.cityandguilds.com</a>
SmartScreen and additional teaching and learning support materials	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Learning Assistant e-portfolio	<a href="http://www.learningassistant.com/">http://www.learningassistant.com/</a>

For further information to assist with the planning and development of the programme, please refer to the following:

- Adult Literacy core curriculum <http://www.excellencegateway.org.uk/node/1515>
- Literacy Progression overview  
<http://repository.excellencegateway.org.uk/fedora/objects/import-pdf:9531/datastreams/PDF/content>

## Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several e-portfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: <http://www.learningassistant.com/>.

Learner progress records and recording forms are available in the 3847 Logbook, available on the City & Guilds website <http://www.cityandguilds.com>.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the Qualification Consultant, before they are used by learners and assessors at the centre.

## 4 Assessment

### 4.1 Summary of assessment methods

There is a separate **assessment pack** for these qualifications which contains the following information:

- Qualifications and qualification pathways
- Unit list
- Initial assessment and induction
- Delivery guidance
- Learning programmes
- Role of the Assessor
- Planning assessment
- Preparing for assessment
- Assessment methods
- Marking assessments and providing feedback
- Evidence requirements
- Building a portfolio of evidence

To access the Assessment Pack please go to the City & Guilds website **[www.cityandguilds.com](http://www.cityandguilds.com)**

At all levels, learners must complete a portfolio of evidence, demonstrating they have met the outcomes of each unit they have completed. This could be a paper based or electronic portfolio.

#### **Assessors must read the detailed guidance specific to each assessment title**

This is contained in the assessment pack and includes details of any materials or equipment learners will require, as well as assessment guidance.

## 4.2 Access Arrangements

There is no need to apply directly to City & Guilds for access arrangements. However, if learners require units in Braille or modified versions of the units (that cannot be arranged locally), then this must be applied for at least three months before the learner is due to start the unit. The three-month lead-in is necessary because the unit will often need to be prepared individually.

Centres must not order modifications to assessment materials unless they are confident that the learner will be ready to attempt the unit at that time.

### Summary of permitted adjustments - English Skills (Reading)

The table below only lists provisions that should be regarded as an access arrangement. Please note all learners may have access to dictionaries, and may either handwrite or word-process their work.

<b>Access Arrangement</b>	<b>Yes/No</b>
Reader	No
Computer/screen reader	Yes
Oral Language Modifier	No
Sign Language Interpreter	No
Scribe	Yes
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical Assistant	Yes
Modified unit materials (including Braille)	Yes
Models, visual/tactile aids, speaking scales	Yes
External device to load personal settings	Yes

Reading within the English Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille.

Computer/screen readers (assistive technology) may be used in the Reading components of English Skills where their use reflects the learner's normal way of reading. A computer/screen reader (assistive technology) is an acceptable arrangement, since it still allows the learner to independently meet the requirements of the reading standards.

A 'human' reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

## Summary of permitted adjustments - English Skills (Speaking and Listening)

Sign Language (ie BSL, SSE) is permissible in the Speaking and Listening components, provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of Speaking and Listening where BSL is the learner's normal way of communicating in the contexts described by the standards.) No other languages are permitted as alternatives to English.

Similarly, access to augmentative speech equipment is permissible where it reflects the learner's normal way of working.

Any instance where a learner is intending to undergo Speaking and Listening units through the medium of sign language should be discussed in advance with the External Quality Assurer.

## Summary of permitted adjustments - English Skills (Writing)

The table below only lists provisions that should be regarded as an access arrangement. Please note all learners may have access to dictionaries, and may either handwrite or word-process their work.

<b>Access Arrangement</b>	<b>Yes/No</b>
Extra time	Yes
Reader	Yes
Computer/screen reader	Yes
Oral Language Modifier	Yes
Sign Language Interpreter	Yes
Scribe	No
Voice recognition technology (assistive technology)	Yes
Transcript	Yes
Practical Assistant	Yes

Writing within the English Skills units is defined as the independent construction of written text to communicate in a purposeful context. 'Text' is defined as materials that include the use of words that are written, printed, on-screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

Voice recognition technology (assistive technology) may be used in the Writing components of English Skills where its use reflects the learner's normal way of writing. The use of voice recognition technology (assistive technology) is acceptable since it allows the learner to meet independently the requirements of the writing standards.

A 'human' scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

## Other Information

Each component of English Skills eg reading, writing, speaking and listening can be completed in any order. Learners are able to attempt and achieve each component at different levels (known as a spiky profile) according to the rules of combination restrictions (see **Structure** section). Learners can achieve a full award in each component subject to the rules of combination.



## **Appendix 1 Relationships to other qualifications**

### **Links to other qualifications**

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that learners completing units in one qualification have automatically covered all of the content of another.

# Reading Entry 3

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Reading standards	Unit outcomes and assessment criteria with core curriculum references
Entry 3	<p>Read and understand the purpose and content of straightforward texts that explain, inform and recount information</p> <p>a) Understand the main points of texts.            b) Obtain specific information through detailed reading;            c) Use organisational features to locate information;            d) Read and understand texts in different formats using strategies/techniques appropriate to the task.</p>	<p><b>Read and understand</b>            short, straightforward texts on familiar topics accurately and independently</p> <p><b>Read and obtain information</b>            from everyday sources</p> <p>read and understand short, straightforward texts on familiar topics accurately and independently read and obtain information from everyday sources</p> <ul style="list-style-type: none"> <li>• Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph</li> <li>• recognise the different purposes of texts at this level</li> <li>• recognise and understand the organisational features and typical language of instructional texts, e.g. use of imperatives and second person</li> <li>• identify the main points and ideas and predict words from context</li> <li>• understand and use organisational features to locate information, e.g. contents, index, menus</li> <li>• skim read title, headings and illustrations to decide if material is of interest</li> <li>• scan texts to locate information</li> <li>• obtain specific information through detailed reading</li> <li>• relate an image to print and use it to obtain meaning</li> <li>• recognise and understand relevant specialist key words</li> <li>• read and understand words and phrases commonly used on forms</li> <li>• use a dictionary to find the meaning of unfamiliar words</li> <li>• use first and second place letters to find and sequence</li> </ul>	<p><b>Reading Skills</b>  <b>Reading-using different reading strategies for words and phrases</b></p> <p>Be able to use reading strategies to understand written words and phrases</p> <ul style="list-style-type: none"> <li>• Recognise relevant specialist words (Rw/E3.1)</li> <li>• Recognise words and phrases commonly used on forms (Rw/E3.2)</li> <li>• Read and understand different types of words to include:               <ul style="list-style-type: none"> <li>○ Connective words</li> <li>○ Adverbials</li> <li>○ Directions (Rs/E3.2)</li> </ul> </li> <li>• Use a variety of reading strategies to help decode unfamiliar words (Rw/E3.5).</li> </ul> <p>Be able to use a reference tool</p> <ul style="list-style-type: none"> <li>• Use first and second place letters to find words in alphabetical order (Rw/E3.4)</li> <li>• Use first and second place letters to sequence words in alphabetical order (Rw/E3.4)</li> <li>• Use a reference tool to find the meaning of unfamiliar words (Rw/E3.3)</li> </ul> <p><b>Reading-using reading strategies</b></p> <p>Be able to find information for a specific purpose</p> <ul style="list-style-type: none"> <li>• Use organisational features to locate information (Rt/E3.5)</li> <li>• Identify the main points and ideas in text (Rt/E3.4)</li> </ul> <p>Be able to use strategies for understanding written text</p> <ul style="list-style-type: none"> <li>• Highlight the organisational features of instructional texts (Rt/E3.3)</li> <li>• Identify the organisational features and typical language of instructional text (Rt/E3.1)</li> </ul>

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Reading standards	Unit outcomes and assessment criteria with core curriculum references
			<ul style="list-style-type: none"> <li>Skim read title, headings and illustrations to decide if materials are of interest (Rt/E3.6)</li> <li>Scan texts to locate information (Rt/E3.7)</li> <li>Obtain specific information through detailed reading (Rt/E3.8)</li> <li>Recognise punctuation and capitalisation to help understanding (Rs/E3.3)</li> </ul> <p><b>Reading- reading for meaning</b></p> <p>Be able to read a piece of text and gain meaning from it</p> <ul style="list-style-type: none"> <li>Recount the main events of <ul style="list-style-type: none"> <li>short descriptive texts</li> <li>explanatory texts (Rt/E3.1)</li> </ul> </li> <li>Follow written instructions to carry out an activity (Rt/E3.3)</li> <li>Recognise the different purposes of texts (Rt/E3.2)</li> </ul> <p>Be able to use images to help understanding</p> <ul style="list-style-type: none"> <li>Relate an image to print and use it to obtain meaning (Rt/E3.9)</li> </ul>

# Reading Entry 2

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Reading standards	Unit outcomes and assessment criteria with core curriculum references
Entry 2	<p>Read and understand straightforward texts that explain, inform or recount information.</p> <p>a) Understand the main events in chronological texts;</p> <p>b) Read and understand simple instructions and directions;</p> <p>c) Read and understand high frequency words and words with common spelling patterns;</p> <p>d) Use knowledge of alphabetical order to locate information</p>	<p><b>Read and understand</b></p> <p>Short, straightforward texts on familiar topics</p> <p>Read and obtain information</p> <p>From short documents, familiar sources and signs and symbols</p> <p>trace and understand the main events of chronological and instructional texts</p> <ul style="list-style-type: none"> <li>• recognise the different purposes of texts at this level</li> <li>• identify common sources of information</li> <li>• use illustrations and captions to locate information</li> <li>• read and understand linking words and adverbials in instructions and directions, e.g. next, then, right, straight on</li> <li>• read and understand words on forms related to personal information, e.g. first name, surname, address, postcode, age, date of birth</li> <li>• recognise high frequency words and words with common spelling patterns</li> <li>• use phonic and graphic knowledge to decode words</li> <li>• use a simplified dictionary to find the meaning of unfamiliar words</li> <li>• use initial letters to find and sequence words in alphabetical order</li> </ul>	<p><b>Reading Skills</b></p> <p><b>Reading - reading and understanding the meaning of words</b></p> <p>Understand written words</p> <ul style="list-style-type: none"> <li>• Recognise high frequency words and words with common spelling patterns (Rw/E2.2)</li> <li>• Recognise words on forms relating to personal information (Rw/E2.1)</li> <li>• Deduce the meaning of words from phonic and graphic information (Rw/E2.3)</li> </ul> <p>Be able to use simple reference tools</p> <ul style="list-style-type: none"> <li>• Use a simplified dictionary to find the meaning of unfamiliar words (Rw/E2.4)</li> <li>• Use initial letters to locate and sequence words in alphabetical order (Rw/E3.5)</li> </ul> <p><b>Reading- using reading skills</b></p> <p>Be able to find information for a specific purpose</p> <ul style="list-style-type: none"> <li>• Identify common sources of information (Rt/E2.3)</li> <li>• Use illustrations and captions to locate information (Rt/E2.4)</li> </ul> <p>Be able to develop reading strategies</p> <ul style="list-style-type: none"> <li>• Recognise meaning of linking words and adverbials in instructions and directions (Rs/E2.1)</li> <li>• Predict meaning of unfamiliar words using knowledge of simple sentence structure and word order (Rs/E2.2)</li> <li>• Provide plausible meanings for a sentence as a whole when decoding unfamiliar words (Rs/E2.3)</li> <li>• Use punctuation and capitalisation to help understanding (Rs/E2.4)</li> </ul>

<b>Functional Skills</b>		<b>National literacy standards</b>	<b>City &amp; Guilds English Skills</b>
<b>Skills standard</b>	<b>Coverage and range</b>	<b>Reading standards</b>	<b>Unit outcomes and assessment criteria with core curriculum references</b> <b>Reading- reading for meaning</b> Be able to read a piece of text and gain meaning from it <ul style="list-style-type: none"> <li>• Recognise the different purposes of texts (Rt/E2.2)</li> <li>• Identify the main events of chronological and instructional texts (Rt/E2.1)</li> <li>• Follow simple instructional texts to carry out a straightforward task (Rt/E2.1)</li> </ul>

# Reading Entry 1

## Functional Skills

## National literacy standards

## City & Guilds English Skills

	Skills standard	Coverage and range	Reading standards	Unit outcomes and assessment criteria with core curriculum references
Entry 1	Read and understand short, simple texts that explain or recount information.	a) Read and understand simple, regular words and sentences; b) Understand short texts on familiar topics and experiences	<p><b>Read and understand</b> Short texts with repeated language patterns on familiar topics</p> <p><b>Read and obtain information</b> Read and understand short texts with repeated language patterns on familiar topics read and obtain information from common signs and symbols</p> <p>Expected to:</p> <ul style="list-style-type: none"> <li>• follow a short narrative on a familiar topic or experience</li> <li>• recognise the different purposes of texts at this level</li> <li>• possess a limited, meaningful sight vocabulary of words, signs and symbols</li> <li>• decode simple, regular words</li> <li>• recognise the letters of the alphabet in both upper and lower case</li> </ul>	<p><b>Reading Skills</b></p> <p><b>Reading- reading words, signs and symbols</b> Understand written words, signs and symbols</p> <ul style="list-style-type: none"> <li>• Recognise some familiar social sight words, signs and symbols (Rw/E1.1, Rt/E1.2)</li> <li>• Use simple regular words (Rw/E1.1)</li> </ul> <p><b>Reading-using reading skills</b> Be able to read simple texts</p> <ul style="list-style-type: none"> <li>• Identify letters of the alphabet in upper and lower case (Rw/E1.3)</li> <li>• Identify capital letters and full stops in sentences (Rs/E1.1)</li> <li>• Read text from left to right and top to bottom (Rt/E1.1)</li> </ul> <p><b>Reading- reading for meaning</b> Be able to read a piece of text and gain meaning from it</p> <ul style="list-style-type: none"> <li>• Recognise the meaning of simple sentences (Rs/E1.1)</li> <li>• Identify the purpose of a short written narrative on a familiar topic or experience (Rt/E1.1)</li> <li>• Recognise the different purposes of texts (Rt/E1.2)</li> </ul>

# Writing Entry 3

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Writing standards	Unit outcomes and assessment criteria with core curriculum references
Entry 3	Write texts with some adaptation to the intended audience.	<p>Write to communicate information and opinions with some adaptation to the intended audience</p> <ul style="list-style-type: none"> <li>• Plan and draft writing</li> <li>• organise writing in short paragraphs</li> <li>• sequence chronological writing</li> <li>• write in complete sentences</li> <li>• use correct basic grammar, e.g. appropriate verb tense, subject verb agreement</li> <li>• use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks</li> <li>• spell correctly common words and relevant key words for work and special interest</li> <li>• proof-read and correct writing for grammar and spelling</li> <li>• produce legible text</li> </ul>	<p><b>Writing Skills</b></p> <p><b>Writing-using grammar, punctuation and spelling in writing</b></p> <p>Be able to use grammar and punctuation to aid understanding when writing</p> <ul style="list-style-type: none"> <li>• Construct complete written sentences, using adjectives and conjunctions (Ws/E3.1)</li> <li>• Write grammatically correct sentences with tenses (Ws/E3.2)</li> <li>• Use correct punctuation in complete sentences (Ws/E3.3)</li> </ul> <p>Be able to refer to sources of correct spellings of common and relevant key words</p> <ul style="list-style-type: none"> <li>• Use dictionaries or spellcheckers on computers to find unknown spellings (Ww/E3.1)</li> </ul> <p>Be able to develop vocabulary relevant to own work and special interests</p> <ul style="list-style-type: none"> <li>• Identify words relevant to work and life to learn (Ww/E3.1)</li> <li>• Spell common words and relevant key words for work and special interest (Ww/E3.1)</li> </ul> <p>Be able to use methods to improve own spelling</p> <ul style="list-style-type: none"> <li>• Proof-read own written text (Ww/E3.1)</li> <li>• Correct errors in own spelling (Wt/E3.4)</li> <li>• Use spelling rules (Ww/E3.2)</li> <li>• Use spelling strategies to extend spelling competence (Ww/E3.1)</li> <li>• Use rules and patterns to spell unfamiliar words</li> </ul> <p><b>Writing-using planning and organisation in writing</b></p> <p>Be able to plan and organise own writing</p> <ul style="list-style-type: none"> <li>• Plan writing, indicating key points (Wt/E3.1)</li> <li>• Organise writing in short paragraphs (Wt/E3.2)</li> <li>• Produce a sequenced chronological text (Wt/E3.3)</li> </ul>

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Writing standards	Unit outcomes and assessment criteria with core curriculum references

**Writing-writing to communicate**

Be able to use writing to communicate information and opinions

- Communicate information and opinions in sequential order (Wt/E3.3)

Be able to produce accurate writing

- Produce text that is legible and fit for purpose (Ww/E3.3)
- Proof-read and revise writing for accuracy and meaning (Wt/E3.4)



# Writing Entry 2

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Writing standards	Unit outcomes and assessment criteria with core curriculum references
Entry 2	Write short texts with some awareness of the intended audience	<p>write to communicate information with some awareness of the intended audience</p> <p>use written words and phrases to record or present information</p> <ul style="list-style-type: none"> <li>• construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. as, and, but</li> <li>• use adjectives</li> <li>• use punctuation correctly, e.g. capital letters, full stops and question marks</li> <li>• use a capital letter for proper nouns</li> <li>• spell correctly the majority of personal details and familiar common words</li> <li>• produce legible text</li> </ul>	<p><b>Writing Skills</b></p> <p><b>Writing-using grammar and punctuation in writing</b></p> <p>Be able to use grammar to aid understanding when writing</p> <ul style="list-style-type: none"> <li>• Construct simple and compound sentences, using common conjunctions to connect clauses (Ws/E2.1)</li> <li>• Use adjectives when writing (Ws/E2.2)</li> </ul> <p>Be able to use punctuation to aid understanding when writing</p> <ul style="list-style-type: none"> <li>• Punctuate sentences using               <ul style="list-style-type: none"> <li>○ capital letters</li> <li>○ full stops</li> <li>○ question marks (Ws/E2.3)</li> </ul> </li> <li>• Use capital letters for proper nouns (Ws/E2.4)</li> </ul> <p><b>Writing –using spelling methods in writing</b></p> <p>Be able to use methods to learn how to spell words</p> <ul style="list-style-type: none"> <li>• Correctly spell most personal details and common words (Ww/E2.1)</li> <li>• Use simple spelling rules (Ww/E2.1)</li> <li>• Use personal spelling strategies (Ww/E2.2)</li> </ul> <p>Be able to use sound to symbol relationships</p> <ul style="list-style-type: none"> <li>• Use phonics to help work out correct spellings (Ww/E2.2)</li> </ul> <p>Be able to spell plurals, tenses and affixes</p> <ul style="list-style-type: none"> <li>• Use correct endings to show differences between simple past and present tenses (Ww/E2.2)</li> <li>• Use different endings to show plurals (Ww/E2.2)</li> <li>• Use common:               <ul style="list-style-type: none"> <li>○ prefixes</li> <li>○ suffixes</li> </ul> </li> </ul>

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Writing standards	Unit outcomes and assessment criteria with core curriculum references
			<p>Understand the sequence and meaning of words</p> <ul style="list-style-type: none"> <li>• Look up unknown words from own reading (Rw/E2.4)</li> <li>• Use initial letters to find and sequence words in alphabetical order (Rw/E2.5)</li> </ul> <p><b>Writing- using structure to write simple text</b></p> <p>Be able to communicate information using written words</p> <ul style="list-style-type: none"> <li>• Use written words and phrases to record or present information: <ul style="list-style-type: none"> <li>○ in continuous text</li> <li>○ in forms (Wt/E2.1)</li> </ul> </li> <li>• Write legible text which is fit for purpose (Ww/E2.3).</li> </ul> <p>Be able to construct simple and compound sentences</p> <ul style="list-style-type: none"> <li>• Construct compound sentences using conjunctions (Ws/E2.1)</li> <li>• Construct sentences to readers that can be followed easily (Ws/E2.1)</li> </ul>

# Writing Entry 1

Functional Skills		National literacy standards		City & Guilds English Skills
	Skills standard	Coverage and range	Writing standards	Unit outcomes and assessment criteria with core curriculum references
Entry 1	Write short, simple sentences	a) Use written words and phrases to present information; b) Construct simple sentences using full stops; c) Spell correctly some personal or very familiar words	write to communicate information to an intended audience Expected to: <ul style="list-style-type: none"> <li>• use written words and phrases to record or present information</li> <li>• construct a simple sentence</li> <li>• punctuate a simple sentence with a capital letter and a full stop</li> <li>• use a capital letter for personal pronoun 'I'</li> <li>• spell correctly some personal key words and familiar words</li> <li>• write the letters of the alphabet using upper and lower case</li> </ul>	<b>Writing skills</b> <b>Writing- using grammar and punctuation in writing</b> Be able to use grammar to aid understanding when writing <ul style="list-style-type: none"> <li>• Construct simple sentences using a subject and verb (Ws/E1.1)</li> </ul> Be able to use punctuation to aid understanding when writing <ul style="list-style-type: none"> <li>• Punctuate simple sentences with               <ul style="list-style-type: none"> <li>○ capital letters</li> <li>○ full stops (Ws/E1.2)</li> </ul> </li> <li>• Capitalise the personal pronoun 'I' (Ws/E1.3)</li> </ul> <b>Writing-writing letters of the alphabet and spelling words</b> Be able to write the letters of the alphabet <ul style="list-style-type: none"> <li>• Write the letters of the alphabet in upper and lower case (Ww/E1.2)</li> <li>• Use upper and lower case letters of the alphabet when spelling (Ww/E1.2)</li> <li>• Write vowels and consonants (Ww/E1.2)</li> </ul> Be able to use sounds/symbol associations to spell words <ul style="list-style-type: none"> <li>• Use vowels and consonants (Ww/E1.3)</li> <li>• Use common initial consonant clusters (Ww/E1.3)</li> <li>• Use common final consonant clusters (Ww/E1.3)</li> <li>• Use common digraphs (Ww/E1.3)</li> </ul> Be able to spell personal and familiar words <ul style="list-style-type: none"> <li>• Copy correct spellings accurately (Ww/E1.1)</li> <li>• Use personal spelling strategies (Ww/E1.1)</li> </ul> <b>Writing- using structure in writing</b> Know different ways writing can be structured

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Writing standards	Unit outcomes and assessment criteria with core curriculum references
			<ul style="list-style-type: none"> <li>Identify writing structures for different contexts (Wt/E1.1) (Ws/E1.1)</li> </ul> <p>Be able to structure simple written information</p> <ul style="list-style-type: none"> <li>Use written words and simple phrases to record or present information (Wt/E1.1) (Ws/E1.1)</li> <li>Construct simple sentences to record or present information (Ws/E1.1)</li> </ul>

# Speaking and Listening Entry 3

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Speaking and listening standards	Unit outcomes and assessment criteria with core curriculum references
Entry 3	Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	<p>a) Follow the main points of discussions;</p> <p>b) Use techniques to clarify and confirm understanding;</p> <p>c) Give own point of view and respond appropriately to others' point of view;</p> <p>d) Use appropriate language in formal discussions/exchanges;</p> <p>e) Make relevant contributions, allowing for and responding to others' input.</p>	<p>Listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.</p> <p>Speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone.</p> <p>Engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.</p> <p>Listen for and follow the gist of explanations, instructions and narratives in different contexts</p> <ul style="list-style-type: none"> <li>• listen for detail in explanations, instructions and narratives in different contexts</li> <li>• listen for and identify relevant information and new information from discussions, explanations and presentations</li> <li>• use strategies to clarify and confirm understanding, e.g. facial expressions or gestures</li> <li>• listen to and respond appropriately to other points of view</li> <li>• speak clearly to be heard and understood using appropriate clarity, speed and phrasing</li> <li>• use formal language and register when appropriate</li> <li>• respond to a range of questions about familiar topics</li> <li>• express clearly statements of fact and give short explanations, accounts and descriptions</li> <li>• make requests and ask questions to obtain information in familiar and unfamiliar contexts</li> <li>• follow and understand the main points of discussions on</li> </ul>
			<p><b>Speaking and Listening Skills</b></p> <p><b>Speaking and listening- speaking and listening to provide information</b></p> <p>Be able to provide information to others by speaking and listening</p> <ul style="list-style-type: none"> <li>• Speak clearly and appropriately for the situation (SLc/E3.1)</li> <li>• Give a description based on a straightforward topic (SLc/E3.3)</li> <li>• Give an explanation based on a straightforward topic (SLc/E3.3)</li> <li>• Give an account on a straightforward topic (SLc/E3.3)</li> <li>• Respond to questions about different topics (SLlr/E3.6)</li> </ul> <p><b>Speaking and listening- speaking and listening to obtain information</b></p> <p>Be able to obtain information from others by speaking and listening</p> <ul style="list-style-type: none"> <li>• Listen for and identify the gist of explanations, instructions and narratives in different contexts (SLlr/E3.1)</li> <li>• Listen for and identify detail in explanations, instructions and narratives in different contexts (SLlr/E3.2)</li> <li>• Listen for and identify relevant information from: <ul style="list-style-type: none"> <li>○ explanations</li> <li>○ discussions</li> <li>○ presentations (SLlr/E3.3)</li> </ul> </li> <li>• Use strategies to clarify and confirm understanding (SLlr/E3.4)</li> <li>• Make requests and ask questions to obtain information in familiar and unfamiliar contexts (SLc/E3.4)</li> </ul> <p><b>Speaking and listening- speaking and listening to take part in a discussion</b></p> <p>Be able to take part in discussions on straightforward topics</p> <ul style="list-style-type: none"> <li>• Follow the main points of a straightforward discussion (SLd/E3.1)</li> <li>• Identify relevant information from straightforward discussion (SLlr/E3.3)</li> <li>• Make contributions relevant to a discussion (SLlr/E3.2)</li> <li>• Listen and respond appropriately to other points of view</li> </ul>

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Speaking and listening standards	Unit outcomes and assessment criteria with core curriculum references
		different topics <ul style="list-style-type: none"> <li>• make contributions to discussions that are relevant to the subject</li> <li>• respect the turn-taking rights of others during discussions</li> </ul>	(SLlr/E3.5) <ul style="list-style-type: none"> <li>• Respect the turn-taking rights of others in a discussion (SLd/E3.3)</li> </ul>

## Speaking and Listening Entry 2

Functional Skills		National literacy standards	City & Guilds English Skills
Skills standard	Coverage and range	Speaking and listening standards	Unit outcomes and assessment criteria with core curriculum references
Entry 2	Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations.	<p>Listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions</p> <p>speak to communicate information, feelings and opinions on familiar topics</p> <p>engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics</p> <p>listen for and follow the gist of explanations, instructions and narratives</p> <ul style="list-style-type: none"> <li>• listen for detail in short explanations, instructions and narratives</li> <li>• listen for and identify the main points of short explanations or presentations</li> <li>• listen to and follow short, straightforward explanations and instructions</li> <li>• listen to and identify simply expressed feelings and opinions</li> <li>• speak clearly to be heard and understood in straightforward exchanges</li> <li>• make requests and ask questions to obtain information in everyday contexts</li> <li>• respond to straightforward questions</li> <li>• express clearly statements of fact and short accounts and descriptions</li> <li>• ask questions to clarify understanding</li> <li>• follow the gist of discussions</li> <li>• follow the main points and make appropriate contributions to the discussion</li> </ul>	<p><b>Speaking and Listening Skills</b></p> <p><b>Speaking and listening- speaking and listening to provide information</b></p> <p>Be able to provide information by speaking and listening</p> <ul style="list-style-type: none"> <li>• Speak to be heard and understood in straightforward exchanges (SLc/E2.1)</li> <li>• Give information on straightforward topics (SLc/E2.3)</li> <li>• Give a straightforward description (SLc/E2.3)</li> <li>• Listen and respond to straightforward questions about familiar topics (SLlr/E2.6)</li> </ul> <p><b>Speaking and listening-speaking and listening to obtain information</b></p> <p>Be able to obtain information from others by speaking and listening</p> <ul style="list-style-type: none"> <li>• Listen for and identify the gist of: <ul style="list-style-type: none"> <li>○ explanations,</li> <li>○ instructions</li> <li>○ narratives (SLlr/E2.1)</li> </ul> </li> <li>• Listen for and identify detail in short <ul style="list-style-type: none"> <li>○ explanations</li> <li>○ Instructions</li> <li>○ narratives (SLlr/E2.2)</li> </ul> </li> <li>• Listen for and identify the main points of short <ul style="list-style-type: none"> <li>○ explanations</li> <li>○ presentations (SLlr/E2.3)</li> </ul> </li> <li>• Follow oral instructions to carry out a task (SLlr/E2.4)</li> <li>• Ask questions to clarify and confirm understanding in straightforward exchanges (SLc/E2.4)</li> <li>• Make requests and ask questions to obtain information in everyday contexts (SLc/E2.2).</li> </ul>

<b>Functional Skills</b>		<b>National literacy standards</b>	<b>City &amp; Guilds English Skills</b>
<b>Skills standard</b>	<b>Coverage and range</b>	<b>Speaking and listening standards</b>	<b>Unit outcomes and assessment criteria with core curriculum references</b> <b>Speaking and listening- speaking and listening in a conversation</b> Be able to take part in conversations by speaking and listening <ul style="list-style-type: none"> <li>• Follow the gist of conversation on a straightforward topic (SLd/E2.1)</li> <li>• Follow the main points of conversation in a straightforward topic (SLd/E2.2)</li> <li>• Make appropriate contributions to a conversation on a straightforward topic (SLd/E2.2)</li> <li>• Listen to and identify simply expressed feelings and opinions in familiar contexts (SLlr/E2.5)</li> </ul>



# Speaking and Listening Entry 1

Functional Skills		National literacy standards		City & Guilds English Skills
Skills standard	Coverage and range	Speaking and listening standards		Unit outcomes and assessment criteria with core curriculum references
Entry 1	Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.	a) Understand the main points of short explanations; b) Understand and follow instructions; c) Respond appropriately to comments and requests; d) Make contributions to be understood; e) Ask simple questions to obtain specific information	At this level, adults can: listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions speak to communicate basic information, feelings and opinions on familiar topics engage in discussion with another person in a familiar situation about familiar topics listen for the gist of short explanations • listen for detail using key words to extract some specific information • follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary • listen and respond to requests for personal information • speak clearly to be heard and understood in simple exchanges • make requests using appropriate terms • ask questions to obtain specific information • make statements of fact clearly • speak and listen in simple exchanges and everyday contexts	<b>Speaking and Listening Skills</b>  <b>Speaking and Listening- speaking and listening to provide information</b> Be able to provide and obtain information to others by speaking and listening <ul style="list-style-type: none"> <li>• Speak to be heard and understood in simple exchanges(SLc/E1.1)</li> <li>• Make statements of fact on straightforward topics (SLc/E1.4)</li> <li>• Respond to requests for personal information (SLlr/E1.4)</li> <li>• Make requests in everyday contexts (SLc/E1.2)</li> </ul> <b>Speaking and listening- speaking and listening to obtain information</b> Be able to able to obtain information from others by speaking and listening <ul style="list-style-type: none"> <li>• Listen for the gist of short explanations in familiar situations (SLlr/E1.1)</li> <li>• Listen for detail using key words to extract some specific information (SLlr/E1.2)</li> <li>• Follow single- step instructions (SLlr/E1.3)</li> <li>• Ask questions to obtain straightforward information</li> </ul> <b>Speaking and Listening- speaking and listening to take part in a conversation</b> Be able to take part in a simple conversation <ul style="list-style-type: none"> <li>• Listen and respond to spoken information in simple exchanges (SLc/E1.1)</li> <li>• Speak to be heard in simple exchanges (SLd/E1.1)</li> <li>• Make simple requests using appropriate terms (SLc/E1.2)</li> <li>• Ask questions to obtain specific information (SLc/E1.3)</li> <li>• Give statements of fact clearly (SLc/E1.4)</li> </ul>

# Reading

GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
AO3		<b>Reading (Level 2)</b>		<b>Reading Skills (Level 2)</b>
<b>Reading (Written language)</b>	C	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	<p>a) Select and use different types of texts to obtain and utilise relevant information</p> <p>b) Read and summarise, succinctly, information/ideas from different sources</p> <p>c) Identify the purposes of texts and comment on how meaning is conveyed</p> <p>d) Detect point of view, implicit</p>	<p><b>Reading – using reading to develop vocabulary</b> Understand vocabulary used for different purposes in different types of text</p> <ul style="list-style-type: none"> <li>Recognise technical vocabulary (Rw/L2.1)</li> <li>Recognise vocabulary associated with a range of different texts of varying complexity (Rw/L2.3)</li> <li>Explain how choices about vocabulary contribute to different types of text (Rw/L2.3)</li> </ul> <p>Be able to use reference materials to develop vocabulary</p> <ul style="list-style-type: none"> <li>Use reference material to identify the meaning of unfamiliar words (Rw/L2.2)</li> <li>Use reference materials to find alternative words (Rw/L2.3)</li> </ul> <p><b>Reading – using reading strategies</b> Be able to locate information for specific purposes</p> <ul style="list-style-type: none"> <li>Use organisational features and systems to locate information (Rt/L2.6)</li> <li>Use different reading strategies to find and obtain information (Rt/L2.7)</li> <li>Identify the main points from written text (Rt/L2.3)</li> <li>Identify specific detail from written text (Rt/L2.3)</li> </ul> <p>Be able to use strategies for understanding written text</p> <ul style="list-style-type: none"> <li>Read critically to evaluate information (Rt/L2.5)</li> <li>compare information, ideas and opinions from different sources (Rt/L2.5)</li> <li>Use images to inform understanding (Rr/L2.7)</li> <li>Use grammar and punctuation to aid understanding (Rs/L2.1, Rs/L2.2)</li> </ul> <p><b>Reading – reading for meaning</b> Understand written texts</p> <ul style="list-style-type: none"> <li>Identify the main events of descriptive, explanatory and persuasive texts of varying complexity (Rt/L2.1)</li> </ul>
<ul style="list-style-type: none"> <li>Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.</li> <li>Develop and sustain interpretations of writers' ideas and perspectives</li> <li>Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader</li> </ul>	Learners understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects.	Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.	<p>a) Select and use different types of texts to obtain and utilise relevant information</p> <p>b) Read and summarise, succinctly, information/ideas from different sources</p> <p>c) Identify the purposes of texts and comment on how meaning is conveyed</p> <p>d) Detect point of view, implicit</p>	<p><b>Reading – using reading to develop vocabulary</b> Understand vocabulary used for different purposes in different types of text</p> <ul style="list-style-type: none"> <li>Recognise technical vocabulary (Rw/L2.1)</li> <li>Recognise vocabulary associated with a range of different texts of varying complexity (Rw/L2.3)</li> <li>Explain how choices about vocabulary contribute to different types of text (Rw/L2.3)</li> </ul> <p>Be able to use reference materials to develop vocabulary</p> <ul style="list-style-type: none"> <li>Use reference material to identify the meaning of unfamiliar words (Rw/L2.2)</li> <li>Use reference materials to find alternative words (Rw/L2.3)</li> </ul> <p><b>Reading – using reading strategies</b> Be able to locate information for specific purposes</p> <ul style="list-style-type: none"> <li>Use organisational features and systems to locate information (Rt/L2.6)</li> <li>Use different reading strategies to find and obtain information (Rt/L2.7)</li> <li>Identify the main points from written text (Rt/L2.3)</li> <li>Identify specific detail from written text (Rt/L2.3)</li> </ul> <p>Be able to use strategies for understanding written text</p> <ul style="list-style-type: none"> <li>Read critically to evaluate information (Rt/L2.5)</li> <li>compare information, ideas and opinions from different sources (Rt/L2.5)</li> <li>Use images to inform understanding (Rr/L2.7)</li> <li>Use grammar and punctuation to aid understanding (Rs/L2.1, Rs/L2.2)</li> </ul> <p><b>Reading – reading for meaning</b> Understand written texts</p> <ul style="list-style-type: none"> <li>Identify the main events of descriptive, explanatory and persuasive texts of varying complexity (Rt/L2.1)</li> </ul>

<b>GCSE</b>		<b>Functional Skills</b>		<b>City &amp; Guilds English Skills</b>
<b>Assessment objective</b>	<b>Grading</b>	<b>Skills standard</b>	<b>Coverage and range</b>	<b>Unit outcomes and assessment criteria with core curriculum references</b>
				<ul style="list-style-type: none"> <li>Identify the purpose of a text using explicit and implicit clues (Rt/L2.2)</li> <li>Identify points of view within an argument (Rt/L2.4)</li> </ul> <p>Be able to summarise information</p> <ul style="list-style-type: none"> <li>Select main points and supporting detail in information to be summarised (Rt/L2.8)</li> </ul>

# Reading

GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
AO3	F	<b>Reading (Level 1)</b> Read and understand a range of straightforward texts.	<p>a) Identify the main points and ideas and how they are presented in a variety of texts</p> <p>b) Read and understand texts in detail</p> <p>c) Utilise information contained in texts</p> <p>d) Identify suitable responses to texts</p> <p>e) In more than one type of text.</p>	<p><b>Reading Skills (Level 1)</b></p> <p><b>Reading – using reading to extend vocabulary</b> Understand vocabulary relating to a variety of topics</p> <ul style="list-style-type: none"> <li>Recognise vocabulary on a variety of topics (Rw/L1.3)</li> <li>Recognise vocabulary associated with different types of text (Rw/L1.2)</li> </ul> <p>Be able to develop vocabulary using strategies and reference materials</p> <ul style="list-style-type: none"> <li>Read and use vocabulary in different types of text (Rw/L1.2, Rw/L1.3)</li> <li>Use appropriate strategies to work out meaning (Rw/L1.1)</li> <li>Apply knowledge of word structure, related words, word route, deviations and borrowing to recognise vocabulary</li> </ul> <p><b>Reading – using reading strategies</b> Be able to locate information for specific purposes</p> <ul style="list-style-type: none"> <li>Use organisational and structural features to locate information (Rt/L1.4)</li> <li>Use different reading strategies to obtain required information (Rt/L1.5)</li> <li>Identify different types of information within descriptive, explanatory and persuasive texts (Rt/L1.1, Rt/L1.3)</li> <li>Identify the main points, specific detail and meaning conveyed by images</li> </ul> <p>Understand how language and other textual features contribute to meaning in different types of texts</p> <ul style="list-style-type: none"> <li>Describe how language and other textual features contribute to the purpose of different texts (Rt/L1.2)</li> <li>Describe how the meaning of texts can be determined from:               <ul style="list-style-type: none"> <li>component parts of a text</li> <li>context</li> <li>own knowledge and experience</li> </ul> </li> <li>Use grammatical knowledge to predict meaning</li> <li>Use knowledge of punctuation to predict meanings (Rt/L1.1, Rs/L1.1, Rs/L1.2)</li> </ul>

- Reading (Written language)**
- Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.
  - Develop and sustain interpretations of writers' ideas and perspectives
  - Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader

Learners describe the main ideas, themes or argument in a range of texts, and refer to specific aspects or details when justifying their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentation devices

Read and understand a range of straightforward texts.

- a) Identify the main points and ideas and how they are presented in a variety of texts
- b) Read and understand texts in detail
- c) Utilise information contained in texts
- d) Identify suitable responses to texts
- e) In more than one type of text.

## City & Guilds English Skills

### Unit outcomes and assessment criteria with core curriculum references

#### Reading Skills (Level 1)

#### Reading – using reading to extend vocabulary

Understand vocabulary relating to a variety of topics

- Recognise vocabulary on a variety of topics (Rw/L1.3)
- Recognise vocabulary associated with different types of text (Rw/L1.2)

Be able to develop vocabulary using strategies and reference materials

- Read and use vocabulary in different types of text (Rw/L1.2, Rw/L1.3)
- Use appropriate strategies to work out meaning (Rw/L1.1)
- Apply knowledge of word structure, related words, word route, deviations and borrowing to recognise vocabulary

#### Reading – using reading strategies

Be able to locate information for specific purposes

- Use organisational and structural features to locate information (Rt/L1.4)
- Use different reading strategies to obtain required information (Rt/L1.5)
- Identify different types of information within descriptive, explanatory and persuasive texts (Rt/L1.1, Rt/L1.3)
- Identify the main points, specific detail and meaning conveyed by images

Understand how language and other textual features contribute to meaning in different types of texts

- Describe how language and other textual features contribute to the purpose of different texts (Rt/L1.2)
- Describe how the meaning of texts can be determined from:
  - component parts of a text
  - context
  - own knowledge and experience
- Use grammatical knowledge to predict meaning
- Use knowledge of punctuation to predict meanings (Rt/L1.1, Rs/L1.1, Rs/L1.2)

<b>GCSE</b>		<b>Functional Skills</b>		<b>City &amp; Guilds English Skills</b>
<b>Assessment objective</b>	<b>Grading</b>	<b>Skills standard</b>	<b>Coverage and range</b>	<b>Unit outcomes and assessment criteria with core curriculum references</b>
				<b>Reading – reading for meaning</b> Understand written texts <ul style="list-style-type: none"> <li>• Identify main events of a descriptive or an explanatory text (Rt/L1.1)</li> <li>• Identify main points of a persuasive text (Rt/L1.2)</li> <li>• Read and follow written instructions to complete an activity (Rt/L1.3)</li> </ul> Be able to use images to help understanding <ul style="list-style-type: none"> <li>• Determine meaning from images which is not directly stated in text (Rt/L1.3)</li> </ul>

# Writing

GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
AO4	<b>Writing</b>	<b>Writing (Level 2)</b>		<b>Writing- using grammar, punctuation and spelling in writing</b>
	<ul style="list-style-type: none"> <li>Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.</li> <li>Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.</li> <li>Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.</li> <li>At least one third of available credit for AO4 should be awarded to the use of a range of sentence structures</li> </ul>	<p>C</p> <p>Learners' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing is used effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are accurate</p>	<p>Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.</p> <p>a) Present information/ideas concisely, logically and persuasively;            b) Present information on complex subjects clearly and concisely;            c) Use a range of writing styles for different purposes;            d) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively.</p>	<p>Be able to use grammar correctly</p> <ul style="list-style-type: none"> <li>Construct complex sentences (Ws/L2.1)</li> <li>Use correct grammar (Ws/L2.2)</li> <li>Use pronouns so that their meaning is clear (Ws/L2.3)</li> </ul> <p>Know how to use punctuation to aid understanding</p> <ul style="list-style-type: none"> <li>Punctuate sentences using complex punctuation markers (Ws/L2.4)</li> </ul> <p>Be able to review and revise to amend own written text</p> <ul style="list-style-type: none"> <li>Proof read and revise writing of accuracy and meaning (Wt/L2.7)</li> <li>Use a variety of sources to find correct spellings (Ww/L2.1)</li> </ul> <p>Be able to spell words most often used in daily life</p> <ul style="list-style-type: none"> <li>Spell correctly words used most often in work, studies and daily life including familiar technical words (Ww/L2.1)</li> <li>Identify a range of different strategies to aid spelling (Ww/L2.1)</li> </ul> <p>Be able to use different methods to spell words</p> <ul style="list-style-type: none"> <li>Use a range of spelling rules (Ww/L2.1)</li> <li>Use a range of strategies (Ww/L2.1)</li> <li>Spell a range of words required for a particular purpose (Ww/L2.1)</li> </ul>
				<b>Writing- planning and organising writing</b>
				<p>Be able to plan and organise own writing</p> <ul style="list-style-type: none"> <li>Make a plan for own writing, indicating key points(Wt/L2.1)</li> <li>Use format and structure to organise writing for different purposes (Wt/L2.4)</li> <li>Determine how much to write and the level of detail to include (Wt/L2.2)</li> <li>Present information and ideas in a logical or persuasive sequence (Wt/L2.3)</li> <li>Use style and vocabulary suitable for purpose and audience (Wt/L2.6)</li> <li>Use formal and informal language appropriate to purpose and audience (Wt/L2.5)</li> <li>Proof-read and revise own writing for accuracy and meaning (Wt/L2.7)</li> </ul>

GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
for clarity, purpose and effect, with accurate punctuation and spelling.				<p><b>Writing –writing for clear communication</b></p> <p>Be able to communicate clearly and effectively when writing</p> <ul style="list-style-type: none"> <li>• Select length of text and level of detail when writing depending on the purpose and audience (Wt/L2.2)</li> <li>• Make decisions about length and detail when writing (Wt/L2.2)</li> </ul> <p>Be able to present appropriate writing appropriate to purpose and audience</p> <ul style="list-style-type: none"> <li>• Proof-read and revise writing for accuracy and meaning (Ww/L2.2)</li> <li>• Produce legible final text with accuracy (Wt/L2.7)</li> </ul>

# Writing

GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
AO3	<p><b>Writing</b></p> <p>Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.</p> <p>a) Write clearly and coherently, including an appropriate level of detail;</p> <p>b) Present information in a logical sequence;</p> <p>c) Use language, format and structure suitable for purpose and audience;</p>	<p><b>Writing (Level 1)</b></p> <p>Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.</p>	<p>a) Write clearly and coherently, including an appropriate level of detail;</p> <p>b) Present information in a logical sequence;</p> <p>c) Use language, format and structure suitable for purpose and audience;</p> <p>d) Use correct grammar, including correct and consistent use of tense;</p> <p>e) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear;</p> <p>f) In more than one type of text.</p>	<p><b>Writing Skills (Level 1)</b></p> <p><b>Writing- using grammar, punctuation and spelling in writing</b></p> <p>Be able to use grammar and punctuation to aid understanding when writing</p> <ul style="list-style-type: none"> <li>Construct complete written sentences to suit the text type, audience and purpose (Ws/L1.1)</li> <li>Use correct subject- verb agreement (Ws/L1.2)</li> <li>Use correct tense for purpose (Ws/L1.2)</li> </ul> <p>Know how to use punctuation to aid understanding</p> <ul style="list-style-type: none"> <li>Punctuate sentences using punctuation markers (Ws/L1.3)</li> <li>Use punctuation so that meaning is clear (Ws/L1.3)</li> </ul> <p>Be able to spell words most often used in daily life</p> <ul style="list-style-type: none"> <li>Spell correctly words used most often(Ww/L1.1)</li> </ul> <p>Be able to use a range of methods to spell words</p> <ul style="list-style-type: none"> <li>Use a range of spelling rules (Ww/L1.1)</li> <li>Use some independent spelling strategies (Ww/L1.1)</li> </ul> <p><b>Writing- planning and organising writing</b></p> <p>Be able to plan and organise own writing</p> <ul style="list-style-type: none"> <li>Outline a plan for own writing, indicating key points (Wt/L1.1)</li> <li>Use format and structure suitable for purpose (Wt/L1.5)</li> <li>Judge how much to write and level of detail to include (Wt/L1.2)</li> <li>Present information in a logical sequence, using paragraphs where appropriate (Wt/L1.3)</li> <li>Use style and vocabulary suitable for purpose and audience (Wt/L1.4)</li> </ul> <p><b>Writing- using structure and content in writing</b></p> <p>Be able to communicate information and opinions when writing</p> <ul style="list-style-type: none"> <li>Use language at different levels of complexity in own writing (Wt/L1.4)</li> <li>Use formal and specialist language for different audiences (Wt/L1.4)</li> </ul>



GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
				Be able to present accurate writing <ul style="list-style-type: none"> <li>• Produce legible final text with reasonable accuracy appropriate to purpose (Ww/L1.2)</li> <li>• Proof-read and revise writing for accuracy and meaning (Wt/L1.6)</li> </ul>

# Speaking and Listening Level 2

GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
AO1	<p><b>Speaking and listening</b></p> <p>C</p> <p>Learners adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others' ideas, they make significant contributions to discussion and participate effectively in creative activities.</p>	<p><b>Speaking and Listening (Level 2)</b></p> <p>Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations</p>	<p>a) Identify the main points of short explanations and instructions;</p> <p>b) Make appropriate contributions that are clearly understood;</p> <p>c) Express simply feelings or opinions and understand those expressed by others;</p> <p>d) Communicate information so that the meaning is clear;</p> <p>e) Ask and respond to straightforward questions;</p> <p>f) Follow the gist of discussions</p>	<p><b>Speaking and Listening (Level 2)</b></p> <p><b>Speaking and Listening- presenting information by speaking and listening</b></p> <p>Be able to present information to others</p> <ul style="list-style-type: none"> <li>• Speak confidently in a way which suits the situation (SLc/L2.1)</li> <li>• Organise information and ideas in sequences</li> <li>• Give explanations or accounts (SLc/L2.3)</li> <li>• Give multi-step instructions (SLc/L2.3)</li> <li>• Respond to detailed or extended questions (SLlr/2.3)</li> <li>• Respond to criticism and criticise constructively (SLlr/L2.4)</li> </ul> <p><b>Speaking and listening- obtaining information by speaking and listening</b></p> <p>Be able to obtain information from others by speaking and listening</p> <ul style="list-style-type: none"> <li>• Listen for and identify information from extended explanations or presentations on a range of topics (SLlr/L2.1)</li> <li>• Listen to and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts (SLlr/L2.2)</li> <li>• Obtain detailed information in familiar and unfamiliar contexts by making requests and asking questions (SLc/L2.2)</li> </ul> <p><b>Speaking and Listening- speaking and listening to take part in a discussion</b></p> <p>Be able to take part in discussion</p> <ul style="list-style-type: none"> <li>• Make contributions on complex topics to produce outcomes appropriate to the purpose (SLd/L2.1)</li> <li>• Adapt contributions to discussions to suit audience, context, purpose and situation (SLd/L2.2)</li> <li>• Use evidence to support opinions and arguments (SLd/L2.4)</li> <li>• Use phrases for interruption and change of topic (SLd/L2.3)</li> <li>• Use strategies intended to reassure (SLd/L2.5)</li> </ul>

# Speaking and Listening Level 1

GCSE		Functional Skills		City & Guilds English Skills
Assessment objective	Grading	Skills standard	Coverage and range	Unit outcomes and assessment criteria with core curriculum references
AO1	<b>Speaking and listening</b>	<b>Speaking and Listening (Level 1)</b>		<b>Speaking and Listening Skills (Level 1)</b>
	<p>F</p> <p>Learners talk confidently in familiar situations, showing some awareness of purpose and of listeners' needs. They convey information, develop ideas and describe feelings clearly, using the main features of standard English as appropriate. They listen with concentration and make relevant responses to others' ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles.</p>	<p>Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation.</p>	<p>a) Understand the main points of short explanations;</p> <p>b) Understand and follow instructions;</p> <p>c) Respond appropriately to comments and requests;</p> <p>d) Make contributions to be understood;</p> <p>e) Ask simple questions to obtain specific information</p>	<p><b>Speaking and listening-presenting information by speaking and listening</b></p> <p>Be able to present information to others by speaking and listening</p> <ul style="list-style-type: none"> <li>Adapt speech for particular situations</li> <li>Organise information and ideas in sequences and develop the main points (SLc/L1.4)</li> <li>Respond to questions on a range of topics (SLlr/L1.6)</li> </ul> <p><b>Speaking and listening- speaking and listening to obtain information</b></p> <p>Be able to obtain information from others by speaking and listening</p> <ul style="list-style-type: none"> <li>Listen for and identify information from explanations or presentations on a range of straightforward topics (SLlr/L1.1)</li> <li>Listen and respond to explanations, instructions and narratives (SLlr/L1.2) on different topics in a range of contexts</li> <li>Use strategies to clarify and confirm understanding (SLlr/L1.3)</li> <li>Make requests and ask questions to obtain information in familiar and unfamiliar contexts (SLc/L1.2)</li> </ul> <p><b>Speaking and listening- speaking and listening to take part in a discussion</b></p> <p>Be able to take part in discussion</p> <ul style="list-style-type: none"> <li>Follow discussions on a range of straightforward topics (SLd/L1.1)</li> <li>Provide feedback and confirmation when listening to others (SLlr/L1.4)</li> <li>Make relevant contributions in a discussion (SLlr/L1.5)</li> <li>Respect the turn-taking rights of others during discussions (SLd/L1.2)</li> <li>Use phrases for interruption (SLd/L1.3)</li> </ul>

## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> General qualification information	<b>T: +44 (0)844 543 0033</b> <b>E:</b> <b>learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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