

Read Texts for Meaning

Component Title:	Read Texts for Meaning
Component Level:	Entry 3
Component Credit Value:	1
GLH:	10
Ofqual Reference Number:	F/618/0318

This component has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to find the meaning of words.	1.1 Use a dictionary to find the meaning of words in straightforward texts. (SOS11)
2. Be able to identify different purposes of texts.	2.1 Identify the different purposes of straightforward texts. (SOS10)
3. Be able to identify and understand the main points and ideas in texts.	3.1 Identify and understand the main points in straightforward texts. (SOS9) 3.2 Identify and understand ideas in straightforward texts. (SOS9)

Scope of learning

In order to be successful in this component, learners should be familiar with the format of dictionaries for the purpose of finding the meaning of words in straightforward texts. They should be confident to use a standard dictionary to check the meaning of words and be aware that their own knowledge and context can help to predict the meaning of a word in a text.

Learners should also understand that texts have different purposes, for example, to inform, to instruct, to describe or to persuade. They should recognise and understand the organisational features and format of different texts which enable the reader to identify the purpose.

In addition, learners should be able to use the organisational features of different texts, such as headings and subheadings, to be able to obtain specific information. They should also know that some parts of text contain information which is more important to overall meaning than others, for example, the first sentence in a paragraph. Learners should be able to apply all the above features in order to identify main points and ideas from straightforward texts.

NB Any necessary communication may be spoken or an appropriate alternative such as British Sign Language (BSL) may be used. Learners who need to use assistive technology for communication are able to do so.

Assessment

Assessment of this component is by a learner portfolio or completed NOCN produced assessment.

Although the learner is expected to demonstrate competence in the assessment criteria, it is appropriate at Entry 3 that the learner should receive a degree of guidance to evidence the component.

Examples of evidence

To demonstrate competence in learning outcome 1, learners might:

- match words or illustrations to definitions from a text of relevance with the help of a dictionary
- produce an informative poster about a topic of interest which contains words and their meanings.

To demonstrate competence in learning outcome 2, learners might:

- sort texts in categories of purpose giving an explanation of the defining features of each type

To demonstrate competence in learning outcome 3, learners might:

- read texts relevant to work, interests or study and highlight and summarise the main points
- read texts relevant to work, interests or study and answer a range of questions about the ideas contained within them.

Learners should be encouraged to select texts which are vocationally relevant or of personal interest. The texts chosen could form the basis for discussions to demonstrate competence in the communication components.

Evidence requirements

Competence in the learning outcomes should be demonstrated on two occasions in two different contexts.

Competence does not require the learner to produce any writing. Answers can be given verbally. However, if the learner wishes to write, or if it is relevant to the learner's context and activities set, then written evidence may be included.