

Title:	Write to Communicate Clearly.
Level:	Entry Level 1
Credit value:	2
GLH:	20
Unique Reference Number:	M/651/8086
Sector Subject Area:	14.1: Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to write sentences using correct spelling.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	This unit has sample assessments from NOCN which are available to be used by Centres, if they choose. See vLearn for these. Competence in the Learning Outcomes should be demonstrated on two occasions in two different contexts.

Learning outcomes

The learner will:

1. Be able to spell words designed for Entry Level 1 correctly.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to spell words designed for Entry Level 1 correctly.

The learner must:

- 1.1 **Spell words** correctly.

2. Be able to write letters of the alphabet

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to know how to write letters of the alphabet.

The learner must:

- 2.1 Put the letters of the alphabet in the correct order.

3. Be able to write simple sentences using correct spelling and punctuation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to write simple sentences using correct spelling and punctuation.

The learner must:

- 3.1 Write in words, phrases and simple sentences.
- 3.2 **Spell words** at Entry Level 1 correctly.
- 3.3 Punctuate simple sentences with a capital letter and a full stop.
- 3.4 Use a capital letter for the personal pronoun 'I' and the first letter of **proper nouns**.
- 3.5 Use lower-case letters when there is no reason to use capital letters.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Spell words:

Learners should be familiar with the spelling of words provided in the appendix of the Subject Content document.

Proper nouns:

Teaching must include:

- The difference between common and proper nouns.
- Examples of proper nouns relevant to learners (names, places, brands, days, months).
- Writing practice using sentences that include proper nouns.
- Correcting text to capitalise proper nouns.

Teachers might wish to include:

- Local or cultural examples
- Games and matching activities (e.g., sorting common vs. proper nouns).
- Opportunities for learners to create short texts about familiar people or places, reinforcing proper noun use.