PART OF nocn GROUP

QUALIFICATION SPECIFICATION

Suite of ESOL Skills for Life Qualifications (Entry 1, 2, 3 and Level 1 and 2)

Operational Start Date

1 September 2014

Version

3.2 – December 2023

To know more about NOCN:

- Visit the NOCN website: **www.nocn.org.uk**
- Call the Customer Service Team: **0300 999 1177**

QUALIFICATION NUMBER	QUALIFICATION TITLE	CREDIT VALUE	GLH	TQT
601/4016/1	NOCN Entry Level Award in ESOL Skills for Life (reading) (Entry 1)	6	60	60
601/4017/3	NOCN Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 1)	12	120	120
601/4018/5	NOCN Entry Level Award in ESOL Skills for Life (writing) (Entry 1)	9	90	90
601/3956/0	NOCN Entry Level Certificate in ESOL Skills for Life (Entry 1)	27	270	270
601/4019/7	NOCN Entry Level Award in ESOL Skills for Life (reading) (Entry 2)	6	60	60
601/4014/8	NOCN Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 2)	12	120	120
601/4015/X	NOCN Entry Level Award in ESOL Skills for Life (writing) (Entry 2)	9	90	90
601/3957/2	NOCN Entry Level Certificate in ESOL Skills for Life (Entry 2)	27	270	270
601/4013/6	NOCN Entry Level Award in ESOL Skills for Life (reading) (Entry 3)	6	60	60
601/4011/2	NOCN Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 3)	12	120	120
601/4012/4	NOCN Entry Level Award in ESOL Skills for Life (writing) (Entry 3)	9	90	90
601/3958/4	NOCN Entry Level Certificate in ESOL Skills for Life (Entry 3)	27	270	270
601/4010/0	NOCN Level 1 Award in ESOL Skills for Life (reading)	6	60	60
601/4008/2	NOCN Level 1 Award in ESOL Skills for Life (speaking and listening)	12	120	120
601/4009/4	NOCN Level 1 Award in ESOL Skills for Life (writing)	9	90	90
601/3959/6	NOCN Level 1 Certificate in ESOL Skills for Life	27	270	270
601/4007/0	NOCN Level 2 Award in ESOL Skills for Life (reading)	6	60	60
601/4005/7	NOCN Level 2 Award in ESOL Skills for Life (speaking and listening)	12	120	120
601/4006/9	NOCN Level 2 Award in ESOL Skills for Life (writing)	9	90	90
601/3960/2	NOCN Level 2 Certificate in ESOL Skills for Life	27	270	270

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity, we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

This handbook is a resource for NOCN centres who wish to offer the NOCN Suite of ESOL Skills for Life qualifications.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

The units used within these qualifications were developed in collaboration with other awarding organisations offering ESOL Skills for Life qualifications.

Summary of changes:

This section summarises the changes to the qualification specification since the last version (version).

Version	Publication Date	Summary of Amendments
V3.1	August 2023	Change to Tutor/Assessor requirements and Internal Quality Assurer requirements.
V3.2	December 2023.	Added section “Registering Learners” (Page 14).

Contents

Introduction 2

1. NOCN Suite of ESOL Skills for Life qualifications 5

1.1 Entry Requirements 5
1.2 Qualification Structure 5
1.3 Total Qualification Time (TQT) 10

2. Centre Information 12

2.1 Offering these qualifications 12
2.2 Required Resources for Delivering these Qualifications
Tutor/Assessor, Internal Quality Assurer 13
Registering Learners 14
Continuous Professional Development (CPD) 14

3. Unit Information 15

4. Assessment and Evidence 16

4.1 Fair and Equitable Assessment 16
4.2 Learners with Particular Requirements 17
4.3 Recognised Prior Learning 17
4.4 Functional Skills 18

Appendix 1 – Resource suggestions 19

Appendix 2 – Units and Assessment Guidance (All Levels) 20

1. NOCN Suite of ESOL Skills for Life qualifications

The NOCN Suite of ESOL Skills for Life qualifications are designed to provide learners with the knowledge and skills required to communicate effectively through reading, writing and/or speaking and listening in their everyday life, study or the world of work.

These qualifications are suitable for learners **aged 14 years or over**. These qualifications will provide learners with an opportunity to:

- achieve a qualification that enables the learners to focus on the acquisition of reading, writing and/or speaking and listening skills within the English language,
- focus on the practical skills required to learn English,
- progress onto the NOCN Functional Skills qualifications or GCSE English or other vocational study.

These qualifications are mapped to the ESOL Core Curriculum and Adult Literacy Standards.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications but learners are required to have completed an initial and diagnostic assessment to identify the appropriate level to study and to identify the gaps which need to be addressed within the level studied.

1.2. Qualification Structure

Learners can either complete the individual Awards in ESOL Skills for Life (reading), ESOL Skills for Life (writing) or ESOL Skills for Life (speaking and listening) or the full Certificate in ESOL Skills for Life. It should be noted that the Certificate can only be achieved by achieving all the units at the same level. If you have learners who are demonstrating that they have spiky profiles, then it may be more appropriate to work towards the Awards rather than the Certificate until all skills are at the same level.

The NOCN Entry Level Award in ESOL Skills for Life (reading) (Entry 1) is a **6** credit qualification with a Total Qualification Time (TQT) of **60,** including **60** Guided Learning Hours. Learners **must** achieve all **6** credits from the **1** mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	E1	6	M	D/506/1570

The NOCN Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 1) is a **12** credit qualification with a Total Qualification Time (TQT) of **120**, including **120** Guided

Learning Hours (GLH). Learners must achieve all **12** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Speaking and Listening	E1	12	M	F/506/1562

The NOCN Entry Level Award in ESOL Skills for Life (writing) (Entry 1) is a **9** credit qualification with a Total Qualification Time (TQT) of **90**, including **90** Guided Learning Hours (GLH). Learners must achieve all **9** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Writing	E1	9	M	L/506/1628

The NOCN Entry Level Certificate in ESOL Skills for Life (Entry 1) is a **27** credit qualification with a Total Qualification Time (TQT) of **270,** including **270** Guided Learning Hours (GLH). Learners must achieve all **27** credits from the 3 mandatory units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	E1	6	M	D/506/1570
ESOL Skills for Life Speaking and Listening	E1	12	M	F/506/1562
ESOL Skills for Life Writing	E1	9	M	L/506/1628

The NOCN Entry Level Award in ESOL Skills for Life (reading) (Entry 2) is a **6** credit qualification with a Total Qualification Time (TQT) of **60,** including **60 G**uided Learning Hours (GLH). Learners must achieve all **6** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	E2	6	M	H/506/1571

The NOCN Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 2) is a **12** credit qualification with a Total Qualification Time (TQT) of **120,** including **120** Guided

Learning Hours (GLH). Learners must achieve all **12** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Speaking and Listening	E2	12	M	J/506/1563

The NOCN Entry Level Award in ESOL Skills for Life (writing) (Entry 2) is a **9** credit qualification with a Total Qualification Time (TQT) of **90,** including **90** Guided Learning Hours (GLH). Learners must achieve all **9** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Writing	E2	9	M	R/506/1629

The NOCN Entry Level Certificate in ESOL Skills for Life (Entry 2) is a **27** credit qualification with a Total Qualification Time (TQT) of **270,** including **270 G**uided Learning Hours (GLH). Learners must achieve all **27** credits from the 3 mandatory units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	E2	6	M	H/506/1571
ESOL Skills for Life Speaking and Listening	E2	12	M	J/506/1563
ESOL Skills for Life Writing	E2	9	M	R/506/1629

The NOCN Entry Level Award in ESOL Skills for Life (reading) (Entry 3) is a **6** credit qualification with a Total Qualification Time (TQT) of **60,** including **60** Guided Learning Hours (GLH). Learners must achieve all **6** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	E3	6	M	K/506/1572

The NOCN Entry Level Award in ESOL Skills for Life (speaking and listening) (Entry 3) is a **12** credit qualification with a Total Qualification Time (TQT) of **120,** including **120** Guided

Learning Hours (GLH). Learners must achieve all **12** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Speaking and Listening	E3	12	M	L/506/1564

The NOCN Entry Level Award in ESOL Skills for Life (writing) (Entry 3) is a **9** credit qualification with a Total Qualification Time (TQT) of **90,** including **90** Guided Learning Hours (GLH). Learners must achieve all **9** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Writing	E3	9	M	J/506/1630

The NOCN Entry Level Certificate in ESOL Skills for Life (Entry 3) is a **27** credit qualification with a Total Qualification Time (TQT) of **270,** including **270** Guided Learning Hours (GLH). Learners must achieve all **27** credits from the 3 mandatory units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	E3	6	M	K/506/1572
ESOL Skills for Life Speaking and Listening	E3	12	M	L/506/1564
ESOL Skills for Life Writing	E3	9	M	J/506/1630

The NOCN Level 1 Award in ESOL Skills for Life (reading) is a **6** credit qualification with a Total Qualification Time (TQT) of **60,** including **60** Guided Learning Hours (GLH). Learners must achieve all **6** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	L1	6	M	M/506/1573

The NOCN Level 1 Award in ESOL Skills for Life (speaking and listening) is a **12** credit qualification with a Total Qualification Time (TQT) of **120,** including **120** Guided Learning

Hours (GLH). Learners must achieve all **12** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Speaking and Listening	L1	12	M	R/506/1565

The NOCN Level 1 Award in ESOL Skills for Life (writing) is a **9** credit qualification with a Total Qualification Time (TQT) of **90,** including **90** Guided Learning Hours (GLH). Learners must achieve all **9** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Writing	L1	9	M	L/506/1631

The NOCN Level 1 Certificate in ESOL Skills for Life is a **27** credit qualification with a Total Qualification Time (TQT) of **270,** including **270** Guided Learning Hours (GLH). Learners must achieve all **27** credits from the 3 mandatory units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	L1	6	M	M/506/1573
ESOL Skills for Life Speaking and Listening	L1	12	M	R/506/1565
ESOL Skills for Life Writing	L1	9	M	L/506/1631

The NOCN Level 2 Award in ESOL Skills for Life (reading) is a **6** credit qualification with a Total Qualification Time (TQT) of **60,** including **60** Guided Learning Hours (GLH). Learners must achieve all **6** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	L2	6	M	T/506/1574

The NOCN Level 2 Award in ESOL Skills for Life (speaking and listening) is a **12** credit qualification with a Total Qualification Time (TQT) of **120,** including **120** Guided Learning

Hours (GLH). Learners must achieve all **12** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Speaking and Listening	L2	12	M	Y/506/1566

The NOCN Level 2 Award in ESOL Skills for Life (writing) is a **9** credit qualification with a Total Qualification Time (TQT) of **90,** including **90** Guided Learning Hours (GLH). Learners must achieve all **9** credits from the 1 mandatory unit listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Writing	L2	9	M	R/506/1632

The NOCN Level 2 Certificate in ESOL Skills for Life is a **27** credit qualification with a Total Qualification Time (TQT) **270,** including **270** Guided Learning Hours (GLH). Learners must achieve all **27** credits from the 3 mandatory units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
ESOL Skills for Life Reading	L2	6	M	T/506/1574
ESOL Skills for Life Speaking and Listening	L2	12	M	Y/506/1566
ESOL Skills for Life Writing	L2	9	M	R/506/1632

1.3. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

Guided Learning Hours (GLH):

- learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Other Learning Hours (OLH):

- an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
  - preparatory work
  - self-study
  - or any other form of education or training, including assessment.

Examples of GLH activities include:

Classroom-based learning supervised by a teacher
Work-based learning supervised by a teacher
Live webinar or telephone tutorial with a teach in real time
E-learning supervised by a teacher in real time
All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
Exam time

Examples of OLH activities include:

Independent and unsupervised research/learning
Unsupervised compilation of a portfolio of work experience
Unsupervised e-learning
Unsupervised e-assessment
Unsupervised coursework
Watching a pre-recorded podcast or webinar
Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2. Centre Information

2.1. Offering these qualifications

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Suite of ESOL Skills for Life qualifications, please contact: business-enquiries@nocn.org.uk.

If you are ready to add these qualifications to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering the NOCN Suite of ESOL Skills for Life qualifications but do not currently offer any other NOCN qualifications, you will need to be recognised as an NOCN approved centre. This process includes:

- confirmation that the organisation has an adequate infrastructure in place to support the effective delivery of NOCN qualifications,
- an agreement signed by the principal authority in the organisation confirming adherence to the specified terms and conditions, which safeguards the quality assurance standards, in relation to the delivery and assessment process,
- the expectation that centres wishing to offer NOCN ESOL Skills for Life qualifications are 'accredited colleges'. An 'accredited college' is:
  - a publicly funded college which is subject to inspection by Ofsted or its devolved equivalents; or
  - a private college which is accredited by Accreditation UK, the British Accreditation Council (BAC), the Accreditation Body for Language Services (ABLS) or the Accreditation Service for International Colleges (ASIC).'

  The 'publicly funded college' category includes any centre subject to Ofsted inspection (even if not yet inspected) and also any centres receiving Skills Funding Agency (SFA) funding, directly or indirectly.

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see Become a Registered Centre on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

External Quality Assurers will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal moderators, learners and administrative staff.

- Verify recommendations for achievement submitted by the centre via Quartzweb.

2.2. Required Resources for Delivering these Qualifications

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

Tutor/Assessor Requirements

Tutors need to be competent to teach ESOL, this includes demonstrating:

- Experience and knowledge of teaching English as a Second or Other Language, or as a minimum, be part of a team that has experience of delivering training in this subject area.
- Ideally holding or be registered as working towards a recognised education and training qualification. This could be any general teaching qualification, or one specifically designed for language teachers such as the NOCN Level 5 Certificate in Teaching English to Speakers of Other Languages (TESOL).

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies and they should:

- Have experience in carrying out internal quality assurance activities or, as a minimum, be part of a team that has experience of carrying out internal quality assurance activities. *
- Have knowledge/experience of ESOL assessments or linguistics.
- Have sufficient knowledge/experience in ESOL assessments or delivery.

**It is good practice for internal quality assurers to hold, or be registered as working towards a recognised internal quality assurance qualification.*

NOCN supports and recognises Centre's internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Registering Learners

NOCN will allow centres delivering the NOCN ESOL Skills for Life qualifications further flexibility to register learners on these qualifications later than the 60 working days stated in the NOCN Registration and Certifications Policy and Procedure. Centres must still aim to register learners at an appropriate stage during engagement, which still must be before a learner accesses or attempts their assessment.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

3. Unit Information

The NOCN Suite of ESOL Skills for Life qualifications consists of one mandatory unit to achieve an Award and three mandatory units to achieve a Certificate.

Full details of the units and assessment requirements for each of the units are detailed in Appendices 4, Units and Assessment Guidance, which appears at the end of this qualification specification and within the exemplar assessments and mark schemes.

4. Assessment and Evidence

The NOCN Suite of ESOL Skills for Life qualifications are **internally** assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Suite of ESOL Skills for Life qualifications which offer the opportunity for learners to achieve a balance of practical skills and knowledge in the acquisition of English language skills.

NOCN provides benchmark assessments which are mapped to the ESOL Core Curriculum. If Centres wish, they may develop their own assessments, based on the benchmark assessments, but these must be submitted to NOCN 15 working days before the date of the assessments being used by learners to ensure that they are fit for purpose and meet all the assessment criteria for the units.

The centre must ensure that the assessment activities are:

Valid The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

Sufficient The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

Reliable Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

Authentic Evidence presented must be the learner's own work.

4.1. Fair and Equitable Assessment

Assessment within the NOCN Suite of ESOL Skills for Life qualifications is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

4.2. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the NOCN Reasonable Adjustments Policy and Procedure found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

4.3. Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

Please note, because the units within the qualifications have been developed with a number of awarding organisations and NOCN is confident that a learner completing a unit within the ESOL Skills for Life qualifications will cover comparable skills to those within the NOCN ESOL Skills for Life qualifications, NOCN will allow transfer of credit from those awarding organisations towards the achievement of the NOCN Certificates in ESOL Skills for Life qualifications.

This is the complete list of the awarding organisations whose unit achievement NOCN will accept as transfer of credit towards the NOCN Certificates in ESOL Skills for Life:

Ascentis
Cambridge English Language Assessment
EMD (Qualifications) Ltd
English Speaking Board (International) Ltd
Pearson Education Ltd
Trinity College London

Achievement of units from ESOL Skills for Life qualifications from other awarding organisations will have to be approved before they can be used as transfer of credit against NOCN qualifications.

4.4. Functional Skills

These qualifications could contribute towards the learning for Functional Skills English as they provide the underpinning English language skills that are used within the Functional Skills English qualifications.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: www.nocn.org.uk

Appendix 1 - Resource suggestions

ESOL Skills for Life Online Curriculum (Excellence Gateway)
National Standards for Adult Literacy and Numeracy (Excellence Gateway)
NIACE Citizenship materials for ESOL Learners (Niace website)
ESOL Skills for Life teaching and learning materials (Excellence Gateway)

Teaching and learning materials available online such as:

www.skillsworkshop.org/esol
www.talent.ac.uk
www.bbc.co.uk/skillswise
www.nln.ac.uk

Visits to appropriate venues
Expert speakers

Note: *this is not an exhaustive list*

Appendix 2 – Units and Assessment Guidance (all levels)

NOCN Suite of ESOL Skills for Life qualifications

Appendix 2 Contents

1. Introduction 21

2. Assessment and Evidence 22

   2.1 Requirements of Assessment Activities 21
   2.2 Role of the Tutor/Assessor in Assessments 24
   2.3 Planning for Assessment 24
   2.4 Assessment by Portfolio 24
   2.5 Internal Verification 24

3. Units for NOCN Suite of ESOL Skills for Life qualifications 26

   3.1 ESOL Skills for Life (reading) (Entry 1, 2, 3, Level 1, 2) 26
   3.2 ESOL Skills for Life (speaking and listening) (Entry 1, 2, 3 Level 1, 2) 34
   3.3 ESOL Skills for Life (writing) (Entry 1, 2, 3, Level 1, 2) 46
   3.4. Grammar Overview 55
   3.5 Lexical Overview 63

1. Introduction

The NOCN ESOL Skills for Life qualifications are internally assessed. NOCN has produced benchmark assessments which can be used by centres as they are, but there is the opportunity for centres to devise their own assessments, using the benchmark assessments as a guide for developing their own tasks. Any centre devised tasks must be approved by NOCN, so they must be sent to NOCN 15 working days prior to their use with learners. Once the assessments have been approved, the centre will receive an email to confirm that they are fit for purpose and may be used with learners. This confirmation must be saved within the centre's quality assurance file and shown to the External Quality Assurer when required so that s/he can check that the assessment has been approved before use with learners.

This section of the qualification specification outlines the assessment process, but further details may be found within the mark schemes for the benchmark assessments.

2. Assessment and Evidence

2.1 Requirements of Assessment Activities

Speaking and Listening

Speaking and Listening assessments are conducted on a one to one, pairs or group basis. The tutor may conduct the assessments. The assessments contain three tasks, all of which must be completed.

The tutor must explain the nature of the task and should read out the questions, but they must not help the learners with any part of the listening element of the tasks. Learners must form and express their spoken responses to any part of the assessment task itself without assistance, prompting, input or intervention of the tutor.

Where tutors are participating in the task, it is recommended that these particular tasks are recorded to enable the tutor to listen again and confirm their judgements against the Assessment Mark Sheets.

If a learner does not achieve the task, they must be given another assessment. The context and/or situation must be changed to ensure the task is not simply repeated. Learners must wait two weeks before attempting a new assessment to allow time for further learning to take place.

The tutor must ensure that where learners are being assessed in pairs or groups for a task, that each learner has a fair opportunity to be assessed on all parts of the task. If necessary, the tutor may need to intervene and take on a role within a task to ensure equal opportunity for assessment.

The Assessment Mark Sheet is mapped to the learning outcomes and assessment criteria from the unit of assessment and enables the recording of learner achievement for the external assessment.

The performance descriptors for Speaking and Listening take account of differential performance of learners at the level being assessed. They also identify the qualities of a performance that may fall just below the required level. These bands are provided to assist tutors in making a final judgement when faced with the range of achievement demonstrated by learners at this level. The bands are not identified on the learner's certificate but may assist feedback to the learner on strengths and areas for further development.

Satisfactory Achievement is the minimum a learner must demonstrate at this level to gain credits for Speaking and Listening. To achieve an overall Satisfactory, the learner must achieve Satisfactory or above for each task. To achieve an overall Secure, the learner must achieve Secure for each task.

Dictionaries are not allowed in assessments.

Reading

Reading is predominantly assessed using multiple-choice questions or matching or sequencing activities. This is to ensure that the learners are not disadvantaged because of poor writing skills. Where the learner does have to write a response to the question, spelling, punctuation and grammar are not assessed.

Dictionaries are not allowed in assessments.

A reader is not allowed in assessments.

A scribe may be used in assessments.

Writing

Learners have to complete two or three pieces of writing in the assessments dependent on the level being assessed. All assessments will have at least one task where a learner has to complete a form.

The Assessment Mark Sheet is mapped to the learning outcomes and assessment criteria from the unit of assessment and enables the recording of learner achievement for the external assessment.

The performance descriptors for Writing take account of differential performance of learners at the level at which they are being assessed. They also identify the qualities of a performance that may fall just below the required level. These bands are provided to assist tutors in making a final judgement when faced with the range of achievement demonstrated by learners at this level. The bands are not identified on the learner's certificate but may assist feedback to the learner on strengths and areas for further development.

Satisfactory Achievement is the minimum a learner must demonstrate at this level to gain credits for Writing. To achieve an overall Satisfactory, the learner must achieve Satisfactory or above for each task. To achieve an overall Secure, the learner must achieve Secure for each task.

Dictionaries are not allowed in assessments.

A reader is allowed in assessments.

A scribe may not be used in assessments.

2.2. Role of the Tutor/Assessor in Assessments

Assessments may be invigilated by the tutor.

Assessments must be completed under controlled conditions.

The relevant mark schemes for the different assessments allow the tutors to make a judgement about the learners' achievements, including in Speaking and Listening and Writing assessments, to judge how well the learners have performed.

Individual mark schemes identify the support that can be given to the learners within the assessment.

2.3. Planning for Assessment

Tutors must judge when learners are ready to be assessed. Usually this will happen at the end of a programme of learning, although it is possible to assess the Speaking and Listening at stages throughout the learner's programme of learning.

As the assessments are undertaken within controlled conditions, it could be that only one or two learners complete the assessments at a time, or the whole class could be assessed together. It is important, where the whole class is not being assessed together, that learners undertaking assessment are not disadvantaged by the assessment taking place at the same time as normal classroom activities.

2.4. Assessment by Portfolio

Assessment may not be by portfolio for these qualifications. The learners must use the benchmark assessments, or approved centre devised assessments for these qualifications.

2.5. Internal Verification

The ESOL tutor must mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally quality assured by an Internal Quality Assurer. This sample should cover a minimum of 10% of all the assessments ensuring that the sample includes all tutors. A further 10% of Speaking and Listening assessments must be observed by an Internal Quality Assurer (IQA) who must complete an Observation of Performance report.

Tutor and IQA Observation Records must be clear and well-presented and indicate on what basis the assessment decisions have been made.

Tutor records must contain notes on non-verbal signs used by the learner to attract attention, seek clarification or reinforce meaning.

Following internal quality assurance, the centre should request an external quality

assurance visit to agree the assessment decisions and to recommend that the achievements are certificated.

Centres may gain Direct Claims Status (DCS) for these qualifications. Please see the NOCN Centre Handbook for details of the criteria that have to be met for DCS to be confirmed.

3. Units

3.1. ESOL Skills for Life Reading (Entry 1)

Unit Title	**ESOL Skills for Life Reading**
Ofqual unit reference number (code)	**D/506/1570**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 1**
GLH	**60**
Unit Credit Value	**6**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to gain meaning from text.	1.1. Follow a short text on a familiar topic. 1.2. Use language features to work out meaning in short text on a familiar topic.
2. Be able to identify the purpose of text.	2.1. Identify the purpose of short text on a familiar topic.
3. Be able to find information in text.	3.1. Obtain relevant information from short text on a familiar topic. 3.2. Recognise symbols in text. 3.3. Recognise words in text. 3.4. Recognise digits correctly.
4. Be able to recognise letters.	4.1. Identify letters of the alphabet in upper and lower case correctly.

ESOL Skills for Life Reading (Entry 2)

Unit Title	**ESOL Skills for Life Reading**
Ofqual unit reference number (code)	**H/506/1571**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 2**
GLH	**60**
Unit Credit Value	**6**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to gain meaning from text.	1.1. Trace main events in short straightforward text. 1.2. Use language features to work out meaning in short straightforward text. 1.3. Understand the meaning of words in short straightforward text.
2. Be able to identify the purpose of text.	2.1. Use features of text to identify the purpose of short straightforward text.
3. Be able to find information in text.	3.1. Obtain relevant information from short straightforward text. 3.2. Obtain relevant information from an image.
4. Be able to order words alphabetically.	4.1. Use first placed letters to order words alphabetically.

ESOL Skills for Life Reading (Entry 3)

Unit Title	**ESOL Skills for Life Reading**
Ofqual unit reference number (code)	**K/506/1572**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 3**
GLH	**60**
Unit Credit Value	**6**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to gain meaning from text.	1.1. Identify the main points of short straightforward text. 1.2. Identify main events in short straightforward text. 1.3. Use language features to identify meaning in short straightforward text. 1.4. Identify the meaning of words and phrases in short straightforward text.
2. Be able to distinguish the purpose of text.	2.1. Identify the purpose of short straightforward text.
3. Be able to find information in text.	3.1. Obtain information from short straightforward text.
4. Be able to order words alphabetically.	4.1. Use first and second placed letters to order words.

ESOL Skills for Life Reading (Level 1)

Unit Title	**ESOL Skills for Life Reading**
Ofqual unit reference number (code)	**M/506/1573**
Unit Level	**One**
Unit Sub Level	**None**
GLH	**60**
Unit Credit Value	**6**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to gain meaning from text.	1.1. Identify the main points in straightforward text. 1.2. Identify the main events in straightforward text. 1.3. Use language features to identify meaning in straightforward text. 1.4. Identify the meaning of words in straightforward text.
2. Be able to distinguish the purpose of text.	2.1. Identify the purpose of straightforward text.
3. Be able to find information in text.	3.1. Obtain relevant specific information from straightforward text.

ESOL Skills for Life Reading (Level 2)

Unit Title	**ESOL Skills for Life Reading**
Ofqual unit reference number (code)	**T/506/1574**
Unit Level	**Two**
Unit Sub Level	**None**
GLH	**60**
Unit Credit Value	**6**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to gain meaning from text.	1.1. Identify the main points of text. 1.2. Identify the main events of text. 1.3. Use language features to identify meaning in text. 1.4. Identify the meaning of vocabulary in text.
2. Be able to distinguish the purpose of text.	2.1. Identify the purpose of text.
3. Be able to find information in text.	3.1. Obtain specific information from text. 3.2. Evaluate information from different sources.

Scope of learning

The ESOL Core Curriculum is available at www.excellencegateway.org.uk/node/1516

All ESOL programmes must cover the ESOL criteria at that level. Some of the ESOL criteria cannot be covered in the benchmark assessments and these are clearly identified in the mark schemes for the assessments.

Grammar

Please see the Grammar Overview on Pages 52-59 to identify the level of grammar required for all units.

Grammar specified is that used for productive language and is identified by level within the Grammar Overview. It should be noted that in second language acquisition, research indicates that 'achieving the level' does not mean 100% accuracy.

The grammar specified at a level does not limit what should be taught / learnt at that level. It is expected that learners may learn key phrases that include higher level grammatical structures. Grammar acquisition cuts across the component skill so for example, an aspect of grammar can be linked across reading, writing and speaking and listening.

An example of this is the use of verb tenses. The simple past tense could be used in speaking about something which happened in the past, listening to someone speaking about a past event, reading a short text, writing simple sentences to communicate about events that happened in the past and in constructing sentences using the correct subject-verb agreement and word order.

Learners should be able to deal with the grammar at the level above, even if they cannot produce it themselves. So, for example, an Entry 3 learner should be able to at least deal with Level 1 grammar when they read something or listen to someone else speaking.

Lexis

Please see the Lexical Overview on Pages 60-61 to identify the types of lexis work that learners should develop at each level.

The lexical overview identifies examples of both productive and receptive language which relate to what a learner should be able to achieve at the level being studied. The type of lexis work that is indicated for a specific level should not limit what may be taught or learnt at each level. The lexis which is developed will probably relate to the vocabulary that they are exposed to in their everyday lives, at work and study as well as their personal interests and goals.

Language Features

Assessment criteria within the Reading units refer to using language features to gain meaning from text. Language features include grammar and punctuation at all levels.

At Entry 2 language features also include phrases of time and place.

At Entry 3 language features include key organisational features of instructional texts.

At Level 1 language features include points of view.

At Level 2 language features include the use of similes, metaphors or idioms to affect meaning.

Purpose of texts

Texts used in Reading assessments at different levels increase in complexity, range and length. The purposes of text covered at each level are identified below. The benchmark assessments do not include examples of each type of text as this would significantly increase the size of the assessment activity. The text types and purpose will be sampled across time. It should be noted that at least one assessment task per benchmark assessment will include images. Images can significantly support understanding when reading.

Entry 1

Assessment tasks will include narrative text and very simple letters, emails, signs and symbols, or very simple forms or appointment cards.

Entry 2

Assessment tasks will include chronological and instructional text.

Entry 3

Assessment tasks will include chronological, descriptive, explanatory and persuasive texts of varying complexity.

Level 1

Assessment tasks will include continuous descriptive, explanatory and persuasive texts, of varying complexity.

Level 2

Assessment tasks will include continuous descriptive, explanatory and persuasive texts, of varying complexity and length.

Assessment and Evidence Required

Please refer to the Benchmark Assessment and Mark Schemes that have been produced by NOCN for full details of the assessment and evidence required for the units/qualifications.

3.2. ESOL Skills for Life Speaking and Listening (Entry 1)

Unit Title	**ESOL Skills for Life Speaking and Listening**
Ofqual unit reference number (code)	**F/506/1562**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 1**
GLH	**120**
Unit Credit Value	**12**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to obtain information from simple verbal communication.	1.1. Follow the gist of simple verbal communication. 1.2. Obtain necessary information from simple verbal communication for a given task. 1.3. Follow single step verbal instructions correctly for a given task.
2. Be able to speak English to communicate.	2.1. Use pronunciation to convey intended meaning. 2.2. Use simple language appropriate for context when speaking.
3. Be able to convey information.	3.1. Provide a short verbal account for a given task. 3.2. Convey relevant detail during a simple verbal communication.
4. Be able to engage in discussion with others.	4.1. Make relevant contributes to discussion. 4.2. Express simple views clearly during verbal communication. 4.3. Make effective verbal requests to obtain information.

ESOL Skills for Life Speaking and Listening (Entry 2)

Unit Title	**ESOL Skills for Life Speaking and Listening**
Ofqual unit reference number (code)	**J/506/1563**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 2**
GLH	**120**
Unit Credit Value	**12**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to obtain information from verbal communication.	1.1. Follow the gist of verbal communication. 1.2. Obtain necessary information from straightforward verbal communication for a given task. 1.3. Follow straightforward verbal instructions correctly for a given task.
2. Be able to speak English to communicate.	2.1. Use pronunciation to convey intended meaning. 2.2. Use straightforward language appropriate for context when speaking.
3. Be able to convey information.	3.1. Provide relevant information to others during straightforward verbal communication. 3.2. Provide a verbal account for a given task.
4. Be able to engage in discussion with others.	4.1. Make appropriate contributes to discussion. 4.2. Express views clearly during verbal communication. 4.3. Obtain specific information from others.

ESOL Skills for Life Speaking and Listening (Entry 3)

Unit Title	**ESOL Skills for Life Speaking and Listening**
Ofqual unit reference number (code)	**L/506/1564**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 3**
GLH	**120**
Unit Credit Value	**12**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to obtain information from verbal communication.	1.1. Follow the gist of straightforward verbal communication. 1.2. Obtain relevant detail from straightforward verbal communication. 1.3. Follow straightforward verbal instructions correctly for a given purpose.
2. Be able to speak English to communicate.	2.1. Use clear pronunciation to convey intended meaning. 2.2. Use appropriate language in context according to formality.
3. Be able to convey information.	3.1. Present information using an appropriate structure for a given purpose. 3.2. Provide a verbal account of relevant information for a given audience. 3.3. Convey relevant detail during verbal communication.
4. Be able to engage in discussion with others.	4.1. Contribute constructively to discussion on straightforward topics. 4.2. Express views constructively during verbal communication on straightforward topics. 4.3. Plan action with others for a given task. 4.4. Obtain relevant information from others.

ESOL Skills for Life Speaking and Listening (Level 1)

Unit Title	**ESOL Skills for Life Speaking and Listening**
Ofqual unit reference number (code)	**R/506/1565**
Unit Level	**One**
Unit Sub Level	**None**
GLH	**120**
Unit Credit Value	**12**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to obtain information from verbal communication.	1.1. Follow the gist of verbal communication on straightforward topics. 1.2. Obtain relevant detail from verbal communication on a straightforward topic. 1.3. Follow verbal instructions correctly for a given purpose.
2. Be able to speak English to communicate.	2.1. Use clear pronunciation to convey intended meaning. 2.2. Use appropriate language in context according to formality.
3. Be able to convey information.	3.1. Present information using an appropriate structure for a given purpose. 3.2. Provide a verbal account of relevant information for a given audience. 3.3. Convey relevant details during verbal communication on straightforward topics.
4. Be able to engage in discussion with others.	4.1. Contribute constructively to discussion on straightforward topics. 4.2. Express views constructively during verbal communication on straightforward topics. 4.3. Plan action with others for a given task. 4.4. Obtain relevant information from others.

ESOL Skills for Life Speaking and Listening (Level 2)

Unit Title	**ESOL Skills for Life Speaking and Listening**
Ofqual unit reference number (code)	**Y/506/1566**
Unit Level	**Two**
Unit Sub Level	**None**
GLH	**120**
Unit Credit Value	**12**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 4 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to obtain information from verbal communication.	1.1. Follow the gist of extended verbal communication. 1.2. Obtain relevant detail from extended verbal communication. 1.3. Follow multi-step verbal instructions correctly for a given purpose.
2. Be able to speak English to communicate.	2.1. Use clear pronunciation to convey intended meaning. 2.2. Use appropriate language in context according to formality.
3. Be able to convey information.	3.1. Present information in a logical sequence for a given purpose. 3.2. Provide a verbal account with relevant information confidently for a given audience. 3.3. Convey relevant detail during verbal communication.
4. Be able to engage in discussion with others.	4.1. Contribute constructively to discussion. 4.2. Express views constructively during verbal communication. 4.3. Respond to others constructively to move discussion forward. 4.4. Obtain relevant information from others.

Scope of learning

The ESOL Core Curriculum is available at www.excellencegateway.org.uk/node/1516

All ESOL programmes must cover the ESOL criteria at that level. Some of the ESOL criteria may not be covered in the benchmark assessments for Speaking and Listening and these are clearly identified in the mark schemes for the assessments.

Grammar

Please see the Grammar Overview on Pages 52-59 to identify the level of grammar required for all units.

Grammar specified is that used for productive language and is identified by level within the Grammar Overview. It should be noted that in second language acquisition, research indicates that 'achieving the level' does not mean 100% accuracy.

The grammar specified at a level does not limit what should be taught / learnt at that level. It is expected that learners may learn key phrases that include higher level grammatical structures. Grammar acquisition cuts across the component skill so for example, an aspect of grammar can be linked across reading, writing and speaking and listening.

An example of this is the use of verb tenses. The simple past tense could be used in speaking about something which happened in the past, listening to someone speaking about a past event, reading a short text, writing simple sentences to communicate about events that happened in the past and in constructing sentences using the correct subject-verb agreement and word order.

Learners should be able to deal with the grammar at the level above, even if they cannot produce it themselves. So, for example, an Entry 3 learner should be able to at least deal with Level 1 grammar when they read something or listen to someone else speaking.

Lexis

Please see the Lexical Overview on Pages 60-61 to identify the types of lexis work that learners should develop at each level.

The lexical overview identifies examples of both productive and receptive language which relate to what a learner should be able to achieve at the level being studied. The type of lexis work that is indicated for a specific level should not limit what may be taught or learnt at each level. The lexis which is developed will probably relate to the vocabulary that they are exposed to in their everyday lives, at work and study as well as their personal interests and goals.

Communicative Functions:

At Entry 1 a learner should be able to:

give personal information ask for personal information introduce family and close friends tell the time/day, etc.
ask the time/day
express ability
enquire about ability
say when you do not understand
ask for clarification
check back
correct
spell words aloud
describe places and things
give information as part of a simple explanation
give single-step directions and instructions
ask for directions
ask about prices and quantities
ask for something
ask someone to do something
respond to a request
express likes and dislikes
express feelings
express wishes
express views
agree and disagree
apologise
express a preference
express thanks
greet people
respond to greetings
describe health and symptoms
invite and offer
accept
decline
take leave

At Entry 2 a learner must be able to communicate as at Entry level one, but with more details and:

describe self and others
ask for descriptions of people
describe places and things
ask for descriptions of places and things
compare people, places and things
make comparative questions
describe daily routines and regular activities
ask about regular or daily routines
talk about past events (in both first and third person)
ask about past events
talk about future plans, arrangements and intentions
ask about future plans and intentions
express need
make requests - face to face or on the telephone
respond to formal and informal requests for something
ask someone to do something in formal situations
respond to formal and informal requests for something
ask for permission formally
respond to formal requests for permission
ask about people's feelings, opinions, interests, wishes and hopes
respond to questions about preference
ask for clarification and explanation
respond to requests for clarification, explanations and directions
check back
express likes and dislikes with reasons and cause and effect
express views with reasons and cause and effect
express wishes and hopes
apologise and give reason
express thanks gratefully
express possession
give warnings
insist politely
offer
persuade

At Entry 3 a learner must be able to communicate as at lower levels, but with more details and:

introduce others
describe self/others
give factual accounts
express certainty about the future
ask about future events
express opinions about future possibilities
express obligation
offer help
make arrangements
make requests on the phone in formal situations
express feelings, likes and dislikes with reasons and giving cause and effect
apologise in formal and informal situations
explain and give reasons
show contrast, cause, reason and purpose
confirm information
check back and ask for confirmation
ask for advice and suggestions
respond to suggestions
respond to advice
make suggestions and give advice
suggest action with other people
praise and compliment others
complain
warn and prohibit

At Level 1 a learner must be able to communicate as at lower levels, but with more details and:

- give factual accounts - define and classify
- ask for definitions
- give factual accounts - describe a simple process
- ask about processes
- generalise
- give examples
- express obligation and reasons
- express absence of obligation
- report information
- hypothesise
- show contrast, reason, purpose, consequence, result
- make recommendations
- respond to request for instructions
- interrupt

At Level 2 a learner must be able to communicate as at lower levels, but with more details and:

- greet and sustain social interaction
- give general and specific descriptions of things and places
- narrate
- give factual accounts - define within explanations
- give factual accounts - give examples
- generalise and compare/contrast
- give factual accounts - describe a complex process
- express obligation in the past
- express definite and tentative arrangements in the future
- give instructions
- summarise
- speculate
- give views, opinions and justification
- rephrase for clarification and emphasis
- ask about people's feelings, opinions, interests, wishes and hopes
- criticise
- rebuke
- negotiate
- warn and threaten
- change the topic
- disagree

Pronunciation Overview

The overview specifies the type of pronunciation work that should be covered at each level. This is related to productive and receptive language for each level. Research shows that a learner's progress in pronunciation will be determined by a range of factors including how similar or dissimilar English pronunciation is to their first language.

Entry 1

At this level learners are aiming to be understood by a sympathetic speaker of English. Items that will need work will differ from learner to learner depending on individual factors and first language. Learners will be able to pronounce consonant and vowel sounds adequately to make meaning clear. The learner will be able to place stress on the correct syllable in familiar words. Stress will be placed on key words in utterances.

Entry 2

At this level learners are aiming to be understood by most speakers of English. Items that will need work will differ from learner to learner depending on individual factors and first language. Learners will be able to distinguish between similar sounding consonant and vowel sounds to make meaning clear, e.g. fifteen, fifty. The learner will be able to make a distinction between stressed and unstressed syllables in words. Stress will be placed appropriately on the most important content words in utterances.

Entry 3

At this level learners are aiming to be understood by a range of speakers of English. Items that will need work will differ from learner to learner depending on individual factors and first language. The learner will be able to distinguish between consonant and vowel sounds to avoid ambiguity, for example distinguish between 'u' and 'a' in phrases such as 'I'm hungry' and 'I'm angry'. The learner will start to place the stress on the correct syllable in multi-syllable words. The learner will select appropriate words to stress in an utterance and make the stress clear. They may start to understand that a change of stress may change meaning.

Level 1

At this level learners are aiming to be understood by the majority of speakers of English and with developing versatility in the use of stress and intonation. Items that will need work will differ from learner to learner depending on individual factors and first language. The learner will be able to notice the tendency for sounds to assimilate or elide in connected speech and approximate assimilation and elision in speech. The learner places stress on the correct syllable in a range of multi-syllable words and will know that words in the same family do not have the same stress patterns. They will make a clear distinction between stressed and unstressed syllables. The learner will place stress appropriately in longer utterances and vary the stress to change emphasis. They will speak with a reasonable speed and rhythm to ensure that rapid speech is likely to be more comprehensible.

Level 2

At this level learners are aiming to be understood by most speakers of English and with versatility in the use of stress and intonation. Items that will need work will differ from learner to learner depending on individual factors and first language. The learner will be aware of the tendency for sounds to assimilate or elide in connected speech and will use assimilation and elision in own speech. Learners will place stress on the correct syllable in a wide range of words, including those where stress differs between words of the same family. They will make a clear distinction between stressed and unstressed syllables. The learner will select the appropriate words to carry stress in an utterance and vary the stress to change emphasis and to indicate a different attitude. They will be able to speak quickly without losing comprehensibility by maintaining a suitable rhythm.

Assessment and Evidence Required

Please refer to the Benchmark Assessment and Mark Schemes that have been produced by NOCN for full details of the assessment and evidence required for the units/qualifications.

3.3. ESOL Skills for Life Writing (Entry 1)

Unit Title	**ESOL Skills for Life Writing**
Ofqual unit reference number (code)	**L/506/1628**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 1**
GLH	**90**
Unit Credit Value	**9**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 2 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to produce simple text.	1.1. Construct simple complete sentences correctly for an intended audience. 1.2. Use full stops correctly. 1.3. Use capitalisation correctly. 1.4. Spell words correctly.
2. Be able to complete a form.	2.1. Record personal details on a simple form correctly.

ESOL Skills for Life Writing (Entry 2)

Unit Title	**ESOL Skills for Life Writing**
Ofqual unit reference number (code)	**R/506/1629**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 2**
GLH	**90**
Unit Credit Value	**9**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance.**

This unit has 2 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to produce simple text for a given audience.	1.1. Present information in an appropriate format for the intended audience. 1.2. Construct simple and compound sentences correctly. 1.3. Use adjectives correctly. 1.4. Use punctuation correctly. 1.5. Use upper and lower case letters correctly. 1.6. Spell words correctly.
2. Be able to complete a form.	2.1. Record personal details in a form correctly.

ESOL Skills for Writing (Entry 3)

Unit Title	**ESOL Skills for Writing**
Ofqual unit reference number (code)	**J/506/1630**
Unit Level	**Entry Level**
Unit Sub Level	**Entry 3**
GLH	**90**
Unit Credit Value	**9**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance.**

This unit has 3 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to plan text for a given audience.	1.1. Plan text for the intended audience.
2. Be able to produce text for given audience.	2.1. Produce content for the intended audience. 2.2. Structure main points in short paragraphs. 2.3. Sequence text chronologically. 2.4. Use grammar correctly. 2.5. Use punctuation correctly. 2.6. Spell words correctly.
3. Be able to complete a form.	3.1. Complete a form with open and closed responses correctly.

ESOL Skills for Life Writing (Level 1)

Unit Title	**ESOL Skills for Life Writing**
Ofqual unit reference number (code)	**L/506/1631**
Unit Level	**One**
Unit Sub Level	**None**
GLH	**90**
Unit Credit Value	**9**
Assessment Guidance	**In accordance with the Awarding Organisation's Assessment Guidance.**

This unit has 3 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to plan text for a given task.	1.1. Plan text for a specific purpose.
2. Be able to produce text for different tasks.	2.1. Produce content appropriate to purpose. 2.2. Use appropriate language for a given task. 2.3. Structure text in a logical sequence for purpose. 2.4. Use grammar correctly. 2.5. Use punctuation correctly. 2.6. Spell words accurately.
3. Be able to complete a form.	3.1. Complete a form with open and closed responses correctly.

ESOL Skills for Life Writing (Level 2)

Unit Title	**ESOL Skills for Life Writing**
Ofqual unit reference number (code)	**R/506/1632**
Unit Level	**Two**
Unit Sub Level	**None**
GLH	**90**
Unit Credit Value	**9**
Assessment Guidance	**In accordance with Awarding Organisation's Assessment Guidance**

This unit has 3 learning outcomes

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to plan text for a given task.	1.1. Plan text for a specific purpose.
2. Be able to produce text for different tasks.	2.1. Produce content which meets the purpose effectively. 2.2. Use language effectively. 2.3. Structure text coherently for purpose. 2.4. Use grammar correctly. 2.5. Use punctuation correctly. 2.6. Spell words accurately.
3. Be able to complete a form.	3.1. Complete a form with complex features correctly.

Scope of learning

The ESOL Core Curriculum is available at www.excellencegateway.org.uk/node/1516

All ESOL programmes must cover the ESOL criteria at that level. Some of the ESOL criteria cannot be covered in the benchmark assessments and these are clearly identified in the mark schemes for the assessments.

Grammar

Please see the Grammar Overview on Pages 52 - 59 to identify the level of grammar required for all units.

Grammar specified is that used for productive language and is identified by level within the Grammar Overview. It should be noted that in second language acquisition, research indicates that 'achieving the level' does not mean 100% accuracy.

The grammar specified at a level does not limit what should be taught / learnt at that level. It is expected that learners may learn key phrases that include higher level grammatical structures. Grammar acquisition cuts across the component skill so for example, an aspect of grammar can be linked across reading, writing and speaking and listening.

An example of this is the use of verb tenses. The simple past tense could be used in speaking about something which happened in the past, listening to someone speaking about a past event, reading a short text, writing simple sentences to communicate about events that happened in the past and in constructing sentences using the correct subject-verb agreement and word order.

Learners should be able to deal with the grammar at the level above, even if they cannot produce it themselves. So, for example, an Entry 3 learner should be able to at least deal with Level 1 grammar when they read something or listen to someone else speaking.

Lexis

Please see the Lexical Overview on Pages 60 - 61 to identify the types of lexis work that learners should develop at each level.

The lexical overview identifies examples of both productive and receptive language which relate to what a learner should be able to achieve at the level being studied. The type of lexis work that is indicated for a specific level should not limit what may be taught or learnt at each level. The lexis which is developed will probably relate to the vocabulary that they are exposed to in their everyday lives, at work and study as well as their personal interests and goals.

Purpose of texts

Texts required in Writing assessments at different levels increase in complexity, range and length. The purposes that are covered at each level are identified below. The benchmark assessments do not include examples of each type of text as this would significantly increase the size of the assessment activity. The text types and purpose will be sampled across time.

Entry 1

Assessment tasks may include narrative text and very simple letters, emails and very simple forms or cards.

Entry 2

Assessment tasks may include chronological and instructional text. Learners may be asked to produce a note or email to a friend. They will have to complete a straightforward form recording personal details correctly.

Entry 3

Assessment tasks may include chronological, descriptive, explanatory and persuasive texts. Learners may be expected to write a letter or an email and they will complete a form with both open and closed responses. One of the tasks will include a plan which will be assessed.

Level 1

Assessment tasks may include continuous descriptive, explanatory and persuasive texts, of varying complexity. They will include both informal and formal situations. One of the tasks must be planned. Learners will have to complete a form with both open and closed questions.

Level 2

Assessment tasks may include continuous descriptive, explanatory and persuasive texts, of varying complexity and length. This may include both formal and informal situations. One of the tasks must be planned. Learners will have to complete a form with complex features including open questions.

Punctuation

Entry 1

Learners must be able to use capital letters at the start of sentences and full stops at the end, and understand that writers use these rules to mark off one sentence 'block' from another, which helps the reader follow the text. They will know that capital letters are used for names, places and when writing dates and use a capital letter for 'I' when writing in the first person.

Entry 2

In addition, learners should be able to apply the understanding that capital letters are sentence boundary markers. They must know that a question mark denotes that a question is being asked. They should be able to use a capital letter for proper nouns.

Entry 3

In addition, learners will understand that capital letters, full stops, question marks and exclamation marks are the complete family of sentence boundary markers used in continuous text written in complete sentences and will use all of these confidently in own writing.

Level 1

In addition, learners will understand the use of commas and use them appropriately, e.g. for listing items in connected prose, between clauses in complex sentences, after connectives like *however*. They will understand the use of apostrophes for possession and omission, and will use them appropriately but this may not be completely accurately. They will understand that in writing that is not in sentences, other punctuation can be used to make the meaning clear, e.g. bullet points for a set of instructions when word-processing, dashes in a handwritten vertical list, and will use these punctuation marks accordingly.

Level 2

At this level, learners will use the full range of punctuation marks effectively, including:

- commas for listing items in connected prose, between clauses in complex sentences, and after connectives like *however* ,
- apostrophes for possession and omission,
- inverted commas for direct speech and to indicate a quotation.

Spelling

Entry 1

At this level a learner will spell correctly some personal key words (such as those that are relevant to their context e.g. family, home, work), some social sight words such as Entrance, Exit, Toilet and simple consonant-vowel-consonant words or words with initial and final digraphs such as *ch* and *th.*

.

Entry 2

At this level, learners will be able to spell the majority of personal words and common words correctly (such as the Dolch list). They spell words correctly with regular letter patterns, including blends and vowel digraphs.

Entry 3

Learners will be able to spell a wide range of common words and use some homophones correctly. They will develop knowledge of common spelling patterns, e.g. *wa**lk**, ta**lk**, c**ould**, w**ould***, silent e and, where appropriate to the learner, develop knowledge of rules that may help them analyse regularities. They will start to understand how word families are built up through addition of prefixes and suffixes, e.g. suffixes for adjectives and adverbs *(-er, -est, -ful/ly),* and for nouns *(-ment, -ability, -ness, -er);* prefixes: *un-, dis-, re-, ir-*

Level 1

Learners will be able to spell words with a wide range of spelling patterns accurately, with some consistency. They will understand that the spelling of homophones is related to meaning and grammar, and use this knowledge to aid spelling. They will be able to use suffixes (e.g. *-ette, -ism, -ic*) and prefixes (e.g. *hyper-, anti-, pre-, ex-*) to build word families, and extend the range of words learners can spell accurately.

Level 2

Learners will be able to apply knowledge of vocabulary to aid accuracy in spelling including the spelling of specialist and related technical words. They should be able to spell words with a wide range of spelling patterns accurately and consistently and understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words.

Assessment and Evidence Required

Please refer to the Benchmark Assessment and Mark Schemes that have been produced by NOCN for full details of the assessment and evidence required for the units/qualifications.

3.4 Grammar Overview - Sentences

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Simple Sentences	**Simple and Compound Sentences**	**Simple, Compound and Complex Sentences**	**Simple, Compound and Complex Sentences with more than one Subordinate Clause**	**Simple, Compound and Complex Sentences with a wide range of Subordinate Clauses**
Word order in simple statements: - Subject-verb-object - Subject-verb- adverb - Subject-verb-prepositional phrase Word order in instructions	Word order in compound sentences: - Subject-verb-(object) + and/but + subject-verb-(object)	Variations in word order, e.g. 'to the east is…' Word order in complex sentences e.g. 'London is a city which is the capital city of England.'	Word order in sentences with more than one subordinate clause	Word order in complex sentences, including choice of order for emphasis
There is/are + noun (+prepositional phrase)	There was/were/there is going to be	There has/has been There will be/there was going to be	There had been	There could be/would be/should be Could have/would have/should have
	Clauses joined with conjunctions and/but/or A limited range of common verbs + ing Verb + infinitive with and without 'to' e.g I want to, I heard him come home	Complex sentences with one subordinate clause: - of time - of reason - of result - of condition - of concession Defining relative clauses using who, which, that A range of verbs +ing Verbs + infinitive with and without 'to'	A range of conjunctions to express contrast, reason, purpose, consequence, result, condition, concession Conditional forms using 'if' and 'unless' with past and use of would Non defining relative clauses with 'where' or 'whose' Defining relative clauses with 'where' or 'whose'	A wide range of conjunctions including 'on condition that', 'provided that' Conditional forms had + could/should/would have Comparative clauses More complex participial clauses with -ing and -ed Fronting and cleft sentences for emphasis

		Infinitive to express purpose	Participial clauses to describe accompanying actions with -ing Clause as a subject object	
		Simple reported statements e.g. she says that…	Reported speech with range of tenses, including use of would and had	Reported speech using a range of verb forms
Yes/no questions Wh- questions Question words: who, what, where, how Contracted form of auxiliary	Wh- comparative questions Alternative questions using 'or' Question words: when, what time, how often, why, how and expressions e.g. can you tell me…	A wide range of wh-questions Simple embedded questions Question words: whose	A range of embedded questions using 'if' and 'whether' Reported questions using 'if' and 'whether' Use of had and would in reported questions Reported requests	More complex embedded questions e.g. 'I'd be grateful if you could explain what happened' Reported questions using a range of verb forms
	Statements with question tags using E1 and E2 tenses	Statements with question tags using E3 tenses	Statements with question tags using Level 1 tenses	Statements with tags using Level 2 verbs and tenses
Imperatives and negative imperatives			Reported instructions	Imperative + question tag

Grammar Overview - Noun Phrases

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Simple Sentences	**Simple and Compound Sentences**	**Simple, Compound and Complex Sentences**	**Simple, Compound and Complex Sentences with more than one Subordinate Clause**	**Simple, Compound and Complex Sentences with a wide range of Subordinate Clauses**
Regular and common irregular plurals of nouns Very common uncountable nouns Personal pronouns Demonstratives Determiners of quantity	Countable and uncountable nouns Simple noun phrases Object and reflexive pronouns Determiners of quantity	Noun phrases with pre- and post-modification A range of determiners	More complex noun phrases with pre- and post-modification Word order of determiners e.g. 'all my books'	Noun phrases of increasing complexity
Indefinite article a/an with singular countable nouns Definite article - the	Use of articles including: - definite article and zero article with uncountable nouns - definite article with superlatives	Use of articles including: - definite article with post-modification - indefinite article to indicate an example of - indefinite articles in definitions	Use of definite, indefinite and zero article with a wide range of nouns in a range of uses	Use of zero article with a wide range of countable and uncountable nouns in a range of constructions
Possessives e.g my/your/his/her	Possessive 's' and possessive pronouns e.g. mine/yours		A range of expressions to indicate possession e.g. that book of yours	

Grammar Overview - Verb forms and time markers in statements, interrogatives, negatives and short forms

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Simple Sentences	**Simple and Compound Sentences**	**Simple, Compound and Complex Sentences**	**Simple, Compound and Complex Sentences with more than one Subordinate Clause**	**Simple, Compound and Complex Sentences with a wide range of Subordinate Clauses**
Simple present tense of - be/have/do - common regular verbs - present continuous of common regular verbs Contracted forms of: - subject and auxiliary - auxiliary and negative	Simple present tense of regular transitive and intransitive verbs with frequency adverbs and phrases Simple past tense of regular and common irregular verbs with time markers such as ago/yesterday Future time using - present continuous e.g going to/will - use of time markers e.g. next week, in two days' time	Present perfect with: - since/for - ever/never - yet/already 'Used to' for regular actions in the past Past continuous Future simple verb forms	Present perfect continuous Past perfect Present and past simple passive Use of would in conditional sentences Causative use of 'have' and 'got'	Use of a wide range of simple, continuous, perfect and perfect continuous verb forms both active and passive 'would' expressing habit in the past Use of 'had/would/should/could have in conditional sentences
Modals - Can + bare infinitive to express ability - Would + like for requests	Modals and forms with similar meaning: - Must to express obligation - Mustn't to express prohibition - Have to, had to when expressing need - Could to make requests - Couldn't to express impossibility	Modals and forms with similar meaning: - To express obligation, positive and negative - To express possibility and probability in the future - To ask for permission - Stating preference	Ought to express obligation Negative of 'need' and 'have to' to express absence of obligation Would to express hypotheses Use of forms e.g. be able to for reference to future	Modals expressing past obligation, possibility, rejected conditions e.g. Should have Might have Could have Must have Can't have

	Use of simple modal adverbs: possibly, probably, perhaps		Would like + object + infinitive e.g. would like you to	
Use of on, off, out, in	Very common phrasal verbs e.g. get on/off/up/down	Common phrasal verbs and position of object pronouns e.g. I looked it up	A range of phrasal verbs e.g. to give way, to hold out, to run into	A wide range of phrasal verbs with a number of particles e.g. to round to, to carry on with

Grammar Overview - Adjectives, adverbs and prepositional phrases

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Simple Sentences	**Simple and Compound Sentences**	**Simple, Compound and Complex Sentences**	**Simple, Compound and Complex Sentences with more than one Subordinate Clause**	**Simple, Compound and Complex Sentences with a wide range of Subordinate Clauses**
Common adjectives after be, e.g. hot/cold/young/new/old/good/bad	Adjectives and adjective word order Comparatives and superlatives, regular and common irregular forms	Comparative and superlative adjectives Comparative structures e.g. as… as, is the same as, not so…as, looks like/is like	Comparisons using fewer and less Collocation of adjective and preposition e.g. interested in, aware of	Connotations and emotive strength of adjective e.g. interesting, shocking, wicked Collocation of a range of adjectives + prepositions e.g. ashamed of, certain of
Common prepositions and prepositional phrases of place. E.g. at home, on the left	Prepositions and prepositional phrases of place and time, e.g. until tomorrow, by the river, at once	Wider range of prepositions and prepositional phrases e.g. of average height	Prepositions to express concession, e.g. in spite of Collocations: - Verbs + prepositions e.g. to attend to. To point at - Nouns + prepositions e.g. to have an interest in	Prepositions + ing form e.g. after having talked to us Prepositions followed by noun phrases e.g. in spite of the fact that
Simple adverbs of place, manner and time e.g. here, now, there, slowly Use of intensifier ‘very’	Adverbs and simple adverbial phrases including: - Sequencing - after that - Of time and place: in the morning, at the bus stop - Of frequency: always, sometimes	A wide range of adverbial uses e.g. to express possibility and un/certainlty More complex adverbial phrases of time, place, frequency and manner e.g. as soon as possible	A range of adverbial phrases of time, manner, degree, extent, place, frequency, probability Comparative and superlative forms of adverbs	

	- Of manner: carefully, quickly Word order with adverbs and adverbial phrase Use of intensifiers e.g. really, quite, so	A range of intensifiers including 'too', 'enough'	A wide range of intensifiers. E.g. extremely, entirely, completely	

Grammar Overview - Discourse

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Simple Sentences	**Simple and Compound Sentences**	**Simple, Compound and Complex Sentences**	**Simple, Compound and Complex Sentences with more than one Subordinate Clause**	**Simple, Compound and Complex Sentences with a wide range of Subordinate Clauses**
Sentence connectives: then, next	Adverbs to indicate sequence: first, finally Use of substitution e.g. I think so, I hope so Markers to structure spoken discourse e.g. well, right	Markers to indicate: - Addition, e.g. also - Sequence e.g. in the first place - Contrast e.g. on the other hand Markers to structure spoken discourse e.g. by the way Use of ellipsis informal situations e.g. got to go Use of vague language e.g. I think, you know	A range of discourse markers expressing: - Addition - Cause and effect - Contrast - Sequence and time Markers to structure spoken discourse e.g. as I was saying Use of ellipsis in informal speech and writing e.g. sounds good	A range of logical markers, e.g. in this respect, by this means, accordingly, therefore Sequence markers e.g. subsequently

3.5 Lexical Overview

Entry 1

Learners can change word endings to make regular and common irregular words plural and they can change verb endings in regular and common irregular present tenses. They know lexis related to their lives, experience and aspirations e.g. common countable and uncountable nouns, days of the week, colours, common adjectives, common antonyms, common irregular verbs such as take, come, go and simple adverbs of place, manner and time.

They recognise register in terms of the difference between informal and formal greetings. They are able to learn common phrases and very common collocations such as black coffee, bed and breakfast. They can use common phrasal verbs such as get up, turn off and common prepositional phrases of place such as at home. They have limited understanding of non-literal use of language which shows an awareness of a few common metaphors.

Entry 2

Learners are aware of common prefixes and suffixes and can change verb endings in regular and common irregular simple past. They are learning and using an increasing range of lexis in familiar contexts e.g. housing and accommodation, school curriculum subjects. They are able to use simple adverbs of place, manner and time and possessive pronouns. They use adverbs of frequency such as always and sometimes.

They have an increasing awareness of positive and negative connotation when choosing lexis and have an awareness of strategies to avoid negative connotation. They can put adjectives into the correct word order and use adverbial and prepositional phrases such as after that, until tomorrow and are using an increased range of fixed expressions and collocations including phrasal verbs. They are now able to recognise metaphorical language and can recognise exaggeration.

Entry 3

Learners at this level have a greater awareness of a range of prefixes and suffixes and have a growing knowledge of word families and use this to support spelling. They have an increasing range of lexis for both concrete and abstract concepts, e.g. using adjectives to describe personal qualities.

They have an increasing awareness of formal and informal lexis and are beginning to choose the most appropriate lexis for the context. They have an increasing awareness of connotation, e.g. the difference between a gang of teenagers and a group of teenagers. They demonstrate an increasing range of fixed expressions and collocations, including adjective + preposition combinations. They are aware of expressions used to show emphasis and of the use of idiomatic language including exaggeration. They have a

growing ability to recognise systematic metaphors such as the use of time being seen as money e.g. waste time, spend time.

Level 1

Learners display a growing ability to recognise word class from the suffix such as the fact that words ending ‘ness’ or ‘tion’ are likely to be nouns. They use their understanding of word families to extend the range of words used. They select between words with similar meanings to suit the topic, including more specialist topics such as environmental issues and local government contexts.

They show a growing ability to choose apparent synonyms for the context whether spoken or written and they are able to notice the use of bias. They continue to increase their ability to select appropriate adjectives to collocate with nouns and use a range of fixed and semi-fixed expressions to give emphasis. They can identify exaggeration and understatement and recognise metaphorical language.

Level 2

Learners use confidence to predict the root, meaning and use of a word and can recognise and use a greater range of word families including irregular groups. They have a growing confidence in dealing with lexis in contexts which are less familiar and can choose specific lexis and technical vocabulary for context. They can avoid repetition by substituting a similar word and can recognise and use irony, exaggeration and understatement.

The learners at this level can show consistency in lexical choices to suit register required and can switch register as appropriate. They use a wide range of discourse markers and use a wide range of collocations, fixed and semi-fixed expressions and clichés. They can use metaphorical language where appropriate.

NOCN

Acero Building
1 Concourse Way
Sheaf Street
Sheffield
South Yorkshire
England
S1 2BJ

Tel: 0300 999 1177

Email: nocn@nocn.org.uk

www.nocn.org.uk