

Tutor Instruction Manual – Literacy



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Skills for Life

the national strategy for improving adult literacy and numeracy skills

Up to 7 million adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy for meeting these needs.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals and their families and on the economy and society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, live in a disadvantaged area or be unemployed. They and their children risk being cut off from the advantages of a world increasingly linked through information and technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is not just an education-only strategy, nor is it just a Government response to address those needs. It is a partnership, and the responsibility of the whole of society. Partnership and the ownership of *Skills for Life* by key stakeholders is the most important element of successful delivery.

Government departments, the Learning and Skills Council (LSC), JobCentre Plus, the Prison and Probation Services, external partners in the post-16 learning sector, businesses, the CBI, TUC and many others are working together to improve the literacy, language and numeracy skills of adults through:

- **Boosting demand** for learning via a high profile promotional campaign and by engaging all partners across Government and employers in identifying and addressing the literacy and numeracy needs of their clients and employees.
- **Raising the standards** of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision and **increasing learner achievement** through the new national learning, teaching and assessment infrastructure and reducing barriers to learning.
- **Ensuring capacity** of provision by securing sufficient funding and co-ordinating planning and delivery to meet learners' needs.
- **Constantly evaluating** the implementation of the strategy so that we all can learn from and disseminate best practice and gather feedback from customers, partners and learners themselves.

Navigation grids

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
	Speaking and listening	
SLlr/E1.1	<ul style="list-style-type: none"> Listen for the gist of short explanations 	Task 10 See guidance in Administration instructions
SLlr/E1.2	<ul style="list-style-type: none"> Listen for detail using key words to extract some specific explanation 	Task 10 See guidance in Administration instructions
SLlr/E1.3	<ul style="list-style-type: none"> Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary 	Task 10 See guidance in Administration instructions
SLlr/E1.4	<ul style="list-style-type: none"> Listen and respond to requests for personal information 	Task 10 See guidance in Administration instructions
SLc/E1.1	<ul style="list-style-type: none"> Speak clearly to be heard and understood in simple exchanges 	Task 11 See guidance in Administration instructions
SLc/E1.2	<ul style="list-style-type: none"> Make requests using appropriate terms 	Task 11 See guidance in Administration instructions
SLc/E1.3	<ul style="list-style-type: none"> Ask questions to obtain specific information 	Task 11 See guidance in Administration instructions
SLc/E1.4	<ul style="list-style-type: none"> Make statements of fact clearly 	Task 11 See guidance in Administration instructions
SLd/E1.1	<ul style="list-style-type: none"> Speak and listen in simple exchanges and everyday contexts 	Task 11 See guidance in Administration instructions
	Reading	
Rt/E1.1	<ul style="list-style-type: none"> Follow a short narrative on a familiar topic or experience 	Task 6
Rt/E1.2	<ul style="list-style-type: none"> Recognise the different purposes of texts at this level 	Task 2
Rs/E1.1	<ul style="list-style-type: none"> Read and recognise simple sentence structures 	Task 5 Task 6
Rw/E1.1	<ul style="list-style-type: none"> Possess a limited, meaningful sight vocabulary of words, signs and symbols 	Task 3 Task 5
Rw/E1.2	<ul style="list-style-type: none"> Decode simple, regular words 	Task 3 Task 4
Rw/E1.3	<ul style="list-style-type: none"> Recognise the letters of the alphabet in both upper and lower case 	Task 1

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
	Writing	
Wt/E1.1	<ul style="list-style-type: none"> Use written words and phrases to record or present information 	Task 9
Ws/E1.1	<ul style="list-style-type: none"> Construct a simple sentence 	Task 7 Task 9
Ws/E1.2	<ul style="list-style-type: none"> Punctuate a simple sentence with a capital letter and a full stop 	Task 9
Ws/E1.3	<ul style="list-style-type: none"> Use a capital letter for personal pronoun 'I' 	Task 9
Ww/E1.1	<ul style="list-style-type: none"> Spell correctly some personal key words and familiar words 	Task 8 Task 9
Ww/E1.2	<ul style="list-style-type: none"> Write the letters of the alphabet using upper and lower case 	Task 9
Ww/E1.3	<ul style="list-style-type: none"> Use basic sound-symbol association to help spelling, <i>as appropriate to the needs of the learner</i> 	Task 8

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
	Speaking and listening	
SLlr/E2.1	<ul style="list-style-type: none"> Listen for and follow the gist of explanations, instructions and narratives 	Task 13 See guidance in Administration instructions
SLlr/E2.2	<ul style="list-style-type: none"> Listen for detail in short explanations, instructions and narratives 	Task 13 See guidance in Administration instructions
SLlr/E2.3	<ul style="list-style-type: none"> Listen for and identify the main points of short explanations or presentations 	Task 13 See guidance in Administration instructions
SLlr/E2.4	<ul style="list-style-type: none"> Listen to and follow short, straightforward explanations and instructions 	Task 13 See guidance in Administration instructions
SLlr/E2.5	<ul style="list-style-type: none"> Listen to and identify simply expressed feelings and opinions 	Task 13 See guidance in Administration instructions
SLlr/E2.6	<ul style="list-style-type: none"> Respond to straightforward requests 	Task 13 See guidance in Administration instructions
SLc/E2.1	<ul style="list-style-type: none"> Speak clearly to be heard and understood in straightforward exchanges 	Task 14 See guidance in Administration instructions
SLc/E2.2	<ul style="list-style-type: none"> Make requests and ask questions to obtain information in everyday contexts 	Task 14 See guidance in Administration instructions
SLc/E2.3	<ul style="list-style-type: none"> Express clearly statements of fact, and short accounts and descriptions 	Task 14 See guidance in Administration instructions
SLc/E2.4	<ul style="list-style-type: none"> Ask questions to clarify understanding 	Task 14 See guidance in Administration instructions
SLd/E2.1	<ul style="list-style-type: none"> Follow the gist of discussions 	Task 15 See guidance in Administration instructions
SLd/E2.2	<ul style="list-style-type: none"> Follow the main points and make appropriate contributions to the discussion 	Task 15 See guidance in Administration instructions
	Reading	
Rt/E2.1	<ul style="list-style-type: none"> Trace and understand the main events of chronological and instructional texts 	Task 8
Rt/E2.2	<ul style="list-style-type: none"> Recognise the different purposes of texts at this level 	Task 9
Rt/E2.3	<ul style="list-style-type: none"> Identify common sources of information 	Task 9
Rt/E2.4	<ul style="list-style-type: none"> Use illustrations and captions to locate information 	Task 4
Rs/E2.1	<ul style="list-style-type: none"> Read and understand linking words and adverbials in instructions and directions (e.g. <i>next, then, right</i> and <i>straight on</i>) 	Task 6
Rs/E2.2	<ul style="list-style-type: none"> Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning 	Task 5

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
Rs/E2.3	<ul style="list-style-type: none"> Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words 	Task 7
Rs/E2.4	<ul style="list-style-type: none"> Use punctuation and capitalisation to aid understanding 	
Rw/E2.1	<ul style="list-style-type: none"> Read and understand words on forms related to personal information (e.g. first name, surname, address, postcode, age, date of birth) 	
Rw/E2.2	<ul style="list-style-type: none"> Recognise high-frequency words and words with common spelling patterns 	
Rw/E2.3	<ul style="list-style-type: none"> Use phonic and graphic knowledge to decode words 	Task 2 Task 3
Rw/E2.4	<ul style="list-style-type: none"> Use a simplified dictionary to find the meaning of unfamiliar words 	
Rw/E2.5	<ul style="list-style-type: none"> Use initial letters to find and sequence words in alphabetical order 	Task 1
	Writing	
Wt/E2.1	<ul style="list-style-type: none"> Use written words and phrases to record or present information 	Task 12
Ws/E2.1	<ul style="list-style-type: none"> Construct simple and compound sentences, using common conjunctions to connect two clauses, (e.g. <i>as, and, but</i>) 	Task 12
Ws/E2.2	<ul style="list-style-type: none"> Use adjectives 	Task 11 Task 12
Ws/E2.3	<ul style="list-style-type: none"> Use punctuation correctly (e.g. capital letters, full stops and question marks) 	Task 12
Ws/E2.4	<ul style="list-style-type: none"> Use a capital letter for proper nouns 	Task 11 Task 12
Ww/E2.1	<ul style="list-style-type: none"> Spell correctly the majority of personal details and familiar common words 	Task 10 Task 12
Ww/E2.2	<ul style="list-style-type: none"> Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings, <i>as appropriate to the needs of the learner</i> 	Task 10 Task 12
Ww/E2.3	<ul style="list-style-type: none"> Produce legible text 	Task 12

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
	Speaking and listening	
SLlr/E3.1	<ul style="list-style-type: none"> Listen for and follow the gist of explanations, instructions and narratives in different contexts 	Task 12 See guidance in Administration instructions
SLlr/E3.2	<ul style="list-style-type: none"> Listen for detail in explanations, instructions and narratives in different contexts 	Task 12 See guidance in Administration instructions
SLlr/E3.3	<ul style="list-style-type: none"> Listen for and identify relevant information from discussions, explanations and presentations 	Task 12 See guidance in Administration instructions
SLlr/E3.4	<ul style="list-style-type: none"> Use strategies to clarify and confirm understanding (e.g. facial expressions or gestures) 	Task 12 See guidance in Administration instructions
SLlr/E3.5	<ul style="list-style-type: none"> Listen to and respond appropriately to other points of view 	Task 12 See guidance in Administration instructions
SLlr/E3.6	<ul style="list-style-type: none"> Respond to a range of questions about familiar topics 	Task 12 See guidance in Administration instructions
SLc/E3.1	<ul style="list-style-type: none"> Speak clearly to be heard and understood using appropriate clarity, speed and phrasing 	Task 13 See guidance in Administration instructions
SLc/E3.2	<ul style="list-style-type: none"> Use formal language and register when appropriate 	Task 13 See guidance in Administration instructions
SLc/E3.3	<ul style="list-style-type: none"> Express clearly statements of fact and give short explanations, accounts and descriptions 	Task 13 See guidance in Administration instructions
SLc/E3.4	<ul style="list-style-type: none"> Make requests and ask questions to obtain information in familiar and unfamiliar contexts 	Task 13 See guidance in Administration instructions
SLd/E3.1	<ul style="list-style-type: none"> Follow and understand the main points of discussions on different topics 	Task 14 See guidance in Administration instructions
SLd/E3.2	<ul style="list-style-type: none"> Make contributions to discussions that are relevant to the subject 	Task 14 See guidance in Administration instructions
SLd/E3.3	<ul style="list-style-type: none"> Respect the turn-taking rights of others during discussions 	Task 14 See guidance in Administration instructions
	Reading	
Rt/E3.1	<ul style="list-style-type: none"> Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph 	Task 5
Rt/E3.2	<ul style="list-style-type: none"> Recognise the different purposes of texts at this level 	Task 6

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
Rt/E3.3	<ul style="list-style-type: none"> Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives and second person) 	Task 4
Rt/E3.4	<ul style="list-style-type: none"> Identify the main points and ideas, and predict word from context 	Task 5
Rt/E3.5	<ul style="list-style-type: none"> Understand and use organisational features to locate information (e.g. contents, index, menus) 	Task 3
Rt/E3.6	<ul style="list-style-type: none"> Skim read title, headings, and illustrations to decide if material is of interest 	Task 6
Rt/E3.7	<ul style="list-style-type: none"> Scan texts to locate information 	Task 3
Rt/E3.8	<ul style="list-style-type: none"> Obtain specific information through detailed reading 	Task 3
Rt/E3.9	<ul style="list-style-type: none"> Relate an image to print and use it to obtain meaning 	
Rs/E3.1	<ul style="list-style-type: none"> Recognise and understand the organisational features of instructional texts (e.g. use of imperatives, second person) 	
Rs/E3.2	<ul style="list-style-type: none"> Use implicit and explicit knowledge of different types of word (e.g. linking words [connectives], nouns, verbs, adjectives), of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning 	Task 2
Rs/E3.3	<ul style="list-style-type: none"> Use punctuation and capitalisation to aid understanding 	
Rw/E3.1	<ul style="list-style-type: none"> Recognise and understand relevant specialist key words 	
Rw/E3.2	<ul style="list-style-type: none"> Read and understand words and phrases commonly used on forms 	
Rw/E3.3	<ul style="list-style-type: none"> Use a dictionary to find the meaning of unfamiliar words 	
Rw/E3.4	<ul style="list-style-type: none"> Use first- and second-place letters to find and sequence words in alphabetical order 	Task 1
Rw/E3.5	<ul style="list-style-type: none"> Use a variety of reading strategies to help decode an increasing range of unfamiliar words 	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
	Writing	
Wt/E3.1	<ul style="list-style-type: none"> Plan and draft writing 	Task 11
Wt/E3.2	<ul style="list-style-type: none"> Organise writing in short paragraphs 	Task 11
Wt/E3.3	<ul style="list-style-type: none"> Sequence chronological writing 	Task 11
Wt/E3.4	<ul style="list-style-type: none"> Proof-read and correct writing for grammar and spelling 	Task 11
Ws/E3.1	<ul style="list-style-type: none"> Write in complete sentences 	Task 10 Task 11
Ws/E3.2	<ul style="list-style-type: none"> Use correct basic grammar (e.g. appropriate verb tense, subject–verb agreement) 	Task 8 Task 11
Ws/E3.3	<ul style="list-style-type: none"> Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks) 	Task 9 Task 11
Ww/E3.1	<ul style="list-style-type: none"> Spell correctly common words and relevant key words for work and special interest 	Task 7 Task 11
Ww/E3.2	<ul style="list-style-type: none"> Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words, <i>as appropriate to the needs of the learner</i> 	Task 7 Task 11
Ww/E3.3	<ul style="list-style-type: none"> Produce legible text 	Task 11

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
	Speaking and listening	
SLlr/L1.1	<ul style="list-style-type: none"> Listen for and identify relevant information from explanations and presentations on a range of straightforward topics 	Task 9 See guidance in Administration instructions
SLlr/L1.2	<ul style="list-style-type: none"> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts 	Task 9 See guidance in Administration instructions
SLlr/L1.3	<ul style="list-style-type: none"> Use strategies to clarify and confirm understanding (e.g. facial expressions, body language and verbal prompts) 	Task 9 See guidance in Administration instructions
SLlr/L1.4	<ul style="list-style-type: none"> Provide feedback and confirmation when listening to others 	Task 9 See guidance in Administration instructions
SLlr/L1.5	<ul style="list-style-type: none"> Make contributions relevant to the situation and the subject 	Task 9 See guidance in Administration instructions
SLlr/L1.6	<ul style="list-style-type: none"> Respond to questions on a range of topics 	Task 9 See guidance in Administration instructions
SLc/L1.1	<ul style="list-style-type: none"> Speak clearly in a way which suits the situation 	Task 10 See guidance in Administration instructions
SLc/L1.2	<ul style="list-style-type: none"> Make requests and ask questions to obtain information in familiar and unfamiliar contexts 	Task 10 See guidance in Administration instructions
SLc/L1.3	<ul style="list-style-type: none"> Express clearly statements of fact, explanations, instructions, accounts and descriptions 	Task 10 See guidance in tutor instruction manual
SLc/L1.4	<ul style="list-style-type: none"> Present information and ideas in a logical sequence and include detail and develop ideas where appropriate 	Task 10 See guidance in Administration instructions
SLd/L1.1	<ul style="list-style-type: none"> Follow and contribute to discussions on a range of straightforward topics 	Task 11 See guidance in Administration instructions
SLd/L1.2	<ul style="list-style-type: none"> Respect the turn-taking rights of others during discussions 	Task 11 See guidance in Administration instructions
SLd/L1.3	<ul style="list-style-type: none"> Use appropriate phrases for interruption 	Task 11 See guidance in Administration instructions
	Reading	
Rt/L1.1	<ul style="list-style-type: none"> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	Task 3
Rt/L1.2	<ul style="list-style-type: none"> Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade) 	Task 1

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
Rt/L1.3	<ul style="list-style-type: none"> Identify the main points and specific detail, and infer meaning from images which is not explicit in the text 	Task 3
Rt/L1.4	<ul style="list-style-type: none"> Use organisational and structural features to locate information (e.g. contents, index, menus, subheadings, paragraphs) 	Task 2
Rt/L1.5	<ul style="list-style-type: none"> Use different reading strategies to find and obtain information 	Task 2
Rs/L1.1	<ul style="list-style-type: none"> Use implicit knowledge and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense 	
Rs/L1.2	<ul style="list-style-type: none"> Use punctuation to help their understanding 	
Rw/L1.1	<ul style="list-style-type: none"> Use reference material to find the meaning of unfamiliar words 	
Rw/L1.2	<ul style="list-style-type: none"> Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning 	Task 1
Rw/L1.3	<ul style="list-style-type: none"> Recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings 	
	Writing	
Wt/L1.1	<ul style="list-style-type: none"> Plan and draft writing 	Task 8
Wt/L1.2	<ul style="list-style-type: none"> Judge how much to write and the level of detail to include 	Task 8
Wt/L1.3	<ul style="list-style-type: none"> Present information in a logical sequence using paragraphs where appropriate 	Task 8
Wt/L1.4	<ul style="list-style-type: none"> Use language suitable for purpose and audience 	Task 8
Wt/L1.5	<ul style="list-style-type: none"> Use format and structure for different purposes 	Task 8
Wt/L1.6	<ul style="list-style-type: none"> Proof-read and revise writing for accuracy and meaning 	Task 8
Ws/L1.1	<ul style="list-style-type: none"> Write in complete sentences 	Task 7 Task 8
Ws/L1.2	<ul style="list-style-type: none"> Use correct grammar (e.g. subject–verb agreement, correct use of tense) 	Task 6 Task 8
Ws/L1.3	<ul style="list-style-type: none"> Punctuate sentences correctly, and use punctuation so that meaning is clear 	Task 5 Task 8
Ww/L1.1	<ul style="list-style-type: none"> Spell correctly words used most often in work, studies and daily life 	Task 4 Task 8
Ww/L1.2	<ul style="list-style-type: none"> Produce legible text 	Task 8

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
	Speaking and listening	
SLIr/L2.1	<ul style="list-style-type: none"> Listen for and identify relevant information from extended explanations or presentations on a range of topics 	Task 9 See guidance in Administration instructions
SLIr/L2.2	<ul style="list-style-type: none"> Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics in a range of contexts 	Task 9 See guidance in Administration instructions
SLIr/L2.3	<ul style="list-style-type: none"> Respond to detailed or extended questions on a range of topics 	Task 9 See guidance in Administration instructions
SLIr/L2.4	<ul style="list-style-type: none"> Respond to criticism and criticise constructively 	Task 9 See guidance in Administration instructions
SLc/L2.1	<ul style="list-style-type: none"> Speak clearly and confidently in a way which suits the situation 	Task 10 See guidance in Administration instructions
SLc/L2.2	<ul style="list-style-type: none"> Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts 	Task 10 See guidance in Administration instructions
SLc/L2.3	<ul style="list-style-type: none"> Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary 	Task 10 See guidance in Administration instructions
SLc/L2.4	<ul style="list-style-type: none"> Present information and ideas in a logical sequence and provide further detail of development to clarify or confirm understanding 	Task 10 See guidance in Administration instructions
SLd/L2.1	<ul style="list-style-type: none"> Make relevant contributions and help to move discussions forward 	Task 11 See guidance in Administration instructions
SLd/L2.2	<ul style="list-style-type: none"> Adapt contributions to discussions to suit audience, context, purpose and situation 	Task 11 See guidance in Administration instructions
SLd/L2.3	<ul style="list-style-type: none"> Use appropriate phrases for interruption and change of topic 	Task 11 See guidance in Administration instructions
SLd/L2.4	<ul style="list-style-type: none"> Support opinions and arguments with evidence 	Task 11 See guidance in Administration instructions
SLd/L2.5	<ul style="list-style-type: none"> Use strategies intended to reassure (e.g. body language and appropriate phraseology) 	Task 11 See guidance in Administration instructions
	Reading	
Rt/L2.1	<ul style="list-style-type: none"> Trace and understand the main events of continuous descriptive, explanatory and persuasive texts 	Task 2
Rt/L2.2	<ul style="list-style-type: none"> Identify the purpose of a text and infer meaning which is not explicit 	

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
Rt/L2.3	<ul style="list-style-type: none"> Identify the main points and specific detail 	Task 1 Task 2
Rt/L2.4	<ul style="list-style-type: none"> Read an argument and identify the points of view 	Task 3
Rt/L2.5	<ul style="list-style-type: none"> Read critically to evaluate information, and compare information, ideas and opinions from different sources 	Task 3
Rt/L2.6	<ul style="list-style-type: none"> Use organisational features and systems to locate texts and information 	
Rt/L2.7	<ul style="list-style-type: none"> Use different reading strategies to find and obtain information (e.g. skimming, scanning, detailed reading) 	Task 1
Rt/L2.8	<ul style="list-style-type: none"> Summarise information from longer documents 	Task 2
Rs/L2.1	<ul style="list-style-type: none"> Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text 	
Rs/L2.2	<ul style="list-style-type: none"> Use punctuation to help interpret the meaning and purpose of texts 	
Rw/L2.1	<ul style="list-style-type: none"> Read and understand technical vocabulary 	
Rw/L2.2	<ul style="list-style-type: none"> Use reference materials to find the meaning of unfamiliar words 	
Rw/L2.3	<ul style="list-style-type: none"> Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose 	
	Writing	
Wt/L2.1	<ul style="list-style-type: none"> Plan and draft writing 	Task 8
Wt/L2.2	<ul style="list-style-type: none"> Judge how much to write and the level of detail to include 	Task 8
Wt/L2.3	<ul style="list-style-type: none"> Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate 	Task 8
Wt/L2.4	<ul style="list-style-type: none"> Use format and structure to organise writing for different purposes 	Task 8
Wt/L2.5	<ul style="list-style-type: none"> Use formal and informal language appropriate to purpose and audience 	Task 8

<i>Curriculum reference</i>	<i>Curriculum definition</i>	<i>Task number/materials</i>
Wt/L2.6	<ul style="list-style-type: none"> Use different styles of writing for different purposes (e.g. persuasive techniques, supporting evidence, technical vocabulary) 	Task 8
Wt/L2.7	<ul style="list-style-type: none"> Proof-read and revise writing for accuracy and meaning 	Task 8
Ws/L2.1	<ul style="list-style-type: none"> Construct complex sentences 	Task 6 Task 8
Ws/L2.2	<ul style="list-style-type: none"> Use correct grammar (e.g. subject–verb agreement, correct and consistent use of tense) 	Task 5 Task 8
Ws/L2.3	<ul style="list-style-type: none"> Use pronouns so that their meaning is clear 	Task 8
Ws/L2.4	<ul style="list-style-type: none"> Punctuate sentences correctly and use punctuation accurately (e.g. commas, apostrophes, inverted commas) 	Task 7 Task 8
Ww/L2.1	<ul style="list-style-type: none"> Spell correctly words used most often in work, studies and daily life, including familiar technical words 	Task 4 Task 8
Ww/L2.2	<ul style="list-style-type: none"> Produce legible text 	Task 8

Administration instructions

Administration instructions

Skills can be assessed in:

- speaking and listening
- reading
- writing.

Each level contains several tasks, containing items (questions) based on a particular aspect of literacy. The tasks are shown in the Navigation grids.

Learners will complete one or a number of tasks, which will result in scores, leading to diagnostic feedback. This in turn will lead to the development of an Individual Learning Plan (ILP).

Assessment process

Step 1

Your first step is to select appropriate tasks at the appropriate level for your learner. You should select levels and tasks using a combination of the following information:

- results of initial assessment – this will give you an appropriate level at which to start assessing
- information from the learner’s known work and achievements
- information from the learner about learning priorities.

Step 2

Look at the task titles for each level and select as many tasks as required from the paper-based version of the assessment tasks. Follow the assessment set-up instructions on the ICT version of the tests.

Note: Tasks can be taken from different levels if this seems appropriate, based on the information you have about the learner.

Step 3

Set up and score the assessment using the guidelines in the Diagnostic feedback and ILP information.

Note: The scoring is automated in the ICT version of the assessment.

Step 4

Score each task using the Diagnostic feedback and ILP information.

Use the learner’s score to establish whether s/he is operating at ‘Emerging’, ‘Consolidating’ or ‘Established’ level in each task. This process is automated on the ICT version.

Note: If you have used the paper-based version, you can enter scores into the ICT version to generate diagnostic feedback and the ILP. Please read the guidance on scoring.

Step 5

Look carefully at errors made to see if there is any pattern (for example, difficulties with a particular spelling pattern or the learner always choosing the first option in multiple choice questions). You may

want to take this opportunity to ask the learner how questions were tackled, in particular those with incorrect responses. You may also wish to conduct error analysis, using the Analysis of handwriting, Analysis of spelling and Free writing marking checklist documents.

Step 6

Once you have considered the learner's scores for each task, you may wish to conduct further assessment using tasks from a level above or below that assessed.

Step 7

Based on a combination of:

- the diagnostic feedback
- information derived from the particular errors made
- analysis of these errors
- any further assessment conducted
- the learner's priorities
- information about the learner's hopes, aspirations
- information about the preferred learning style,

make a decision about which of the learning targets to include in the learner's ILP. If you use the ICT version, you have the option to set up an ILP.

Administration guidelines

Literacy assessment

It is recommended that the literacy assessment is carried out in a one-to-one situation, if possible. This allows for the most accurate assessment, enabling observation of the learner's performance and additional questioning. It is expected that the learner, particularly those at higher levels, may want to complete tasks without the presence of a tutor. This can be encouraged, although you may want to remain accessible in case of any unexpected difficulties and also to observe the calculator task. Tutors should work with learners at Pre-entry and Entry 1 (and possibly Entry 2), for both the paper-based and ICT assessments. Tutors may also choose to use realia (e.g. samples of text types) for assisting assessment of learners at Pre-entry and Entry 1.

Assessment materials

You may need the following:

- copies of literacy tasks at the chosen level for the learner
- pens, pencil, rubber.

For the ICT version:

- a computer with the literacy tasks already selected for the learner
- headphones, if the learner is in a computer suite.

Environment

- Ensure a quiet, uninterrupted environment or classroom situation.

- Take time to explain the purpose of the assessment to the learner (to identify strengths as well as areas where work is needed).
- Allow an appropriate amount of time to ensure completion of the full assessment, as well as opportunities for questioning and observation.
- If the time available is limited or the learner needs to work very slowly or in short periods, then the assessment can be conducted over a period of time. The tutor will need to note any special conditions required by the learner, as this may affect learning and programme planning.
- Ensure that you are sitting in a good position to allow for interaction with the learner and for observation of the calculator task.
- Ensure that learners using the ICT version can see and hear the computer comfortably and that they have the opportunity to select screen colour and audio level. Ensure also that learners have the opportunity to run through the ICT tutorial in order that they have a clear understanding of the instructions for all the function buttons on the screen.

Assessment guidelines

- Encourage the learner who appears to be struggling over a question to leave it and carry on, though s/he may revisit it at the end of the task. Learners using the ICT version are not able to go back to omitted questions; omitted questions will score as zero (incorrect).
- On the ICT version of the assessment, the learner is required to give the answer in a range of different ways.

Multiple choice

A selection of possible responses is given – exactly as in the paper-based assessment – and the learner selects the correct response, usually by clicking on it. The learner will then be asked to confirm her/his response, before the assessment moves on. Multiple choice distractors are carefully chosen to be 'logical' (if incorrect) alternative responses.

Note: Multiple choice, though widely used for all levels and types of assessment, is arguably less robust as an assessment than, for example, free text entry. In an assessment where there are four multiple choice options for answers, statistically a learner would be able to achieve a 25% overall score without knowing anything of the topic of the assessment.

Drag and drop

The learner may be required to drag answer options into the correct place/s on screen, using the mouse. This is an alternative form of multiple choice.

Free text entry

The learner is required to enter numbers (or occasionally words) into a designated space on screen. The cursor defaults into the answer box and the learner can begin to type in a response immediately. Clicking into the answer box will also enable the learner to type numbers/text in immediately. Keyboard strokes are often limited to numbers only, though the learner is usually able to enter a comma, full stop and sometimes other characters, depending on the question. The space designated for the response is able to accept a limited number of characters/digits, usually one or two characters more than the correct response. Where there are two spaces for

free text entry, the learner can either tab into the second space or use the mouse to click into the space.

Note: Free text entry is the more robust assessment of numeracy skills, as the learner has to create a response, using the information available, and there is less likelihood of achieving a correct response by accident.

Scoring the assessment

- Once the learner has completed the set assessment tasks, you will need to score her/his work. Score strictly according to the answers given. The diagnostic feedback shows the **correct answers** for the paper-based version. The ICT version scores the tasks automatically.
- There is frequently a range of **acceptable alternative answers** and it is left to the tutor's discretion, when scoring the paper-based assessments, to judge whether a learner's response is acceptable.
- When the task has been completed, add the correct responses to derive a total score for the task.
- Use the diagnostic feedback to decide whether the learner is in the **Emerging, Consolidating** or **Established** band for each task.
- The **Learner profile information** gives guidance about what the learner has achieved in this assessment.
- The **Next steps** section gives guidance about what you might want to consider doing next – for example, further assessment at a higher or lower level, handwriting analysis, referral for further assessment.
- There is also **Learner feedback** for each assessment band on the ICT version.
- **ILP information** is included for each task. You must select the appropriate learning targets for the learner, based on her/his scores and performance, as well as priorities. The ICT version has the option to generate an editable ILP.

Specific administration instructions

Milestone 7

Literacy

Task 1

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Look at the pictures.

Item 1 You want to know about the weather today. Which one would you use? (Tick/show me your answer)

Item 2 You want to look at an advert for clothes. Which one would you use? (Tick/show me your answer)

Item 3 You want to check a date. Which one would you use? (Tick/show me your answer)

Item 4 Where would you check the bus times? (Tick/show me your answer)

Task 2

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 Look at the sales catalogue. Show me the part where you read about the televisions. (Tick/show me your answer)

Item 2 You want a drink. Show me the sign for a café. (Tick/show me your answer)

Item 3 Which one is a photograph? (Tick/show me your answer)

Task 3

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner

can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Look at the big picture on the front page. What do you think this story is about? (Tick/show me your answer)*
- Item 2 Look at this. What do you think this writing is about? (Tick/show me your answer)*
- Item 3 Look at this. What do you think this writing is about? (Tick/show me your answer)*

Task 4

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Circle/show me the letter a*
- Item 2 Circle/show me the letter c*
- Item 3 Circle/show me the letter f*
- Item 4 Circle/show me the letter j*
- Item 5 Circle/show me the letter n*
- Item 6 Circle/show me the letter p*
- Item 7 Circle/show me the letter t*
- Item 8 Circle/show me the letter w*
- Item 9 Circle/show me the letter y*

Task 5

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 *Look at the word. What do you think it says? Tick/show me your answer.*

Item 2 *Look at the word. What do you think it says? Tick/show me your answer.*

Item 3 *Look at the word. What do you think it says? Tick/show me your answer.*

Task 6

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 *Look at the sign. What does it mean? Tick/show me your answer.*

Item 2 *Look at the sign. What does it mean? Tick/show me your answer*

Item 3 *Look at this word. What does it mean? Tick/show me your answer.*

Item 4 *Which number is the same as the word? Circle/show me your answer.*

Task 7

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

This is a listening task about following simple instructions. It is important that the tutor speaks clearly to the learner and observes whether the instruction is carried out. You may repeat the instruction once. The instructions have accommodated various forms of communication/recording methods but obviously, if a learner is using her/his preferred method, reword the instruction accordingly. If a learner cannot use a recording method for Items 3 and 4, try using the letter and number cards for the learner to indicate a choice.

Suggested tutor script

Item 1 *Look at the people. Tick/show me the young man.*

Item 2 *Look at the signs. Tick/show me the sign for fire exit.*

Item 3 *Look at the number. This is number 1. Write this number in the box. (Write this number down/type this number on the screen/pick this number out)*

Item 4 *Look at the letter. This is the letter a. Write this letter in the box. (Write this letter down/type this letter on the screen/pick this letter out)*

Task 1

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 Look at the sign. Where would you see this sign? Tick/show me the answer.

Item 2 Look at the sign. What would you see it on? Tick/show me the answer.

Item 3 Look at the sign. What would you see it on? Tick/show me your answer.

Item 4 You see this label. Where would you store it? Tick/show me the answer.

Task 2

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 Circle/show me the letter b

Item 2 Circle/show me the letter f

Item 3 Circle/show me the letter h

Item 4 Circle/show me the letter i

Item 5 Circle/show me the letter k

Item 6 Circle/show me the letter q

Item 7 Circle/show me the letter s

Item 8 Circle/show me the letter v

Item 9 Circle/show me the letter z

Task 3

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 *Here is a car. Which letter makes the sound 'c' (cuh)? Circle it/show me.*
- Item 2 *Here is a saw. Which letter makes the sound 's' (suh)? Circle it/show me.*
- Item 3 *Here is a man. Which letter makes the sound 'm' (muh)? Circle it/show me.*
- Item 4 *Here is a dog. Which letter makes the sound 'd' (duh)? Circle it/show me.*
- Item 5 *Here is a hat. Which letter makes the sound 'h' (huh)? Circle it/show me.*
- Item 6 *Here is a tap. Which letter makes the sound 't' (tuh). Circle it/show me.*

Task 4

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 *Listen to the sound 'p' (puh) as in pit and peg. Which letter makes this sound? Circle it/show me.*
- Item 2 *Listen to the sound 'b' (buh) as in bag and beg. Which letter makes this sound? Circle it/show me.*
- Item 3 *Listen to the sound 's' (suh) as in sip and sap. Which letter makes this sound? Circle it/show me.*
- Item 4 *Listen to the sound 'o' (short 'o' sound) as in of and on. Which letter makes this sound? Circle it/show me.*
- Item 5 *Listen to the sound 'a' (short 'a' sound) as in at and an. Which letter makes this sound? Circle it/show me.*
- Item 6 *Listen to the sound 'i' (short 'i' sound) as in it and in. Which letter makes this sound? Circle it/show me.*

Task 5

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Listen to the sound at the start of each group. dis, des, dif, dil
Show me/circle the letter which makes the sound 'd' (duh).*
- Item 2 Listen to the sound at the start of each group. mass, mess, miss, moss
Show me/circle the letter which makes the sound 'm' (muh).*
- Item 3 Listen to the sound at the end of each group. dis, his, mis, lis
Show me/circle the letter which makes the sound 's' (suh).*
- Item 4 Listen to the sound at the end of each group. car, far, mar, bar
Show me/circle the letter which makes the sound 'r' (ruh).*
- Item 5 Listen to the sound at the end of each group. bet, let, met, get.
Show me/circle the letter which makes the sound 't' (tuh).*
- Item 6 Listen to the sound at the end of each group. hid, lid, rid, bid
Show me/circle the letter which makes the sound 'd' (duh).*

Task 6

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Listen to these words: dip, dab, dog, dug. Which letter is making the sound at the start of the words, dip, dab, dog, dug? Circle it/show me.*
- Item 2 Listen to these words: hat, hop, hill, his. Which letter is making the sound at the start of the words, hat, hop, hill, his? Circle it/show me.*
- Item 3 Listen to these words: fog, fix, far, fur. Which letter is making the sound at the start of the words, fog, fix, far, fur? Circle it/show me.*
- Item 4 Listen to these words: din, pin, sin, fin. Which letter is making the sound at the end of the words, din, pin, sin, fin? Circle it/show me.*

- Item 5 Listen to these words: fib, rib, nib, bib. Which letter is making the sound at the end of the words, fib, rib, nib, bib? Circle it/show me.
- Item 6 Listen to these words: mug, dug, lug, jug. Which letter is making the sound at the end of the words, mug, dug, lug, jug? Circle it/show me.
- Item 7 The word hit has three sounds: h-i-t (sound the word out). The letter 'i' is making the sound in the middle of the word. Listen to these words: bit, fit, lit, sit. Circle/show me the letter which is making the 'i' (short 'i' sound) sound – bit, fit, lit, sit.
- Item 8 The word hit has three sounds: h-i-t (sound the word out). The letter 'i' is making the sound in the middle of the word. Listen to these words: bet, get, let, set. Circle/show me the letter which is making the 'e' sound – bet, get, let, set.
- Item 9 The word hit has three sounds: h-i-t (sound the word out). The letter 'i' is making the sound in the middle of the word. Listen to these words: bat, hat, mat, sat. Circle/show me the letter which is making the 'a' sound – bat, hat, mat, sat.
- Item 10 Listen to these words: chips, chops, church, chin. Which two letters are making the sound at the start of the words, chips, chops, church, chin? Circle them/show me.
- Item 11 Listen to these words: these, this, they, there. Which two letters are making the sound at the start of the words, these, this, they, there? Circle them/show me.
- Item 12 Listen to these words: shin, ship, shop, shed. Which two letters are making the sound at the start of the words, shin, ship, shop, shed? Circle them/show me.

Task 7

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 Listen to these words: rat, hat, sat, bat. Which set of letters is making the 'at' sound, the 'at' sound? – rat, hat, sat, bat. Circle them/show me.
- Item 2 Listen to these words: cot, got, dot, lot. Which set of letters is making the 'ot' sound, the 'ot' sound? – cot, got, dot, lot. Circle them/show me.
- Item 3 Listen to these words: bet, let, met, set. Which set of letters is making the 'et' sound, the 'et' sound? – bet, let, met, set. Circle them/show me.
- Item 4 Listen to these words: dip, hip, lip, sip. Which set of letters is making the 'ip' sound, the 'ip' sound? – dip, hip, lip, sip. Circle them/show me.

Item 5 Listen to these words: jug, lug, mug, rug. Which set of letters is making the 'ug' sound, the 'ug' sound? – jug, lug, mug, rug. Circle them/show me.

Item 6 Listen to these words: lop, hop, mop, pop. Which set of letters is making the 'op' sound, the 'op' sound? – lop, hop, mop, pop. Circle them/show me.

Task 8

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 Look at the signs. Which sign means 'no smoking'? Tick it/show me.

Item 2 Look at the signs. Which one is the sign for a hospital? Tick it/show me.

Item 3 Look at the signs. Which one is the sign for toilets? Tick it/show me.

Task 9

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

Item 1 Look at the words. Which word says 'and' as in 'I have a TV and a video'? – and. Circle it/show me.

Item 2 Look at the words. Which word says 'my' as in 'My train was late'? – my. Circle it/show me.

Item 3 Look at the words. Which word says 'want' as in 'I want some shopping'? – want. Circle it/show me.

Item 4 Look at the words. Which word says 'by' as in 'I am going by train'? – by. Circle it/show me.

Item 5 Look at the words. Which word says 'when' as in 'I'll get tea when she comes in'? – when. Circle it/show me.

Task 10

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

Suggested tutor script

- Item 1 You want to check the start of your favourite TV programme. Which one would you use? Tick/show me your answer.*
- Item 2 You want to check the train times. Which one would you use? Tick/show me your answer.*
- Item 3 It's your friend's birthday. Which one would you send? Tick/show me your answer.*
- Item 4 You are going shopping with a list of things to buy. Which one is a shopping list? Tick/show me your answer.*

Task 11

There are two versions of the task. Version one can be photocopied so that the learner can make her/his answers on the paper. Version two can be used as a showcard (possibly laminated) so that the learner can communicate her/his answers by her/his preferred method. These can be recorded by the tutor on the relevant pro forma.

This is a listening task. You have a short story to read the learner and some questions to ask him/her. Read the story first and then ask the questions. You can read the story twice before starting to ask the learner any questions if you want. As this is a listening assessment, it would be appropriate to only read the questions twice. You may also read the story again between questions, as learners using the ICT version will have this availability.

Suggested tutor script

Listen to the story and then answer the questions.

Ali likes his job. He works in the park. He likes the flowers best. He does not like cleaning the tools much.

- Item 1 Where does Ali work? Show me/tick your answer.*
- Item 2 What does Ali like best? Show me/tick your answer.*
- Item 3 What doesn't Ali like doing? Show me/tick your answer.*

The suggested instructions to read out to the learners are given in italics below. The wording of these instructions can be adapted providing the meaning is retained. You should use words and phrases familiar to the learners and you may repeat them as many times as necessary to ensure the learners understand the task demands.

Do not, however, read out question prompts (e.g. words for the spelling dictation) more often than is described in the task instructions. You may also find it helpful to point out features during the example questions and ensure that the learner fully understands the task requirements before you move on.

Task 1

Note: There are two versions of this task.

Version 1

If you wish to undertake the task without using a photocopy so that the learner does not need to use a pen/pencil, it is recommended that you make a laminate copy of version 1 so that the learner can point out the correct answer and the tutor can use the relevant pro forma to record the task answers.

Explain to the learner that for each question you will read out one of the four letters. The learner should point to the letter which they hear. The tutor can record the learner's answer on the task record sheet. Note, however, that the choice available for each question is only from the four letters in that line.

Version 2

This allows the tutor to photocopy the task sheet for the learner to circle the answer on the paper copy.

Explain to the learner that for each question you will read out one of the four letters. The learner is to draw a circle around the letter that they hear. If there is any confusion, you might like to make a comparison with a bingo game. Note, however, that the choice available for each question is only from the four letters in that line.

Suggested tutor script

I will read out a letter. For each question, put a circle around/point to the letter I read out. We will do the example together. The letter is 'j'.

Read out the name of the letter rather than its phonetic sound. For example, 'j' sounds like 'jay' rather than 'juh'. Read the letter twice only.

You should have circled/pointed to this letter, the letter 'j' (point to the letter 'j' in the first question, third from the left).

Check that the learners have understood the task.
Then read out the following letters, twice only.

- Item 1 s
- Item 2 b
- Item 3 F
- Item 4 u

The remaining questions have a different format.

- Item 5 Circle the vowel
- Item 6 Circle the vowel
- Item 7 Circle the consonant
- Item 8 Circle the consonant

Task 2

Please look at the six pictures. I will read out a number and what one of the pictures is of. You should write that number in the box underneath the correct picture. We will do the first one as an example. Write the number '1' in the box underneath the picture of a birthday card.

Check that the learner understands the task, and that they have written a number '1' in the box under the picture of a card with a cake. Say each prompt below twice.

Write the number '2' in the box underneath the picture of a shopping list.

Write the number '3' in the box underneath the picture of an advertisement.

Write the number '4' in the box underneath the picture of an appointment card.

Write the number '5' in the box underneath the picture of a warning sign.

Write the number '6' in the box underneath the picture of a get well card.

Task 3

Note: There are two versions of this task.

Version 1

If you wish to undertake the task without using a photocopy so that the learner does not need to use a pen/pencil, it is recommended that you make a laminate copy of version 1 so that the learner can point out the correct answer and the tutor can use the relevant pro forma to record the task answers.

Version 2

This allows the tutor to photocopy the task sheet for the learner to circle the answer on the paper copy.

Tutor instructions

Explain to the learner that for each question you will read out one of the four words. The learners are to draw a circle around/point to the word they hear. If there is any confusion, you might like to make a comparison with a bingo game. Note, however, that the choice available for each question is only from the four words in that line.

I will read out a word. For each question, put a circle around/point to one of the four words that you think matches the word I read out. I will only say each word and its example twice, so listen carefully.

We will do the example together. The word is 'hut' as in the sentence 'There is a hut by the beach'.

Read the word twice only, and its sentence prompt twice only.

You should have circled/pointed to this word, 'hut' (point to the word 'hut' in the first question, last from the left).

Check that the learner has understood the task. Then read out the following. Read each word and its sentence twice only.

- | | |
|----------------|---|
| <i>Item 1</i> | <i>him. She made him smile. him</i> |
| <i>Item 2</i> | <i>two. I have two older sisters. two</i> |
| <i>Item 3</i> | <i>got. I have got a lot of records. got</i> |
| <i>Item 4</i> | <i>dark. It was very dark that night. dark</i> |
| <i>Item 5</i> | <i>drop. Don't drop the glass! drop</i> |
| <i>Item 6</i> | <i>back. I have a sore back. back</i> |
| <i>Item 7</i> | <i>look. I look for shells on the beach. look</i> |
| <i>Item 8</i> | <i>want. I want to go on holiday. want</i> |
| <i>Item 9</i> | <i>them. We should invite them for dinner. them</i> |
| <i>Item 10</i> | <i>your. It's your birthday next week. your</i> |

Task 4

Suggested tutor script

In this task, two of the words in each set of three rhyme, but one doesn't. Put a circle round the word in each set that doesn't rhyme with the others.

We will do the first one as an example. The words are 'dog', 'get' and 'log'. 'Dog', 'get' and 'log'. So put a circle around the word that doesn't rhyme.

(pause)

You should have put a circle around 'get', because it doesn't rhyme with 'dog' and 'log'.

(point to the word 'get' in the example)

I won't read the words out, you have to read them yourself.

Check that the learner understands the task.

Task 5

Suggested tutor script

For this task, you should choose the word from the four choices that would make a sentence. We will do the example together. So, which word do you think should go in the space? You should tick the box beside the word that you think is the right answer. Only tick one box for each question. If you think you've made a mistake, you can change it, but make the change as clear as you can.

Allow the learner time to make her/his choice.

The right answer is 'tea', the third one (point to the word 'tea'). So you should have ticked the box to the right of 'tea'.

Allow the learner to comment on her/his answer and change it if s/he wishes to do so. Check that s/he understands the tick box format.

Check that the task instructions are understood, then allow sufficient time for the learner to complete the task.

Task 6

Explain to the learner that s/he is to read the text, and that you will ask them some questions about it.

Suggested tutor script

Please read the text on the showcard (point to the text).

Give the learner sufficient time to read the text about Sam. Check that the learner has read the text, then explain that you will do the first question together, as an example.

Example question:

Who is Sam?

You should tick the box under the picture which you think is the right answer. Only tick one box for each question. If you think you've made a mistake, you can change it, but make the change as clear as you can.

Allow the learner time to make her/his selection.

The right answer is this one (point to fourth picture from left). So you should have ticked the box under this picture.

Allow the learner to comment on her/his answer and change it if they wish to do so. Check that s/he understands the tick box format.

Then read out the rest of the questions, twice only, allowing time for the learner to make her/his response.

I am going to read the rest of the questions out, twice each.

- Item 1 Where does Sam work?*
- Item 2 What else does Sam sell?*
- Item 3 What time does Sam start work?*
- Item 4 How does Sam get to work?*
- Item 5 What does Sam like to do at night?*
- Item 6 What does Sam do on Sundays?*

Tutor instructions for learner picking out the pictures

If you would like to do the task in a format where the learner does not have to write the number beneath the picture but points to the answer or makes a mark in the box, you will need a laminate showcard of the task or a photocopy. Use the recording pro forma for the answers.

Task 7

Suggested tutor script

In this task, you have to put the words in the correct order to make a sentence. Let's do the example together. Write the words in the correct order to make a sentence. The first word has been put in place for you.

Give the learner time to complete the sentence.

You should have written 'He went on Monday'.

Make sure that the learner understands the task.

Task 8

Suggested tutor script

This is a spelling task. I will read a word and you should write it on the page. In the first item, some letters are already there to help you. In items 9 to 11 you only know how many letters there are in the word, with one dash for each letter. Then in the last items you have to decide how many letters there are. I will say each word, and then a sentence with the word. Only write down the word. I will only say each word and its example twice, so listen carefully.

We will do the first one together as an example.

The word is 'sat'. They sat on the seat.

Allow time for the learner to write the letter 's' as the answer to the example.

The spelling of 'sat' is S A T. So you should have written an 's' on the first space.

Check that the learner understands the task. Read each word and its sentence prompt twice only.

Item 1	<i>get. I must get her phone number. get</i>
Item 2	<i>big. I bought a big bar of chocolate. big</i>
Item 3	<i>trip. I am going on a trip to France. trip</i>
Item 4	<i>plug. I put the plug in the sink. plug</i>
Item 5	<i>the. What time does the film start? the</i>
Item 6	<i>into. We climbed the gate to get into the field. into</i>
Item 7	<i>cold. It is a very cold day. cold</i>
Item 8	<i>seven. There are seven days in the week. seven</i>
Item 9	<i>did. How did you get in? did</i>
Item 10	<i>was. It was the first time I had been ice-skating. was</i>
Item 11	<i>what. What is the name of the restaurant? what</i>
Item 12	<i>bell. The bell was ringing. bell</i>
Item 13	<i>lost. The woman lost her umbrella. lost</i>
Item 14	<i>here. I don't remember how I got here. here</i>
Item 15	<i>Friday. My favourite day of the week is Friday. Friday</i>

Task 9

Task 9 is an opportunity to analyse a sample of free writing in response to a visual prompt. Use the free writing marking scheme to convert the score for an ICT generated ILP.

Using the Speaking and listening assessment profiles

Task 10 – Listen and respond

There are a variety of situations in which the assessment materials and the grading profiles can be used. The range covered by the curriculum covers simple narratives, statements, questions and simple step instructions. Suggestions for assessment situations which can be set up by the tutor as one-to-one or paired interactions include:

- using the initial interview or diagnostic interview situation to assess listening to questions and making statements
- asking learners to give short explanations in small groups concerning activities with which they are familiar
- asking learners to work in small groups or pairs to give and follow small-step instructions for familiar work or daily activities, e.g. logging on to the computer
- using simple narratives, e.g. learners' writing, as small group assessment opportunities.

Task 11 – Speak to communicate/Engage in discussion

Speaking assessments are also opportunities to assess listening skills. The curriculum element for engage in discussion has been included on the assessment profile as small group interactions are also

opportunities to assess this element. Suggestions for assessment situations which can be set up by the tutor as one-to-one or paired interactions include:

- using the initial interview or diagnostic interview situation to assess responses to questions, making statements and requests
- asking learners to give short explanations in small groups concerning activities with which they are familiar
- asking learners to work in small groups or pairs to ask questions or obtain specific information for familiar work or daily activities, e.g. logging on to the computer
- using a paired activity with another learner to provide and request information e.g. each learner has a different picture and each learner has to provide information in response to questions from the other
- discussion of a particular activity or topical item with the tutor or another learner.

Task 1

Work through the example with the learner to make sure that s/he understands the requirements of the task. Once you have done the example item, the learner should complete the rest of the task independently.

Task 2

Work through the example item with the learner to make sure that s/he has understood the task. This is a task which the learner must read her/himself. Once you have done the example item, the learner should complete the rest of the task independently.

Task 3

Work through the example with the learner making sure that s/he understands the meaning of syllable as a unit of sound. Explain to the learner about the need to read each word and then to say how many 'beats' or parts are in each word. The learner can read the words aloud. Explain that s/he might have heard these beats or parts called syllables. Tap out the example word on the table to illustrate the point – two taps as the word danc / ing is said slowly.

Task 4

Note that this task has two versions.

Version 1

This version requires the learner to draw a line to match the appropriate caption with the correct image. The first one has been done as an example. Work through this example with the learner. If you are satisfied that the learner understands the task, s/he should complete the rest of the task independently.

Version 2

This version can be undertaken practically by making a card resource by gluing or printing the sheet supplied to card or printed to card and laminated if necessary. The cards should be cut as shown. Put all the cards on a flat surface keeping the images and captions in separate groups. Say to the learner:

I would like you to show me which headlines go with which photo. We'll do the first one together.

Pick out the image of the lion.

Which caption goes with this photo?

Let the learner pick out a caption. If the learner does not pick out the caption Lion Escapes From Zoo, show her/him the correct caption. Then make sure these two are removed from the cards available and let the learner match the rest of the cards. You can record the responses on the relevant pro forma.

Task 5

Work through the example item with the learner to make sure that s/he has understood the task. This is a task which the learner must read her/himself. Once you have done the example item, the learner should complete the rest of the task independently.

Task 6

It would be useful to make the street map into a laminated showcard. Certainly, the learner would find this task easier to complete if the map was shown on a separate page so that the task can be completed alongside the map. Work through the example with the learner and check that s/he has understood the requirements of the task. The correct response should be the sport shop. Once you have done the example item, the learner should complete the rest of the task independently.

After the first three questions, spend time with the second example item, again making sure that the learner understands the rest of the task before allowing her/him to complete it independently. The correct order is 4, 2, 1, 3.

Task 7

Work through the example with the learner to make sure that s/he understands the requirements of the task. The correct response is fire. Once you have done the example item, the learner should complete the rest of the task independently.

Task 8

The text should be kept separate from the task so that the learner can complete the task alongside it. The learner should read the text and complete the task independently.

Task 9

Note that this task has two versions.

Version 1

This version requires the learner to draw a line to match the appropriate text type with the correct text. The first one has been done as an example. Work through this example with the learner. If you are satisfied that the learner understands the task, s/he should complete the rest of the task independently.

Version 2

This version can be undertaken practically by making a card resource, gluing or printing the sheet supplied to card and laminated if necessary. The cards should be cut as shown. Put all the cards on a flat surface keeping the text types and texts in separate groups. Say to the learner:

I would like you to show me where you think these pieces of text come from. We'll do the first one together.

Pick out the text headed Straight Gangster.

Where do you think you would find this?

Let the learner pick out a text type. If the learner does not pick out the TV guide, show her/him the correct name. Then make sure these two are removed from the cards available and let the learner match the rest of the cards. You can record the responses on the relevant pro forma.

Task 10

Suggested tutor script

This is a spelling section. I will read a word and you should write it on the page. I will say each word, and then a sentence with the word. Only write down the word. I will only say each word and its example twice, so listen carefully.

Check that the learner understands the task. Read each word and its sentence prompt twice only.

- | | |
|----------------|--|
| <i>Item 1</i> | <i>black. I want to paint this door black. black</i> |
| <i>Item 2</i> | <i>fly. Planes fly over here all day. fly</i> |
| <i>Item 3</i> | <i>keep. We keep our jam in the fridge. keep</i> |
| <i>Item 4</i> | <i>green. My favourite colour is green. green</i> |
| <i>Item 5</i> | <i>head. I have a sore head. head</i> |
| <i>Item 6</i> | <i>gave. The tape you gave me is great. gave</i> |
| <i>Item 7</i> | <i>left. Turn left at the station. left</i> |
| <i>Item 8</i> | <i>house. He lives in an old house. house</i> |
| <i>Item 9</i> | <i>round. A circle is round. round</i> |
| <i>Item 10</i> | <i>after. The hotel will be closed after 10 o'clock. after</i> |
| <i>Item 11</i> | <i>walk. We can walk to the castle. walk</i> |
| <i>Item 12</i> | <i>once. Once you have started, there is no going back. once</i> |
| <i>Item 13</i> | <i>going. Everything is going to be fine. going</i> |
| <i>Item 14</i> | <i>should. You should turn the music down. should</i> |
| <i>Item 15</i> | <i>because. I did it because I needed the money. because</i> |

Task 11

Work through the example with the learner to make sure that s/he understands the requirements of the task. The correct response is 'She loves sunny weather'. Once you have done the example item, the learner should complete the rest of the task independently.

Task 12

Task 12 is an opportunity to analyse a sample of free writing in response to a visual prompt. Use the free writing marking scheme to convert the score for an ICT generated ILP.

Using the Speaking and listening assessment profiles

Task 13 – Listen and respond

There are a variety of situations in which the assessment materials and the grading profiles can be used. The range covered by the curriculum covers simple narratives, explanations, instructions and presentations. Suggestions for assessment situations which can be set up by the tutor as one-to-one or paired interactions include:

- using a short narrative of an appropriate reading level, read aloud by the teacher or learner and asking questions to assess identification of general meaning and specific details
- asking learners to give short explanations in small groups concerning activities with which they are familiar, e.g. aspects of employment and asking questions to assess identification of main points
- asking learners to work in small groups or pairs to give and follow small-step instructions for familiar work or daily activities, e.g. logging on to the computer.

Task 14 – Speak to communicate

Remember that speaking assessments are also opportunities to assess listening skills. Suggestions for assessment situations which can be set up by the tutor as one-to-one or paired interactions, include:

- asking small groups to give presentations to each other describing a familiar task, a memorable event, a holiday or leisure activity or a history of the life of someone they admire
- asking learners to give short explanations in small groups concerning activities with which they are familiar
- asking learners to work in small groups or pairs to ask questions to obtain specific information, e.g. logging on to the computer
- using a paired activity with another learner to provide and request information, e.g. each learner has a different picture and each learner has to provide information in response to questions from the other.

Task 15 – Engage in discussion

Learners can engage in a small group discussion using a topical local or national news item as a prompt. Remember that this is also an opportunity to assess speak to communicate.

Task 1

The learner should read the example her/himself and work through the task independently.

Task 2

The learner should read the example her/himself and work through the task independently.

Task 3

For this task it would be useful if you kept the library information sheet separate from the task so that the learner can keep the text alongside the questions.

Task 4

For this task it would be useful if you kept the health and safety text separate from the task so that the learner can keep the text alongside the questions.

Task 5

For this task it would be useful if you kept the school letter separate from the task so that the learner can keep the text alongside the questions.

Task 6

The learner is required to read and work through the task independently.

Task 7**Suggested tutor script**

This is a spelling section. I will read a word and you should write it on the page. I will say each word, and then a sentence with the word. Only write down the word. I will only say each word and its example twice, so listen carefully.

Check that the learner understands the task. Read each word and its sentence prompt twice only.

- | | |
|---------------|---|
| <i>Item 1</i> | <i>very. It is very cold tonight. very</i> |
| <i>Item 2</i> | <i>love. I love the smell of a bonfire. love</i> |
| <i>Item 3</i> | <i>girl. The girl has a blue dress. girl</i> |
| <i>Item 4</i> | <i>these. These chocolates are delicious! these</i> |
| <i>Item 5</i> | <i>night. We danced all night. night</i> |

Item 6	<i>brother. I have one younger brother. brother</i>
Item 7	<i>brown. She has brown hair. brown</i>
Item 8	<i>too. The table is too big for this room. too</i>
Item 9	<i>lived. I lived in London for three years. lived</i>
Item 10	<i>where. Where are my gloves? where</i>
Item 11	<i>their. They quietly finished their lunch. their</i>
Item 12	<i>would. I would tell you if I knew. would</i>
Item 13	<i>twelve. There are twelve cars in the race. twelve</i>
Item 14	<i>Wednesday. I will see you on Wednesday. Wednesday</i>
Item 15	<i>people. A lot of people came to the show. people</i>

Tasks 8, 9 and 10

The learner should read the example her/himself and work through the task independently.

Task 11

Task 11 is an opportunity to analyse a sample of free writing in response to a visual prompt. Use the free writing marking scheme to convert the score for an ICT generated ILP.

Using the Speaking and listening assessment profiles

Task 12 – Listen and respond

There are a variety of situations in which the assessment materials and the grading profiles can be used. The range in the curriculum covers narratives, explanations, instructions and presentations. Suggestions for assessment situations which can be set up by the tutor for small group tasks, include:

- presentations on the life of someone the learner admires or finds interesting
- explanations of how to do a work, leisure or daily life task
- a description of a personal, local or national event
- a description of a film or book review.

Task 13 – Speak to communicate

Remember that speaking assessments are also opportunities to assess listening skills. The listening situations for tasks 12 and 14 can also be used as assessment opportunities for speak to communicate using the grading profiles.

Task 14 – Engage in discussion

Learners can engage in a small group discussion using a topical local or national news item as a prompt. The group could also discuss a shared book, TV programme or film review. Remember that this is also an opportunity to assess speak to communicate.

Tasks 1, 2 and 3

For these tasks it would be useful if you kept the text separate from the task so that the learner can keep the text alongside the questions. The learner must work through the instructions and task independently.

Task 4

Suggested tutor script

This is a spelling section. I will read a word and you should write it on the page. I will say each word, and then a sentence with the word. Only write down the word. I will only say each word and its example twice, so listen carefully.

Check that the learner understands the task. Read each word and its sentence prompt twice only.

- | | |
|----------------|---|
| <i>Item 1</i> | <i>friends. I hope my friends come to the party. friends</i> |
| <i>Item 2</i> | <i>thought. I thought you weren't coming. thought</i> |
| <i>Item 3</i> | <i>suddenly. I suddenly saw the solution. suddenly</i> |
| <i>Item 4</i> | <i>continue. We will continue up the hill. continue</i> |
| <i>Item 5</i> | <i>creatures. Many strange creatures live in the sea. creatures</i> |
| <i>Item 6</i> | <i>physical. This job is very physical. physical</i> |
| <i>Item 7</i> | <i>controlled. The lights are controlled by this switch. controlled</i> |
| <i>Item 8</i> | <i>destruction. The accident caused a lot of destruction. destruction</i> |
| <i>Item 9</i> | <i>machinery. There is a lot of machinery in the factory. machinery</i> |
| <i>Item 10</i> | <i>especially. I like music – especially jazz. especially</i> |
| <i>Item 11</i> | <i>recycled. This paper has been recycled. recycled</i> |
| <i>Item 12</i> | <i>necessary. Formal dress is not necessary. necessary</i> |

Task 5, 6 and 7

The learner must work through the instructions and task independently.

Task 8

Task 8 is an opportunity to analyse a sample of free writing in response to a visual prompt. Use the free writing marking scheme to convert the score for an ICT generated ILP.

Using the Speaking and listening assessment profiles

Task 9 – Listen and respond

There are a variety of situations in which the assessment materials and the grading profiles can be used. The range in the curriculum covers narratives, explanations, instructions and presentations. Suggestions for assessment situations which can be set up by the tutor for small group tasks, include:

- presentations on the life of someone the learner admires or finds interesting
- explanations of how to do a work, leisure or daily life task
- a description of a personal, local or national event
- a description of a film or book review.

At this level, there should be the opportunity for lengthier and more formal presentation, explanations, instructions and narratives which include realia, slides, images and diagrams.

Task 10 – Speak to communicate

Remember that speaking assessments are also opportunities to assess listening skills. The listening situations for tasks 9 and 11 can also be used as assessment opportunities for speak to communicate using the grading profiles.

Task 11 – Engage in discussion

Learners can engage in a small group discussion using a topical local or national news item as a prompt. The group could also discuss a shared book, TV programme or film review. Remember that this is also an opportunity to assess speak to communicate.

Tasks 1, 2 and 3

The learner should be issued with the Delton Carnival booklet. S/he is required to work through the instructions and tasks independently.

Task 4

Suggested tutor script

This is a spelling section. I will read a word and you should write it on the page. I will say each word, and then a sentence with the word. Only write down the word. I will only say each word and its example twice, so listen carefully.

Check that the learner understands the task. Read each word and its sentence prompt twice only.

- | | |
|----------------|--|
| <i>Item 1</i> | <i>effect. The effect on the countryside is serious. effect</i> |
| <i>Item 2</i> | <i>losing. The share price is losing value. losing</i> |
| <i>Item 3</i> | <i>argument. I don't want to have an argument. argument</i> |
| <i>Item 4</i> | <i>beautiful. This is a beautiful city. beautiful</i> |
| <i>Item 5</i> | <i>disguise. The spy wore a cunning disguise. disguise</i> |
| <i>Item 6</i> | <i>knowledge. Knowledge does not only come from books. knowledge</i> |
| <i>Item 7</i> | <i>development. There has been a new development. development</i> |
| <i>Item 8</i> | <i>nuisance. That noise is such a nuisance! nuisance</i> |
| <i>Item 9</i> | <i>independent. The country has voted to be independent. independent</i> |
| <i>Item 10</i> | <i>accidentally. The vase was broken accidentally. accidentally</i> |
| <i>Item 11</i> | <i>separate. These are two separate issues. separate</i> |
| <i>Item 12</i> | <i>mosquito. You can get malaria from a mosquito bite. mosquito</i> |
| <i>Item 13</i> | <i>maintenance. The maintenance costs will be very high. maintenance</i> |
| <i>Item 14</i> | <i>practice. This is the usual practice in colleges. practice</i> |
| <i>Item 15</i> | <i>accommodation. Accommodation here is cheap. accommodation</i> |

Tasks 5, 6 and 7

The learner must work through the instructions and tasks independently.

Task 8

Task 8 is an opportunity to analyse a sample of free writing in response to a visual prompt. Use the free writing marking scheme to convert the score for an ICT generated ILP.

Using the Speaking and listening assessment profiles

Task 9 – Listen and respond

There are a variety of situations in which the assessment materials and the grading profiles can be used. The range in the curriculum covers narratives, explanations, instructions and presentations. Suggestions for assessment situations which can be set up by the tutor for small group tasks, include:

- presentations on the life of someone the learner admires or finds interesting
- explanations of how to do a work, leisure or daily life task
- a description of a personal, local or national event
- a description of a film or book review.

At this level, there should be the opportunity for lengthier and more formal presentation, explanations, instructions and narratives which include realia, slides, images and diagrams.

Task 10 – Speak to communicate

Remember that speaking assessments are also opportunities to assess listening skills. The listening situations for tasks 9 and 11 can also be used as assessment opportunities for speak to communicate using the grading profiles.

Task 11 – Engage in discussion

Learners can engage in a small group discussion using a topical local or national news item as a prompt. The group could also discuss a shared book, TV programme or film review. Remember that this is also an opportunity to assess speak to communicate.

Pre-entry section

Pre-entry assessment

The Pre-entry assessment materials are designed to be used as guidance cards which can be used from this pack or made into separate cards. There is a card for each set of milestone indicators. The guidance suggests activities which can be used for diagnostic assessment and, where appropriate, a suggested resource or task.

Recording the assessment

Use the recording sheets to keep an overall record of assessment for the learner.

The individual task record pro forma allows teacher and learner to identify a discrete task or naturally occurring activity which either person may wish to record as an assessment opportunity. Remember that the learner may wish to use a variety of multimedia formats to capture assessment information that s/he can present at review.

Assessment feedback

If the teacher uses a discrete task, the diagnostic feedback will be given at three levels – ‘Emerging’, ‘Consolidating’, and ‘Established’. It is useful to use these three profiles when making observational assessments. Generally, the three profile bands are described as follows.

- **Emerging (eM):** The learner has skills which are at the emerging stage of the milestone indicator. The learner will be working at the very early stages of the indicator descriptions.
- **Consolidating (C):** The learner is demonstrating some skills within the milestone indicator description and examples but has identified some areas which s/he wishes to strengthen.
- **Established (E):** The learner is demonstrating secure skills within the milestone indicator descriptions. S/he may wish to extend her/his skills within a wider range of contexts or develop skills at a different level.

What are the purposes of effective assessment?

- Motivates individual learners and values their achievements
- Helps to establish what each learner knows, understands and can do
- Helps to provide feedback which involves the learner in her/his own learning
- Helps to identify individual strengths and areas for development
- Helps to inform the planning of the next step in learning
- Supports the setting of clear, individual targets
- Supports the tutor and learner in monitoring progress

The following text has been taken from the *Adult pre-entry curriculum framework for Literacy and Numeracy*, DfES 2002.

Assessment

Why assess?

Assessment means collecting information in order to make decisions. Assessment should provide the information required to build and maintain a profile of the learner. This will enable teachers and trainers to establish and review both the learner's requirements and the learning opportunities that can be provided for them. It will also provide feedback to the learner on her/his progress.

Assessment is therefore an integral part of the planning and implementation of teaching and learning within the curriculum framework.

In principle, the purpose of assessing adults with learning difficulties is no different from that of assessing other learners. However, the techniques used and the tasks set may need to be adapted to suit individual learners.

When to assess?

- **Initially:** To build a learner's profile and identify and agree with the learner the starting points for teaching and learning
- **As part of an ongoing process:** Integral to teaching and learning, in which teachers and trainers assess a learner's progress and encourage learners to recognise, judge and value their own progress
- **At key points:** Such as at the end of a particular phase, module or learning programme, to establish the 'distance' the individual has travelled in her/his learning, the effectiveness of the learning, and to inform the planning of next steps.

What can contribute to effective assessment?

Building on previous assessments and existing information

Previous assessments and records can be a valuable starting point. Since 1982, learners identified as having learning difficulties and/or disabilities while at school will already have been assessed by the education service. There may also be other assessments from health and social services. Recent school leavers will have Individual Transition Plans and National Records of Achievement or Progress Files, which convey personal achievements and interests as well as medium- and long-term goals and aspirations.

Being aware of personal and environmental factors

Each learner will have individual characteristics, experiences and abilities. The extent to which an individual is able to demonstrate that s/he has achieved a learning outcome (as described in an indicator) will depend to some extent on external factors such as:

- distractions, such as noise or light
- the degree of familiarity with the environment or the equipment that is used
- the general emotional climate in which the assessment takes place (this may be affected by past experiences or factors in the learner's personal life such as feelings the learner may have about being assessed, or the learner's capacity or willingness to communicate that they are feeling uncomfortable or enjoying the process, etc.)

- the learner's relationship with the teachers and trainers involved
- how a particular activity or task is presented.

Promoting the learner's active involvement

Assessment should always help learners to:

- express what they want to learn and perhaps how they prefer to learn
- share their interests and aspirations
- communicate how they feel they are doing
- recognise and acknowledge their own achievements.

Focusing on what a learner can do

Tasks and tests used for assessments should start from the earliest milestones and progress towards more complex tasks. This will help to focus the assessment, positively, on what a learner can do.

Assessment outcomes are likely to show that most learners are working at different milestones in different curriculum elements and, possibly, that they are working at different milestones across different sub-elements.

Using a variety of approaches

The approaches used could include observations, structured tasks and tests, discussions and interviews, but should focus on the kinds of practical activity that a learner encounters in daily life. The methods to be used should be chosen in recognition and respect of the learner's age, interests, prior achievements, experiences and views.

Pooling or sharing information

Everyone who has regular contact with the learner – support workers, other teachers and trainers involved in planning and delivery, and parents or carers – can usefully contribute to assessment.

Information can be shared through course team meetings, learner-centred planning reviews, informal exchanges, and written records of the learner's achievements and progress. However, consent of the learner and confidentiality are key issues, and must be given close attention.

How do teachers and trainers carry out initial assessments?

To help plan an appropriate programme with a new learner, teachers and trainers will need to begin by finding out as much as possible about the learner. This can take from a few weeks to several months, depending on the organisation's policy on assessment and the complexity of the learner's needs. Part of the initial assessment will determine which learning outcomes (i.e. indicators) the learner is currently achieving in literacy and numeracy, and will draw information from previous records of the learner's achievement.

Throughout this period, teachers and trainers will be aiming to identify and understand the learner's:

- personal interests, emotional state and aspirations
- current capabilities, as demonstrated by the indicators, in order to determine future priorities and medium-term targets

- support needs, including how much support s/he needs to undertake and complete tasks, as well as specific needs in terms of equipment or resources
- preferred learning environments (e.g. a quiet or a more bustling atmosphere, whether s/he likes to work individually, one-to-one, or in a group) and everyday contexts that will motivate the learner
- particular approaches to learning, e.g. the learner's preferred means of communication, the kind of prompts s/he prefers (spoken, visual, physical), and how s/he prefers to receive feedback.

This information will form the basis of a profile. Below are a range of different methods that teachers and trainers will need to combine to build a profile of the learner and her/his learning needs.

Curriculum-based tasks

Teachers and trainers can set a learner a series of pre-determined tasks selected from across the range of sample learning activities in the curriculum framework and/or from those that they have devised themselves.

Using detailed observation and discussion, teachers and trainers can find out more about a learner's general approach to learning. They can also work with the learner to identify the learning outcomes (i.e. indicators) that s/he is currently achieving and plan the next steps.

By observing the way in which a learner approaches a particular task and interacting with them, teachers and trainers can find out:

- whether the learner understands what s/he is being asked to do
- whether the learner can explain why s/he used a particular approach
- what the learner can do without support
- what kinds of prompts the learner requires
- how long the learner can concentrate on a given task or activity
- whether the learner can complete a similar task in more than one context, e.g. framing a question to ask for help in a work setting as well as in the learning or training centre
- how the learner responds to different types of question, e.g. *What would happen if...? Can you think of a way of...?*

One-to-one and group discussions

Discussions provide opportunities for discovering the learner's interests and preferences as well as assessing communication and literacy skills and how the learner functions in a group.

For example, the use of eye contact and Objects Of Reference (OORs) – such as signs and symbols, drawings, personal possessions or photographs of familiar people – can be aids to stimulating and maintaining discussion. They can also present opportunities for observing the learner's participation in terms of turn-taking and cooperation.

Using a learner's National Record of Achievement or Progress File (whether on paper, disc or audio/video tape) can also help the learner make links to other parts of their life and encourage them to think, in discussions, about their interests and aspirations.

Observation

As well as observing an individual's responses to specific tasks, it is also helpful to observe a learner in other activities – such as using the canteen, making social arrangements, or going to the local shops – to see how the learner applies skills in different contexts.

Careful observation can test any assumptions that may have been made about a person's learning preferences and the learning outcomes (i.e. indicators) s/he is working to achieve. Taking time to observe learners will be particularly important for those who rely on non-verbal means of communication.

It is important that teachers and trainers identify beforehand what they want to find out.

The things teachers and trainers might look for include:

- how long a learner can concentrate on different tasks
- which staff and peers a learner apparently prefers to work with
- how a learner responds to light, sounds, touch, taste, room temperature, etc.
- how a learner responds to the proximity of others
- which methods of communication are used and which method(s) the learner appears to prefer
- whether a learner performs differently in literacy and numeracy at different times of the day or week, or in different sessions.

Effective observation can be helped by:

- targeting specific learners for observation – not trying to do too much at once!
- specifying times for observation of the learner at work
- giving responsibility for observation and record keeping to named members of staff at designated times – support staff could be trained to carry out the observations so that the time of teachers and trainers is freed up
- involving learners in the assessment and recording process – learners can review their own progress and that of others.

Working like this means that the assessment process becomes an integral part of the processes of teaching and learning for all learners.



Encounter experiences

Contexts for communication

CCe/M1a

Indicators

1. Encounter activities and experiences, while they are present, they may be
 - passive
 - resistant
 - responsive

Assessment activities

Use personal care, feeding and sensory routines as opportunities to engage in communication and to stimulate responses. You may also wish to create experiences which stimulate responses such as those suggested in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver. Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing likes, dislikes

Encouraging learner vocalisation, smiling and expressions of feeling

Encouraging learner awareness of objects and people

Observation and encouragement of visual tracking by the learner

Observation of and encouragement to turn head towards the person or sound by the learner

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas, see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Respond with reflex

Contexts for communication

CCr/M1a

Indicators

1. Give reflex responses, for example
 - too cold
 - too hot
 - being startled
 - being in pain
 - being happy
2. Participation is fully prompted

Assessment activities

Use personal care, feeding and sensory routines as opportunities to engage in communication and to stimulate responses. You may also wish to create experiences which stimulate responses such as those suggested in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries, and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing likes, dislikes

Encouraging learner vocalisation, smiling and expressions of feeling

Encouraging learner awareness of objects and people

Observation and encouragement of visual tracking of people or objects by the learner

Observation of and encouragement to turn head towards the person or sound by the learner

Observation and encouragement for the learner to react to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage in communication

Contexts for communication

CCc/M1b

Indicators

1. Show emerging awareness of
 - a. activities
 - b. experiences
 - c. people
2. Focus attention briefly on
 - a. people
 - b. events
 - c. objectssuch as by focusing attention briefly on a familiar person
3. With some inconsistencies, give intermittent interpersonal responses such as by becoming excited during a social activity

Assessment activities

Use personal care, feeding and sensory routines as opportunities to engage in communication and to stimulate responses. You may also wish to create experiences which stimulate responses such as those suggested in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries, and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing like, dislike

Encouraging learner vocalisation, smiling and expressions of feeling

Encouraging learner awareness of objects and people

Observation and encouragement of visual tracking of people or objects by the learner

Learner turning head towards the person or sound

Learner reacting to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Learner reacting with a positive response, e.g. smiling

Learner showing selection of vocalisations and facial expressions

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage in communication

Contexts for communication

CCc/M2a

Indicators

1. With some inconsistencies, respond to

a. the voices of familiar others and familiar sounds	c. familiar events
b. for those who are deaf, the movement of others	d. familiar objects

2. With some inconsistencies, show interest in

a. people	b. events	c. objects
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3. Accept and engage in explorations such as by focusing attention on and/or imitating facial expressions of familiar others

4. Perform actions which demonstrate responses to communication

5. React to new activities and experiences, for example by purposefully
 - withholding their attention from, or
 - committing their attention to an

a. activity	b. experience	c. object
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Assessment activities

Use familiar events and routines for assessment opportunities. For indicators 3 to 5 explore a range of new experiences for the learner such as visits to shops, leisure centres, theme parks. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and people
- Communicates about new or changing aspects of the environment

Suggested next steps

Determine which significant response to reinforce and associate the behaviour with the desired communication, e.g. expressing like, dislike

Learner showing awareness of objects and people

Observation and encouragement of visual tracking of people or objects by the learner

Learner turning head towards the person or sound

Learner reacting to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Learner reacting with a positive response, e.g. smiling

Learner showing selection of vocalisations and facial expressions

Learner starting to use a variety of vocalisations and gestures

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas see: Coupe O’Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage in communication

Contexts for communication

CCc/M2b

Indicators

1. Show intermittent, proactive interactions with
 - a. people
 - b. events
 - c. objects
2. Co-operate with full support
 - a. in supported participation
 - b. with shared explorations including
 - i. focusing their attention, when prompted, on sensory aspects of activities
 - ii. taking turns in interactions with a familiar person
 - iii. imitating actions with/of a familiar person
3. Recognise familiar
 - a. people
 - b. events
 - c. objectssuch as when vocalising or signing/gesturing in response to the presence of a familiar person
4. Communicate consistent preferences and affective responses
5. Remember learned responses over short periods of time such as when repeating an action, sound or word in response to the presence of a familiar person

Assessment activities

Use familiar events and routines for assessment opportunities. Explore a range of new experiences for the learner such as games, visits to shops, leisure centres, theme parks. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and people
- Communicates about new or changing aspects of the environment

Suggested next steps

Learner reacting to the same stimulus in a consistent way

Learner showing awareness and/or anticipation of routines

Learner reacting with a positive response, e.g. smiling

Learner showing selection of vocalisations and facial expressions

Learner showing variety of vocalisations and gestures

Learner making increasingly deliberate movements

Learner determining a communication of choice

Learner using eye or finger pointing

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage in communication

Contexts for communication

CCc/M3a

Indicators

1. Intentionally and intermittently, indicate the wish to communicate, for example through
 - eye contact
 - facial expression
 - gesture
 - vocalisation
2. Request events or activities such as by pointing to a preferred person
3. Participate in shared activities with less support and sustain concentration for short periods
4. Explore materials in more varied ways such as by reaching out and feeling for objects as tactile cues to events
5. Observe the results of their own actions with interest such as when listening to their own vocalisations
6. Remember learned responses over longer periods such as indicating recognition of a person or object not in their daily experience

Assessment activities

Use familiar events and routines for assessment opportunities. Explore a range of new experiences for the learner such as games, group work, using new materials and activities which involve pictures, film, music, artwork, images and sounds. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the following levels to describe the learner's level of communication.

Levels of communicative functioning

Level 1 Pre-intentional: reflexive level

- Limited repertoire of behaviours which can be interpreted by familiar people
- Actions made up of reflexes such as grasping, sucking, startle or cries and facial expressions

Level 2 Pre-intentional: reactive level

- Reacting to stimuli from all senses
- Beginning to react to objects as well as people
- Wider range of voluntary behaviours

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and people
- Communicates about new or changing aspects of the environment

Suggested next steps

Learner showing selection of vocalisations and facial expressions

Learner showing variety of vocalisations and gestures

Learner making increasingly deliberate movements

Learner determining a communication of choice

Learner showing anticipation of routines

Learner using eye or finger pointing

Learner reaching for objects

Learner showing awareness of a variety of materials, e.g. paint, soapy water, foam

Learner manipulating objects

Learner repeating words

Learner developing a vocabulary of single words

Learner vocalising and gesturing together with other people

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas see: Coupe O'Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Engage in communication

Contexts for communication

CCc/M3b

Indicators

1. Initiate communication and indicate that they expect the other person to respond
2. Increasingly use conventional
 - gestures
 - signs
 - symbols
 - wordsto
 - a. convey meaning
 - b. respond to requests
3. Increasingly use conventional
 - gestures
 - signs
 - symbols
 - wordsto
 - a. make requests
 - b. indicate a choice or preferencesuch as by bringing a tape or book to the attention of staff to request an activity
4. Actively explore objects and events for more extended periods such as by picking up and looking at a book from a selection
5. Anticipate known events which follow a regular sequence such as by waiting for someone to come through the door when he or she is seen going past the window

Assessment activities

Use familiar events and routines for assessment opportunities. Explore a range of new experiences for the learner such as games, group work, using new materials and activities which involve pictures, film, music, artwork, images and sounds. You may wish to use the suggestions of sample learning activities in the Pre-entry Curriculum Framework.

Significant responses

Behaviours which are shown as a response to either internal or external stimuli, involve a change from the previous state and can be differentiated as having a value signal for a care giver.

Use the levels overleaf to describe the learner's level of communication.

Levels of communicative functioning

Level 3 Pre-intentional: proactive

- Beginning to act purposefully on objects, events and people
- Repertoire of behaviours mostly occur as a result of these actions
- Carers beginning to become selective in which behaviours they respond to and reinforce

Level 4 Intentional: primitive level

- Acts to create a specific effect
- Communication intention is developing
- Vocalisations may occur
- Person uses direct imitation and deferred imitation to solve problems

Level 5 Intentional: conventional level

- Communication is more conventional and less reliant on context
- Gestures include nodding, shaking head, waving, requesting, showing, giving and pointing
- Gestures are combined with vocalisations and proto-words
- Understands range of words relating to self, familiar objects and people
- Communicates about new or changing aspects of the environment

Suggested next steps

Learner making increasingly deliberate movements

Learner determining a communication of choice

Learner showing anticipation of routines

Learner showing greater interest in routines and/or objects

Learner showing awareness of turn taking

Learner using eye or finger pointing

Learner using increasingly deliberate movements

Learner reaching for objects

Learner manipulating objects

Learner repeating words

Learner developing a vocabulary of single words

Learner vocalising and gesturing together with other people

Relevant reading

For full description of communication levels and samples of appropriate recording pro formas see: Coupe O’Kane, J. and Goldbart, J. *Communication Before Speech* (2001), David Fulton Publishers



Listen and respond

Speaking and listening

SLIr/M4

Indicators

1. Respond appropriately to simple requests which contain one key
 - word
 - sign
 - symbolin familiar situations
2. Listen and attend to familiar people
3. Show an understanding that familiar people and objects have names that are commonly understood
4. Understand and respond to a key
 - word
 - sign
 - symbolin phrases, in sentences within familiar contexts

Assessment activities

Any practical activities which form part of a daily routine or educational session and involve listening and response. Focus upon one request throughout the session to reinforce and maintain an appropriate response, e.g. pick up/put down/start/stop.

You may wish to use the suggested sample learning activities shown in the Pre-entry Curriculum Framework.

Resources

Name cards or symbol cards related to the theme of the session or to everyday routines (see Pre-entry Curriculum Framework pages 58–59 for Objects of Reference [OORs]) to make a picture lotto game to develop the learner's ability to match words/signs to pictures.

Assemble a lucky dip tub of familiar photos or symbols and a table of objects. The learner selects a photo or picture and matches it with the object, or can name/sign it. Use the same words of instruction each time, e.g. *ready, pick one, look at it*, and make an observation of the level of the learner's understanding and response.

Significant responses

Learner shows recognition of key word/sign/symbol

Learner responds to request containing key word/sign/symbol

Learner shows understanding of names of familiar people and objects

Learner understands and responds to key word/sign/symbol in phrases

Suggested next steps

To encourage response to simple prompts and questions

To listen and respond to familiar people

To follow and respond to requests containing two key words/signs/symbols

Relevant reading

For samples of appropriate recording pro formas for affective communication, see: Coupe O'Kane, J. and Goldbart, J. *Communication before Speech* (2001), David Fulton Publishers



Speak (or use other means) to communicate

Speaking and listening

SLc/M4

Indicators

1. Repeat, copy and imitate up to 10 single

- words
- signs

and/or use a repertoire of up to 10

- objects
- symbols

2. Use single

- words
- signs
- symbols

such as for familiar people and objects, to communicate

- a. about events
- b. to make requests

Assessment activities

Naming games to encourage learners to use the names of familiar people and objects. Use activities from daily or regular routines to identify the particular priority focus for communication.

Resources

Sign and symbol cards of people, activities and objects of reference to develop games about recent events/themes/familiar objects (see Pre-entry Curriculum Framework pages 58–9 for OORs).

ICT programmes such as slideshow packages or rebus symbol programmes can be used to create visual stimuli for communication with the learner using the word/sign/symbol on the concept keyboard or communication board to match the people/object/event shown on the screen.

Significant responses

Learner draws attention to a person, event or action

Learner draws attention to an object

Learner gains attention for communication

Learner requests an object using single word/sign/symbol

Learner requests an event or action using single word/sign/symbol

Learner requests information using single word/sign/symbol

Learner requests reoccurrence using single word/sign/symbol

Learner rejects an action or task using single word/sign/symbol

Learner rejects an object using single word/sign/symbol

Learner rejects a person using single word/sign/symbol

Learner greets a person using single word/sign/symbol

Learner comments or draws attention to information/events using single word/sign/symbol

Suggested next steps

To repeat or copy up to 10 key words or signs

To develop and use a repertoire of up to 10 words/objects/symbols

To work on making simple requests using preferred means of communication

To make simple requests using one or two key words/signs/symbols

To communicate about people and events using one or two key words

Relevant reading

For samples of appropriate recording pro formas for affective communication, see: Coupe O'Kane, J. and Goldbart, J. *Communication before Speech* (2001), David Fulton Publishers



Engage in discussion

Speaking and listening

SLd/M4

Indicators

1. Use single
 - words
 - signs
 - symbolsto communicate
2. Communicate with a familiar person using single
 - a. ideas
 - b. preferences

Assessment activities

It is important to frame assessment activities within a context and environment familiar to the learner.

Resources

Indicator 1

Milestone 4 Task 1 is a suggested activity that can be used as a model to develop other suitable assessment activities.

In specific situations where the learner has a set routine (meal times are usually suitable) introduce symbol cards and prompt the learner to indicate what something is, what s/he wants, what s/he just had by indicating a word, sign or symbol.

As the learner becomes familiar with the process and the words/signs/symbols, more can be added to the situation.

Indicator 2

Milestone 4 Tasks 2 and 3 are suggested activities that can be used as a model to develop other suitable assessment activities.

Follow-up activities could include producing situation-specific communication boards, e.g. a board for lunch time, a board for making choices, for instance TV programmes, a board with photos of relevant people, etc. On the occasion where the learner has to make a choice, s/he can use the board to indicate a preference.

Materials for subsequent activities should include resources that relate directly to the learner's life experiences. Cultural variations (in terms of specific objects depicted on symbol cards as well as daily routines) should be taken into account where appropriate.

Significant responses

Learner draws attention to a person, event or action

Learner gains attention for communication

Learner requests information using single word/sign/symbol

Learner requests reoccurrence using single word/sign/symbol

Learner greets a person using single word/sign/symbol

Learner comments or draws attention to information/events using single word/sign/symbol

Learner conveys key messages using single word/sign/symbol

Learner communicates preferences using single word/sign/symbol

Suggested next steps

To use single word/sign/symbol to communicate

To communicate with a familiar person about a single idea and/or preference

Relevant reading

For samples of appropriate recording pro formas for affective communication, see: Coupe O'Kane, J. and Goldbart, J. *Communication before Speech* (2001) David Fulton Publishers



Text focus: Interest in reading

Reading

Rti/M4

Indicators

1. Show an interest in reading material
2. Listen and respond to familiar sayings

Assessment activities

It is important to frame assessment activities within a context and environment familiar to the learner.

Reading comprehension work with newspapers offers the learner an opportunity to demonstrate an interest in reading materials. Going through the newspaper articles with the learner, showing them the related images and allowing them to choose the article to discuss or listen to, develops an interest in written materials.

Resources

Use the sample learning activities in the Pre-entry Curriculum Framework to create appropriate assessment opportunities. These include:

Indicator 1

Giving learners access to a variety of books and written material which they can handle and look at. Ask them questions about the differences and similarities, e.g. size of book, colours, shapes and pictures.

Create a book with a learner, using laminated photographs, artwork, symbols, or in multimedia format using an authoring programme and slideshow viewer on a computer.

Indicator 2

Create a book with the learner using laminated photographs, artwork, symbols, or in multimedia format using an authoring programme on a computer to represent familiar phrases and sayings. See if the learner can participate in reading the book or viewing the slideshow by communicating the phrase or saying when s/he sees the symbol or picture cue.

Introduce learners to familiar phrases through role play, shadow play and videos. Use a symbol or picture to denote the familiar phrase. See if the learner can communicate the phrase when s/he sees the symbol or picture cue.

Materials for subsequent activities should include resources that relate directly to the learner's life experiences. Cultural variations (in terms of specific objects depicted on symbol cards as well as daily routines, etc) should be taken into account where appropriate.

For subsequent activities, encourage the learner to make choices regarding which learning materials to use. For example, in language work, help the learner to identify topics from images and decide which s/he would like to use.

Significant responses

Learner is able to demonstrate an interest in reading material

Learner shows association from an object or person to a picture/image/symbol

Learner shows recognition that pictures/images/symbols can represent objects/people

Learner is able to predict, listen and communicate familiar sayings

Suggested next steps

To show an interest in reading material

To listen and respond to familiar sayings



Word focus: Object and symbol recognition

Reading

Rw/M4

Indicators

1. Match similar and identical
 - objects
 - signs
 - symbols

Assessment activities

Any daily life activity that involves using objects, symbols or signs. The objects (OORs) may be marked up with symbol or sign cards.

Assessment may also take place when a learner is using printed reading materials created in rebus symbol software packages. A set of cards can be created in programmes like *Gridmaker* using symbols and signs, which the learner can use to match to each other or to match the symbol for regularly used objects such as *cup*, *knife*, *fork*, and *radio* to the symbol card.

Resources

If you wish to undertake a discrete assessment, you could gather together some familiar and regularly used objects personal to the learner. Present the objects to the learner and ask them to communicate the name of the object. The learner can sign the response or indicate a card with printed response in sign or symbol. You could also use a programme such as *Gridmaker* to prepare a response grid with the particular signs/symbols you wish to focus on, already printed as a grid for a concept keyboard. The learner can select the appropriate response when an object is held up or touched and can also see their response appear on a computer screen. This can be saved as part of the assessment record.

Significant responses

Learner shows association from an object or person to a picture/image/symbol

Learner shows recognition that pictures/images/symbols can represent objects/people

Suggested next steps

To develop an awareness that pictures/signs/symbols can represent objects and people

To develop an association of a sign or symbol with a familiar object



Writing

Writing at text focus

Wt/M4

Indicators

1. Understand that marks and symbols have meaning
2. With support, record
 - a. interests
 - b. preferences

Assessment activities

Activities should be related to the learner's daily routine and familiar people and objects. Materials for assessment should include resources that relate directly to life experiences and interests.

Resources

Indicator 1

You need to consider an activity that is appropriate to the learner's preferred means of recording. You may wish to use a digital camera to set up a photo bank of familiar people. If you have access to authoring software, these can be set up as a slide show for the learner to make a mark on the slide by way of a register. This can also be set up as a paper exercise for the learner to make a mark if the person is there on that particular day.

Indicator 2

You could use any selection of familiar subjects for the learner to record interests and preferences, for instance, the TV programmes for the week or films playing at the cinema. This could also include a choice of weekly activities, a selection of possible gifts for an occasion, or food for meals. This could be made into a communication board or put into electronic form using a digital camera with an authoring package to make it into a slide show with audio support, or programmes like *Gridmaker* could be used to produce a subject-specific overlay for use with a concept keyboard. If a learner prefers to make a mark on paper, these can be produced as a learner record book and can include pictures, symbols or learner marks to show preferences.

Significant responses

Learner shows understanding of using the recording format

Learner is making an association of the subject matter to own interests and preferences

Suggested next steps

To develop an understanding of marks and symbols with their meaning

To record, with support, subjects of personal interest

To record, with support, personal preferences



Writing

Writing at word focus

Ww/M4

Indicators

1. Make marks or symbols in a preferred mode of communication

Assessment activities

Use the learner's preferred means of communication to assess this indicator. You may want to observe the learner's ability to perform pre-writing activities such as painting, colouring, drawing or tracing over and copying patterns.

Resources

Use a range of equipment to encourage learners to make marks, e.g. pens, pencils, crayons, paint, concept keyboards with symbol/sign supported communication and other suitable adaptive technology.

Significant responses

If the learner is using a pen or pencil, learner makes marks or symbols using favoured hand/foot/mouth grip

Learner makes recording marks using appropriate technology

Suggested next steps

If the learner is using a writing instrument, to encourage her/him to hold it in an appropriate grip

To develop a range of mark making

To develop a variety of mark making movements, e.g. circles, up and down

Relevant reading

For information on multi-sensory approaches to assessing and improving handwriting skills, see Taylor, J. *Handwriting: A Teacher's Guide*, David Fulton Publishers



Listen and respond

Speaking and listening

SLIr/M5

Indicators

1. Respond to simple prompts and questions about familiar
 - a. events
 - b. experiences
 - c. personal detail
2. Listen and respond to familiar people
3. Follow requests and instructions containing two key
 - words
 - signs
 - symbols

Assessment activities

Focus on priority communication activities that form part of the learner's regular daily or weekly routine.

Resources

You could make a set of picture or symbol cards representing an activity or interest and use these as prompts to ask the learner simple questions about them. They could relate to an activity, TV programmes, stills from a film the learner has seen, a choice of food for a mealtime, etc. The set of pictures could also represent a simple narrative.

If you have recorded a set of photos or digital images from an event, these could be shown to the learner while you give a simple narration about the event/activity. Remember that digital images can be set up as a slide show on a computer screen and the learner can control the movement and selection of the images. The requests and instructions can form part of the activity.

Further activities might involve group work. For instance, instructions such as *Listen to Ali* or *Look at Sarah* provide the opportunity to note the learner's response. An activity could involve describing people in a small group using two key words, for instance *'Jaz is wearing a red jumper'*. Then ask each member of the group to identify the person from the description, e.g. *'Who is wearing a red jumper?'*

Significant responses

Learner responds to the prompts about themselves and their experiences

Learner integrates attention between the speaker and the object

Learner follows simple requests and/or instructions containing two key words/signs/symbols

Suggested next steps

To develop response to simple prompts about personal details, events or experiences

To listen to and respond to familiar people

To follow requests or instructions containing two key words/signs/symbols

Relevant reading

For samples of appropriate recording pro formas for affective communication see: Coupe O'Kane, J. and Goldbart, J. *Communication before Speech* (2001) David Fulton Publishers



Speak (or use other means) to communicate

Speaking and listening

SLc/M5

Indicators

1. Make simple requests, for example by
 - vocalising
 - signing
 - using symbols
2. Indicate an object or person using one or two key
 - words
 - signs
 - symbols
3. Join in with sayings, rhythms or music which use
 - words
 - signs
 - symbols

Assessment activities

Any activities that form part of the learner's regular daily or weekly routine.

Resources

Indicator 1 and 2

Use familiar routines to encourage the learner to make requests or indicate objects, for instance, at mealtimes requesting a cup/drink/food item. Other opportunities may include showing preferences for a CD/tape/book/item of clothing.

Subsequent activities could form part of a regular activity where the learner requires assistance. By asking questions such as *'What do I do next?'* or *'How can I help you?'* the learner can practise making simple requests such as requesting a coat.

Indicator 3

The opportunities for assessment may include music sessions, sayings used as regular conversation or from watching, listening or participation in TV or radio broadcasts.

Significant responses

Learner gains attention prior to communication

Learner initiates the vocalisation/signing/use of symbols

Learner draws attention to the object/person

Learner draws attention from other people before communication

Learner requests an object, e.g. points to object, uses eye pointing, gesture, sign/symbol selection or vocalisation

Learner makes a request using eye pointing, gesture, sign/symbol selection or vocalisation

Suggested next steps

To encourage learner to use more than one word/sign/symbol, e.g. 'Give pen', 'Chocolate please'

To encourage participation using sayings, rhythms or music which use words/signs/symbols

Relevant reading

For samples of appropriate recording pro formas for affective communication see: Coupe O'Kane, J. and Goldbart, J. *Communication before Speech* (2001) David Fulton Publishers



Engage in discussion

Speaking and listening

SLd/M5

Indicators

1. Combine two or three
 - words
 - signs
 - symbols
 to communicate meaning to others
2. Communicate with a familiar person using single
 - a. concepts
 - b. ideas
 - c. preferences

Assessment activities

Any activities that form part of the learner's regular daily or weekly routine.

Resources

Indicator 1

In specific situations where the learner has a set routine (meal times are usually suitable) introduce symbol cards and prompt the learner to indicate what something is, what s/he wants, or what s/he just had by indicating a word, sign or symbol.

As the learner becomes familiar with the process and words/signs/symbols, more can be added to the situation.

Indicator 2

Activities could include producing situation-specific communication boards, e.g. a board for lunchtime or an activity/event, a board for making choices, for instance, TV programmes, a board with photos of relevant people etc. On the occasion where the learner has to make a choice, s/he can use the board to indicate a preference.

You could also prepare a symbol grid using programmes such as *Gridmaker* in conjunction with a concept keyboard. The grid could contain the key words/symbols for *I like* or *I want* followed by symbol-supported words or just the symbols for the relevant topic.

Significant responses

Learner is able to combine two or three key words/signs/symbols to convey information

Learner gains attention before communication

Learner comments on or draws attention to an event/occurrence using two or three key word/signs/symbols

Learner establishes a joint reference, e.g. ensures that the other person is looking at the same thing

Suggested next steps

To combine two or three key words/signs/symbols to communicate meaning

To communicate with a familiar person using a single concept

To communicate with a familiar person using a single idea

To communicate with a familiar person using a single preference

Relevant reading

For samples of appropriate recording pro formas for affective communication see: Coupe O'Kane, J. and Goldbart, J. *Communication before Speech* (2001) David Fulton Publishers



Text focus: Interest in reading

Reading

Rti/M5

Indicators

1. Choose and share a book or magazine with familiar other/s
2. Select from a given choice of familiar
 - signs
 - symbols
 - images
 linked to their personal vocabularies
3. Listen to and follow simple story lines supported by
 - signs
 - symbols
 - images

Assessment activities

Any reading opportunity involving familiar books/magazines or texts. You may want to use a piece of work produced by the learner as the starting point for an activity for Indicator 3. This may be a recording of a familiar event.

Resources

Any reading materials – these may be published materials, magazines, food labels, web pages and sign- or symbol-supported materials produced by the tutor or learner.

Significant responses

Learner is aware that images, signs and symbols can represent people/objects

Learner selects the material by indicating

Learner holds the book (if s/he can hold it) correctly

When sharing a book or magazine, the learner finds the first page and follows the convention of looking at the left hand page first and then the right hand page or culturally appropriate

Learner occasionally vocalises when looking at the page/sign/symbols

Suggested next steps

To respond to requests about reading materials, *'Show me the ...'*, *'Find the book about...'*

To answer questions about the pictures, signs or symbols

To interpret and use signs related to stories or texts

To follow text being read aloud to the learner with the reader running finger under text



Word focus: Object and symbol recognition

Reading

Rw/M5

Indicators

1. With some inconsistencies, match objects to
 - a. images
 - b. signs
 - c. symbols
2. With some inconsistencies, read back their own signs, symbols and marks when using them within commonly understood meanings

Assessment activities

Any reading opportunity involving familiar books/magazines or texts. You may want to use a piece of work produced by the learner as the starting point for an activity for Indicator 2. This may be a recording of a familiar event.

Resources

Any reading materials – these may be published materials, magazines, food labels, web pages and sign- or symbol-supported materials produced by the tutor or learner.

Significant responses

Learner is aware that images, signs and symbols can represent people/objects

Learner holds the book (if s/he can hold it) correctly

When sharing a book or magazine, the learner finds the first page and follows the convention of looking at the left-hand page first and then the right-hand page or as culturally appropriate

Learner occasionally vocalises when looking at the page/sign/symbol

Suggested next steps

To respond to requests about reading materials '*Show me the...*'

To answer questions about the pictures/signs/symbols

To interpret and use images/signs/symbols related to stories and texts



Writing at text focus

Writing

Wt/M5

Indicators

1. Understand that

- objects
 - signs
 - symbols
 - images
- can convey meaning and intention

2. With support, record by selecting appropriate

- objects
 - signs
 - symbols
 - images
- for use in personal writing, including, potentially, the use of ICT or other means of assistance

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Resources

Indicator 1

You need to consider an activity that is appropriate to the learner's preferred means of recording. This activity is linked to Reading at word focus Rw/M5.

Indicator 2

You could use any selection of familiar subjects for the learner to record interests, a visit, or a recent event. This could be made into a communication board or put into electronic form using a digital camera with an authoring package to make a slide show with audio support, or by using a programme like *Gridmaker* to produce a subject-specific overlay for use with a concept keyboard. If a learner prefers to make a mark on paper, this can be produced as a learner record book and can include pictures, symbols or learner marks.

Significant responses

Learner is developing and using a range of marks, signs, symbols and images in recording

Learner is communicating meaning through emergent writing

Learner is beginning to use letter-like shapes

Learner may communicate what the writing means

Learner is showing differentiation between symbols and letters

Suggested next steps

To develop, with support, appropriate objects/signs/symbols/images for use in personal writing and recording



Writing

Writing at word focus

Ww/M5

Indicators

1. With support, choose appropriate
 - objects
 - signs
 - symbols
 to write

2. With support, trace, overwrite, and copy under/over a model making horizontal, vertical and circular lines to make
 - marks
 - signs
 - symbols

3. Where adults have difficulty writing with pens or pencils, use alternative methods to handwriting such as a computer keyboard

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Resources

Indicator 1

Materials can include pens, pencils, crayons and appropriate ICT resources such as rebus software packages, *Gridmaker* and concept keyboards.

Indicator 2

Milestone 5 Task 1 shows a sample resource that can be used to provide a model card for the learner to trace, overwrite or copy.

Significant responses

Learner is developing a range of mark making/symbols/signs

Learner is communicating meaning through emergent writing

Learner is producing letter-like shapes

Learner is communicating what her/his writing conveys

Learner is showing evidence of differentiation between symbols and letters

Learner is developing an understanding of writing from left to right or as culturally appropriate

Suggested next steps

To trace letter shapes in sand/flour/shaving foam/air/on hand

To develop a variety of mark making movements, e.g. circles, up and down movements

To communicate through emergent writing

To sequence and trace letters of name

To focus on the initial letters of written words

To copy over and under a variety of written words and symbols

To attempt to write words/signs/symbols for familiar objects/people

To use initial letters accurately

To develop a small bank of words/signs/symbols relating to familiar people, objects, events

Relevant reading

For information on multi-sensory approaches to assessing and improving handwriting skills, see Taylor, J., *Handwriting: A Teacher's Guide*, David Fulton Publishers



Listen and respond

Speaking and listening

SLIr/M6

Indicators

1. Listen and respond to familiar people, demonstrating an understanding of simple questions about
 - a. familiar events
 - b. familiar experiences
 - c. personal details
2. Listen to and demonstrate that they are paying attention to familiar people
3. Follow requests and instructions which contain up to three key
 - words
 - signs
 - symbols

Assessment activities

Any activities that form part of the learner's regular daily or weekly routine.

Resources

Indicators 1 and 2

Milestone 6 Tasks 1 and 2 provide an example resource for one-to-one or small group activities.

Significant responses

Learner responses could include:

- eye-pointing
- vocalisation to agree
- vocalisation to disagree
- nodding
- shaking head
- facial expression to agree
- facial expression to disagree
- facial expression to show lack of understanding

Learner responds to the prompts about themselves and their experiences

Learner follows simple requests and/or instructions containing up to three key words/signs/symbols

Suggested next steps

To develop response to simple prompts about personal details, events or experiences

To listen and respond to familiar people

To follow requests or instructions containing two key words/signs/symbols

Relevant reading

For samples of appropriate recording pro formas for affective communication, see: Coupe O'Kane, J. and Goldbart, J., *Communication before Speech* (2001), David Fulton Publishers



Speak (or use other means) to communicate

Speaking and listening

SLc/M6

Indicators

1. Use phrases with up to three key
 - words
 - signs
 - symbolsto communicate
 - a. simple ideas
 - b. choices
 - c. events
2. Use facial expressions to enhance meaning in communication
3. Ask simple questions to obtain information for themselves
 - a. for explanation
 - b. about events

Assessment activities

Daily living activities (such as choosing clothes) are ideal opportunities for this kind of language development. Also use opportunities following significant events.

Resources

ICT resources such as rebus software packages, *Gridmaker*, and concept keyboards to assist.

Significant responses

Learner facial expressions could include:

- eye-pointing
- nodding
- shaking head
- facial expression to agree
- facial expression to disagree
- facial expression to show lack of understanding

Learner is starting to structure simple questions using *what, when, why, which*

Learner is starting to maintain a communication over two turns

Suggested next steps

To use phrases with up to three key words/signs/symbols to communicate about ideas/choices/events

To develop using facial expression to enhance meaning in communication

To ask simple questions to obtain information for explanations or about events

To maintain an interaction over two turns

Relevant reading

For samples of appropriate recording pro formas for affective communication, see: Coupe O'Kane, J. and Goldbart, J., *Communication before Speech* (2001), David Fulton Publishers



Engage in discussion

Speaking and listening

SLd/M6

Indicators

1. Respond to familiar people in one-to-one situations
2. Take turns
3. Co-operate in a group by
 - a. responding during
 - b. not detracting from the course of discussions

Assessment activities

Organise group activities in which learners are in small group interactions and can respond through language or facial expressions. They should also have the opportunity for turn-taking. Such activities could include quizzes, team games, outings, sports activities and group tasks that involve discussion.

Resources

Resources could include a selection of prompt materials for group or one-to-one discussion. These could be pictures or symbols of activities or pictures of topical events from newspapers or magazines.

Significant responses

- Learner communicates information about self, e.g. an opinion or choice
- Learner comments or draws attention to available information
- Learner initiates the communication or conversation
- Learner takes turns
- Learner maintains a conversation over two or three turns
- Learner recognises that a communication breakdown has occurred
- Learner repairs a misunderstanding
- Learner responds or answers appropriately

Suggested next steps

- To respond to familiar people in one-to-one discussions
- To understand and observe turn-taking in discussions
- To respond during group discussions



Text focus: Interest in reading

Reading

Rti/M6

Indicators

1. Choose magazines and books
2. Use
 - words • signs • symbols • images
 to understand written communication about
 - a. events b. people
3. Look at
 - objects • words • signs • symbols • images
 while listening to and following short verbal accounts which are of interest to the learner

Assessment activities

Any reading opportunity involving familiar books/magazines or texts. You may want to use a piece of work produced by the learner as the starting point for an activity for Indicator 3. This may be a recording of a familiar event. This could also be recorded in authoring programmes such a slide show viewer which allows the learner to select images (either their own or from a library) and to add typed or recorded comments. S/he can then control the screen changes or images.

Resources

Any reading materials – these may be published materials, magazines, food labels, web pages and sign- or symbol-supported materials produced by the tutor or learner.

Significant responses

Learner is aware that images, signs and symbols can represent people/objects

Learner selects the material by indicating

Learner holds the book (if s/he can hold it) correctly

When sharing a book or magazine, the learner finds the first page and follows the convention of looking at the left-hand page first and then the right-hand page or as culturally appropriate

S/he occasionally vocalises when looking at the page/sign/symbols

The learner selects own name

The learner explores sounds

Suggested next steps

To respond to requests about reading materials *'Show me the...'*, *'Find the book about...'*

To answer questions about the pictures/signs/symbols

To interpret and use signs related to stories or texts

To follow text being read aloud to the learner with the reader running finger under text

To use initial letter cards

To develop simple sight vocabulary



Text focus: Reading comprehension

Reading

Rtc/M6

Indicators

1. Communicate about familiar texts using
 - words
 - signs
 - symbols
 - images
2. Find and name key
 - a. images
 - b. characters
 - c. events

Assessment activities

You may wish to use the suggested activities in the Pre-entry Curriculum Framework to develop assessment opportunities or any activity in which the learner is involved in reading.

Resources

Any reading materials – these may be published materials, magazines, food labels, web pages and sign- or symbol-supported materials produced by the tutor or learner.

Significant responses

Learner is aware that images, signs and symbols can represent people/objects

Learner selects the material by indicating

Learner holds the book (if s/he can hold it) correctly

When sharing a book or magazine, the learner finds the first page and follows the convention of looking at the left-hand page first and then the right-hand page or as culturally appropriate

S/he occasionally vocalises when looking at the page/sign/symbols

Learner selects own name

Learner explores sounds

Suggested next steps

To respond to requests about reading materials *'Show me the...'*, *'Find the book about...'*

To answer questions about the pictures/signs/symbols

To interpret and use signs related to stories or texts

To follow text being read aloud to the learner with the reader running finger under text

To develop simple sight vocabulary



Word focus: Object, symbol and word recognition

Reading

Rw/M6

Indicators

1. Match familiar objects to
 - words
 - signs
 - objects
 - images
2. Recognise/read and select a combination of up to five
 - words
 - signs
 - symbolslinked to their personal vocabulary

Assessment activities

You may wish to use the suggested activities in the Pre-entry Curriculum Framework to develop assessment opportunities or any activity in which the learner is involved in reading.

Resources

Any reading materials – these may be published materials, magazines, food labels, web pages and sign- or symbol-supported materials produced by the tutor or learner.

Significant responses

S/he occasionally vocalises when looking at the page/sign/symbols

Learner selects own name

Learner explores sounds

Suggested next steps

To answer questions about the pictures/signs/symbols

To interpret and use signs related to stories or texts

To develop simple sight vocabulary

To match familiar objects to words/signs/symbols and images

To recognise/read and select a combination of up to five words/signs/symbols linked to personal vocabulary



Writing

Text focus

Wt/M6

Indicators

1. Understand, in contexts related to personal information, that particular
 - words
 - signs
 - symbols
 have particular meanings

2. With support, use
 - words
 - signs
 - symbols
 - images
 to label given or chosen objects

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Resources**Indicator 1**

You need to consider an activity that is appropriate to the learner's preferred means of recording and to the use of personal information.

Indicator 2

You could use any selection of familiar subjects for the learner to record interests, a visit, or a recent event in terms of labelling given objects. This could be made into a communication board or put into electronic form using a digital camera with an authoring package to make a slide show with audio support, or by using *Gridmaker* to produce a subject-specific overlay for use with a concept keyboard. The learner can then view the objects on screen and select the appropriate word/sign/symbol/image in response.

Alternatively, you could collect a small group of objects which have significance for the learner and ask her/him to record them using her/his preferred method.

Significant responses

Learner is producing letter-like shapes

Learner writing is demonstrating differentiation between letters and symbols

Learner is attempting to use signs/symbols which demonstrate an association to the given object

Learner is showing understanding of left to right convention of text or as culturally appropriate

Learner is starting to group sequences of signs and symbols to convey meaning

Suggested next steps

To develop a small bank of word/signs/symbols relating to familiar people/objects/events to be used independently

To learn to leave spaces between words/symbols/signs



Writing

Word focus

Ww/M6

Indicators

- Understand the difference between
 - words
 - signs
 - symbols
 - letters
- Trace, overwrite and copy under/over a model, making horizontal, vertical and circular lines to produce one or two recognisable
 - signs
 - symbols
 - letters
 related to their name
- With some inconsistencies, write from left to right and from top to bottom, or as culturally appropriate
- Where adults have difficulty writing with pens or pencils, use alternative methods to handwriting such as a computer keyboard

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Resources

Indicators 1 and 4

Materials can include pens, pencils or crayons and appropriate ICT resources such as rebus software packages, *Gridmaker*, and concept keyboards.

Indicator 2

Milestone 6 Task 3 shows a sample resource that can be used to provide a model card for the learner to trace/overwrite or copy.

Significant responses

Learner is developing a range of mark-making/symbols/signs

Learner is communicating meaning through emergent writing

Learner is producing letter-like shapes

Learner is communicating what her/his writing conveys

Learner is showing evidence of differentiation between symbols and letters

Learner is developing an understanding of writing from left to right and top to bottom or as culturally appropriate

Suggested next steps

To trace letter shapes in sand/flour/shaving foam/air/on hand

To develop a variety of mark-making movements, e.g. circles, up, down and horizontal movements

To communicate through emergent writing

To sequence and trace letters of name

To focus on the initial letters of written words to sort words and pictures

To copy over and under a variety of written words and symbols

To attempt to write words/signs/symbols for familiar objects/people

To use initial letters accurately

To develop a small bank of words/signs/symbols relating to familiar people/objects/events

To recognise a greater range of letters/signs/symbols

To extend length of writing

Relevant reading

For information on multi-sensory approaches to assessing and improving handwriting skills, see Taylor, J., *Handwriting: A Teacher's Guide*, David Fulton Publishers



Listen and respond

Speaking and listening

SLIr/M7

Indicators

1. Listen to familiar people and demonstrate that they are paying attention such as through eye contact, nodding, etc.
2. Listen to simple questions on familiar topics and give simple responses in answer
3. Listen to and follow simple instructions and requests containing three to five key
 - words
 - signs
 - symbols

Assessment activities

Any activities which form part of the learner's regular routine in any naturally occurring setting, e.g. educational, home, activity centre, work placement or employment.

Resources

Indicator 1

This indicator is best assessed as part of a naturally occurring discourse. Sample activities in the Pre-entry Curriculum Framework include listening games and small group discussion. You could use a good quality picture prompt or an image from a news item or film still to stimulate the conversation or discussion.

Indicator 2

Identify a topic of relevance to the learner and frame up to six simple questions about it. It could be about a shared group activity which is being planned or has taken place, or an event which is personal to the learner, for instance, packing equipment for a college day, identifying items needed for a shopping list or sorting out a personal routine for the forthcoming week.

Indicator 3

The literacy task book for Milestone 7 Task 7 gives a suggested discrete assessment activity. If the learner does not wish to write in response to items 3 and 4, you can alter the instruction for this task using letter and number cards or 3-D letters and numbers and by asking her/him to point to the letter 'a' and number '1' instead.

If you do not feel that this discrete task is suitable for the learner, use any regular individual or small group activity where s/he is listening to and following instructions containing three to five key words. This can be clearing up at the end of a session, planning an activity or outing, or any other task from regular activities.

Significant responses

Learner shows that s/he is paying attention by eye contact, head movements, hand gestures

Learner is able to give a response to simple questions using her/his preferred communication method and is understood by intended audience

Learner demonstrates understanding of simple instructions by responding appropriately through communication or by carrying out the action

Suggested next steps

To listen and respond to familiar people on a wider range of topics

To listen and respond to questions about personal details and experiences

To follow simple instructions containing two or three steps

To listen and follow brief narratives



Speak (or use other means) to communicate

Speaking and listening

SLc/M7

Indicators

1. Communicate
 - a. ideas
 - b. choices
 - c. events and experiences

making reference to the

 - i. past
 - ii. present
 - iii. future
2. Use conjunctions including
 - a. *and*
 - b. *but*

to

 - i. link ideas
 - ii. add new detail which is beyond that directly prompted or requested
3. Make simple requests
4. Ask simple questions of others
 - a. for explanation
 - b. for instruction
 - c. about events
 - d. about experiences
5. Make simple statements about simple and personal matters

Assessment activities

Any activities which form part of the learner's regular routine in any naturally occurring setting, e.g. educational, home, activity centre, work placement or employment.

Resources

Indicators 1 and 2

Organise a selection of images/symbols/signs/words which represent a range of activities undertaken by the learner. Use Milestone 7 Task 8 with the learner to encourage her/him to relate the activities to past, present and future.

Encourage the learner to refer to her/his week's plans. Provide symbol resources for 'today', 'tomorrow' and 'yesterday'. Support the learner in producing information saying what s/he did yesterday, what s/he is doing today and what s/he plans to do tomorrow.

Materials for subsequent activities should include resources that relate directly to the learner and her/his life experiences. Cultural variations (in terms of specific objects depicted in symbol cards as well as daily routines etc.) should be taken into account. A selection of picture/sign or symbol cards could be used as prompts for the learner to communicate choices and ideas.

Indicators 3, 4 and 5

Create opportunities for learners to ask questions to find out simple information. You could use a set of prompt cards with symbols/social sight signs/images of familiar places and routines to form a discrete assessment opportunity if this is appropriate. These could be prompts of food items, equipment, a taxi, a telephone. Show the learner the prompt and ask them to communicate a question, e.g. *'Can I order a taxi please?'* This could be assessed with Indicator 5 by asking the learner for personal information.

Involve the learner in helping to complete a questionnaire with friends and family. Produce symbol cards representing simple questions e.g. *'What is your name?'*, *'How old are you?'*, *'Where do you live?'* and support them in asking the questions. Other learners can be supported in giving their answers.

Other opportunities could occur during team reviews, care plan reviews or small group discussions about events and experiences.

Significant responses

Learner shows understanding of concept of past, present and future

Learner can communicate ideas

Learner can communicate choices

Learner is using conjunctions to link ideas or add detail

Learner is making simple requests

Learner is asking simple questions of others

Learner is making simple statements about straightforward and/or personal matters

Suggested next steps

To develop and expand the number of key words/signs/symbols used to communicate choices, experiences or explanations

To use a growing vocabulary to make simple requests and ask questions

To use a growing vocabulary to make simple statements



Engage in discussion

Speaking and listening

SLd/M7

Indicators

1. Contribute appropriately to simple oral interactions including
 - a. conversations
 - b. discussions

Assessment activities

Any activities which form part of the learner's regular routine in any naturally occurring setting e.g. educational, home, activity centre, work placement or employment, care review, team review, group planning session.

Resources

Milestone 7 Task 9 is an example of the kind of prompt materials which can be used for a one-to-one or small group assessment opportunity, should you wish to create a discrete assessment. Other pictorial prompts could be a picture of a current news item, film still, personal event, or holiday image which can be used as a discussion prompt.

Significant responses

- Learner greets other person
- Learner uses vocabulary which is exclusive to the situation
- Learner shows awareness of the listener's needs
- Learner shows awareness and observes turn-taking conventions
- Learner adjusts conversation to account for listener's problems
- Learner communications are appropriate for the setting and communication partner(s)

Suggested next steps

- To contribute in discussions and conversations using a wider range of vocabulary about a greater range of topics
- To contribute to conversations and discussions with familiar and some unfamiliar people in a wider range of settings



Text focus: Interest in reading

Reading

Rti/M7

Indicators

1. Demonstrate an interest in the activity of reading
2. Express a preference in which reading material is to be used
3. Understand that different reading materials have different
 - a. purposes
 - b. forms of presentation

Assessment activities

Any reading opportunity involving familiar books/magazines or texts.

You may wish to use a piece of work generated by the learner such as a recording of a familiar event. This could also be recorded in authoring programmes such as a slide show viewer which allows the learner to select images (either her/his own or from a library) and to add typed comments beneath. S/he can then control the screen changes or images.

Resources

Indicators 1 and 2

Any reading materials – these may be published materials, books, magazines, food labels, web pages and sign- or symbol-supported materials produced by the tutor or learner.

Indicator 3

Milestone 7 Task 1 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the tutor instruction manual to administer the task and interpret the feedback.

Significant responses

Learner selects the material by indicating

Learner holds the book (if s/he can hold it) correctly

When sharing a book or magazine, the learner finds the first page and follows the convention of looking at the left-hand page first and then the right-hand page or as culturally appropriate

Learner occasionally vocalises when looking at the page/sign/symbols

Learner selects own name

Learner explores sounds

Learner makes informed 'guesses' at words/signs/symbols and patterns of sounds

Suggested next steps

- To respond to requests about reading materials *'Show me the...'*, *'Find the book about...'*
- To answer questions about the pictures/signs/symbols
- To interpret and use signs related to stories or texts
- To follow text being read aloud to the learner with the reader running finger under text
- To use initial letter cards
- To recognise letters by shape and sound
- To explore sound and patterns of sound
- To develop simple sight vocabulary
- To select single words/symbols from print
- To increase range of familiar words/signs/symbols
- To provide opportunities for communication about stories, poems etc.
- To use familiar words to develop knowledge of letters and sounds



Text focus; Reading comprehension

Reading

Rtc/M7

Indicators

1. Distinguish between
 - a. print
 - b. text
 - c. symbols
 - d. images
2. Listen to and follow narratives and other short texts such as e-mails, greeting cards
3. Predict in narratives and short texts
 - words
 - signs
 - symbols
 - images

Assessment activities

You may wish to use the suggested activities in the Pre-entry Curriculum Framework to develop assessment opportunities or any activity in which the learner is involved in reading.

Resources

Indicator 1

Milestone 7 Task 2 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Indicator 2

Use any text which is of personal interest to the learner.

Indicator 3

Milestone 7 Task 3 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Significant responses

When sharing a book or magazine, the learner finds the first page and follows the convention of looking at the left-hand page first and then the right-hand page or as culturally appropriate

Learner is able to predict meaning in short narratives and texts

Learner listens and follows short narratives and texts

Learner makes informed 'guesses' at words/signs/symbols

Learner is exploring sounds and patterns of sounds

Suggested next steps

To respond to requests about reading materials '*Show me the...*', '*Find the book about...*'

To answer questions about the pictures/signs/symbols

To interpret and use signs related to stories or texts

To follow text being read aloud to the learner with the reader running finger under text

To develop simple sight vocabulary

To recognise letters by shape and sound

To explore sound and patterns of sound

To develop simple sight vocabulary

To select single words/symbols from print

To increase range of familiar words/signs/symbols

To provide opportunities for communication about stories, poems etc.

To use familiar words to develop knowledge of letters and sounds



Word focus: Letter and word recognition

Reading

Rw/M7

Indicators

1. Recognise most letters of the alphabet on any given occasion
2. Understand that words are composed of groups of letters and that this group has meaning as a word
3. Recognise/read and select a combination of up to 10
 - words
 - signs
 - symbolslinked to their personal vocabulary

Assessment activities

Use text/signs and symbols which occur as part of the learner's regular routine and focus on the words/signs/symbols linked to her/his personal vocabulary that have been prioritised as her/his learning target.

Resources

Indicator 1

Milestone 7 Task 4 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

You can also use Task 10 in the Literacy Resources to make a set of alphabet cards for assessment of letter identification.

Indicator 2

Milestone 7 Task 5 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Indicator 3

Use opportunities to discuss words/symbols and signs as suggested in the Pre-entry Curriculum Framework. You may wish to make a set of personal sign/symbol/word cards for the learner to create an assessment opportunity to discuss them.

Significant responses

Learner makes informed 'guesses' at letters/words/signs/symbols

Learner is exploring sounds and patterns of sounds

Suggested next steps

To develop simple sight vocabulary

To recognise letters by shape and sound

To explore sound and patterns of sound

To select single words/signs/symbols from print

To increase range of familiar words/signs/symbols

To use familiar words to develop knowledge of letters and sounds



Writing

Text focus

Wt/M7

Indicators

1. Understand that
 - a. words b. signs c. symbols
 - can represent unfamiliar meanings including
 - i. objects ii. people iii. places

2. With support, use
 - words • signs • symbols • images
 - matching their meaning to
 - a. objects b. people c. places

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Resources

Indicator 1

You could use any selection of unfamiliar subjects for assessment. The subject should be related to an area which has been identified for development. This could be made into a communication board or put into electronic form using a digital camera with an authoring package to make a slide show with audio support, or by using programmes like *Gridmaker* to produce a subject-specific overlay for use with a concept keyboard. The learner can then view the objects on screen and select the appropriate word/sign/symbol/image in response.

Indicator 2

Milestone 7 Task 6 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Other suggested activities include sign- and symbol-supported writing to provide opportunities for the learner to demonstrate understanding and can be used by the learner to match content with signs/symbols. Questions can be posed by the tutor, with the learner having a choice of three or four signs or symbols, one of which matches the answer.

Significant responses

Learner writing is demonstrating differentiation between letters and symbols

Learner is attempting to use signs/symbols which demonstrate an association to the given object

Learner is showing understanding of left to right convention of text or as culturally appropriate

Learner is grouping letters and leaving spaces between them as though s/he is writing separate words

Learner is starting to group sequences of signs and symbols to convey meaning

Learner is developing use of bank of familiar words/symbols/signs

Suggested next steps

To develop a small bank of words/signs/symbols relating to familiar people, objects, events to be used independently

To learn to leave spaces between words/symbols/signs

To develop a wider vocabulary bank of words/signs/symbols



Writing

Word focus

Ww/M7

Indicators

1. Form some letters correctly
2. Group letters and leave spaces in between them, demonstrating that they are working towards writing separate words
3. Demonstrate an awareness of the sequence of
 - words
 - signs
 - symbols
 - letters
 from memory
4. Where adults have difficulty writing with pens or pencils, use alternative methods to handwriting such as a computer keyboard

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Resources

Materials can include pens/pencils/crayons and appropriate ICT resources such as rebus software packages, *Gridmaker*, and concept keyboards.

Significant responses

Learner is communicating meaning through emergent writing

Learner is producing letter-like shapes

Learner is forming some letters correctly

Learner is using initial letters accurately

Learner is grouping letters to form words

Learner is leaving spaces between words

Learner is communicating what her/his writing conveys

Learner is showing evidence of differentiation between symbols and letters

Learner is developing an understanding of writing from left to right and top to bottom or as culturally appropriate

Suggested next steps

- To trace letter shapes in sand/flour/shaving foam/air/on hand
- To develop a variety of mark-making movements e.g. circles, up, down and horizontal movements
- To communicate through emergent writing
- To sequence and trace letters of name
- To focus on the initial letters of written words to sort words and pictures
- To copy over and under a variety of written words and symbols
- To attempt to write words/signs/symbols for familiar objects/people
- To use initial letters accurately
- To develop a small bank of words/signs/symbols relating to familiar people/objects/events
- To recognise a greater range of letters/signs/symbols
- To extend length of writing
- To develop letter construction and orientation
- To develop consistent use of spacing between words

Relevant reading

For information on multi-sensory approaches to assessing and improving handwriting skills, see Taylor, J., *Handwriting: A Teacher's Guide*, David Fulton Publishers



Listen and respond

Speaking and listening

SLIr/M8

Indicators

1. Listen and respond to familiar people in the context of simple and personal subjects
2. Listen to and answer simple questions about
 - a. personal details
 - b. personal experiences
 - c. personal events
 - d. narratives
3. Listen to and follow simple instructions and requests containing single steps from familiar people
4. Listen to and follow simple and brief narratives

Assessment activities

Any activities which form part of the learner's regular routine in any naturally occurring setting e.g. educational, home, activity centre, work placement or employment.

Resources

Indicator 1

This indicator is best assessed as part of a naturally occurring discourse. Sample activities in the Pre-entry Curriculum Framework include interviews and visits.

Milestone 8 Task 12 shows an example assessment activity that you could carry out if a discrete assessment is appropriate. In addition to symbols-based resources, signing could be used for key words and/or whole sentence meaning.

Indicator 2

Identify a topic of relevance to the learner and frame up to six simple questions about it. It could be about a shared group activity, which is being planned or has taken place, a discussion about a local issue of interest, a narrative given by another person or an event which is personal to the learner. Milestone 8 Tasks 13 and 14 show example assessment activities that you could carry out. Ensure that a wide range of symbolised resources are available.

Indicator 3

Any naturally occurring situation where the learner has the opportunity to listen and follow simple instructions and requests, which contain a single step.

Indicator 4

Milestone 8 Task 11 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

If you do not feel that this discrete task is suitable for the learner, use any regular individual or small group activity where s/he is listening to and following instructions containing three to five key words. This can be clearing up at the end of a session, planning an activity or outing, or any other task from regular activities.

For extension activities, review the vocabulary covered. Produce questionnaires on a variety of subjects. In group work questionnaires could be used to determine simple statistics (the number of people who wear glasses etc.), find common interests, or determine the most/least popular choices. Questionnaires can also be used when asking the learner to identify someone else from their group by listening to their answers, e.g. *'Who doesn't like crisps?'*

Significant responses

Learner shows that s/he is paying attention by eye contact, head movements, hand gestures

Learner is able to give a response to simple questions using her/his preferred communication method and is understood by intended audience

Learner demonstrates understanding of simple instructions by responding appropriately through communication or by carrying out the action

Learner ensures communication is relevant to the topic

Learner uses vocabulary exclusive to the topic

Learner shows awareness of listener's needs

Learner shows awareness of following the degree of politeness required

Learner shows awareness of appropriate tone, stress and volume of voice (if communication is spoken)

Suggested next steps

To listen and respond to familiar people on a wider range of topics

To listen and respond to questions about personal details, experiences, events and narratives

To follow simple instructions containing two or three steps

To listen to and follow brief narratives



Speak (or use other means) to communicate

Speaking and listening

SLc/M8

Indicators

1. Use key
 - words
 - signs
 - symbolsin communicating
 - a. about their own experiences
 - b. to recount a narrativein the working contexts of
 - i. groups
 - ii. one-to-one
2. Ask questions using key
 - words
 - signs
 - symbolsto obtain information
 - a. for explanation
 - b. for instruction
 - c. about events
 - d. about experiences
3. Use a growing vocabulary to convey meaning to the listener which reaches beyond words of a purely personal significance

Assessment activities

Any activities which form part of the learner's regular routine in any naturally occurring setting, e.g. educational, home, activity centre, work placement or employment.

Resources

Indicator 1 and 2

Organise a selection of images/symbols/signs/words that represent a range of activities undertaken by the learner.

Encourage the learner to refer to her/his week's plans. Provide symbol resources for 'today', 'tomorrow' and 'yesterday'. Support the learner in producing information saying what s/he did yesterday, what s/he is doing today and what s/he plans to do tomorrow.

Materials for subsequent activities should include resources that relate directly to the learner and her/his life experiences or a story that s/he wishes to relate, for instance a film plot. Cultural variations (in terms of specific objects depicted in symbol cards as well as daily routines etc.) should be taken into account. A selection of picture/sign or symbol cards could be used as prompts for the learner to communicate choices and ideas.

Indicator 3

Create opportunities for learners to ask questions to find out simple information. You could use a set of prompt cards with symbols/social sight signs/images of familiar places and routines to form a discrete assessment opportunity if this is appropriate. These could be prompts of food items, equipment, a taxi, a telephone. Show the learner the prompt and ask them to communicate a question, e.g. *'Can I order a taxi please?'* This could be assessed with SLIr/M8.2a by asking the learner for personal information.

Learners could also engage in small group presentations of events, experiences or instructions where they have the opportunity to question each other.

Involve the learner in helping to complete a questionnaire with friends and family. Produce symbol cards representing simple questions, e.g. *'What is your name?'*, *'How old are you?'*, *'Where do you live?'* and support them in asking the questions. Other learners can be supported in giving their answers.

Other opportunities could occur during team reviews, care plan reviews or small group discussions about events and experiences.

Significant responses

Learner can communicate ideas

Learner can communicate choices

Learner is using conjunctions to link ideas or add detail

Learner is making simple requests

Learner is asking simple questions of others

Learner is making simple statements about straightforward and/or personal matters

Learner is starting to use a growing vocabulary to describe events and experiences beyond those which are personal

Suggested next steps

To develop and expand the number of key words/signs/symbols used to communicate choices, experiences or explanations

To use a growing vocabulary to make simple requests and ask questions

To use a growing vocabulary to make simple statements

To use a growing range of vocabulary which reaches beyond personal significance



Engage in discussion

Speaking and listening

SLd/M8

Indicators

1. Contribute proactively in simple oral interactions on a simple idea or subject, including
 - a. conversations
 - b. discussions

Assessment activities

Any activities which form part of the learner's regular routine in any naturally occurring setting, e.g. educational, home, activity centre, work placement or employment, care review, team review, group planning session or small group discussions about events and experiences.

Resources

Pictorial prompts such as a picture of a current news item, film still, personal event, or holiday image, or a shared event or experience, can be used as a discussion prompt.

Significant responses

- Learner greets other person
- Learner uses vocabulary which is exclusive to the situation
- Learner keeps contributions relevant to the subject
- Learner shows awareness of the listener's needs
- Learner shows awareness and observes turn-taking conventions
- Learner adjusts conversation to account for listener's problems
- Learner communications are appropriate for the setting and communication partner(s)
- Learner shows awareness of the relationship between self and the listener(s)
- Learner shows an awareness of shared history with the conversational partner
- Learner shows awareness of the effect the communication has on others by the choice of words, tone, stress and volume and non-verbal features

Suggested next steps

- To contribute in discussions and conversations using a wider range of vocabulary about a greater range of topics
- To contribute to conversations and discussions with familiar and some unfamiliar people in a wider range of settings



Text focus: Reading comprehension

Reading

Rt/M8

Indicators

1. Understand that print conveys meaning
2. Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate
3. When working with texts which contain
 - words
 - signs
 - symbols
 - images
 communicate about
 - a. persons
 - b. characters
 - c. events
 - d. objects
 with which they have become familiar

Assessment activities

Any reading opportunity involving familiar books/magazines or texts.

You may wish to use a piece of work generated by the learner such as a recording of a familiar event. This could also be recorded in authoring programmes such as a slide show viewer which allows the learner to select images (either their own or from a library) and to add typed comments beneath. S/he can then control the screen changes or images.

Resources

Indicator 1 and 2

Any reading materials – these may be published materials, books, magazines, food labels, web pages and sign or symbol supported materials produced by the tutor or learner.

Indicator 3

Milestone 8 Task 1 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Significant responses

Learner selects the material by indicating

Learner holds the book (if s/he can hold it) correctly

When sharing a book or magazine, the learner finds the first page and follows the convention of looking at the left hand page first and then the right hand page and following text from top to bottom or as culturally appropriate

Learner selects own name

Learner makes informed 'guesses' at words/signs/symbols

Learner is exploring sounds and patterns of sounds

Suggested next steps

To respond to requests about reading materials '*Show me the...*', '*Find the book about...*'

To answer questions about the pictures/signs/symbols

To interpret and use signs related to stories, texts

To follow text being read aloud to the learner with the reader running finger under text

To use initial letter cards

To recognise letters by name, shape and sound

To explore sound and patterns of sound

To develop simple sight vocabulary

To select single words/signs/symbols from print

To increase range of familiar words/signs/symbols

To provide opportunities for communication about stories, poems, etc.

To use familiar words to develop knowledge of letters and sounds

To increase range of familiar words



Reading

Rs/M8

Sentence focus

Indicators

1. Understand that individual words are grouped together to convey meaning and information, using rules and structures

Assessment activities

Any reading activities that form part of the learner's daily or weekly routine and involve regularly used texts that have been prioritised as learning targets.

Resources

Simple captions or instructions in recipes or food packets

Messages in greeting cards or notes

Workplace information or instructions

Significant responses

Learner follows text from left to right or as culturally appropriate

Learner makes informed 'guesses' at words

Learner is exploring sounds and patterns of sounds

Learner is aware of the meaning of groups of words

Suggested next steps

To recognise letters by name, shape and sound

To explore sound and patterns of sound

To develop simple sight vocabulary

To select single words from print

To increase range of familiar words

To use familiar words to develop knowledge of letters and sounds

To increase range of familiar words grouped together for meaning



Reading

Word focus

Rw/M8

Indicators

1. Recognise the letters of the alphabet by
 - a. shape
 - b. name
 - c. sound
2. Associate sounds with patterns in some
 - letters
 - syllables
 - words
 - rhymes
 - songs
3. Recognise/read a growing repertoire of familiar
 - words
 - signs
 - symbols
 which they encounter in daily life, including
 - a. own name
 - b. name of familiar family member, carer or other person of personal significance
 - c. own street name, house number

Assessment activities

Use text/signs and symbols which occur as part of the learner's regular routine and focus on the words/signs/symbols linked to her/his personal vocabulary that have been prioritised as her/his learning target.

Resources

Indicator 1

- a. Use the upper and lower case letter cards as an opportunity to assess the learner's recognition of letters of the alphabet by shape.
- b. Milestone 8 Task 2 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.
- c. Milestone 8 Task 3 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Indicator 2

Letters – Milestone 8 Task 4 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Syllables – Milestone 8 Task 5 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Words – Milestone 8 Task 6 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Rhymes – Milestone 8 Task 7 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Songs – Use a range of familiar songs to assess the learner's association of patterns of sounds.

Indicator 3

Words – Milestone 8 Task 9 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Signs – Milestone 8 Task 8 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Symbols – Use a range of rebus symbols to build a list of personal symbol supported words (or symbols without words) which relate to work and daily life to create an assessment opportunity.

Other assessment resources include the creation of word/sign/symbol cards using the learner's name, address and other details of personal significance to form an assessment activity.

Significant responses

Learner identifies letters of the alphabet by name/shape/sound

Learner is associating sounds with patterns in some letters/syllables/words/rhymes/songs

Learner makes informed 'guesses' at letters/words/signs/symbols

Learner is exploring sounds and patterns of sounds

Learner identifies own name, address and words/signs/symbols of personal significance

Suggested next steps

To recognise letters by name/shape/sound

To explore sound and patterns of sound

To associate sounds with patterns in some letters/syllables/words/rhymes/songs

To select single words/symbols from print

To increase range of familiar words/signs/symbols

To develop simple sight and symbol vocabulary

To use familiar words to develop knowledge of letters and sounds



Writing

Text focus

Wt/M8

Indicators

1. Understand that
 - a. words
 - b. signs
 - c. symbols
 - d. images
 convey information

2. Understand that written texts can have different purposes

3. Understand the need to plan before writing, including the use of
 - words
 - signs
 - symbols
 - images

4. Use in their supported writing
 - words and letters
 - signs
 - symbols
 - images
 to communicate meaning for different purposes when writing short texts

Assessment activities

Any activities which form part of a daily routine or educational session and involve the production of simple pieces of writing.

Resources

Indicator 1

Words – Milestone 8 Task 9 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Signs – Milestone 8 Task 8 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Symbols – Milestone 8 Task 1 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration Instructions.

Images – Use a range of images relevant to the learner's range of experience to assess understanding, e.g. items of food from packets to select ingredients for a recipe or other suggestions from the Adult Pre-entry Curriculum Framework.

Indicator 2

Milestone 8 task 10 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Significant responses

Learner is making recognisable letters and symbols to convey meaning

Learner's writing may need to be mediated to be understood

Learner can structure some phrases and simple statements using recognisable words to convey ideas

Learner can convey meaning using words/letters/signs/symbols/images for different simple purposes

Suggested next steps

To write letters clearly shaped and oriented

To develop writing which can be understood without mediation

To learn to leave spaces between words

To develop sentence structure

To understand the purpose of full stops

To develop small bank of words/signs/symbols/images to be used independently



Writing

Sentence focus

Ws/M8

Indicators

1. Understand that individual words are grouped together to convey meaning and information, using rules and structures

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Use text/signs and symbols which occur as part of the learner's regular routine and focus on the words/signs/symbols linked to her/his personal vocabulary that have been prioritised as her/his learning target

Resources

Materials can include pens/pencils/crayons and appropriate ICT resources such as rebus software packages, *Gridmaker*, and concept keyboards.

Significant responses

Learner is communicating meaning through emergent writing

Learner is grouping letters to form words

Learner is grouping words to form meaning

Learner is leaving spaces between words

Learner is communicating what her/his writing conveys

Learner is showing evidence of differentiation between symbols and letters

Learner is developing an understanding of writing from left to right and top to bottom or as culturally appropriate

Suggested next steps

To use initial letters accurately

To develop a small bank of words/signs/symbols relating to familiar people, objects, events

To recognise a greater range of letters/signs/symbols

To extend length of writing

To develop consistent use of spacing between words



Writing

Word focus

Ww/M8

Indicators

1. Write
 - a. using an appropriate grip
 - b. making many controlled letter shapes
 - c. using a conventional sequence of letters correctly from memory
such as when writing their own names and other simple words which are well known to them
2. Associate sounds with patterns in some
 - letters
 - syllables
 - words
 - rhymes
 - songs
3. Where adults have difficulty writing with pens or pencils, use alternative methods to handwriting

Assessment activities

Any opportunity where the learner is taking part in a writing or recording activity.

Resources

Materials can include pens/pencils/crayons and appropriate ICT resources such as rebus software packages, *Gridmaker*, and concept keyboards.

Indicator 2

Letters – Milestone 8 Task 4 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Syllables – Milestone 8 Task 5 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Words – Milestone 8 Task 6 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Rhymes – Milestone 8 Task 7 provides an opportunity to undertake a discrete assessment with the learner if this is appropriate. Use the task in conjunction with the advice given in the Administration instructions.

Significant responses

- Learner is using an appropriate grip on writing implement
- Learner is communicating meaning through emergent writing
- Learner is producing letter-like shapes
- Learner is forming some letters correctly
- Learner is producing sequence of letters from memory
- Learner is using initial letters accurately
- Learner is grouping letters to form words
- Learner is associating sounds with patterns in letters
- Learner is associating sounds with patterns in syllables
- Learner is associating sounds with patterns in words
- Learner is associating sounds with patterns in rhymes
- Learner is associating sounds with patterns in songs
- Learner is communicating what her/his writing conveys
- Learner is showing evidence of differentiation between symbols and letters
- Learner is developing an understanding of writing from left to right and top to bottom or as culturally appropriate

Suggested next steps

- To trace letter shapes in sand/flour/shaving foam/in air/on hand
- To develop a variety of mark-making movements, e.g. circles, up, down and horizontal movements
- To communicate through emergent writing
- To sequence and trace letters of name
- To focus on the initial letters of written words to sort words and pictures
- To copy over and under a variety of written words and symbols
- To attempt to write words/signs/symbols for familiar objects or people
- To use initial letters accurately
- To develop a small bank of words/signs/symbols relating to familiar people, objects or events
- To recognise a greater range of letters/signs/symbols
- To extend length of writing
- To develop letter construction and orientation
- To develop consistent use of spacing between words

Relevant reading

For information on multi-sensory approaches to assessing and improving handwriting skills, see Taylor, J., *Handwriting: A Teacher's Guide*, David Fulton Publishers

Pre-entry literacy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Encounter experiences			Respond with reflex			Engage in communication		
	eM	C	E	eM	C	E	eM	C	E
Cce/M1a.1									
CCr/M1a.1									
CCr/M1a.2									
CCc/M1b.1									
CCc/M1b.2									
CCc/M1b.3									
CCc/M2a.1									
CCc/M2a.2									
CCc/M2a.3									
CCc/M2a.4									
CCc/M2a.5									
CCc/M2b.1									
CCc/M2b.2									
CCc/M2b.3									
CCc/M2b.4									
CCc/M2b.5									
CCc/M3a.1									
CCc/M3a.2									
CCc/M3a.3									
CCc/M3a.4									
CCc/M3a.5									
CCc/M3a.6									
CCc/M3b.1									
CCc/M3b.2									
CCc/M3b.3									
CCc/M3b.4									
CCc/M3b.5									

Pre-entry literacy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Speaking and listening			Reading			Writing		
	eM	C	E	eM	C	E	eM	C	E
SLlr/M4.1									
SLlr/M4.2									
SLlr/M4.3									
SLlr/M4.4									
SLc/M4.1									
SLc/M4.2									
SLd/M4.1									
SLd/M4.2									
Rti/M4.1									
Rti/M4.2									
Rw/M4.1									
Wt/M4.1									
Wt/M4.2									
Ww/M4.1									
SLlr/M5.1									
SLlr/M5.2									
SLlr/M5.3									
SLc/M5.1									
SLc/M5.2									
SLc/M5.3									
SLd/M5.1									
SLd/M5.2									
Rti/M5.1									
Rti/M5.2									
Rti/M5.3									
Rw/M5.1									
Rw/M5.2									
Wt/M5.1									
Wt/M5.2									
Ww/M5.1									
Ww/M5.2									
Ww/M5.3									
SLlr/M6.1									
SLlr/M6.2									
SLlr/M6.3									
SLc/M6.1									

Pre-entry literacy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Speaking and listening			Reading			Writing		
	eM	C	E	eM	C	E	eM	C	E
SLc/M6.2									
SLc/M6.3									
SLd/M6.1									
SLd/M6.2									
SLd/M6.3									
Rti/M6.1									
Rti/M6.2									
Rti/M6.3									
Rtc/M6.1									
Rtc/M6.2									
Rw/M6.1									
Rw/M6.2									
Wt/M6.1									
Wt/M6.2									
Ww/M6.1									
Ww/M6.2									
Ww/M6.3									
Ww/M6.4									
SLlr/M7.1									
SLlr/M7.2									
SLlr/M7.3									
SLc/M7.1									
SLc/M7.2									
SLc/M7.3									
SLc/M7.4									
SLc/M7.5									
SLd/M7.1									
Rti/M7.1									
Rti/M7.2									
Rti/M7.3									
Rtc/M7.1									
Rtc/M7.2									
Rtc/M7.3									
Rw/M7.1									
Rw/M7.2									
Rw/M7.3									

Pre-entry literacy assessment learner record

Learner name:

(Enter date of assessment under relevant grading profile)

Milestone indicator	Speaking and listening			Reading			Writing		
	eM	C	E	eM	C	E	eM	C	E
Wt/M7.1									
Wt/M7.2									
Ww/M7.1									
Ww/M7.2									
Ww/M7.3									
Ww/M7.4									
SLlr/M8.1									
SLlr/M8.2									
SLlr/M8.3									
SLlr/M8.4									
SLc/M8.1									
SLc/M8.2									
SLc/M8.3									
SLd/M8.1									
Rt/M8.1									
Rt/M8.2									
Rt/M8.3									
Rs/M8.1									
Rw/M8.1									
Rw/M8.2									
Rw/M8.3									
Wt/M8.1									
Wt/M8.2									
Wt/M8.3									
Wt/M8.4									
Ws/M8.1									
Ww/M8.1									
Ww/M8.2									
Ww/M8.3									

Pre-entry assessment record

Learner name: Date:

Milestone:	Reference:
Context	
Evidence	
Key elements	
Next steps	

Literacy assessment learner record – Speaking and listening

Learner name:

Entry 1				Entry 2				Entry 3				Level 1				Level 2			
ref.	task	date	result	ref	task	date	result	ref	task	date	result	ref	task	date	result	ref.	task	date	result
SLlr/E1.1				SLlr/E2.1				SLlr/E3.1				SLlr/L1.1				SLlr/L2.1			
SLlr/E1.2				SLlr/E2.2				SLlr/E3.2				SLlr/L1.2				SLlr/L2.2			
SLlr/E1.3				SLlr/E2.3				SLlr/E3.3				SLlr/L1.3				SLlr/L2.3			
SLlr/E1.4				SLlr/E2.4				SLlr/E3.4				SLlr/L1.4				SLlr/L2.4			
				SLlr/E2.5				SLlr/E3.5				SLlr/L1.5							
				SLlr/E2.6				SLlr/E3.6				SLlr/L1.6							
SLc/E1.1				SLc/E2.1				SLc/E3.1				SLc/L1.1				SLc/L2.1			
SLc/E1.2				SLc/E2.2				SLc/E3.2				SLc/L1.2				SLc/L2.2			
SLc/E1.3				SLc/E2.3				SLc/E3.3				SLc/L1.3				SLc/L2.3			
SLc/E1.4				SLc/E2.4				SLc/E3.4				SLc/L1.4				SLc/L2.4			
SLd/E1.1				SLd/E2.1				SLd/E3.1				SLd/L1.1				SLd/L2.1			
				SLd/E2.2				SLd/E3.2				SLd/L1.2				SLd/L2.2			
								SLd/E3.3				SLd/L1.3				SLd/L2.3			
																SLd/L2.4			
																SLd/L2.5			

Literacy assessment learner record – Reading

Learner name:

Entry 1				Entry 2				Entry 3				Level 1				Level 2			
ref.	task	date	result	ref	task	date	result	ref	task	date	result	ref	task	date	result	ref.	task	date	result
Rt/E1.1				Rt/E2.1				Rt/E3.1				Rt/L1.1				Rt/L2.1			
Rt/E1.2				Rt/E2.2				Rt/E3.2				Rt/L1.2				Rt/L2.2			
				Rt/E2.3				Rt/E3.3				Rt/L1.3				Rt/L2.3			
				Rt/E2.4				Rt/E3.4				Rt/L1.4				Rt/L2.4			
								Rt/E3.5				Rt/L1.5				Rt/L2.5			
								Rt/E3.6								Rt/L2.6			
								Rt/E3.7								Rt/L2.7			
								Rt/E3.8								Rt/L2.8			
								Rt/E3.9											
Rs/E1.1				Rs/E2.1				Rs/E3.1				Rs/L1.1				Rs/L2.1			
				Rs/E2.2				Rs/E3.2				Rs/L1.2				Rs/L2.2			
				Rs/E2.3				Rs/E3.3											
				Rs/E2.4															
Rw/E1.1				Rw/E2.1				Rw/E3.1				Rw/L1.1				Rw/L2.1			
Rw/E1.2				Rw/E2.2				Rw/E3.2				Rw/L1.2				Rw/L2.2			
Rw/E1.3				Rw/E2.3				Rw/E3.3				Rw/L1.3				Rw/L2.3			
				Rw/E2.4				Rw/E3.4											
				Rw/E2.5				Rw/E3.5											

Literacy assessment learner record – Writing

Learner name:

Entry 1			Entry 2			Entry 3			Level 1			Level 2							
ref.	task	date	result	ref	task	date	result	ref	task	date	result	ref.	task	date	result				
Wt/E1.1				Wt/E2.1				Wt/E3.1				Wt/L1.1				Wt/L2.1			
								Wt/E3.2				Wt/L1.2				Wt/L2.2			
								Wt/E3.3				Wt/L1.3				Wt/L2.3			
								Wt/E3.4				Wt/L1.4				Wt/L2.4			
												Wt/L1.5				Wt/L2.5			
												Wt/L1.6				Wt/L2.6			
												Wt/L1.7				Wt/L2.7			
Ws/E1.1				Ws/E2.1				Ws/E3.1				Ws/L1.1				Ws/L2.1			
Ws/E1.2				Ws/E2.2				Ws/E3.2				Ws/L1.2				Ws/L2.2			
Ws/E1.3				Ws/E2.3				Ws/E3.3				Ws/L1.3				Ws/L2.3			
				Ws/E2.4								Ws/L2.4							
Ww/E1.1				Ww/E2.1				Ww/E3.1				Ww/L1.1				Ww/L2.1			
Ww/E1.2				Ww/E2.2				Ww/E3.2				Ww/L1.2				Ww/L2.2			
Ww/E1.3				Ww/E2.3				Ww/E3.3											

Diagnostic feedback and ILP information

Task No: 1		Subject: Literacy		Standard: Reading	
Task description Understand the purpose of different texts					
Level	Curriculum elements			Curriculum reference(s)	
M7	Understand that different reading materials have different (a) purposes and (b) forms of presentation			Rti/M7.3	
DIAGNOSTIC SCHEME					
Item no.	Objective/item description			Answer	
1	Understand purpose of text			newspaper	
2	Understand purpose of text			magazine	
3	Understand purpose of text and form of presentation			calendar	
4	Understand purpose of text and form of presentation			timetable	
INTERPRETATION					
<p>This task requires the learner to identify different reading materials by purposes and different forms of presentation. The items are a newspaper, a magazine, a calendar and a timetable. Learners would use knowledge of the conventions of print layout to identify the newspaper and magazine and also knowledge of the likely contents to identify them for a particular purpose. The calendar and timetable are recognisable as following different layout conventions, following a tabular format and read in columns of two variables.</p>					
	Number correct	Learner profile information		Next steps	
eM	0–1	The learner is demonstrating very little understanding of the four items of reading materials.		Discuss the different reading materials with the learner to establish whether s/he understands the purpose of any of them. It may be that this learner needs to work at Milestone 6 for a little longer in order to develop a wider understanding and interest in a selection of reading materials.	

	Number correct	Learner profile information	Next steps
C	2–3	The learner has shown that s/he has recognised most of the reading materials in this task.	Talk to the learner about the four formats, newspaper, magazine, calendar and timetable. Discuss the differences in layout and use (it would be useful to have some real examples for this). Look at the differences in layout between the printed matter, e.g. narrow column, use of images, use of headlines and subheadings, and the calendar and timetable, e.g. laid out in tables (with grid lines), have to be read using two variables (down the column and across the line). Establish which reading materials are relevant to the learner in her/his daily life. This discussion should help to identify the areas of personal development for the learning plan.
E	4	The learner has shown that s/he has identified all the reading materials for their correct purposes and appears to have no difficulty with this indicator.	Use the examples in the task to discuss the differences in layout and use (it would be useful to have some real examples for this). Look at the differences in layout between the printed matter, e.g. narrow column, use of images, use of headlines and subheadings, and the calendar and timetable, e.g. laid out in tables (with grid lines), have to be read using two variables (down the column and across the line). If the learner shows a good understanding and interest in the range of reading materials, s/he is ready to work at Milestone 8, developing an understanding of the meaning conveyed by the words.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rti/M7.3 – To show an interest in a wider range of reading materials relevant to the learner

Target 2:

Rti/M7.3 – To develop an interest in the purpose of different reading materials relevant to the learner

Task No: 2		Subject: Literacy		Standard: Reading	
Task description Distinguish between different types of text					
Level	Curriculum elements			Curriculum reference(s)	
M7	Distinguish between (a) print (b) text (c) symbols and (d) images			Rtc/M7.1	
DIAGNOSTIC SCHEME					
Item no.	Objective/Item description			Answer	
1	Distinguish text from images			the piece of text	
2	Distinguish sign from text and images			refreshment sign	
3	Distinguish image from text and sign			the photograph	
INTERPRETATION					
This task asks the learner to distinguish the difference between printed text, images and social sight signs. Learners would use an increasing knowledge of their daily/local environment, an increasing interest in reading materials and the activity of visual decoding to make the distinctions.					
	Number correct	Learner profile information		Next steps	
eM	0–1	The learner does not appear to be ready to make the distinctions between the different materials.		It would be useful to continue to work at Milestone 6 with this learner using a variety of printed materials, objects, signs, symbols and images to stimulate the learner's interest in reading and reinforce understanding of the purpose of the different media and the meaning they each convey.	
C	2	The learner has been able to make some distinction between the different media.		It would be useful to have examples of text, print, images and symbols ready for the discussion. Use them to determine which ones the learner can identify. It may be that the learner needs to do some more work at Milestone 6, consolidating her/his understanding of a wider range of signs/symbols before s/he works at Milestone 7.	
E	3	This learner has no difficulty in distinguishing between the different forms of printed materials.		S/he would appear ready to start working at Milestone 8 Text Focus.	

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rtc/M7.1 – To know the difference between print, text, images and signs

Target 2:

Rtc/M7.1 – To take an interest in identifying text and signs seen in daily life.

Task No: 3		Subject: Literacy		Standard: Reading	
Task description Predict meaning from text and images					
Level	Curriculum elements			Curriculum reference(s)	
M7	Predict in narratives and short texts words, signs, symbols and images			Rtc/M7.3	
DIAGNOSTIC SCHEME					
Item no.	Objective/Item description			Answer	
1	Predict text from image			a wedding	
2	Predict purpose from text			a birthday card	
3	Predict from image and text			recipe	
INTERPRETATION					
<p>This task asks the learner to predict the meaning and purpose of a variety of short texts and single images. The intention of the set of questions is to explore whether the learner is taking an active interest in the use of imagery in printed materials, the purpose of texts in daily life, e.g. the greeting card (and therefore the likely wording on the card) and is showing an understanding of the conventional layout of certain pieces of text, e.g. the recipe.</p>					
	Number correct	Learner profile information		Next steps	
eM	0–1	The learner has shown little or no understanding of the task.		Prepare a variety of prompts to stimulate communication about predicting the context of texts, meaning of signs and 'story' of images. Use local newspapers, handouts for shops and texts used in the learner's daily life to prompt discussion and interest in the likely content.	
C	2	The learner has shown some understanding of the likely content of some texts.		Use the pattern of incorrect and correct answers to identify the areas for further work. The task covered three items using text and images. Prepare a variety of prompts to stimulate communication about predicting the content of texts, meaning of signs and 'story' of images. If appropriate, use texts supported by the symbols familiar to the learner.	
E	3	The learner has shown understanding of the likely content of the texts.		If appropriate, start to work on reading comprehension at Milestone 8.	

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rtc/M7.3 – To predict meaning from words, signs, symbols and images in short narratives and texts

Task No: 4		Subject: Literacy	Standard: Reading
Task description Recognise most letters of the alphabet			
Level	Curriculum elements		Curriculum reference(s)
M7	Recognise most letters of the alphabet		Rw/M7.1
DIAGNOSTIC SCHEME			
Item no.	Objective/Item description		Answer
1	Recognise letter of the alphabet		a
2	Recognise letter of the alphabet		c
3	Recognise letter of the alphabet		f
4	Recognise letter of the alphabet		j
5	Recognise letter of the alphabet		n
6	Recognise letter of the alphabet		p
7	Recognise letter of the alphabet		t
8	Recognise letter of the alphabet		w
9	Recognise letter of the alphabet		y
INTERPRETATION			
<p>The task asked the learner to identify nine letters of the alphabet from the total of 26. The task can therefore, only sample the learner's knowledge of the alphabet. If you want to do an assessment of the learner's knowledge of all the letters, you might want to use the alphabet letters from the paper-based materials.</p>			
	Number correct	Learner profile information	Next steps
eM	0–3	The learner has only shown that s/he has a limited recognition of the letters of the alphabet.	Use the pattern of correct answers to identify strengths. Use these to build up the learner's recognition of a range of other letters, either using the alphabet cards as a learning resource or in a range of regular CVC words.
C	4–6	The learner has recognised a number of letters of the alphabet.	Use the pattern of correct answers to identify strengths. Use these to build up the learner's recognition of a range of other letters, either using the alphabet cards as a learning resource or in a range of regular CVC words.

	Number correct	Learner profile information	Next steps
E	7-9	The learner has recognised the range of letters.	You can use the alphabet cards from the paper-based materials to assess the full range of the alphabet. If you are satisfied that the learner can recognise the full range of letters, you might like to start working at Rw/M8.1 to extend recognition by shape, name and sound.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M7.1 – To recognise most letters of the alphabet

Task No: 5		Subject: Literacy		Standard: Reading	
Task description Understanding word composition					
Level	Curriculum elements			Curriculum reference(s)	
M7	Understand that words are composed of groups of letters and that this word has meaning			Rw/M7.2	
DIAGNOSTIC SCHEME					
Item no.	Objective/Item description			Answer	
1	Decode regular CVC word and identify meaning			car	
2	Decode regular CVC word and identify meaning			cup	
3	Decode regular CVC word and identify meaning			man	
INTERPRETATION					
The task sets three regular CVC words to assess understanding of word composition. The words used in the task are likely to be seen in daily life in reading texts, adverts and signs.					
	Number correct	Learner profile information		Next steps	
eM	0–1	The learner does not yet appear to understand that words are composed of groups of letters.		The learner needs to develop her/his knowledge and understanding of recognition of letters by name, shape and sound to extend her/his knowledge of CVC words. Draw attention to texts the learner is using in her/his daily life to develop understanding of words.	
C	2	The learner has shown some understanding of word composition.		The learner needs to develop her/his knowledge and understanding of recognition of letters by name, shape and sound to extend her/his knowledge of CVC words. Draw attention to texts the learner is using in her/his daily life to develop understanding of words.	
E	3	The learner has shown that s/he understands composition of regular CVC words.		Use a range of relevant words which the learner wishes to develop in relation her/his daily life to set targets to expand personal vocabulary.	

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M7.2 – To understand that words are made up of groups of letters

Task No: 6		Subject: Literacy	Standard: Writing
Task description Identifying the meaning of words, signs, symbols and images			
Level	Curriculum elements		Curriculum reference(s)
M7	With support, use words, signs, symbols and images matching their meaning to objects, people and places		Wt/M7.2
DIAGNOSTIC SCHEME			
Item no.	Objective/Item description		Answer
1	Match meaning of social sight sign to place		swimming pool
2	Match meaning of social sight sign to object		first aid box
3	Match meaning of word to object		cup
4	Match meaning of word to symbol		2
INTERPRETATION			
The task asks the learner to match the meaning of two social sight signs to a place and an object, a word to an object and a word to a number. The pattern of answers can be used to demonstrate whether the learner has a developing understanding of familiar social sight signs, words and numbers.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner is not yet making an association between signs, words, symbols and images and matching their meaning to objects and places used in everyday life.	Use the pattern of answers to identify whether the learner needs to focus on social sight signs, symbols, words or images. Explore work at M6/Rw.1 & 2 to extend the learner's range of personal vocabulary and social sight recognition seen on a frequent basis.
C	2–3	The learner is showing a growing association of matching words, signs, symbols and images to objects, people and places.	Use a range of personal vocabulary (supported by symbols if appropriate) and social sight signs relevant to the learner's daily life to set targets to expand her/his increasing awareness of vocabulary.
E	4	The learner has little difficulty in making an association between words, signs, symbols and their meaning.	You may wish to explore the learner's understanding of a range of social sight signs and personal words (supported by symbols if appropriate) to confirm he/hisr understanding of regularly used/seen words and signs. If you are satisfied that understanding at this milestone is secure, start work at Rt/M8.3.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Wt/M7.2 – To use more words and match their meaning to objects, places and people

Target 2:

Wt/M7.2 – To use more signs and match their meaning to objects, places and people

Target 3:

Wt/M7.2 – To use more symbols and match their meaning to objects, places and people

Target 4:

Wt/M7.2 – To use more images and match their meaning to objects, places and people

Task No: 7		Subject: Literacy	Standard: Listen and respond
Task description Listening for information			
Level	Curriculum elements		Curriculum reference(s)
M7	Listen to and follow simple instructions and requests containing three to five key words		SLIr/M7.3
DIAGNOSTIC SCHEME			
Item no.	Objective/Item description		Answer
1	Respond to instruction to select appropriate image		young man
2	Respond to instruction to select appropriate sign		fire exit
3	Respond to instruction to write down/select number		1
4	Respond to instruction to write down/select letter		a/A
INTERPRETATION			
This task assesses the learner's listening skills by setting four questions which use three to five key words, e.g. 'Look at. . . , Which one. . . , Click on. . . , Write this letter...' Two items ask the learner to click to select an answer and two ask the learner to write the answer in the text entry box. The learner's ability to follow the instructions, whether selected or written answer was correct or not, gives an indication of her/his ability to identify and follow the key words in the instruction.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has had difficulty in identifying and following the key words from the task.	Check the learner's correct and incorrect answers to identify any pattern in key word recognition, i.e. did s/he follow the multiple choice instructions rather than the free text entry? The learner needs to work on listening for key word recognition from a variety of tasks which s/he regularly undertakes as part of her/his daily activities.
C	2–3	The learner has been able to follow some key word instructions in order to undertake the task.	Check the learner's correct and incorrect answers to identify any pattern in key word recognition, i.e. did s/he follow the multiple choice instructions rather than the free text entry? The learner needs to work on listening for key word recognition from a variety of tasks which s/he regularly undertakes as part of her/his daily activities.

	Number correct	Learner profile information	Next steps
E	4	The learner has no difficulty in listening to and following key words in instructions.	You may want to develop the learner's skills in following a range of simple instructions and requests from familiar people using daily life tasks at SLIr/M8.3.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

SLIr/M7.3 – To listen and follow simple instructions and requests which have three to five key words, sign and symbols

Task No: 1		Subject: Literacy		Standard: Reading & Writing	
Task description Recognition of signs and symbols					
Level	Curriculum elements			Curriculum reference(s)	
M8	When working with words, signs, symbols and images communicate about persons, characters, events and objects with which they have become familiar. Understand that symbols convey information			Rt/M8.3 Wt/M8.1c	
DIAGNOSTIC SCHEME					
Item no.	Objective/item description			Answer	
1	Understand information conveyed by 'irritant' symbol			bottle of bleach	
2	Understand information conveyed by 'home freezing' sign			food packet	
3	Understand information conveyed by video warning sign			video cassette	
4	Understand meaning of home freezing sign			freezer	
INTERPRETATION					
The task uses four examples with signs and symbols, which the learner is likely to encounter in her/his daily life, in the workplace and at home. It is an opportunity for the learner to demonstrate a growing awareness of the likely meaning of the supporting text, which accompanies signs and symbols.					
	Number correct	Learner profile information		Next steps	
eM	0–1	The learner needs to develop a greater understanding of the relationship between regularly seen signs and symbols and the likely meaning of accompanying texts.		The signs and symbols in the task used the contexts of leisure and home/work to explore the learner's recognition and understanding of the contexts in which s/he would use these signs/symbols and her/his understanding of them. Use the learner's personal targets from their daily life activities to set learning goals to develop her/his knowledge of relevant texts containing words, signs, symbols and images.	

	Number correct	Learner profile information	Next steps
C	2-3	The learner has shown some understanding of the relationship of signs/symbols and the likely meaning of accompanying texts.	The signs and symbols in the task used the contexts of leisure and home work to explore the learner's recognition and understanding of the contexts in which s/he would use these signs/symbols and her/his understanding of them. Review the pattern of answers to identify where the learner experienced difficulty. Use the learner's personal targets to set appropriate goals to develop her/his understanding of a greater range of texts using words, signs, symbols and images as relevant to her/his daily life activities.
E	4	The learner had no difficulty with this task.	You may wish to explore further work on decoding simple and regular words to set learning targets towards developing Entry 1 skills.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rt/M8.3 – To use texts with words, signs, symbols and images and give information about their meaning

Target 2:

Wt/M8.1c – To understand that signs and symbols convey information

Task No: 2		Subject: Literacy		Standard: Reading	
Task description Recognise letters of the alphabet					
Level	Curriculum elements			Curriculum reference(s)	
M8	Recognise the letters of the alphabet by name			Rw/M8.1b	
DIAGNOSTIC SCHEME					
Item no.	Objective/item description			Answer	
1	Recognise letter of the alphabet by name			b	
2	Recognise letter of the alphabet by name			f	
3	Recognise letter of the alphabet by name			h	
4	Recognise letter of the alphabet by name			i	
5	Recognise letter of the alphabet by name			k	
6	Recognise letter of the alphabet by name			q	
7	Recognise letter of the alphabet by name			s	
8	Recognise letter of the alphabet by name			v	
9	Recognise letter of the alphabet by name			z	
INTERPRETATION					
This task asks the learner to identify nine of the 26 letters of the alphabet by name. It builds upon the task at Milestone 7 in that the letters in this task are those which are more difficult to identify.					
	Number correct	Learner profile information		Next steps	
eM	0–3	The learner has difficulty with letter recognition by name.		Use the alphabet cards from the paper-based materials to explore the learner's knowledge of the full alphabet and set learning targets as appropriate.	
C	4–6	The learner has been able to identify some letters by name.		Check the pattern of correct/incorrect answers to identify whether the learner has difficulty with some less frequently used letters. Use the alphabet cards from the paper-based materials to explore the learner's knowledge of the full alphabet and set learning targets as appropriate.	

	Number correct	Learner profile information	Next steps
E	7-9	The learner does not appear to have any problems with recognising the letters of the alphabet by name.	You may want to check all the letters of the alphabet using the alphabet cards from the paper-based materials. Try Task 3 at this level to check the learner's recognition of letters by sound. If s/he is secure in that knowledge too, then you may want to set targets for decoding simple, regular words at Milestone 8/Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.1b – To recognise the letters of the alphabet by name

Task No: 3		Subject: Literacy		Standard: Reading	
Task description Recognise letters by sound					
Level	Curriculum elements			Curriculum reference(s)	
M8	Recognise the letters of the alphabet by sound			Rw/M8.1c	
DIAGNOSTIC SCHEME					
Item no.	Objective/item description			Answer	
1	Recognise letter of the alphabet by sound			c	
2	Recognise letter of the alphabet by sound			s	
3	Recognise letter of the alphabet by sound			m	
4	Recognise letter of the alphabet by sound			d	
5	Recognise letter of the alphabet by sound			h	
6	Recognise letter of the alphabet by sound			t	
INTERPRETATION					
This task uses six regular CVC words and asks the learner to identify the initial letter of each word by sound.					
	Number correct	Learner profile information		Next steps	
eM	0–2	The learner has difficulty in associating letters to sound.		The learner needs to do more work on grapho/phonetic correspondence in preparation for decoding regular and simple words. You may wish to use the alphabet cards to develop the learner's knowledge of sound association to letters or make a set of regular CVC word cards relevant to the learner's daily life to develop grapho/phonetic correspondence.	
C	3–4	The learner has shown some recognition of letters of the alphabet by name.		Use the pattern of correct/incorrect answers to identify the particular areas of difficulty. You may wish to set learning targets making a set of regular CVC word cards relevant to the learner's daily life to develop grapho/phonetic correspondence.	

	Number correct	Learner profile information	Next steps
E	5-6	The learner does not have any difficulty in recognising the letters of the alphabet by name.	You may want to check the learner's knowledge of all the letters of the alphabet by sound using the alphabet cards from the paper-based materials. If you are satisfied that this knowledge is secure, you may wish to set targets with the learner for decoding growing number of words at Milestone 8/Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.1c – To recognise the letters of the alphabet by sound

Task No: 4		Subject: Literacy		Standard: Reading	
Task description Associate sounds with patterns in some letters					
Level	Curriculum elements			Curriculum reference(s)	
M8	Associate sounds with patterns in some letters			Rw/M8.2	
DIAGNOSTIC SCHEME					
Item no.	Objective/item description			Answer	
1	Identify initial consonant sound			p	
2	Identify initial consonant sound			b	
3	Identify initial consonant sound			s	
4	Identify initial vowel sound			o	
5	Identify initial vowel sound			a	
6	Identify initial vowel sound			i	
INTERPRETATION					
The task asks the learner to associate sounds with the patterns of initial letters in some regular CVC and Dolch list words using both vowels and consonants.					
	Number correct	Learner profile information		Next steps	
eM	0–2	The learner has difficulty in identifying the sound patterns in some letters.		The learner needs to do more practice on sound association with letters. Use the alphabet cards to set learning targets to develop this. You could also make personal word cards for the learner using Dolch list words and personal vocabulary to develop this area.	
C	3–4	The learner has made a correct association of sound to some of the letters.		Use the pattern of incorrect answers to identify where the difficulties are. You may want to support these learning targets using alphabet cards or making personal word cards for the learner using Dolch list words and personal vocabulary to develop this area.	

	Number correct	Learner profile information	Next steps
E	5-6	The learner has little difficulty in associating sounds to patterns in letters.	You may wish to set targets to develop the learner's ability to recognise and read a growing repertoire of familiar words at Milestone 8/Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.2 – To work on associating sounds with letters

Task No: 5		Subject: Literacy		Standard: Reading	
Task description Associate sounds in syllables					
Level	Curriculum elements			Curriculum reference(s)	
M8	Associate sounds with pattern of sound in some syllables			Rw/M8.2	
DIAGNOSTIC SCHEME					
Item no.	Objective/item description			Answer	
1	Identification of initial consonant in syllables			d	
2	Identification of initial consonant in syllables			m	
3	Identification of final consonant in syllables			s	
4	Identification of final consonant in syllables			r	
5	Identification of final consonant in syllables			t	
6	Identification of final consonant in syllables			d	
INTERPRETATION					
<p>This task sets the learner six items to establish whether s/he can associate sounds in patterns of syllables. Two of the items ask for identification of initial sound and four for the final sound. This is quite a sophisticated listening task and some learners at his level might well have difficulties in selective listening.</p>					
	Number correct	Learner profile information		Next steps	
eM	0–2	The learner has difficulty in associating the sounds with the patterns of syllables.		You need to have knowledge of the learner's ability to identify the letters of the alphabet by sound if this has not been already done. If the learner is secure in this skill, you may want to set learning targets using a number of words linked to the learner's personal vocabulary to develop this skill.	
C	3–4	The learner is able to associate some sounds with patterns of syllables.		Use the pattern to answers to identify the area of difficulty. You need to have knowledge of the learner's ability to identify the letters of the alphabet by sound if this has not already been done. If the learner is secure in this skill, you may want to set learning targets using a number of words linked to the learner's personal vocabulary to develop this skill.	

	Number correct	Learner profile information	Next steps
E	5-6	The learner has no difficulty in identifying the sounds in patterns of syllables.	You may wish to set targets for the learner to recognise/read a growing repertoire of familiar words for personal goals from social sight vocabulary and regular CVC words at Milestone 8/Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.2 – To work on associating sounds with patterns in syllables

Task No: 6		Subject: Literacy	Standard: Reading
Task description Associate sounds in words			
Level	Curriculum elements		Curriculum reference(s)
M8	Associate sounds with patterns in some words		Rw/M8.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Identification of initial consonant in regular CVC word		d
2	Identification of initial consonant in regular CVC word		h
3	Identification of initial consonant in regular CVC word		f
4	Identification of final consonant in regular CVC word		n
5	Identification of final consonant in regular CVC word		b
6	Identification of final consonant in regular CVC word		g
7	Identification of medial short vowel sound in regular CVC word		i
8	Identification of medial short vowel sound in regular CVC word		e
9	Identification of medial short vowel sound in regular CVC word		a
10	Identification of initial consonant digraph		ch
11	Identification of initial consonant digraph		th
12	Identification of initial consonant digraph		sh
INTERPRETATION			
This task asks the learner to identify the sounds with patterns in 12 words covering the range of initial consonant sound, final consonant sound, medial vowel sound and initial consonant digraph.			
	Number correct	Learner profile information	Next steps
eM	0–4	The learner has difficulty in identifying the pattern of sounds.	Check the pattern of answers to identify where the learner has difficulty with auditory discrimination, e.g. initial consonant sound, final consonant sound, medial vowel sound and initial consonant digraph. If the learner did not get any of the answers, s/he needs to do more work on recognition of the letters of the alphabet by sound. When you are satisfied that this area is sound, you can set targets to develop grapho/phonetic correspondence in regular CVC words.

	Number correct	Learner profile information	Next steps
C	5–8	The learner is able to identify some sounds with patterns in words but needs to develop this area further.	Check the pattern of answers to identify where the learner has difficulty with auditory discrimination e.g initial consonant sound, final consonant sound, medial vowel sound and initial consonant digraph. Use this information to set appropriate learning targets to develop the learner's auditory discrimination skills and develop grapho/phonic correspondence.
E	9–12	The learner has no difficulty in associating the sounds with patterns in this range of words.	The learner appears to be ready to develop learning targets to increase her/his repertoire of familiar words at Milestone 8/Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.2 – To work on associating sounds with patterns in words

Task No: 7		Subject: Literacy	Standard: Reading
Task description Associate sounds in rhymes			
Level	Curriculum elements		Curriculum reference(s)
M8	Associate sounds with patterns in some rhymes		Rw/M8.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Identification of medial vowel and final consonant in regular, rhyming CVC words		at
2	Identification of medial vowel and final consonant in regular, rhyming CVC words		ot
3	Identification of medial vowel and final consonant in regular, rhyming CVC words		et
4	Identification of medial vowel and final consonant in regular, rhyming CVC words		ip
5	Identification of medial vowel and final consonant in regular, rhyming CVC words		ug
6	Identification of medial vowel and final consonant in regular, rhyming CVC words		op
INTERPRETATION			
The task asks the learner to listen to six sets of rhyming words and identify the rhyming letter patterns.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has difficulty in identifying rhyming patterns of letters.	The learner needs to develop her/his auditory discrimination and knowledge of grapho/phonetic correspondence in rhyming words. Development of the learner's knowledge of onset and rime will also assist her/him to discriminate between the initial letter sound and the rhyming letter patterns.
C	3–4	The learner was able to discriminate some sounds with rhyming patterns.	Look at the pattern of incorrect answers to identify the patterns which were the most difficult for the learner. Development of the learner's knowledge of onset and rime will also assist her/him to discriminate between the initial letter sound and the rhyming letter patterns.

	Number correct	Learner profile information	Next steps
E	5-6	The learner does not appear to have any difficulty with associating sounds with letter patterns.	Use the learner's knowledge of rhyming patterns to set appropriate targets to develop her/his range of spelling groups.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.2 – To work on associating sounds with patterns in rhymes

Task No: 8		Subject: Literacy		Standard: Reading & Writing	
Task description Recognise social sight signs					
Level	Curriculum elements			Curriculum reference(s)	
M8	Understanding and conveying information about signs			Rw/M8.3 Wt/M8.1b	
DIAGNOSTIC SCHEME					
Item no.	Objective/item description			Answer	
1	Recognition and understanding of social sight signs – instruction			no smoking sign	
2	Recognition and understanding of social sight signs – place			hospital sign	
3	Recognition and understanding of social sight signs – place			toilets sign	
INTERPRETATION					
The task asks the learner to identify the meaning of a small range of regularly seen social sight signs. This assesses the growing awareness of decoding signs in everyday settings.					
	Number correct	Learner profile information		Next steps	
eM	0–1	The learner does not have an awareness of everyday signs.		Discuss the everyday setting which the learner uses with her/him and set targets to recognise a growing number of signs which are relevant to the learner's needs.	
C	2	The learner has a growing awareness of signs used in her/his daily settings.		Discuss the everyday setting which the learner uses with her/him and set targets to recognise a growing number of signs which are relevant to the learner's needs.	
E	3	The learner does not appear to have problems recognising and using signs in daily settings.		Discuss the everyday settings the learner uses as part of her/his daily activities. It may be that the learner wishes to develop her/his repertoire of signs and you should set targets as appropriate, e.g. health and safety signs.	

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.3 – To recognise a growing number of familiar signs

Target 2:

Wt/M8.1b – To understand that signs convey information

Task No: 9		Subject: Literacy	Standard: Reading & Writing
Task description Reading words			
Level	Curriculum elements		Curriculum reference(s)
M8	Recognise and understand a growing number of words		Rw/M8.3 Wt/M8.1a
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Decode Dolch list word		and
2	Decode Dolch list word		my
3	Decode Dolch list word		want
4	Decode Dolch list word		by
5	Decode Dolch list word		when
INTERPRETATION			
This task assesses the learner's ability to recognise and read a growing number of words using a range of social sight words from the Dolch list. This milestone also includes a growing repertoire of words, which are personal to the learner, e.g. name and address. You will need to make a personal assessment of this with the learner to develop appropriate learning targets to include them.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has difficulty in recognising and decoding social sight vocabulary.	You may wish to assess the learner using Task 6 at Milestone 8 to assess the learner's ability to discriminate the sounds in regular CVC words. Set learning targets to develop the learner's repertoire of familiar words according to her/his individual needs.
C	3–4	The learner is starting to decode a range of familiar words.	You may do some further assessment with other word level tasks at Milestone 8 to assess grapho/phonic correspondence and auditory discrimination. Set targets to develop the learner's repertoire of words as appropriate to her/his individual needs.
E	5–6	The learner has no difficulty in identifying a range of familiar words.	Discuss the learner's development of personal vocabulary with her/him and set targets as appropriate. You may wish to assess decoding regular and simple words at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Rw/M8.3 – To recognise a growing number of familiar words

Target 2:

Wt/M8.1a – To understand that words convey information

Task No: 10		Subject: Literacy	Standard: Writing
Task description Understand the purpose of texts			
Level	Curriculum elements		Curriculum reference(s)
M8	Understand that written texts have different purposes		Wt/M8.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Identify purpose of text for information		TV guide
2	Identify purpose of text for information		timetable
3	Identify purpose of text		greeting card
4	Identify purpose of text		shopping list
INTERPRETATION			
This task requires the learner to identify different reading materials by purposes and different forms of presentation. The items are a shopping list, a TV guide, a greeting card and a timetable. Learners would use a knowledge of the conventions of print layout to identify the guide and timetable, following a tabular format and read in columns of two variables, and also a knowledge of the likely contents to identify them for a particular purpose. The list and greeting card are recognisable as following different layout conventions.			
	Number correct	Learner profile information	Next steps
eM	0-1	The learner is demonstrating very little understanding of the four items of reading materials.	Discuss the different reading materials with the learner to establish whether s/he understands the purpose of any of them. It may be that this learner needs to work at Milestone 7 for a little longer in order to develop a wider understanding and interest in a selection of reading materials.

	Number correct	Learner profile information	Next steps
C	2-3	The learner has shown that s/he has recognised most of the reading materials in this task.	Talk to the learner about the four formats, shopping list, TV guide, greeting card and timetable. Discuss the differences in layout and use (it would be useful to have some real examples for this). Look at the differences in layout between the TV guide, e.g. narrow column, use of images, use of headlines and subheadings, and the timetable, e.g. laid out in tables (with grid lines), has to be read using two variables (down the column and across the line). Discuss the differences between these texts and ones which learners create themselves e.g. lists. Establish which reading materials are relevant to the learner in her/his daily life. This discussion should help to identify the areas of personal development for the learning plan.
E	4	The learner has shown that s/he has identified all the reading materials for their correct purposes and appears to have no difficulty with this indicator.	Use the examples in the task to discuss the differences in layout and use (it would be useful to have some real examples for this). Look at the differences in layout between the TV guide, e.g. narrow column, use of images, use of headlines and subheadings, and the timetable, e.g. laid out in tables (with grid lines), has to be read using two variables (down the column and across the line). If the learner shows a good understanding and interest in the range of reading materials, s/he is ready to develop this work at Entry 1, and to develop an understanding of the meaning conveyed by the words.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

Wt/M8.2 – To understand the purposes of a range of texts used in daily life

Task No: 11		Subject: Literacy	Standard: Listen and respond
Task description Listen for information			
Level	Curriculum elements		Curriculum reference(s)
M8	Listen to and follow brief narratives		SLIr/M8.4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Listen for key word in narratives – where/work		the park
2	Listen for key word in narratives – like		flowers
3	Listen for key word in narratives – doesn't like/cleaning		cleaning tools
INTERPRETATION			
The task assesses the learner's ability to follow a simple and brief narrative about Ali's work in the park. The learner needs to listen for key words and detail. The task is set out in four simple sentences.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has difficulty listening for gist and detail in short narratives.	The learner needs to do some more work at Milestone 7 to develop her/his listening skills in paying attention and following key words.
C	2	The learner has understood some of the narrative.	Check her/his understanding of the vocabulary used in the story to check whether the learner understood all the narrative. The learner may have had difficulty in responding to the negative question in the last item.
E	3	The learner did not have any difficulty following this narrative.	The learner has shown that s/he has followed the narrative and was also able to respond correctly to a negative question. S/he may like to develop her/his listening skills at Entry 1.

ILP information

Short-term goals (dependent upon the learner)

Target 1:

SLIr/M8.4 – To listen and follow brief narratives

Task No: 1	Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics	
Task description Recognise letters of the alphabet – upper/lower case, vowel/consonant			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Recognise letters of the alphabet – upper/lower case, vowel/consonant		Rw/E1.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Recognise letters of the alphabet (lower case)		s
2	Recognise letters of the alphabet (lower case)		b
3	Recognise letters of the alphabet (upper case)		F
4	Recognise letters of the alphabet (upper/lower case)		u
5	Recognise vowels		e
6	Recognise vowels		i
7	Recognise consonants		b
8	Recognise consonants		p
INTERPRETATION			
<p>The Diagnostic scheme shows the type of letter the learner is asked to identify in each item. This can help you to identify particular strengths and weaknesses in the learner's answers.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of the alphabet in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–3	<p>The learner may not be able to recognise any letters of the alphabet.</p> <p>S/he may need to start learning the alphabet.</p>	<p>Ask the learner to read you some of the letters aloud. If s/he can do this with some letters, this can form the basis for future learning. If s/he cannot do this for any letters, this skill needs to be developed from the beginning. You should also consider using the Phonological Skills Module to assess the learner's phonological awareness (a pre-cursor to phoneme–grapheme correspondence). Try further assessment at Milestone 8, Rw/M8.1 to explore recognition of the letters of the alphabet by name, shape and sound.</p>

	Number correct	Learner profile information	Next steps
C	4–6	The learner probably needs to do some further work on alphabet recognition.	<p>Look at the learner's correct and incorrect answers to see if you can identify particular strengths and weaknesses.</p> <p>If there are no clear patterns, or if you wish to check further, you could ask the learner to identify some of the other letters in the items.</p> <p>You should also consider using the Phonological Skills Module to assess learner's phonological awareness (a precursor to phoneme–grapheme correspondence). Did the learner correctly answer questions 5–8? Explore whether s/he understands the terms vowel and consonant.</p>
E	7–8	The learner appears to have little difficulty in recognising the alphabet.	If you wish to double-check this, ask the learner to identify letters in words, e.g. finding examples of a particular letter in a sentence, or reading a word aloud letter by letter. You should consider assessment of decoding simple, regular words at Entry 1.

ILP information

Long-term goal

To consolidate letter recognition skills at Entry 1 – identification of upper and lower case letters, vowels and consonants

Short-term goals (dependent upon the learner)

Target 1:

Rw/E1.3 – To identify letters of the alphabet in upper and lower case

Target 2:

Rw/E1.3 – To identify vowels and consonants

Task No: 2	Subject: Literacy	Standard: Reading: comprehension	
Task description Recognise the different purposes of texts			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Recognise different purposes of text		Rt/E1.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
2	Use format to help identify purpose of texts		shopping list
3	Use format to help identify purpose of texts		advertisement
4	Use format to help identify purpose of texts		appointment card
5	Use format to help identify purpose of texts		warning sign
6	Use format to help identify purpose of texts		get well card
INTERPRETATION			
<p>The Diagnostic scheme shows the text types which the learner is asked to identify in this task. These are samples of the text types included at Entry 1, and can give a general indication of the learner's skill.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of text types in more detail, if necessary.</p> <p><i>Note:</i> This unit does not include every type of text which learners should have knowledge of at Entry 1. However, it will give a general indication of strengths and weaknesses. Refer to the curriculum for a full list of Entry 1 text types.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner may have problems recognising the typical features of different types of text.	See if the learner can identify some authentic examples of different types of text using a variety of printed matter, for example extracts from magazines, adverts, H & S signs. If the learner has difficulty, you may wish to try some of the Pre-entry assessment at Wt/M8.2 to develop her/his understanding of the range and purposes of text.
C	3–4	The learner can identify some, but not all, texts at Entry 1.	See if the learner can identify other authentic examples of text, particularly from her/his own interest area. Discuss the examples from the task to identify familiar/unfamiliar types and agree learning targets to extend the learner's understanding of text purposes.

	Number correct	Learner profile information	Next steps
E	5	The learner is able to identify all of these texts.	See if the learner can identify some authentic examples of other types of text. Check these skills at Entry 2, as the learner may have a higher level of skill.

ILP information

Long-term goal

To consolidate knowledge of features of texts at Entry 1 which help to identify their purpose

Short-term goals (dependent upon the learner)

Target 1:

Rt/E1.2 – To identify simple texts for purpose

Task No: 3	Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics	
Task description Reading sight words and simple, regular words			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Possess a limited sight vocabulary; decode simple, regular words		Rw/E1.1 Rw/E1.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Regular CVC word		him
2	Phonetically irregular sight vocabulary word, from Dolch list		two
3	Initial consonant with short vowel sound/regular CVC word		got
4	Phoneme 'ar' with initial and final consonants – Entry 2		dark
5	Initial consonant cluster with short vowel sound		drop
6	Initial consonant with final consonant cluster		back
7	Sight vocabulary word, from Dolch list		look
8	Sight vocabulary word, from Dolch list/final consonant cluster		want
9	Sight vocabulary word, from Dolch list		them
10	Sight vocabulary word, from Dolch list		your
INTERPRETATION			
The Diagnostic scheme shows the variety of social sight, Dolch list and phonetically regular words required to read words at this level.			
The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of sight words and phoneme–grapheme correspondence in more detail, if necessary.			
	Number correct	Learner profile information	Next steps
eM	0–3	The learner may possess a limited sight vocabulary and may have limited decoding skills.	Ask the learner to read some of the words aloud. If s/he can decode some words, this can be used as a basis for further learning. If s/he cannot do this for any words, this skill needs to be developed from the beginning.

	Number correct	Learner profile information	Next steps
eM	0–3	S/he might need to work on all sight vocabulary and phoneme–grapheme correspondence patterns at Entry 1.	If not already done, ask the learner to try the alphabet task at this level (Task 1). You may also want to try some of the Pre-entry assessment at Milestone 8, Rw/M8.2 which assesses sounds with patterns in letters, syllables, words and rhymes. Set targets to develop sight vocabulary as appropriate for the learner and also to develop learner's understanding of phoneme–grapheme correspondence.
C	4–7	The learner probably needs to do some further work in phoneme–grapheme correspondence and on sight vocabulary at Entry 1. You need to investigate whether there are particular patterns the learner needs to work on.	Look at the learner's correct and incorrect answers to see if you can identify particular spelling patterns which cause difficulty. If there are no clear patterns, or if you wish to check further, you could ask the learner to read some of the other words in the items or from a short piece of Entry 1 text. Discuss targets with the learner to develop a wider range of sight vocabulary and focus on particular areas of phoneme–grapheme correspondence which are creating difficulties.
E	8–10	The learner has little difficulty with sight vocabulary or phoneme–grapheme correspondence at Entry 1.	Ask the learner to read a simple text aloud, to check whether other words with Entry 1 spelling patterns can be decoded. If s/he can do this, you could investigate further with Entry 2 to set targets at this level.

ILP information

Long-term goal

To consolidate recognition of a limited sight vocabulary and phoneme–grapheme correspondence when decoding words at Entry 1

Short-term goals (dependent upon the learner)

Target 1:

Rw/E1.2 – To read regular CVC words

Target 2:

Rw/E1.2 – To read a wider range of simple regular words, including CCVC words

Target 3:

Rw/E1.1 – To read a wider range of sight words, using a range of techniques for recognising words on sight

Target 4:

Rw/E1.1 – To recognise high-frequency words, including key personal words

Task No: 4	Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics	
Task description Decode simple, regular words (identify rhyming words)			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Decode simple, regular words		Rw/E1.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Short vowel o / u		jog
2	Short vowel a / e		sat
3	Final consonant p / d		kid
4	Final consonant m / n		ham
5	Final consonant b / t		sob
6	Short vowel o / a		trap
7	Short vowel i / u		pinch
8	Short vowel a / o		block
INTERPRETATION			
<p>The Diagnostic scheme shows the phoneme–grapheme correspondence which the learner needs to recognise to identify the rhyme. This can help you to identify particular strengths and weaknesses in the learner’s answers.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner’s recognition of phoneme–grapheme correspondence in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	<p>The learner may not be able to decode any words, or may only be able to decode a few very simple ones.</p> <p>S/he might need to work on all the phoneme–grapheme correspondence patterns at Entry 1.</p>	<p>Ask the learner to read some of the words aloud. If s/he can decode some words, this can be used as a basis for further learning. If s/he cannot do this for any words, this skill needs to be developed from the beginning, working on extending the learner’s knowledge of phoneme–grapheme correspondence. Check that the learner understands the meaning of rhyme. Set targets to work on patterns of rhyming CVC words.</p>

	Number correct	Learner profile information	Next steps
eM	0–2		If not already done, ask the learner to try the alphabet task at this level (Task 1). You may also want to try some of the Pre-entry assessment at Milestone 8, Rw/M8.2 which assesses sounds with patterns in letters, syllables, words and rhymes.
C	3–6	<p>The learner needs to do some further work in phoneme–grapheme correspondence at Entry 1.</p> <p>You need to investigate whether there are particular patterns the learner needs to work on.</p>	<p>Look at the learner’s correct and incorrect answers to see if you can identify particular spelling patterns which cause difficulty and set targets to work on these specific groups.</p> <p>If there are no clear patterns, or if you wish to check further, you could ask the learner to read some of the other words in the items. The learner may wish to work on rhyming patterns in groups of regular CVC, CCVC and CVCC words.</p>
E	7–8	The learner has little difficulty with phoneme–grapheme correspondence at Entry 1.	<p>Ask the learner to read a simple text aloud, to check whether other words with Entry 1 spelling patterns can be decoded. Check groups of CCVC, CVCC and CCVCC words.</p> <p>If s/he can do this, you could investigate her/his skills further at Entry 2.</p>

ILP information**Long-term goal**

To develop phonemic awareness by exploring rhyme

Short-term goals (dependent upon the learner)*Target 1:*

Rw/E1.2 – To work on understanding of onset and rime, e.g. c-at, p-at, s-at

Task No: 5	Subject: Literacy	Standard: Reading: grammar and punctuation; vocabulary, word recognition and phonics	
Task description Choosing a familiar word to fit in a sentence			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Recognise simple sentence structure; possess a limited, meaningful sight vocabulary		Rs/E1.1 Rw/E1.1
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Choosing a familiar word to fit in the sentence		made
2	Choosing a familiar word to fit in the sentence		want
3	Choosing a familiar word to fit in the sentence		night
4	Choosing a familiar word to fit in the sentence		have
5	Choosing a familiar word to fit in the sentence		in
6	Choosing a familiar word to fit in the sentence		at
7	Choosing a familiar word to fit in the sentence		to
8	Choosing a familiar word to fit in the sentence		what
INTERPRETATION			
<p>These questions ask the learner to identify the correct word to fit into a sentence. This involves both recognising the words and interpreting the meaning of the sentence correctly.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of simple sentence structures and familiar words in more detail.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner may not be able to read simple words and make sense of simple sentences.	If not already done, check the learner's word reading at this level. If there are no problems with decoding words, the learner probably needs to learn to identify the structure of a simple sentence.

	Number correct	Learner profile information	Next steps
C	3–6	The learner needs to do more work on reading familiar words and making sense of simple sentences.	The learner can read a range of words and text at this level, but may have difficulty using the syntactic and semantic reading cues to select the appropriate word. Try a short reading miscue analysis at this level to analyse the learner's reading skills further and to identify which reading cues the learner is using and those which need development.
E	7–8	The learner does not appear to have any problems reading familiar words and simple sentences at Entry 1.	Check these skills at Entry 2, as the learner may have a higher level of skill.

ILP information

Long-term goal

To consolidate reading of familiar words and simple sentences

Short-term goals (dependent upon the learner)

Target 1:

Rw/E1.1 – To read and understand short familiar words

Target 2:

Rs/E1.1 – To read and understand short sentences

Task No: 6	Subject: Literacy	Standard: Reading: comprehension	
Task description Follow a short narrative			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Follow a short narrative; read and understand simple sentences in text		Rt/E1.1 Rs/E1.1
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Read and understand a short narrative		shoe shop
2	Read and understand a short narrative		socks
3	Read and understand a short narrative		nine o'clock
4	Read and understand a short narrative		bus
5	Read and understand a short narrative		watch TV
6	Read and understand a short narrative		plays football
INTERPRETATION			
<p>These questions assess the learner's understanding of a short text.</p> <p>The profile band can be used to help the learner develop an individual learning plan. It also suggests follow-up action to further investigate the learner's understanding of text.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner may not be able to understand a short text.	If not already done, assess reading of words and sentences with other tasks at this level. Ask the learner to read the text aloud to you as a short miscue analysis to identify which reading cues s/he is using. If the learner has great difficulty in reading the text to you, try using the Entry 1 tasks on decoding simple, regular words (Tasks 4 and 3). If this causes difficulty, it may be more appropriate to set learning targets on phoneme–grapheme correspondence at Milestone 8.
C	3–5	The learner needs to do more work on texts at Entry 1.	Try using the text as a reading miscue analysis to analyse the learner's reading skills further in establishing which reading cues the learner needs to develop. Use the pattern of correct/incorrect answers to set targets to expand recognition of sight/Dolch list vocabulary.

	Number correct	Learner profile information	Next steps
E	6	The learner does not appear to have problems understanding text at the level of Entry 1.	The learner has read and understood this piece of text. You may wish to check these skills at Entry 2 with the reading task (Task 8), as the learner may have a higher level of skill.

ILP information**Long-term goal**

To consolidate the reading of short simple narrative text

Short-term goals (dependent upon the learner)*Target 1:*

Rt/E1.1 – To read a short, simple story

Target 2:

Rs/E1.1 – To read simple sentences

Task No: 7	Subject: Literacy	Standard: Writing: grammar and punctuation	
Task description Word ordering in a sentence			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Construct a simple sentence		Ws/E1.1
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Word ordering in a sentence		It was not big.
2	Word ordering in a sentence		My coffee is hot.
3	Word ordering in a sentence		They went down here.
4	Word ordering in a sentence		She has not made tea.
INTERPRETATION			
<p>These questions all ask the learner to identify correct word order in a sentence. They become successively more difficult, and this can help you identify whether the learner can correctly order simple sentences but not more complex ones.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of correct sentence structure in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner may have no knowledge of correct sentence order, or may not have been able to read the sentences.	<p>This needs to be interpreted in the light of the learner's reading ability. If not already done, try some of the Entry 1 reading tasks, or ask the learner to read some of the words in this unit aloud to assess which reading cues the learner is using and those which need to be developed. As the learner is having difficulty with word order, it would appear that it is probably the syntactic and semantic cues which need development.</p> <p>If the learner can read the words, but cannot construct a sentence from them, you might want to try some of the Pre-entry materials at Milestone 8, Ws/M8.1.</p> <p>If English is a second language for the learner, try the ESOL diagnostic materials.</p>

	Number correct	Learner profile information	Next steps
C	2–3	The learner probably needs to do some further work on sentence structure and word ordering.	The learner has demonstrated that s/he understands some rules of grammatical construction at this level. Look at the pattern of correct/incorrect answers to identify where the difficulties with grammatical structure are occurring. Does the learner correctly identify the verb in each sentence? Has the learner correctly identified and used post-modal negation in question 4? You may want to look at an example of the learner's free writing to investigate her/his sentence structure strengths and weaknesses further.
E	4	The learner does not appear to have problems with word order in simple sentences.	Look at an example of the learner's free writing to investigate her/his sentence structure further. Check these skills at Entry 2, as the learner may have a higher level of skill.

ILP information**Long-term goal**

To consolidate sentence formation at Entry 1 – and to write grammatically correct simple sentences on familiar topics

Short-term goals (dependent upon the learner)*Target 1:*

Ws/E1.1 – To write simple sentences about familiar things

Task No: 8	Subject: Literacy	Standard: Writing: spelling
Task description Spelling dictation		
Level	Curriculum elements	Curriculum reference(s)
Entry 1	Spell familiar words correctly; use basic sound-symbol association	Ww/E1.1 Ww/E1.3
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Initial consonant (Ww/E1.3)	g (get)
2	Short vowel sound (Ww/E1.3)	i (big)
3	Initial consonant cluster 'tr' (Ww/E1.3)	tr (trip)
4	Initial consonant cluster 'pl' (Ww/E1.3)	pl (plug)
5	Familiar word (Ww/E1.1)	he (the)
6	Familiar word (Ww/E1.1)	in (into)
7	Final consonant cluster 'ld' (Ww/E1.3)	ld (cold)
8	Familiar word (Ww/E1.1)	ven (seven)
9	Initial and final consonant/short vowel sound (Ww/E1.3)	did
10	Familiar word (Ww/E1.1)	was
11	Familiar word (Ww/E1.1)	what
12	Initial consonant, short vowel sound and final consonant cluster 'll' (Ww/E1.3)	bell
13	Initial consonant, short vowel sound and final consonant cluster 'st' (Ww/E1.3)	lost
14	Familiar word (Ww/E1.1)	here
15	Familiar word (Ww/E1.1)	Friday
INTERPRETATION		
<p>The Diagnostic scheme shows the spelling pattern which the learner needs to recognise to spell the word correctly, or identifies the word as a familiar word which is at Entry 1. This can help you to identify particular strengths and weaknesses in the learner's answers.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's spelling in more detail, if necessary.</p>		

	Number correct	Learner profile information	Next steps
eM	0–2	<p>The learner may not be able to spell any words, or may only be able to decode a few very simple ones.</p> <p>S/he might need to work on all the spelling patterns at Entry 1.</p>	<p>If not already done, check the learner's knowledge of the alphabet and knowledge of phoneme–grapheme correspondence at this level. Use the learner's pattern of correct/incorrect answers to identify appropriate targets to develop the learner's sight vocabulary. Look out for learners whose reading skills are significantly better than spelling and other writing skills and consider assessing them with the dyslexia materials or Phonological Skills Module.</p> <p>Try Pre-entry materials if appropriate at Milestone 8, Ww/M8.2 to assess the learner's association of sounds with patterns in letters, syllables and words.</p>
C	3–12	<p>The learner needs to do some further work on spelling patterns and familiar words at Entry 1.</p> <p>You need to investigate whether there are particular patterns the learner needs to work on.</p>	<p>Look at the learner's correct and incorrect answers to see if you can identify particular spelling patterns which cause difficulty. The learner may wish to work on developing phonic knowledge in groups of regular CVC, CCVC and CVCC words. Look out for learners whose reading skills are significantly better than spelling and other writing skills and consider assessing them with the dyslexia materials or Phonological Skills Module.</p>
E	13–15	<p>The learner appears to have little difficulty with spelling at Entry 1, especially when some letters are supplied.</p>	<p>The learner would appear to have a good understanding of sound–symbol association to assist spelling. Look at some of the learner's free writing to investigate her/his spelling further and confirm understanding of this association for words at this level. Look out for learners whose reading skills are significantly better than spelling and other writing skills and consider assessing with the dyslexia materials or Phonological Skills Module.</p> <p>Check these skills at Entry 2, as the learner may have a higher level of skill.</p>

ILP information**Long-term goal**

To consolidate spelling of familiar words and of words with basic sound–symbol association at Entry 1

Short-term goals (dependent upon the learner)*Target 1:*

Ww/E1.1 – To spell familiar words

Target 2:

Ww/E1.3 – To spell words with a consonant at the beginning

Target 3:

Ww/E1.3 – To spell words with short vowel sounds

Target 4:

Ww/E1.3 – To spell words with consonants at the end

Task No: 9		Subject: Literacy	Standard: Writing: composition
Task description Free writing			
Level	Curriculum elements		Curriculum reference(s)
Entry 1	Use written words to record information; construct and punctuate simple sentences; spell key and familiar words accurately		Wt/E1.1 Ws/E1.1 Ws/E1.2 Ws/E1.3 Ww/E1.1 Ww/E1.2 Ww/E1.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Free writing in response to a picture stimulus, with some support vocabulary.		Use the tutor checklists to complete an analysis of the learner's free writing.
INTERPRETATION			
The learner is required to write a piece of free writing in response to a stimulus and some suggested words. Writing is evaluated, using a checklist, for spelling, punctuation and handwriting (paper-based test only).			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has significant difficulties producing self-generated text.	Major difficulties with spelling and/or handwriting exist. Use the free writing analysis information to identify appropriate targets at the levels of text, sentence and word. Use the assessment results to identify which assessment tasks might be appropriate, e.g. spelling. If the learner has significant difficulties at text and sentence level consider assessment at Pre-entry, Milestone 8 to identify targets to develop understanding of text genre, grouping words for meaning and phoneme–grapheme correspondence in spelling patterns.

	Number correct	Learner profile information	Next steps
C	3–5	The learner is beginning to structure writing using simple sentences, simple punctuation and to spell some key personal and high frequency words.	Use the analysis information to identify targets at text, sentence and word level. How well has the learner been able to structure a text in this genre? What grammatical difficulties prevented clarity of expression and development of writing? More work needs to be done at this level to achieve secure basic writing skills in a variety of writing contexts, e.g. letters, forms, lists, personal accounts.
E	6–7	The learner is writing at the level and has established the fundamentals of writing a simple, coherent, fairly accurate piece of text.	As the learner does not have difficulty at text and sentence level, it may be useful to assess spelling single words and writing composition at Entry 2 to see what skills are already in place at this level.

ILP information

Long-term goal

Write grammatically correct simple sentences, with capital letters, full stops and some correctly spelt familiar words

Short-term goals (dependent upon the learner)

Target 1:

Ww/E1.3 – To make secure the spelling of common **regular** words, e.g. hot, that; **personal key words** and **familiar words** to include social sight/high frequency words, e.g. days of the week, numbers to ten, words from the Dolch list

Target 2:

Ww/E1.3 – To use knowledge of basic sound–symbol association and phonological patterns to help work out the spelling of words that have phonemes made by more than one letter, e.g. sh, ay, ss, ll, pp

Target 3:

Ws/E1.1 – To write simple, grammatically correct sentences

Target 4:

Ws/E1.2 – To write legibly in lower case script using capital letters and full stops

Task No: 10				Subject: Literacy		Standard: Speaking and listening: listen and respond			
Task description									
Tutor scored listening task: you need to set up this task. See the Administration instructions for guidance.									
Level		Curriculum elements				Curriculum reference(s)			
		Listening task – tutor scored							
Entry 1		Listen and respond to spoken language including simple narratives, statements, questions and single step instructions				SLIR/E1.1 SLIR/E1.2 SLIR/E1.3 SLIR/E1.4			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		See Speaking and listening assessment profiles				See Speaking and listening assessment profiles			
INTERPRETATION									
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine the learning goals.									
MARKING CONVERSION									
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.									
	Number correct	Learner profile information				Next steps			
eM	0–1	The learner has understood little of the interaction. s/he appears to have difficulty in identification of the gist of the discourse and understanding key words.				Check the key elements of the discourse situation with the learner to establish where the difficult areas have occurred. The learner might need to practise key word recognition and using question and answer techniques to aid her/his understanding. S/he may need to practise providing personal information and following single-step instructions. Use the grading profile to prioritise learning goals.			

	Number correct	Learner profile information	Next steps
C	2–3	The learner has understood the gist of the interaction with some gaps. S/he has followed several of the main points.	Check your assessment of the learner on the grading profile to identify the key areas for the learner to focus on developing.
E	4	The learner has understood both the gist and detail of the interaction and followed all the main points.	The learner's skills appear to be sound at this level. S/he should be assessed at Entry 2 if the assessor is satisfied that the skills are consistently sound over a range of discourse types.

ILP information

Long-term goal

To consolidate the learner's listening comprehension skills over a range of interactions at Entry 1

Short-term goals (dependent upon the learner)

Target 1:

SLIr/E1.1 – To listen for the gist of short explanations

Target 2:

SLIr/E1.2 – To listen for details using key words to identify specific information

Target 3:

SLIr/E1.3 – To follow single-step instructions and ask for repetition if necessary

Target 4:

SLIr/E1.4 – To respond correctly to requests for personal information

Task No: 11 Subject: Literacy Standard: Speaking and listening: Speak to communicate/engage in discussion			
Task description			
Tutor scored speaking task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements		Curriculum reference(s)
	Speaking task – tutor scored		
Entry 1	Speak to communicate basic information, feelings and opinions on familiar topics; engage in discussion with another person in a familiar situation using familiar topics		SLc/E1.1 SLc/E1.2 SLc/E1.3 SLc/E1.4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See speaking and listening assessments		See speaking and listening assessments
INTERPRETATION			
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess listening skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine the learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has not been able to demonstrate a range of appropriate speaking skills at this level.	Use the grading profile to discuss with the learner which areas should be developed. The learner should focus on developing the appropriate range of vocabulary and correct grammatical construction to express her/his views and make requests at this level. There may also be issues of pronunciation and intonation which may need to be discussed with the learner.

	Number correct	Learner profile information	Next steps
C	2–4	The learner has been able to demonstrate some of the range of skills required at this level and shown reasonable understanding of the task, expressing her/himself with some inaccuracies.	Use the grading profile to discuss with the learner which areas should be developed.
E	5	The learner has demonstrated that s/he is able to demonstrate the range of skills required at this level.	Discuss further assessment and targets at Entry 2 with the learner.

ILP information**Long-term goal**

To use appropriate expression and grammar in speaking on familiar topics

Short-term goals (dependent upon the learner)*Target 1:*

SLc/E1.1 – To speak clearly in simple exchanges

Target 2:

SLc/E1.2 – To make requests using correct grammar and vocabulary

Target 3:

SLc/E1.3 – To ask questions to get specific information

Target 4:

SLc/E1.4 – To make statements of fact clearly

Target 5:

SLd/E1.1 – To speak and listen in simple exchanges

Task No: 1	Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics	
Task description Putting words into alphabetical order			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Use initial letters to sequence words in alphabetical order		Rw/E2.5
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Use initial letters to sequence words in alphabetical order.		Jenny Karen Mark Steve
2	Use initial letters to sequence words in alphabetical order.		hall kitchen lounge stairs
3	Use initial letters to sequence words in alphabetical order.		glass knife mug spoon
INTERPRETATION			
<p>In each of these items, the learner needs to put the words in order, using initial letters only.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's skills in alphabetical ordering in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0	The learner may not know the order of letters in the alphabet, may have problems recognising letters, or may not understand the concept of alphabetical ordering of words.	<p>Try the Entry 1 alphabet recognition activity (Task 1).</p> <p>Ask the learner to say or write the alphabet in order.</p> <p>Ask the learner to put single letters in order.</p>

	Number correct	Learner profile information	Next steps
C	1–2	The learner's skills in alphabetical ordering with initial letters are not yet secure.	Analyse the incorrect answers – this may just be a minor slip. See if the learner can correct it her/himself. If not, s/he needs to practise ordering with initial letters further and applying these skills to alphabetically ordered texts.
E	3	The learner does not appear to have problems with alphabetical ordering with initial letters.	Try the alphabetical ordering with first and second letters activity at Entry 3 (Task 1).

ILP information

Long-term goal

To consolidate alphabetical ordering of words by initial letters

Short-term goals (dependent upon the learner)

Target 1:

Rw/E2.5 – To put words in alphabetical order using the first letters

Task No: 2	Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics	
Task description Identify spelling patterns			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Use phonic and graphic knowledge to decode words		Rw/E2.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	a-e, ai		train
2	oo, u_e		rude
3	a_e, ai		hair
4	o_e, oa		soap
5	i_e, igh		night
6	o, a		what
7	oi, oy		royal
8	i, u		hurt
INTERPRETATION			
<p>The Diagnostic scheme shows the spelling patterns which the learner needs to identify the word which has a different spelling. This can help you to identify particular strengths and weaknesses in the learner's answers.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of phoneme–grapheme correspondence in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–2	<p>The learner may not be able to distinguish between different ways of spelling phonemes at Entry 2.</p> <p>S/he might need to work on all the phoneme–grapheme correspondence patterns at Entry 2.</p>	<p>Try the phoneme–grapheme correspondence tasks in Entry 1 (Tasks 3 and 4). The learner may need to do some work on phonics at this level first before applying the skills and knowledge to Entry 2 words.</p>

	Number correct	Learner profile information	Next steps
C	3–6	<p>The learner probably needs to do some further work on different ways of spelling phonemes at Entry 2.</p> <p>You need to investigate whether there are particular patterns the learner needs to work on.</p>	<p>Look at the learner's correct and incorrect answers to see if you can identify particular spelling patterns which cause difficulty.</p> <p>If there are no clear patterns, or if you wish to check further, you could ask the learner to read aloud some of the words in the items.</p> <p>The learner needs to develop her/his knowledge of phoneme–grapheme correspondence, prefixes and suffixes and syllable identification to develop spelling strategies for words at this level.</p>
E	7–8	<p>The learner has little difficulty with different ways of spelling phonemes at Entry 2.</p>	<p>If you wish to check the learner's knowledge of phoneme–grapheme correspondence in more detail, ask the learner to read each item aloud or read aloud an appropriate text at Entry 2.</p>

ILP information

Long-term goal

To consolidate recognition of graphemes and decoding of words at Entry 2

Short-term goals (dependent upon the learner)

Target 1:

Rw/E2.3 – To read words with different spellings but the same sound

Task No: 3	Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics	
Task description Counting syllables in words			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Use phonic and graphic knowledge to decode words (syllables)		Rw/E2.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Counting syllables in a word		1
2	Counting syllables in a word		2
3	Counting syllables in a word		3
4	Counting syllables in a word		2
5	Counting syllables in a word		3
INTERPRETATION			
This task assesses the learner's skills in identifying syllables.			
The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's syllable identification in more detail, if necessary.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not appear to be able to recognise and count syllables.	Check that the learner has properly understood the concept of syllables. If necessary, clarify and ask the learner to try the task again.
C	2–4	The learner is able to identify and count syllables in some words, but not in others.	Look at the pattern of errors. It may be that the learner can identify one or two syllables, but has problems with longer words.
E	5	The learner has no problems with recognising and counting syllables.	If you wish to check this further, ask the learner to count syllables in other words from an Entry 2 text.

ILP information**Long-term goal**

To consolidate understanding of how each beat in a word is a syllable and use this knowledge to help decode words

Short-term goals (dependent upon the learner)*Target 1:*

Rw/E2.3 – To count syllables in words

Task No: 4			Subject: Literacy			Standard: Reading: reading comprehension		
Task description Use illustrations and captions to locate information								
Level		Curriculum elements				Curriculum reference(s)		
Entry 2		Use illustrations and captions to locate information				Rt/E2.4		
DIAGNOSTIC SCHEME								
Item no.		Objective/item description				Answer		
1		Match headlines to photographs				The Oldest Tree in England/picture 5		
2		Match headlines to photographs				Supermarket to Close/picture 1		
3		Match headlines to photographs				More Computers for Local Schools/picture 2		
4		Match headlines to photographs				Senior Citizen saves girl from drowning/picture 6		
5		Match headlines to photographs				Fitness Centre Opens/ picture 3		
INTERPRETATION								
<p>This activity investigates the learner's skills in understanding the relationship between meaning and associated illustrations.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's ability to locate information in more detail, if necessary.</p>								
	Number correct	Learner profile information				Next steps		
eM	0–1	The learner does not appear to be able to relate headlines or captions to illustrations.				The learner may have had problems reading the headlines to locate information. Check reading skills at Entry 1 if necessary.		
C	2–3	The learner's skills in relating headlines or captions to illustrations are not totally secure.				Check the learner's reading skills further with the Entry 2 reading comprehension task (Task 8), which uses headings to locate information. The learner may need to develop skimming and scanning skills.		
E	4–5	The learner does not have any problems relating headlines or captions to illustrations.				Check the learner's skills in using text features to locate information with the Entry 3 finding information task (Task 3).		

ILP information**Long-term goal**

To consolidate the use of captions, headings or illustrations to help locate information

Short-term goals (dependent upon the learner)*Target 1:*

Rt/E2.4 – To use headings and pictures to help understanding when reading

Task No: 5				Subject: Literacy		Standard: Reading: grammar and punctuation			
Task description Text completion									
Level		Curriculum elements				Curriculum reference(s)			
Entry 2		Use knowledge of simple sentence structure, word order and grammatical patterns to predict meaning				Rs/E2.2			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Preposition				in			
2		Noun				walk			
3		Verb: past tense				saw			
4		Connective				Then			
5		Verb: present progressive				going			
6		Verb: present tense				wish			
INTERPRETATION									
<p>The Diagnostic scheme shows the grammatical class of each answer. This can be used to investigate incorrect answers in more detail.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading further, if necessary.</p>									
		Number correct		Learner profile information			Next steps		
eM		0–1		The learner appears to be unable to recognise sentence structure, word order and grammatical patterns at Entry 2.			The learner may have difficulties in decoding words or understanding text. Investigate reading skills at Entry 1 if necessary. You may wish to undertake a miscue analysis with an appropriate text at this level in order to identify which reading cues the learner is using and which cues need to be developed. In the case of the selection of incorrect parts of speech, the learner may need to work on grammatical construction and subject/verb agreement at this level if s/he needs to develop her/his syntactic cueing.		

	Number correct	Learner profile information	Next steps
C	2–5	The learner's skills in recognising sentence structure, word order and grammatical patterns at Entry 2 are not totally secure.	Investigate reading skills further with the miscue analysis. Use an appropriate text at this level to determine which reading cues the learner is using. Given the grammatical nature of the correct items in this task, the learner may need to work on grammatical construction and subject/verb agreement at this level if s/he needs to develop her/his syntactic cueing.
E	6	The learner does not appear to have problems with recognising sentence structure, word order and grammatical patterns at Entry 2.	Try the text completion activity in Entry 3 (Task 2).

ILP information

Long-term goal

To consolidate skills in using knowledge of sentence structure, word order and word class to help in interpreting text meaning at Entry 2

Short-term goals (dependent upon the learner)

Target 1:

Rs/E2.2 – To use knowledge of sentences and words to help understand the meaning of texts

Task No: 6	Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics	
Task description Following instructions			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Understand linking words and adverbials in instructions		Rs/E2.1
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Follow written directions on a map		the toy shop
2	Follow written directions on a map		the leisure centre
3	Follow written directions on a map		Abbots Road
4	Use linking words to identify logical order		correct order: 2 3 4 1
5	Use linking words to identify logical order		correct order: 3 2 4 1
INTERPRETATION			
<p>This task assesses the learner's ability to understand instructions in two ways; first by following written instructions on a map and then by putting instructions in a logical order.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's understanding of instructions in more detail, if necessary.</p> <p><i>Note:</i> Some learners may have problems with the first three items because they mix up left and right. This may be the case with dyslexic learners, or with those who are not used to interpreting maps.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not appear to be able to follow written instructions.	Check the learner's reading skills further – this may be a more general problem. Did the learner have difficulty in following the directions as the task was on paper? You may wish to do some more work on her/his recognition of adverbials and linking words in instructions and directions.
C	2–4	The learner's skills in understanding written instructions at Entry 2 are not totally secure.	Look at the items to identify specific problems, i.e. with either interpreting maps, or ordering. Use the pattern of incorrect answers to identify the adverbials or linking words which caused the greatest difficulty.

	Number correct	Learner profile information	Next steps
E	5	The learner does not appear to have any problems understanding written instructions at Entry 2.	Investigate reading skills in other areas.

ILP information**Long-term goal**

To understand and follow simple written instructions (understand linking words and adverbials)

Short-term goals (dependent upon the learner)*Target 1:*

Rs/E2.1 – To understand linking words in instructions

Target 2:

Rs/E2.1 – To follow simple written directions

Task No: 7	Subject: Literacy	Standard: Reading: grammar and punctuation	
Task description Recognise familiar phrases			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Apply own life experience and knowledge to check out plausible meanings		Rs/E2.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Recognise familiar phrase		Store
2	Recognise familiar phrase		hearing
3	Recognise familiar phrase		reach
4	Recognise familiar phrase		visitors
5	Recognise familiar phrase		days
INTERPRETATION			
These items depend on recognition of familiar phrases and collocations.			
The next table shows the Learner profile information which can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading skills in more detail, if necessary.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not appear to recognise familiar phrases.	If not already done, check other aspects of the learner's reading skills at Entry 2. The learner may wish to identify targets to expand her/his knowledge of familiar sentences and phrases in order to predict the meaning of short texts. If English is a second language for the learner, try the ESOL diagnostic assessment materials.
C	2–4	The learner's skills at recognising familiar phrases are not totally secure.	The learner may wish to identify targets for developing her/his knowledge of everyday signs and labels to expand vocabulary. If English is a second language for the learner, try the ESOL diagnostic assessment materials.

	Number correct	Learner profile information	Next steps
E	5	The learner does not appear to have any problems recognising familiar phrases.	If English is a second language for the learner and you wish to check further, try the task on grammatical correctness in the Entry 3 test (Task 8).

ILP information**Long-term goal**

To apply life experience and knowledge to help predict plausible meanings of a sentence when decoding unfamiliar words

Short-term goals (dependent upon the learner)*Target 1:*

Rs/E2.3 – To use knowledge of familiar words to work out the meaning of a sentence

Task No: 8	Subject: Literacy	Standard: Reading: grammar and punctuation	
Task description Trace and understand the main events of a text			
Level	Curriculum elements	Curriculum reference(s)	
Entry 2	Trace and understand the main events of chronological texts	Rt/E2.1	
DIAGNOSTIC SCHEME			
Item no.	Objective/item description	Answer	
1	Understand main events	Julie	
2	Understand main events	16	
3	Understand main events	shopping	
4	Understand main events	become an actress	
5	Understand main events	Beach Road	
6	Understand the order of events in chronological text	5 (1) 2 4 3	
INTERPRETATION			
<p>The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's understanding of text in more detail.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner cannot read and understand chronological text at Entry 2.	<p>The learner may need to do some more work on identification of sequences of events in text. Ask the learner to explain the story of the text orally to you, to identify whether s/he has understood the general gist. See if the learner can provide any detail about the sequence of events. Try to identify any key aspects of vocabulary which may have caused difficulty. Did the learner understand the phrases and expressions which help to move the narrative on, e.g. 'When Jaz was young...', 'One day she...', 'Now she...'?</p> <p>You might wish to ask the learner to read the text aloud and use this as an opportunity to undertake a miscue analysis to identify which reading cues the learner is using.</p>

	Number correct	Learner profile information	Next steps
C	2–5	The learner is not totally secure in understanding chronological text at Entry 2.	If not already done, check other aspects of the learner's reading skills at Entry 2. Investigate reading skills further with the miscue analysis, using this text to identify which reading cues the learner is using. You might wish to undertake some further work with the learner on following the sequence in short narratives and instructions.
E	6	The learner has no problems understanding chronological text at Entry 2.	Try the Entry 3 task on understanding the order of events and sequence of ideas (Task 5).

ILP information**Long-term goal**

To consolidate understanding of main events in chronological text at Entry 2

Short-term goals (dependent upon the learner)*Target 1:*

Rt/E2.1 – To read and understand a short story at Entry 2

Task No: 9	Subject: Literacy	Standard: Reading: reading comprehension	
Task description Matching text to purpose/context			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Understand different texts have different purposes; understand that different sources of information are designed for different uses		Rt/E2.2 Rt/E2.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Match text to purpose/context		a recipe book/text 4
2	Match text to purpose/context		a newspaper 'For Sale' section/text 6
3	Match text to purpose/context		a first aid manual/text 5
4	Match text to purpose/context		a mobile phone/text 1
5	Match text to purpose/context		the Yellow Pages/text 2
INTERPRETATION			
<p>The learner's right and wrong answers will show which types of text s/he can identify.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's knowledge of text type and purpose in more detail.</p> <p><i>Note:</i> This unit does not include every type of text which learners should have knowledge of at Entry 2. However, it will give a general indication of strengths and weaknesses. Refer to the curriculum for a full list of Entry 2 text types.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have little or no knowledge of text types at this level.	Try the task on text purpose at Entry 1 (Task 2). The learner needs to do further work on identifying the key aspects of a range of text genres at this level.

	Number correct	Learner profile information	Next steps
C	2–4	The learner can identify some of the text types at Entry 2, but needs to learn the features of others.	<p>Look at the learner's right and wrong answers to identify the gaps in knowledge. Discuss the differences in the texts used in this task. Can the learner correctly identify the text formatting conventions of the advert and the mobile phone message? Can s/he recognise the key grammatical differences between the first aid instructions (use of imperatives) and the Yellow pages entry (use of ellipsis)?</p> <p>Use a range of other texts genres to investigate further. The learner needs to develop her/his knowledge of the key features of a range of text types at this level.</p>
E	5	The learner appears to have no problems with these particular text types.	Use other Entry 2 text types to investigate the learner's knowledge of the conventions and key features of text types at this level. If you are satisfied that s/he has a good understanding of Entry 2 text types, try the Entry 3 task on identifying text purpose (Task 6).

ILP information

Long-term goal

To consolidate recognition of text types at Entry 2, and of the features of various types of text which help to identify text type and text purpose

Short-term goals (dependent upon the learner)

Target 1:

Rt/E2.2 – To recognise the purpose of different types of text

Target 2:

Rt/E2.3 – To understand the different places where information can be found

Target 3:

Rt/E2.3 – To use knowledge of likely sources to find information which is of personal interest

Task No: 10 Subject: Literacy Standard: Writing: spelling		
Task description Spelling dictation		
Level	Curriculum elements	Curriculum reference(s)
Entry 2	Spell familiar common words; use knowledge of phonological patterns to spell correctly	Ww/E2.1 Ww/E2.2
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Familiar common word	black
2	Long vowel phoneme pattern 'ie': y	fly
3	Long vowel phoneme pattern 'ee'	keep
4	Long vowel phoneme pattern 'ee'	green
5	Vowel phoneme pattern 'ea'	head
6	Long vowel phoneme pattern 'ai': a_e	gave
7	Familiar common word	left
8	Familiar common word	house
9	Vowel phoneme 'ow': ou (word in Dolch list)	round
10	Familiar common word	after
11	Familiar common word	walk
12	Familiar common word	once
13	Verb with 'ing' ending	going
14	Familiar common word	should
15	Familiar common word	because
INTERPRETATION		
<p>This unit assesses the spelling of familiar common words at Entry 2 and the spelling of vowel phonemes.</p> <p>The Diagnostic scheme shows the spelling pattern which the learner needs to recognise to spell the word correctly, or identifies the word as a familiar word which is at Entry 2. This can help you to identify particular strengths and weaknesses in the learner's answers.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's spelling in more detail, if necessary.</p>		

	Number correct	Learner profile information	Next Steps
eM	0–3	The learner probably needs to work on all the spelling patterns at Entry 2.	Use the pattern of incorrect answers to identify where the learner has difficulty in phoneme–grapheme correspondence. Was the difficulty mainly with the vowel phonemes (and split vowel digraph) spellings or with the familiar words from the sight vocabulary list? If the learner was not able to spell any of the words correctly, you might want to try the Entry 1 spelling task (Task 8).
C	4–12	The learner needs to do some further work on spelling patterns and/or familiar words at Entry 2. You need to investigate whether there are particular types of word or spelling patterns the learner needs to work on.	Look at the learner's correct and incorrect answers to see if you can identify particular spelling patterns which cause difficulty. Was the difficulty mainly with the vowel digraph (and split digraph) spellings or with the familiar words from the sight vocabulary list? Was the learner able to apply knowledge of common spelling endings to show past and present verb forms in order to develop her/his spelling strategies?
E	13–15	The learner does not appear to have problems with the spelling of long vowel sounds and familiar words at Entry 2.	Analyse the learner's writing to check that s/he can spell similar words in free writing. If you are satisfied that the learner is familiar with the range of sound–symbol relationships and phonological patterns to identify spelling strategies at this level, try the Entry 3 spelling task (Task 7).

ILP information

Long-term goal

To consolidate spelling of familiar words and words with long vowel phonemes at Entry 2

Short-term goals (dependent upon the learner)

Target 1:

Ww/E2.1 – To spell a range of familiar words

Target 2:

Ww/E2.2 – To spell words with long vowel sounds

Task No: 11 Subject: Literacy Standard: Writing: grammar and punctuation			
Task description Selecting correct punctuation			
Level	Curriculum elements		Curriculum reference(s)
Entry 2	Use punctuation correctly (e.g. capital letters, full stops and question marks); use a capital letter for proper nouns		Ws/E2.3 Ws/E2.4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Capital letter missing at the beginning of a sentence		this is a no smoking building.
2	Question mark missing		Why do you drive so fast.
3	Capital letter not used for proper noun		We went to london last year.
4	Capital letter incorrectly used within a sentence		He was afraid of the dark When he was a child.
5	Sentences not correctly divided		Can you stop that noise I am trying to sleep.
INTERPRETATION			
<p>The Diagnostic scheme shows each area of punctuation in which the learner is asked to identify an error.</p> <p>The next table shows the Learner profile information which can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's use of punctuation in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner may have no knowledge of punctuation.	Look at some of the learner's free writing to investigate her/his punctuation further. The pattern of answers will identify whether the learner has difficulty in using capital letters correctly at the beginning of a sentence or for proper nouns, or using full stops or question marks. If the learner has not correctly identified the question marks, see whether s/he can identify the grammatical structure of a question (subject/verb inversion).

	Number correct	Learner profile information	Next steps
C	2–4	The learner is not totally secure in punctuation skills at Entry 2.	<p>Look at the learner's correct and incorrect answers to identify specific areas of strength and weakness.</p> <p>The pattern of answers will identify whether the learner has difficulty in using capital letters correctly at the beginning of a sentence or for proper nouns, or using full stops or question marks. If the learner has not correctly identified the question marks, see whether s/he can identify the grammatical structure of a question (subject/verb inversion).</p> <p>Look at some of the learner's free writing to investigate her/his punctuation further.</p>
E	5	The learner does not appear to have any problems with punctuation at Entry 2.	<p>Look at some of the learner's free writing to investigate her/his punctuation further. If you are satisfied that s/he can demonstrate understanding of the full range of punctuation at this level, try the punctuation task at Entry 3 (Task 9).</p>

ILP information

Long-term goal

To consolidate use of punctuation at Entry 2 (full stops, capital letters, question marks)

Short-term goals (dependent upon the learner)

Target 1:

Ws/E2.3 – To use capital letters at the beginning of sentences and full stops or question marks at the end

Target 2:

Ws/E2.4 – To use capital letters at the beginning of proper nouns

Task No: 12				Subject: Literacy		Standard: Writing: writing composition			
Task description Free writing									
Level		Curriculum elements				Curriculum reference(s)			
Entry 2		Free writing				Wt/E2.1–4 Ws/E2.1–3 Ww/E2.1–3			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Free writing in response to a picture stimulus.				See Free writing marking checklist			
INTERPRETATION									
<p>The learner is required to write a piece of free writing in response to a picture stimulus. Writing is evaluated, using a checklist, for spelling, punctuation and handwriting (paper-based test only). The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine the learning goals.</p>									
MARKING CONVERSION									
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.</p>									
	Number correct	Learner profile information				Next steps			
eM	0–2	The learner has significant difficulties producing self-generated text.				Are there major difficulties with spelling and/or handwriting? You will need to check whether difficulties stem mostly from not knowing what to write or how to express it with grammatical accuracy. Use the tutor checklist to analyse the work at text, sentence and word level to identify the learning targets. If appropriate, consider assessment at Entry 1.			

	Number correct	Learner profile information	Next steps
C	3–6	The learner is beginning to structure writing using some simple and compound sentences, to use basic punctuation, to spell high frequency words and a greater range of words using a growing knowledge of sound–symbol association and to write legibly.	More work will probably need to be done at this level to achieve secure basic writing skills, i.e. composition in appropriate genre, well-sequenced, simple and compound sentences, using appropriate punctuation, capitalisation and spelling.
E	7–8	The learner is writing at the level and has established the fundamentals of writing a fairly simple, coherent, reasonably accurate piece of text.	It may be useful to assess writing composition at Entry 3 to see which skills may already be in place at this level.

ILP information

Long-term goal

Write legible, reasonably spelt, grammatically correct, simple and compound sentences, using capital letters, full stops and question marks where appropriate

Short-term goals (dependent upon the learner)

Target 1:

Ws/E2.1 – To construct some simple and compound sentences using common conjunctions, e.g. and, but, or, as

Target 2:

Ws/E2.3 – To use punctuation correctly, e.g. capital letters, full stops and question marks

Target 3:

Ww/E2.1 – To spell correctly familiar common words, e.g. Dolch list high frequency words

Target 4:

Ww/E2.2 – To use knowledge of sound–symbol relationships to work out spellings

Target 5:

Ww/E2.3 – To produce legible text by hand and/or by word processor

Task No: 13 Subject: Literacy Standard: Speaking and listening: listen and respond			
Task description Tutor scored listening task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements Listening task – tutor scored		Curriculum reference(s)
Entry 2	Listen for and follow gist and detail; listen for main points; listen to and follow short explanations; listen to and identify feelings and opinions; respond to questions		SLlr/E2.1–6
DIAGNOSTIC SCHEME			
Item no.	Objective/item Description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has shown a limited understanding of the listening task at this level.	Use the grading profile to determine what the main learning goals should be. It would appear that the learner has understood very little of the general gist of the discourse and may need to first work at Entry 1. Did the learner have difficulty in differentiating the key points from the rest of the information? S/he may need to do further work on listening for detail, responding to requests for action/information and listening for the main points in explanations and presentations.

	Number correct	Learner profile information	Next steps
C	3–4	The learner has demonstrated some satisfactory skills at this level but still has some areas of significant difficulty.	Use the grading profile to determine exactly what the areas for future work are. The learner does not appear to have a problem in identifying the gist of most of the discourse. Check for understanding of key words from the task, asking the learner to identify the key elements of the discourse to check for understanding and use of vocabulary. Use this information to identify the areas of greatest difficulty in listening for detail, in order to set learning targets.
E	5–6	The learner has no difficulty in listening and responding to a discourse at this level.	You will need to be satisfied that the learner has established skills in the range of discourse situations for this level including narratives, explanations, presentations, conversations and discussions. If the learner is consistent in her/his understanding of a variety of discourses, start assessment at Entry 3.

ILP information

Long-term goal

To consolidate listening comprehension skills at Entry 2 in a range of situations

Short-term goals (dependent upon the learner)

Target 1:

SLlr/E2.1 – To listen for and follow the gist of explanations, instructions and narratives

Target 2:

SLlr/E2.2 – To listen for detail in short explanations, instructions and narratives

Target 3:

SLlr/E2.3 – To listen for and identify the main points of short explanations or presentations

Target 4:

SLlr/E2.4 – To listen to and follow short, straightforward explanations and instructions

Target 5:

SLlr/E2.5 – To listen to and identify simply expressed feeling and opinions

Target 6:

SILR/E2.6 – To respond to straightforward questions

Task No: 14			Subject: Literacy			Standard: Speaking and listening: speak to communicate		
Task description								
Tutor scored speaking task: you need to set up this task. See the Administration instructions for guidance.								
Level		Curriculum elements				Curriculum reference(s)		
		Speaking task – tutor scored						
Entry 2		Speak clearly to be heard and understood; make requests; express statements of fact; ask questions to clarify understanding				SLc/E2.1 SLc/E2.2 SLc/E2.3 SLc/E2.4		
DIAGNOSTIC SCHEME								
Item no.		Objective/item description				Answer		
1		See Speaking and listening assessment profiles				See Speaking and listening assessment profiles		
INTERPRETATION								
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess listening skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.								
MARKING CONVERSION								
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.								
	Number correct	Learner profile information				Next steps		
eM	0–1	The learner has found difficulty in communicating accurately and fluently at this level.				If the learner showed great difficulty at working at this level, then make the assessment against the Entry 1 profile if that is more appropriate to her/his needs. If the learner was unable to make short statements clearly owing to grammatical inaccuracies, this should be a target. Review the activity for the range of vocabulary used and set targets to extend the learner's range of suitable words, which would support the grammatical targets.		

	Number correct	Learner profile information	Next steps
C	2–3	The learner has shown some ability in covering the range of speaking skills at this level.	Review the assessment profile to discuss where the difficulties were for the learner. Did the learner consistently use accurate grammatical structures or were there certain construction forms which proved difficult for the learner? Did the learner's range of vocabulary support the expressions s/he wished to use? Use the grading profile to set appropriate targets.
E	4	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied that the learner has expressed themselves fluently, with clear pronunciation, using the range of verb tenses and vocabulary for the level, then start to assess at Entry 3.

ILP information

Long-term goal

To speak fluently and accurately when communicating feelings, opinions and information on familiar topics

Short-term goals (dependent upon the learner)

Target 1:

SLc/E2.1 – To speak clearly to be heard and understood in straightforward exchanges

Target 2:

SLc/E2.2,4 – To make requests and ask questions using appropriate language

Target 3:

SLc/E2.3 – To correctly express statements of fact, and short accounts and descriptions

Task No: 15 Subject: Literacy Standard: Engage in discussion			
Task description Tutor scored discussion task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements Discussion task – tutor scored		Curriculum reference(s)
Entry 2	Follow the gist and main points of discussions; make appropriate contributions		SLd/E2.1 SLd/E2.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.</p>			
MARKING CONVERSION			
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.</p>			
	Number correct	Learner profile information	Next steps
eM	0	The learner has shown a great deal of difficulty in taking part in the interaction both in terms of self-expression and in relating to the views of other speakers.	Use the grading profile to determine where the learner has experienced the greatest difficulty. If the learner was emerging in all the curriculum elements and has difficulty expressing her/himself using the range of grammar required at Entry 2, it may be that s/he needs to do more work at Entry 1 in a smaller group or on a one-to-one basis.

	Number correct	Learner profile information	Next steps
			Use the feedback discussion to explore whether the learner understood any of the contributions made by other people. Was s/he able to follow the general gist of the discussion? Were there any key words which s/he understood/misunderstood? In this one-to-one feedback, can the learner express her/himself in grammatically correct structures at this level?
C	1	The learner has been able to follow the gist and some detail in the discussion and make some contribution to move the discussion forward.	Use the grading profile to identify the areas for more work. Did the learner use correct grammatical construction at this level when expressing her/his opinion and views? Are there key areas of vocabulary which need to be extended? Did the learner alter her/his vocabulary and expression to suit the context (social/formal)? How did the learner relate to the other speakers, listening to and incorporating their views and respecting their turn-taking rights?
E	2	This learner has undertaken the activity competently and demonstrated that s/he has developed the skills to engage in a discussion at this level.	You will need to be satisfied that the learner has demonstrated the appropriate skills at this level before starting to assess at Entry 3. This means that s/he should be able to speak about familiar topics in both social and formal contexts, relate to other speakers and consistently be able to express a range of view, opinions, likes, dislikes, wishes and hopes using grammatically correct constructions and appropriate vocabulary for the level.

ILP information

Long-term goal

To engage in short discussions on a range of familiar topics

Short-term goals (dependent upon the learner)

Target 1:

SLd/E2.1 – To follow the gist of short conversations on familiar topics

Target 2:

SLd/E2.2 – To follow the main points of discussions and make appropriate contributions about familiar topics

Task No: 1		Subject: Literacy	Standard: Reading: vocabulary, word recognition and phonics
Task description Alphabetical ordering			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Use first- and second-place letters to find and sequence words in alphabetical order		Rw/E3.4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Alphabetical ordering using second letter		skating skiing snooker surfing swimming
2	Alphabetical ordering using second letter		carnation cherry clover cornflower crocus
3	Alphabetical ordering using first and second letter		anorak jacket jumper overcoat sweatshirt
INTERPRETATION			
<p>In the first two items, the learner needs to put the words in order using the second letter only. In the third, the learner needs to use both first and second letters.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's skills in alphabetical ordering in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0	The learner may not be able to put words in alphabetical order using the second letter.	Check alphabetical ordering using the initial letter with the Entry 2 task (Task 1).
C	1–2	The learner's skill in alphabetical ordering with the second letter is not yet secure.	Analyse the incorrect answers – this may just be a minor slip. See if the learner can correct it her/himself.

	Number correct	Learner profile information	Next steps
E	3	The learner does not appear to have problems with alphabetical ordering.	If you wish to check further, give the learner a more complicated list of words to order, perhaps requiring use of the first three letters.

ILP information**Long-term goal**

To consolidate alphabetical ordering of words by initial and second place letters

Short-term goals (dependent upon the learner)*Target 1:*

Rw/E3.4 – To put words in alphabetical order using the first and second letters

Task No: 2			Subject: Literacy	Standard: Reading: grammar
Task description Identify spelling patterns				
Level	Curriculum elements			Curriculum reference(s)
Entry 3	Use knowledge of types of word and possible plausible meanings to help understanding when decoding unfamiliar words			Rs/E3.2
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Verb (past participle)			arranged
2	Noun (plural)			details
3	Noun			vacancy
4	Connective			therefore
5	Adjective			positive
6	Common phrase			possible
7	Verb (infinitive)			discuss
8	Noun			client
9	Preposition			within
10	Verb (present tense, conditional sentence)			need
INTERPRETATION				
<p>The Diagnostic scheme shows the grammatical class of each answer. This can be used to investigate incorrect answers in more detail.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading further, if necessary.</p>				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner appears to be unable to use knowledge of sentence meaning to predict suitable words.		Ask the learner to read through the text with you to see whether s/he can orally predict the meaning of the text and suggest suitable answers. If the learner has real difficulty with the level of the text, try undertaking a miscue analysis at Entry 2 to establish which reading cues the learner is using. It may be that s/he has been using grapho–phonic knowledge to decode text and needs to strengthen semantic and syntactic knowledge. If appropriate try the text completion task at Entry 2 (Task 5).

	Number correct	Learner profile information	Next steps
C	3–8	The learner's skills in recognising grammatical patterns and plausible meaning at Entry 3 are not totally secure.	Investigate reading skills further with the miscue analysis to identify which reading cues the learner is using. At this level, it may be the semantic and syntactic cues that need to be strengthened.
E	9–10	The learner does not appear to have problems with recognising grammatical patterns and plausible meaning at Entry 3.	Try the reading comprehension task at Level 1 (Tasks 1 and 2).

ILP information

Long-term goal

To consolidate skills in using knowledge of sentence structure, word order and word class to help in interpreting text meaning at Entry 3

Short-term goals (dependent upon the learner)

Target 1:

Rs/E3.2 – To use knowledge of types of words to help understand the meaning of texts

Task No: 3				Subject: Literacy		Standard: Reading: reading comprehension			
Task description Reading comprehension – finding information									
Level		Curriculum elements				Curriculum reference(s)			
Entry 3		Use organisational features to locate information; scan texts to locate information; obtain specific information through detailed reading				Rt/E3.5 Rt/E3.7 Rt/E3.8			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Use organisational features to locate information				mobile libraries – Special Services			
2		Use organisational features to locate information				closing times – Library Opening Hours			
3		Use organisational features to locate information				borrowing training videos – Learning Centre			
4		Use organisational features to locate information				a children's activity – Story Telling			
5		Scan texts to locate information				Friday			
6		Scan texts to locate information				0345 77777			
7		Obtain specific information through detailed reading				£3			
8		Scan texts to locate information				Saturday			
9		Obtain specific information through detailed reading				two o'clock			
INTERPRETATION									
The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's skills in locating information in more detail.									
		Number correct		Learner profile information			Next steps		
eM		0–2		The learner has not developed sufficient skills to use organisational features to locate information in text at Entry 3.			If not already done, check other aspects of the learner's reading skills at Entry 3. Talk to the learner to establish whether s/he understands the conventions of text layout when locating information, e.g. using headings, tracking information added by an asterisk. The learner needs to develop skills in skimming and scanning texts to locate specific information.		

	Number correct	Learner profile information	Next steps
			If appropriate, try the matching headlines and illustrations at Entry 2 (Task 4).
C	3–7	The learner is not totally secure in locating information in text at Entry 3.	<p>Look at the learner's correct and incorrect answers to identify specific strengths and weaknesses. The learner may need to develop skimming and scanning skills or her/his understanding of locating information using textual features. Discuss the layout of other organisational features with the learner to identify those that s/he needs to develop, e.g. street maps, indexes, directories.</p> <p>If not already done, check other aspects of the learner's reading skills at Entry 3.</p> <p>Investigate reading skills further with miscue analysis.</p>
E	8–9	The learner has no problems locating information in text at Entry 3.	Talk to the learner about her/his skills in locating information in the range of texts at this level, e.g. menus, street maps, directories. If you are satisfied that the learner understands how to use textual features to locate information across the range, try the locating information task at Level 1 (Task 2).

ILP information

Long-term goal

To consolidate finding information in texts at Entry 3

Short-term goals (dependent upon the learner)

Target 1:

Rt/E3.5 – To use indexes, contents, menus, etc, to help when looking for information

Target 2:

Rt/E3.7 – To find information quickly without needing to read every word

Target 3:

Rt/E3.8 – To find information by detailed reading

Task No: 4			Subject: Literacy			Standard: Reading: reading comprehension			
Task description Reading instructions									
Level		Curriculum elements				Curriculum reference(s)			
Entry 3		Recognise the typical language of instructional texts				Rt/E3.3			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Recognise the typical language of instructional texts				yes			
2		Recognise the typical language of instructional texts				no			
3		Recognise the typical language of instructional texts				no			
4		Recognise the typical language of instructional texts				yes			
5		Recognise the typical language of instructional texts				yes			
6		Recognise the typical language of instructional texts				no			
7		Recognise the typical language of instructional texts				yes			
8		Recognise the typical language of instructional texts				yes			
INTERPRETATION									
<p>In each of these items, the learner needs to use both recognition of imperative forms and judgement of relevance to the task purpose to decide whether the sentence could be included in the instructions.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's understanding of written instructions in more detail.</p>									
		Number correct			Learner profile information		Next steps		
eM		0-2			The learner does not appear to be able to recognise the typical language of instructional texts.		Check the learner's ability to understand instructions and construction of the imperative. The learner needs to develop her/his understanding of a range of instructional texts at this level and to identify the features of language used in them. If appropriate, try the written instruction task at Entry 2.		

	Number correct	Learner profile information	Next steps
C	3–6	The learner's ability to recognise the typical language of instructional texts is not totally secure.	The learner has correctly identified some of the possible answers. S/he needs to develop a secure understanding of using the imperative form. Check the learner's recognition of text purpose with the identifying text purpose task at Entry 3.
E	7–8	The learner does not appear to have any problems recognising the typical language of instructional texts.	Check these skills at Level 1, as the learner may have a higher level of skill.

ILP information

Long-term goal

To consolidate recognition of the features of instructional texts at Entry 3

Short-term goals (dependent upon the learner)

Target 1:

Rt/E3.3 – To recognise the type of language used in instructions

Task No: 5				Subject: Literacy		Standard: Reading: reading comprehension			
Task description									
Reading comprehension – understanding events and ideas									
Level		Curriculum elements				Curriculum reference(s)			
Entry 3		Understand the main events of continuous text; identify the main points and ideas				Rt/E3.1 Rt/E3.4			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Identify main ideas (Rt/E3.4)				Spring Term			
2		Understand main events (Rt/E3.1)				Years 5 and 6			
3		Identify important detail (Rt/E3.4)				boys and girls			
4		Identify main ideas (Rt/E3.4)				contact the headteacher			
5		Identify main ideas (Rt/E3.4)				Strandford News			
6		Understand main events (Rt/E3.1)				on foot			
7		Identify main ideas (Rt/E3.4)				to help the children feel part of a group			
8		Understand sequence of main events (Rt/E3.1)				3 2 (1) 4 5			
INTERPRETATION									
The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's understanding of text in more detail.									
		Number correct		Learner profile information			Next steps		
eM		0–2		The learner cannot read and understand continuous text at Entry 3.			Talk through the learner's answers with her/him to identify if there were any difficulties with the range of vocabulary used in the letter which might have hindered understanding. The questions in this task use three skills – straightforward information retrieval, comprehension and sequencing (requiring comprehension too). Check the right answers to establish which particular skill the learner was using, most likely to be information retrieval. It is likely that the learner will need to work on comprehension of texts at this level in order to expand her/his range of vocabulary. If not already done, check other aspects of the learner's reading skills at Entry 3.		

	Number correct	Learner profile information	Next steps
			You may wish to try the reading comprehension task at Entry 2 (Task 8) if this is more appropriate.
C	3–6	The learner is not totally secure in understanding continuous text at Entry 3.	<p>Look at the learner's correct and incorrect answers to identify specific strengths and weaknesses. The questions in this task use three skills – straightforward information retrieval, comprehension and sequencing (requiring comprehension too). Check the right answers to establish which particular skill(s) the learner was using. S/he may need to do more work on a range of texts at this level to expand her/his range of vocabulary.</p> <p>If not already done, check other aspects of the learner's reading skills at Entry 3.</p> <p>You could investigate reading skills further with the miscue analysis.</p>
E	7–8	The learner has no problems understanding continuous text at Entry 3	Try the understanding continuous text task (Task 3) at Level 1.

ILP information**Long-term goal**

To consolidate reading and understanding of continuous text at Entry 3

Short-term goals (dependent upon the learner)*Target 1:*

Rt/E3.1 – To understand the main events of a text at Entry 3

Target 2:

Rt/E3.4 – To identify the main points and ideas of a text at Entry 3

Task No: 6				Subject: Literacy		Standard: Reading: reading comprehension			
Task description Identifying text purpose									
Level		Curriculum elements				Curriculum reference(s)			
Entry 3		Recognise the different purposes of texts; decide if material is of interest				Rt/E3.2 Rt/E3.6			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Match text to purpose/context				6 – Brochure for cinema club			
2		Match text to purpose/context				5 – Yellow Pages			
3		Match text to purpose/context				2 – Shop advertisement			
4		Match text to purpose/context				4 – Recipes section from magazine			
5		Match text to purpose/context				1 – What's On page from local newspaper			
INTERPRETATION									
<p>The learner's correct and incorrect answers will show which types of text s/he can identify. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's knowledge of text type and purpose in more detail.</p> <p><i>Note:</i> This unit does not include every type of text which learners should have knowledge of at Entry 3. However, it will give a general indication of strengths and weaknesses. Refer to the curriculum for a full list of Entry 3 text types.</p>									
		Number correct		Learner profile information			Next steps		
eM		0–1		The learner appears to have difficulties in recognising text types at this level.			The learner needs to develop scanning skills to locate information and to work with a range of texts at this level to develop a greater understanding of text features. Try the text purpose task in Entry 2 (Task 9).		

	Number correct	Learner profile information	Next steps
C	2–4	The learner can identify some of the text purposes at Entry 3, but needs to learn the features of others.	Look at the learner's correct and incorrect answers to identify the gaps in knowledge. The learner needs to develop her/his understanding of the features of language used in texts in a range of genres. You might like to use a range of other texts at this level to investigate the learner's understanding of different text types further.
E	5	The learner appears to have no problems with these particular text types.	Use other Entry 3 text types to investigate further. Try the identifying text purpose task at Level 1 (Task 1).

ILP information

Long-term goal

To consolidate recognition of the purpose of texts at Entry 3 and use this knowledge to decide whether material is of interest for a particular purpose

Short-term goals (dependent upon the learner)

Target 1:

Rt/E3.2 – To recognise the purpose of different types of text

Target 2:

Rt/E3.6 – To use information on the purpose of a text to help decide if it is likely to be useful or interesting

Task No: 7 Subject: Literacy Standard: Writing: spelling		
Task description Single word spelling		
Level	Curriculum elements	Curriculum reference(s)
Entry 3	Spell common words correctly; use developing knowledge of sound–symbol relationships	Ww/E3.1 Ww/E3.2
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Common word	very
2	Common word	love
3	Common word	girl
4	Common word	these
5	Letter string <i>ight</i>	night
6	Common word	brother
7	Common word	brown
8	to / too / two	too
9	-d / -ed word ending	lived
10	Common word	where
11	there / they're / their	their
12	Irregular verb form <i>-ould</i> (<i>Note</i> – Level 1)	would
13	Common word (number)	twelve
14	Common word (day of week)	Wednesday
15	Common word (irregular sound–symbol relationship)	people
INTERPRETATION		
<p>The Diagnostic scheme shows the spelling pattern which the learner needs to recognise to spell the word correctly, or identifies the word as a common word which an Entry 3 learner should be able to spell correctly.</p> <p>This can help you to identify particular strengths and weaknesses in the learner's answers. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's spelling in more detail, if necessary.</p> <p>At Entry 3, the choice of words or types of words which a learner needs to be able to spell is, to some extent, individual, and should be decided in the light of the learner's needs. It is strongly recommended that the learner's spelling should be assessed in the context of free writing, as well as with this task, and that information gathered from this should be used to help set learning targets for the ILP.</p>		

	Number correct	Learner profile information	Next steps
eM	0–3	The learner probably needs to work on all the spelling areas at Entry 3.	Use the pattern of incorrect answers to identify where the learner has difficulty in phoneme–grapheme correspondence. If the learner had difficulty with items 8 and 11, you might want to discuss their understanding of these easily confused homophones and identify learning targets to learn the rules for each. If the learner had real difficulties with the majority of these words you might want to try the spelling task at Entry 2 (Task 10).
C	4–12	The learner needs to do some further work on spelling patterns and common words at Entry 3. You need to investigate whether there are particular patterns the learner needs to work on.	Look at the learner's correct and incorrect answers to see if you can identify particular spelling patterns which cause difficulty. The learner may also need to develop her/his spelling strategies for commonly used words and irregular verb forms.
E	13–15	The learner does not appear to have problems with spelling patterns and common words at Entry 3.	Analyse the learner's writing to check that s/he can spell similar words in free writing. If you are satisfied that the learner is familiar with the range of sound–symbol relationships and phonological patterns to identify spelling strategies at this level and is able to correctly spell a suitable range of commonly used words, try the spelling task at Level 1 (Task 4).

ILP information

Long-term goal

To consolidate spelling of common words and further develop knowledge of sound–symbol relationships at Entry 3

Short-term goals (dependent upon the learner)

Target 1:

Ww/E3.1 – To spell common words and words relevant to work, studies or special interests

Target 1:

Ww/E3.2 – To spell a range of words with a variety of spelling patterns

Task No: 8			Subject: Literacy			Standard: Writing: grammar and punctuation			
Task description Identifying correct grammar									
Level		Curriculum elements				Curriculum reference(s)			
Entry 3		Use correct basic grammar				Ws/E3.2			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Past tense				thought			
2		Past tense of <i>to be</i>				was			
3		Subject / verb agreement – present perfect				have gone			
4		Past tense				began			
5		Subject / verb agreement – present tense				need			
INTERPRETATION									
These items assess correctness of verb forms. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's use of correct grammar in more detail, if necessary.									
		Number correct		Learner profile information			Next steps		
eM		0–1		The learner does not appear to be able to use these verb forms correctly.			Ask the learner to read the sentences aloud to see if this helps her/him to identify the correct answer. If this does not assist, the learner is having difficulty in using syntactic and semantic cues to decode text. S/he needs to develop her/his knowledge of verb tenses, paying attention to irregular past tenses. You may want to check the learner's use of grammar in free writing. If English is a second language for the learner, try the ESOL diagnostic materials.		

	Number correct	Learner profile information	Next steps
C	2–4	The learner's use of verb forms is not totally secure.	You may want to discuss appropriate learning targets to develop the learner's understanding of verb tenses at this level, particularly irregular past tenses and present perfect. You may want to check other aspects of grammatical correctness in the learner's free writing. If English is a second language for the learner, try the ESOL diagnostic materials.
E	5	The learner does not appear to have any problems with these verb forms.	If English is a second language for the learner, and you wish to check further, try the Level 1 task on grammatical correctness (Task 6).

ILP information**Long-term goal**

To consolidate use of correct grammar when writing at Entry 3 (e.g. appropriate verb tense, subject–verb agreement)

Short-term goals (dependent upon the learner)*Target 1:*

Ws/E3.2 – To use verb forms correctly when writing

Task No: 9			Subject: Literacy			Standard: Writing: grammar and punctuation		
Task description Selecting correct punctuation								
Level		Curriculum elements				Curriculum reference(s)		
Entry 3		Use punctuation correctly				Ws/E3.3		
DIAGNOSTIC SCHEME								
Item no.		Objective/item description				Answer		
1		Missing capital at beginning of sentence				you are not allowed to go in there.		
2		Exclamation mark instead of question mark				Why do you speak so loudly!		
3		Inappropriate capital				This is an Excellent game.		
4		Missing capital letter for proper noun				I am going to take john to the cinema.		
5		Incorrect sentence division				It was very late. When we left the hotel.		
6		Incorrect sentence division				How are you I haven't seen you for ages!		
INTERPRETATION								
<p>The Diagnostic scheme shows each area of punctuation in which the learner is asked to identify an error. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's punctuation in more detail, if necessary.</p>								
		Number correct		Learner profile information		Next steps		
eM		0–1		The learner has difficulty in using punctuation correctly at Entry 3.		If the learner had difficulty with the items relating to capital letters, full stops and question marks, you should discuss setting learning targets at Entry 2 to secure punctuation skills at that level.		
C		2–5		The learner is not totally secure in punctuation skills at Entry 3.		<p>Look at the learner's correct and incorrect answers to identify specific areas of strengths and weaknesses. If the learner did not select the incorrect sentence divisions s/he may also need to do some work on sentence construction.</p> <p>Look at some of the learner's free writing to investigate her/his punctuation further.</p>		

	Number correct	Learner profile information	Next steps
E	6	The learner does not appear to have any problems with punctuation at Entry 3.	Look at some of the learner's free writing to investigate her/his punctuation further. If you are satisfied that the learner has secure punctuation skills at this level, try the punctuation task at Level 1 (Task 5).

ILP information**Long-term goal**

To consolidate use of punctuation at Entry 3 (full stops, capital letters, question marks, exclamation marks)

Short-term goals (dependent upon the learner)*Target 1:*

Ws/E3.3 – To use capital letters at the beginning of sentences and full stops, question marks or exclamation marks at the end

Target 2:

Ws/E3.3 – To use capital letters at the beginning of proper nouns

Task No: 10 Subject: Literacy Standard: Writing: grammar and punctuation		
Task description Identifying correct sentence structure		
Level	Curriculum elements	Curriculum reference(s)
Entry 3	Write in complete sentences	Ws/E3.1
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Non-finite verb phrase (<i>present participle</i>)	Having three double rooms and a pretty garden for you to sit in.
2	No verb in sentence	The beautiful trees with the early spring blossom.
3	Missing auxiliary verb	The new café opening in the supermarket on Monday.
4	Verb has no subject	Next week going to the cinema to see the new film.
5	No verb in second part of compound sentence	They went upstairs to my room and music on my CD player.
6	Non-finite verb phrase (<i>past participle</i>)	Sessions taken at any time over the long weekend.
INTERPRETATION		
<p>The Diagnostic scheme above shows the specific type of error which the learner is asked to recognise in each item. This can help you identify specific strengths and weaknesses.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's use of sentence structure in more detail.</p>		

	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not seem to be able to identify incomplete sentences.	The learner needs work on the structure of simple and compound sentences. Look at some free writing to investigate whether the learner is able to use simpler sentences correctly and set targets to develop the learner's skills in developing longer and more complicated sentences.
C	2–5	The learner's skills in identifying complete sentences are not totally secure.	Look at some of the learner's free writing to investigate her/his use of correct sentence structure further. Use the profile of the learner's incorrect answers to establish where the learner's difficulties in subject/verb agreement are.
E	6	The learner does not appear to have any problems with sentence structure at Entry 3.	If you are satisfied that the learner is able to express her/himself using a range of simple and compound sentences at this level, try the sentence structure task at Level 1 (Task 7).

ILP information

Long-term goal

To consolidate knowledge of correct sentence structure at Entry 3 (simple and compound sentences)

Short-term goals (dependent upon the learner)

Target 1:

Ws/E3.1 – To write in complete sentences, using both simple and compound sentences correctly

Task No: 11 Subject: Literacy Standard: Writing: writing composition			
Task description Free writing			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Plan, draft, organise and sequence writing; proof-read and edit; write in complete sentences, using correct basic grammar and punctuation; spell correctly.		Wt/E3.1–3 Ws/E3.1–3 Ww/E3.1–3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Free writing in response to a picture stimulus. Some support vocabulary is available.		See Free writing marking checklist
INTERPRETATION			
The learner is required to write a piece of free writing in response to a picture stimulus. Writing is evaluated, using a checklist, for spelling, punctuation and handwriting (paper-based test only). The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual grading profile which should be used to determine the learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–3	The learner has significant difficulties producing self generated text.	What are the difficulties with spelling and/or handwriting? You will need to check whether difficulties stem mostly from not knowing what to write or how to express it with grammatical accuracy. Use the tutor checklist to analyse the work at text, sentence and word level to identify the learning targets. If appropriate consider assessment at Entry 2.

	Number correct	Learner profile information	Next steps
C	4–8	The learner is beginning to structure their writing using some simple and compound sentences; to use basic punctuation, to spell high frequency words and a greater range of words using a growing knowledge of sound–symbol association and to write legibly.	More work will probably need to be done at this level to achieve secure basic writing skills, i.e. well-sequenced text, simple and compound sentences, using appropriate punctuation and capitalisation, planning and drafting skills, using rules of paragraphing, using linking words and sequencing chronological writing. Assess other skills at this level to identify possible difficulties.
E	9–10	The learner is writing at the level and has established the fundamentals of writing a coherent, reasonably accurate piece of text.	It may be useful to assess writing composition at Level 1 to see which skills are already in place at this level.

ILP information

Long-term goal

To plan, draft and write a continuous, coherent piece of text, at least half a page long, divided into paragraphs

Short-term goals (dependent upon the learner)

Target 1:

Wt/E3.1 – To plan and draft some short pieces of writing using different ways to plan, e.g. list of points, spidergram, mindmap, talking it through, etc.

Target 2:

Wt/E3.2 – To organise and sequence writing into paragraphs

Target 3:

Ws/E3.1 – To write grammatically correct, simple and compound sentences, legibly

Target 4:

Ws/E3.3 – To use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks)

Target 5:

Ww/E3.2 – To use knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words

Task No: 12 Subject: Literacy Standard: Speaking and listening: listen and respond			
Task description Tutor scored listening task: you need to set up this task. See the tutor handbook for guidance and instructions.			
Level	Curriculum elements		Curriculum reference(s)
Entry 3	Listen for gist, detail and relevant information; use strategies to clarify understanding; listen to and respond to points of view; respond to questions		SLlr/E3.1–6
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has shown a limited understanding of the listening task at this level.	Use the grading profile to determine what the main learning goals should be. It would appear that the learner has understood very little or some of the general gist of the discourse and may need to first work at Entry 2 to develop this. Was the learner able to answer some general questions to assist her/his understanding of the activity? Did the learner have difficulty in differentiating the key points from the rest of the information? Did s/he follow any of the inputs from other speakers and demonstrate this by asking questions to clarify or confirm the input by summary?

	Number correct	Learner profile information	Next steps
			S/he may need to do further work on listening for detail, responding to requests for action/information and listening for the main points in explanations and presentations. Also assess whether the learner had difficulty in expressing her/himself appropriately and the impact this had on the activity. Address this through 'speak to communicate' targets.
C	3–4	The learner has demonstrated some satisfactory skills at this level but still has some areas of significant difficulty.	Use the grading profile to determine exactly what the areas for future work are. The learner does not appear to have a problem in identifying the gist of most of the discourse. Check for understanding of key words from the task, asking the learner to identify the key elements of the discourse to check for understanding and use of vocabulary. Did the learner respond to new information and the input from other speakers? How did s/he show evaluation of this? What strategies did s/he demonstrate to clarify and confirm understanding? Use this information to identify the areas of greatest difficulty in listening for detail in order to set learning targets.
E	5–6	The learner has no difficulty in listening and responding to a discourse at this level.	You will need to be satisfied that the learner has established skills in the range of discourse situations for this level including narratives, explanations, presentations, conversations and discussions. If the learner is consistent in her/his understanding of a variety of discourses, start assessment at Level 1.

ILP information**Long-term goal**

To consolidate listening comprehension skills at Entry 3 in a range of situations

Short-term goals (dependent upon the learner)*Target 1:*

SLlr/E3.1 – To listen and follow the gist of short narratives

Target 2:

SLlr/E3.1 – To listen to and follow the gist of explanations and instructions

Target 3:

SLlr/E3.2 – To listen for detail in narratives

Target 4:

SLlr/E3.2 – To listen for detail in short explanations or presentations

Target 5:

SLlr/E3.4 – To use strategies to clarify and confirm understanding

Target 6:

SLlr/E3.5 – To listen to what others say and respond to them

Target 7:

SILR/E3.6 – To respond correctly to straightforward questions

Task No: 13 Subject: Literacy Standard: Speaking and listening: speak to communicate			
Task description Tutor scored speaking task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements Speaking task – tutor scored		Curriculum reference(s)
Entry 3	Speak clearly to be heard and understood; use formal language; express statements of fact clearly; make requests		SLc/E3.1–4
DIAGNOSTIC SCHEME			
Item no:	Objective/item Description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the marking profile sheet to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess listening skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.</p>			
MARKING CONVERSION			
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has found difficulty in communicating accurately and fluently at this level.	If the learner showed great difficulty at working at this level, then make the assessment against the Entry 2 profile if that is more appropriate to her/his needs. If the learner was unable to make short statements clearly owing to grammatical inaccuracies, this should be a target. Review the activity for the range of vocabulary used and set targets to extend the learner's range of suitable words, which would support the grammatical targets.

	Number correct	Learner profile information	Next steps
C	2–3	The learner has shown some ability in covering the range of speaking skills at this level.	Review the assessment profile to discuss where the difficulties were for the learner. Did the learner consistently use accurate grammatical structures or were there certain construction forms which proved difficult for the learner? Did the learner's range of vocabulary support the expressions s/he wished to use? Use the grading profile to set appropriate targets.
E	4	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied that the learner has expressed her/himself fluently, with clear pronunciation, using the range of verb tenses and vocabulary for the level, then start to assess at Level 1.

ILP information

Long-term goal

To speak fluently and accurately when communicating feelings, opinions and information

Short-term goals (dependent upon the learner)

Target 1:

SLc/E3.1 – To speak clearly in a variety of exchanges so that other people can hear and understand

Target 2:

SLc/E3.2 – To know when to use formal language and to use it appropriately

Target 3:

SLc/E3.3 – To correctly express statements of fact, accounts or descriptions

Target 4:

SLc/E3..4 – To make requests and ask questions using appropriate language in familiar and unfamiliar situations

Task No: 14 Subject: Literacy Standard: Speaking and listening: engage in discussion			
Task description Tutor scored discussion task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements Speaking task – tutor scored		Curriculum reference(s)
Entry 3	Follow and understand main points of a discussion; make contributions to the discussion; respect turn-taking rights		SLd/E3.1–3
DIAGNOSTIC SCHEME			
Item no	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the marking profile sheet to determine the suitable profile for the learner against the curriculum elements. Remember that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0	The learner has shown a great deal of difficulty in taking part in the interaction at this level both in terms of self-expression and in relating to the views of other speakers.	Use the grading profile to determine where the learner has experienced the greatest difficulty. If the learner was emerging in all the curriculum elements and has difficulty expressing her/himself using the range of grammar and vocabulary required at Entry 3, It may be that s/he needs to do more work on at Entry 2 in a smaller group or on a one-to-one basis.

	Number correct	Learner profile information	Next steps
			Use the feedback discussion to explore whether the learner understood the contributions made by other people. How did s/he relate to them? Was s/he able to follow the general gist of the discussion? Were there any key words which s/he understood/misunderstood? In this one-to-one feedback, can the learner express her/himself in grammatically correct structures at this level?
C	1–2	The learner has been able to follow the gist and most of the detail in the discussion and make some contribution to move the discussion forward.	Use the grading profile to identify the areas for more work. Did the learner use correct grammatical construction at this level when expressing her/his opinion and views? Are there key areas of vocabulary which need to be developed? Did the learner alter her/his vocabulary and expression to suit the context (social/formal)? How did the learner relate to the other speakers, listening to and incorporating their view and respecting their turn-taking rights?
E	3	This learner has undertaken the activity competently and demonstrated that s/he has developed the skills to engage in a discussion at this level.	You will need to be satisfied that the learner has demonstrated the appropriate skills at this level before starting to assess at Level 1. This means that s/he should be able to speak about familiar topics in both social and formal contexts, relate to other speakers and consistently be able to express a range of view, opinions, likes, dislikes, wishes and hopes using grammatically correct constructions and appropriate vocabulary for the level.

ILP information**Long-term goal**

To engage in short discussions on a range of familiar topics

Short-term goals (dependent upon the learner)*Target 1:*

SLd/E3.1 – To follow the gist of conversations and discussions on familiar topics

Target 2:

SLd/E3.2 – To follow the main points of discussions and make appropriate contributions about familiar topics

Task No: 1	Subject: Literacy	Standard: Reading: reading comprehension	
Task description Identifying text purpose			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Recognise how language and other textual features are used to achieve different purposes; recognise vocabulary associated with various types of text		Rt/L1.2 Rw/L1.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	ICT instruction manual		5
2	Estate agent's advertisement		3
3	Tourist brochure		2
4	Agony column		6
5	Course details		1
INTERPRETATION			
<p>The learner's correct and incorrect answers will show which types of text s/he can identify. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's knowledge of text type and purpose in more detail.</p> <p><i>Note:</i> This task does not include every type of text which learners should have knowledge of at Level 1. However, it will give a general indication of strengths and weaknesses. Refer to the curriculum for a full list of Level 1 text types.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner appears to have little or no knowledge of text types at this level.	Discuss the different types of text in the tasks to see if the learner can relate any of them to her/his daily life. You could see whether s/he understands the language conventions of the sample from the instruction manual (mainly imperatives), the use of persuasive language in the tourist brochure and estate agent's advert, the use of the declarative in the agony column letter and the use of ellipsis in the course details and job advert. If you feel that the learner is not yet ready to work at Level 1, try the text purpose task at Entry 3 (Task 6).

	Number correct	Learner profile information	Next steps
C	2–4	The learner can identify some of the typical language of Level 1 texts, but needs to learn the features of others.	<p>Look at the learner's right and wrong answers to identify the gaps in knowledge. Discuss the different types of text in the tasks to see if the learner can relate any of them to her/his daily life. You could see whether s/he understands the language conventions of the sample from the instruction manual (mainly imperatives), the use of persuasive language in the tourist brochure and estate agent's advert, the use of the declarative in the agony column letter and the use of ellipsis in the course details and job advert.</p> <p>You might like to use a range of other texts at this level, e.g. explanations or narratives, to investigate further.</p>
E	5	The learner appears to have no problems with these particular text types.	You might want to discuss the features of a range of text types using examples of other lengthier texts, e.g. explanations, narratives, and arguments and discuss the critical features of each genre. If you are satisfied that the learner has a good understanding of a range of textual features and use of language at this level, try the reading tasks at Level 2 (Tasks 1–3).

ILP information

Long-term goal

To consolidate understanding of how language varies according to the purpose of texts at Level 1

Short-term goals (dependent upon the learner)

Target 1:

Rt/L1.2 – To recognise how language and other features help to achieve different purposes in texts

Target 2:

Rw/L1.2 – To understand the types of word likely to be used in different types of text and use this knowledge to work out the meaning of words

Task No: 2	Subject: Literacy	Standard: Reading: reading comprehension
Task description Use features and strategies to locate information		
Level	Curriculum elements	Curriculum reference(s)
Level 1	Use organisational and structural features to locate information; use different reading strategies to find and obtain information	Rt/L1.4 Rt/L1.5
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Use headings and subheadings (Rt L1.4)	Murchester Regional Train Services
2	Use headings and subheadings (Rt L1.4)	Outlook
3	Use headings and subheadings (Rt L1.4)	Things to do!
4	Use subheadings (Rt L1.4) Obtain specific information through detailed reading (Rt L1.5)	fine
5	Use subheadings (Rt L1.4) Obtain specific information through detailed reading (Rt L1.5)	south
6	Use subheadings (Rt L1.4) Obtain specific information through detailed reading (Rt L1.5)	cloudy
7	Scan text to locate information (Rt L1.5) Obtain specific information through detailed reading (Rt L1.5)	North of England
8	Use organisational and structural features to locate information (Rt L1.4) Obtain specific information through detailed reading (Rt L1.5)	12.15
9	Use organisational and structural features to locate information (Rt L1.4) Obtain specific information through detailed reading (Rt L1.5)	8.30
10	Use organisational and structural features to locate information (Rt L1.4) Obtain specific information through detailed reading (Rt L1.5)	18.45
11	Use organisational and structural features to locate information (Rt L1.4) Obtain specific information through detailed reading (Rt L1.5)	07.30
12	Use subheadings (Rt L1.4)	Relby Town Hall
13	Scan text to locate information (Rt L1.5)	dance and meet people

INTERPRETATION

The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's reading skills in more detail.

	Number correct	Learner profile information	Next steps
eM	0–2	The learner cannot read and understand information text at Level 1.	If not already done, check other aspects of the learner's reading skills at Level 1. Use the task examples to discuss the layout features and how this can be used to locate information. Was the learner able to track the convention for additional notes in the timetable? Does s/he understand skimming and scanning strategies to take in the general meaning of texts without reading each for detail? Can s/he use headings to locate specific information? If you feel it is more appropriate, try the locating information task at Entry 3 (Task 3).
C	3–10	The learner is not totally secure in locating information in text at Level 1.	Look at the learner's correct and incorrect answers to identify specific strengths and weaknesses. Use the task examples to discuss the layout features and how this can be used to locate information. Was the learner able to track the convention for additional notes in the timetable? Does s/he understand skimming and scanning strategies to take in the general meaning of texts without reading each for detail? Can s/he use headings to locate specific information? Were there key aspects of vocabulary which hindered full understanding? If not already done, check other aspects of the learner's reading skills at Level 1. Investigate reading skills further with the miscue analysis.
E	11–13	The learner has no problems locating information in text at Level 1.	If you are satisfied that the learner is able to understand the organisational features of a range of texts at this level, try the reading comprehension tasks at Level 2 (Task 1–3).

ILP information**Long-term goal**

To consolidate finding information in texts at Level 1

Short-term goals (dependent upon the learner)*Target 1:*

Rt/L1.4 – To use contents, headings, subheadings, menus, etc. to help find information

Target 2:

Rt/L1.5 – To find information both by reading quickly to find a fact and by reading carefully to understand in more detail

Task No: 3				Subject: Literacy		Standard: Reading: reading comprehension			
Task description Reading comprehension – finding information									
Level		Curriculum elements				Curriculum reference(s)			
Level 1		Trace the main events of continuous text; identify the main points and specific detail				Rt/L1.1 Rt/L1.3			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Identify main points (Rt L1.3)				an action film			
2		Identify specific detail (Rt L1.3)				Jack Lothian			
3		Identify specific detail (Rt L1.3)				Neel Mojee			
4		Understand implied meaning (Rt L1.1)				because it is about running away			
5		Understand implied meaning (Rt L1.1)				a film			
6		Understand implied meaning (Rt L1.1)				she stole them from someone			
7.1		Understand explicitly stated information (Rt L1.1)				Paragraph 2			
7.2		Understand that texts are structured around main points that are expanded by specific detail (Rt L1.3)				Paragraph 3			
7.3		Understand implied meaning (Rt L1.1)				Paragraph 1			
7.4		Understand explicitly stated information (Rt L1.1)				Paragraph 3			
INTERPRETATION									
The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's understanding of text in more detail.									
		Number correct		Learner profile information			Next steps		
eM		0–2		The learner cannot read and understand continuous text at Level 1.			Ask some questions about the text to see if the learner understood the general meaning. Were there any items of vocabulary which s/he found difficult? If not already done, check other aspects of the learner's reading skills at Level 1. Try the understanding continuous text task at Entry 3 (Task 5).		

	Number correct	Learner profile information	Next steps
C	3–8	The learner is not totally secure in understanding continuous text at Level 1.	<p>Look at the learner's correct and incorrect answers to identify specific strengths and weaknesses. Ask some questions about the text to see if the learner understood the general meaning. Were there any items of vocabulary which s/he found difficult? Can the learner identify the text type from textual and grammatical features (mainly narrative with some opinion written in the declarative)?</p> <p>If not already done, check other aspects of the learner's reading skills at Level 1.</p> <p>Investigate reading skills further with the miscue analysis.</p>
E	9–10	The learner has no problems understanding continuous text at Level 1.	If you are satisfied that s/he is able to recognise the key textual and grammatical features from a range of text genres at this level, try the reading comprehension tasks at Level 2 (Tasks 1–3).

ILP information

Long-term goal

To consolidate reading and understanding of continuous text at Level 1

Short-term goals (dependent upon the learner)

Target 1:

Rt/L1.1 – To understand the main events of a text at Level 1

Target 2:

Rt/L1.3 – To identify the main points and ideas of a text at Level 1

Task No: 4 Subject: Literacy Standard: Writing: spelling		
Task description Single word spelling		
Level	Curriculum elements	Curriculum reference(s)
Level 1	Spell correctly words used most often in work, studies and daily life	Ww/L1.1
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Common word	friends
2	Consonant clusters	thought
3	Double consonant and suffix	suddenly
4	Common word	continue
5	-ea and -ure formations	creatures
6	Common irregular word	physical
7	Doubled consonant with suffix	controlled
8	-tion suffix	destruction
9	-ery suffix	machinery
10	Doubled consonant with suffix	especially
11	Prefix and suffix	recycled
12	Word with double consonant	necessary
INTERPRETATION		
<p>The Diagnostic scheme shows the spelling pattern which the learner needs to recognise to spell the word correctly, or identifies the word as a common word which a Level 1 learner should be able to spell correctly. This can help you to identify particular strengths and weaknesses in the learner's answers.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's spelling in more detail, if necessary.</p> <p>At Level 1, the choice of words or types of words which a learner needs to be able to spell is, to some extent, individual and should be decided in the light of the learner's needs. It is strongly recommended that the learner's spelling should be assessed in the context of free writing, as well as with this task and that information gathered from this should be used to help set learning targets for the ILP.</p>		

	Number correct	Learner profile information	Next steps
eM	0–2	The learner probably needs to work on all the spelling areas at Level 1.	Use the pattern of correct/incorrect answers to determine the learner's priorities for development of spelling strategies. At this level, the learner should be able to understand rules for doubling consonants with suffixes, irregular verb forms, patterns in plurals and suffixes. If it is more appropriate for the learner, try the spelling task from Entry 3 (Task 7).
C	3–10	The learner needs to do some further work on spelling patterns and common words at Level 1. You need to investigate whether there are particular patterns the learner needs to work on.	Look at the learner's correct and incorrect answers to see if you can identify particular spelling patterns which cause difficulty. At this level, the learner should be able to understand rules for doubling consonants with suffixes, irregular verb forms, patterns in plurals and suffixes.
E	11–12	The learner does not appear to have problems with spelling patterns and common words at Level 1.	Analyse the learner's writing to check that s/he can spell similar words in free writing. Try the spelling task at Level 2 (Task 4).

ILP information

Long-term goal

To consolidate spelling of common words and words used most often in work, studies or daily life

Short-term goals (dependent upon the learner)

Target 1:

Ww/L1.1 – To spell correctly common words and words used most often in work, studies or daily life

Target 2:

Ww/L1.1 – To spell correctly a range of words with a variety of spelling patterns

Task No: 5 Subject: Literacy Standard: Writing: grammar and punctuation			
Task description Selecting correct punctuation			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Punctuate sentences correctly, so that meaning is clear		Ws/L1.3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
5	Capital letter for proper nouns		Lee
6	Comma (NB – Level 2)		years,
7	Full stop at end of sentence		ago.
8	Full stop / capital at sentence division		best. OR but
9	Question mark		more?
10	Colon		information:
11	Exclamation mark or full stop		today!/today.
INTERPRETATION			
<p>The Diagnostic scheme shows each area of punctuation in which the learner is asked to identify and correct an error.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's punctuation in more detail, if necessary.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner cannot use punctuation correctly at Level 1.	Use the patterns of correct/incorrect answers to determine the priorities for punctuation at this level. If you think that the learner is not yet ready to develop skills at this level, try the punctuation task at Entry 3 (Task 9).
C	2–5	The learner is not totally secure in punctuation skills at Level 1.	<p>Look at the learner's correct and incorrect answers to identify specific areas of strengths and weaknesses.</p> <p>Look at some of the learner's free writing to investigate her/his punctuation further.</p>

	Number correct	Learner profile information	Next steps
E	6–7	The learner does not appear to have any problems with punctuation at Level 1.	Look at some of the learner's free writing to investigate her/his punctuation further. Try the punctuation task at Level 2 (Task 7).

ILP information

Long-term goal

To consolidate use of punctuation at Level 1 (full stops, capital letters, question marks, exclamation marks, colons)

Short-term goals (dependent upon the learner)

Target 1:

Ws/L1.3 – To use capital letters at the beginning of sentences and full stops, question marks or exclamation marks at the end

Target 2:

Ws/L1.3 – To use capital letters at the beginning of proper nouns

Target 3:

Ws/L1.3 – To use a colon to introduce a list

Task No: 6				Subject: Literacy		Standard: Writing: grammar and punctuation			
Task description Grammatical correctness									
Level		Curriculum elements				Curriculum reference(s)			
Level 1		Use correct grammar				Ws/L1.2			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		Past perfect				have written			
2		Irregular past tense				won			
3		Future will + infinitive				will buy			
4		Future will + infinitive				will tell			
5		Past perfect question				had you been			
6		Past perfect with irregular participle				had forgotten			
INTERPRETATION									
These items assess correctness of verb forms. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's written grammar in more detail, if necessary.									
The main purpose of this task is as an indication of ESOL learning needs. Learners for whom English is a second language may find the items particularly difficult and may need to be assessed with the ESOL diagnostic materials.									
		Number correct		Learner profile information			Next steps		
eM		0-1		The learner does not appear to be able to use these verb forms correctly.			The learner needs to develop an understanding of the range of verb forms at this level. Check the learner's use of grammar in a piece of free writing analysis and set learning targets accordingly. If English is a second language for the learner, try the ESOL diagnostic materials.		

	Number correct	Learner profile information	Next steps
C	2–4	The learner's use of verb forms is not totally secure.	Use the pattern of correct/incorrect answers to identify learning targets. Check the learner's use of grammar in free writing. If English is a second language for the learner, try the ESOL diagnostic materials.
E	5–6	The learner does not appear to have problems with these verb forms.	Check the learner's use of grammar in free writing. If English is a second language for the learner, and you wish to check further, try the grammatical correctness task at Level 2 (Task 5).

ILP information

Long-term goal

To consolidate use of correct grammar when writing at Level 1 (e.g. appropriate verb tense, subject–verb agreement)

Short-term goals (dependent upon the learner)

Target 1:

Ws/L1.2 – To use verb forms correctly when writing

Task No: 7	Subject: Literacy	Standard: Writing: grammar and punctuation
Task description Identify incorrect sentences		
Level	Curriculum elements	Curriculum reference(s)
Level 1	Write in complete sentences	Ws/L1.1
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	No main clause (subordinate clause only)	Because shops sell new computer games very quickly.
2	No main clause (adverbial phrase and subordinate clause only)	In the garden, as the robins fight and other birds eat.
3	No main clause (subordinate clause only)	Since I like going to concerts in my spare time.
4	No complete verb (participles only)	Turning left at the first road taking you to the High Street.
5	No complete verb (present participle only)	Depending on knowledge of all the facts for a judgement.
6	No main clause (subject and adverbial phrase only)	Carrying survival gear in the mountains, especially during the winter.
7	Incomplete conditional sentence (after if)	If you're looking for a job working with animals at the kennels.
INTERPRETATION		
<p>The Diagnostic scheme above shows the specific type of error which the learner is asked to recognise in each item. This can help you identify specific strengths and weaknesses</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's use of sentence structure in more detail.</p>		

	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not seem to be able to distinguish between complete and incomplete sentences.	The learner has had difficulty identifying the structure of complex sentences, in particular differentiating a main clause from a subordinate clause. Look at some free writing to investigate whether the learner is able to use simpler sentences correctly. Try the sentence structure task at Entry 3 (Task 10).
C	2–6	The learner's skills in identifying complete sentences are not totally secure.	Look at some of the learner's free writing to investigate her/his use of correct sentence structure further. The learner needs to work on developing complex sentences using subordinate clauses (and phrases) and a wider range of conjunctions.
E	7	The learner does not appear to have any problems with sentence structure at Level 1.	Use a free writing analysis to determine whether the learner is able to compose text using the range of tenses, subject–verb agreement and complex sentences showing a range of vocabulary required at this level. If you are satisfied that the learner has secure writing skills at this level, try the sentence structure task at Level 2 (Task 6).

ILP information

Long-term goal

To consolidate knowledge of correct sentence structure at Level 1 (using a range of sentence types and conjunctions to express meaning more precisely)

Short-term goals (dependent upon the learner)

Target 1:

Ws/L1.1 – To write in complete sentences, using a range of ways of joining simple sentences into longer ones

Task No: 8			Subject: Literacy			Standard: Writing: writing composition		
Task description Free writing								
Level		Curriculum elements				Curriculum reference(s)		
Level 1		Plan and draft writing, judging level of detail and sequence, using suitable language, format and structure, and proof-read and edit; write in correct sentences, using correct punctuation; spell correctly				Wt/L1.1–6 Ws/L1.1–1 Ww/L1.1–2		
DIAGNOSTIC SCHEME								
Item no.		Objective/item description				Answer		
1		Free writing in response to a picture stimulus				See Free writing marking checklist		
INTERPRETATION								
The learner is required to write a piece of free writing in response to a stimulus. Writing is evaluated, using a checklist, for spelling, punctuation and handwriting (paper-based assessment only).								
MARKING CONVERSION								
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.								
	Number correct	Learner profile information				Next steps		
eM	0–4	The learner has difficulties producing self-generated text at this level.				There are major difficulties with spelling and/or handwriting. You will need to check whether the difficulties stem mostly from not knowing what to write or how to express it. Use the grading profile to determine where the difficulties are. If the learner has had difficulty identifying the structure of complex sentences, in particular differentiating a main clause from a subordinate clause, consider assessment at Entry 3.		

	Number correct	Learner profile information	Next steps
C	5–9	The learner is beginning to structure her/his writing using some simple and compound sentences; to use basic punctuation; to spell high frequency words and a greater range of words using a growing knowledge of sound–symbol association and to write legibly.	More work will probably need to be done at this level to achieve secure basic writing skills, i.e. well-sequenced text, simple and compound sentences, using appropriate punctuation and capitalisation. Assess other skills (e.g. spelling and sentence construction) at this level to identify possible difficulties.
E	10–11	The learner is writing at the level and has established the fundamentals of writing a coherent, reasonably accurate piece of text.	Use the grading profile to determine where the difficulties are. If the learner has had difficulty identifying the structure of complex sentences, in particular differentiating a main clause from a subordinate clause, it may be useful to assess writing composition at Level 2 to see how many skills are already in place at this level.

ILP information

Long-term goal

To write different texts accurately and legibly, appropriate to the situation

Short-term goals (dependent upon the learner)

Target 1:

Ws/L1.1 – To write legible, grammatically correct, complete sentences, using a greater range of conjunctions to join them, e.g. if, so, while, since, when

Target 2:

Wt/L1.1 – To plan and draft information using language suitable for the purpose and paragraphs where appropriate

Target 3:

Wt/L1.3 – To present information in a logical sequence using paragraphs

Target 4:

Ws/L1.3 – To punctuate sentences correctly, e.g. capital letters, full stops, question marks, exclamation marks, commas, (colons, dashes – used more in non sentences)

Target 5:

Ww/L1.1 – To spell correctly words used most often in work, studies and daily life

Task No: 9				Subject: Literacy		Standard: Speaking and listening: listen and respond			
Task description Tutor scored listening task: you need to set up this task. See the Administration instructions for guidance.									
Level		Curriculum elements				Curriculum reference(s)			
Level 1		Identify relevant information, understand explanations, use strategies to clarify understanding, provide feedback and confirmation, make relevant contributions, respond to questions				SLlr/L1.1–6			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		See Speaking and listening assessment profiles				See Speaking and listening assessment profiles			
INTERPRETATION									
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.									
MARKING CONVERSION									
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.									
	Number correct	Learner profile information				Next steps			
eM	0–2	The learner has shown a limited understanding of the listening task at this level.				Use the grading profile to determine what the main learning goals should be. It would appear that the learner has understood very little or some of the general gist of the discourse and may need to first work at Entry 3 to develop this. Was the learner able to answer some general questions to assist her/his understanding of the activity? Did the learner have difficulty in differentiating the key points from the rest of the information? Did s/he follow any of the inputs from other speakers and demonstrate this by asking questions to clarify or confirm the input by summary?			

	Number correct	Learner profile information	Next steps
			S/he may need to do further work on listening for detail, responding to requests for action/information and listening for the main points in explanations and presentations. Also assess whether the learner had difficulty in expressing her/himself appropriately and the impact this had on the activity. Address this through speak to communicate targets.
C	3–4	The learner has demonstrated some satisfactory skills at this level but still has some areas which need to be developed.	Use the grading profile to determine exactly what the areas for future work are. The learner does not appear to have a problem in identifying the gist of most of the discourse. Check for understanding of specific words from the task, asking the learner to identify the key elements of the discourse to check for understanding and use of vocabulary. Did the learner respond to new information and the input from other speakers? How did s/he show evaluation of this? What strategies did s/he demonstrate to clarify and confirm understanding? Use this information to identify the areas of greatest difficulty in listening for detail, in order to set learning targets.
E	5–6	The learner has no difficulty in listening and responding to a discourse at this level.	You will need to be satisfied that the learner has established skills in the range of discourse situations for this level including narratives, explanations, presentations, conversations and discussions. If the learner is consistent in her/his understanding of a variety of discourses, start assessment at Level Two.

ILP information**Long-term goal**

To consolidate listening comprehension skills at Entry 3 in a range of situations

Short-term goals (dependent upon the learner)*Target 1:*

SLlr/L1.1 – To listen to and follow the gist of explanations and presentations

Target 2:

SLlr/L1.1 – To listen to and follow the gist of instructions

Target 3:

SLlr/L1.2 – To listen for detail in narratives

Target 4:

SLlr/L1.2 – To listen for detail in short explanations or presentations

Target 5:

SLlr/L1.3 – To use strategies to clarify and confirm understanding

Target 6:

SLlr/L1.4 – To listen to what others say and respond to them

Target 7:

SLlr/L1.5 – To make contributions to a range of discussions

Target 8:

SLlr/L1.6 – To respond correctly to questions on a range of topics

Task No: 10 Subject: Literacy Standard: Speak to communicate – tutor scored			
Task description Tutor scored speaking task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements		Curriculum reference(s)
Level 1	Speak clearly to suit the situation, make requests, express statements of fact clearly, present information in a logical sequence		SLc/L1.1–4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the marking profile sheet to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess listening skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.</p>			
MARKING CONVERSION			
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has found difficulty in communicating accurately and fluently within the requirements for this level.	If the learner showed great difficulty at working at this level, then make the assessment against the Level 1 profile if that is more appropriate to her/his needs. If the learner was unable to develop her/his expression in a range of statements owing to grammatical inaccuracies, this should be a target. Review the activity for the range of vocabulary used and set targets to extend the learner's range of suitable words, which would support the grammatical targets.

	Number correct	Learner profile information	Next steps
C	2–3	The learner has shown some ability in covering the range of speaking skills at this level.	Review the assessment profile to discuss where the difficulties were for the learner. Did the learner consistently use accurate grammatical structures or were there certain construction forms which proved difficult for the learner? Did the learner's range of vocabulary support the expressions s/he wished to use? Use the grading profile to set appropriate targets.
E	4	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied that the learner has expressed themselves fluently, with clear pronunciation, using the range of verb tenses and vocabulary for the level, then start to assess at Level 2.

ILP information

Long-term goal

To speak fluently and accurately when communicating feelings, opinions and information

Short-term goals (dependent upon the learner)

Target 1:

SLc/L1.1 – To speak clearly in a variety of exchanges so that other people can hear and understand

Target 2:

SLc/L1.2 – To make requests and ask questions to obtain information in a range of situations

Target 3:

SLc/L1.3 – To correctly express statements of fact, instructions, accounts or descriptions

Target 4:

SLc/L1.4 – To present information in the correct sequence, including detail and showing development of ideas

Task No: 11 Subject: Literacy Standard: Engage in discussion – tutor scored			
Task description Tutor scored discussion task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements Discussion task – tutor scored		Curriculum reference(s)
Level 1	Contribute to discussions, respect turn-taking rights, use appropriate phrases for interruption		SLd/L1.1–3
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Free writing in response to a picture stimulus		See Speaking and listening assessment profiles
INTERPRETATION			
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the marking profile sheet to determine the suitable profile for the learner against the curriculum elements. Remember that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.</p>			
MARKING CONVERSION			
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has shown a great deal of difficulty in taking part in the interaction at this level both in terms of self-expression and in relating to the views of other speakers.	Use the grading profile to determine where the learner has experienced the greatest difficulty. If the learner was emerging in all the curriculum elements and has difficulty expressing her/himself using the range of grammar and vocabulary required at Level 1, use the feedback discussion to explore whether the learner understood the contributions made by other people. How did s/he relate to them? Was s/he able to follow the general gist of the discussion? Were there any key words which s/he understood/misunderstood? In this one-to-one feedback, can the learner express her/himself in grammatically correct structures at this level?

	Number correct	Learner profile information	Next steps
C	2	The learner has been able to follow the gist and most of the detail in the discussion and make some contribution to move the discussion forward	Use the grading profile to identify the areas for more work. Did the learner use correct grammatical construction at this level when expressing her/his opinion and views? Are there key areas of vocabulary which need to be developed? Did the learner alter her/his vocabulary and expression to suit the context (social/formal)? How did the learner relate to the other speakers, listening to and incorporating their view and respecting their turn-taking rights?
E	3	This learner has undertaken the activity competently and demonstrated that s/he has developed the skills to engage in a discussion at this level.	You will need to be satisfied that the learner has demonstrated the appropriate skills at this level before starting to assess at Level 2. This means that s/he should be able to speak about familiar topics in both social and formal contexts, relate to other speakers and consistently be able to express a range of view, opinions, likes, dislikes, wishes and hopes using grammatically correct constructions and appropriate vocabulary for the level.

ILP information

Long-term goal

To engage in short discussions on a range of familiar topics

Short-term goals (dependent upon the learner)

Target 1:

SLd/L1.1 – To follow and contribute to conversations and discussions on a range of topics

Target 2:

SLd/L1.2 – To relate to other speakers in the group and respect their right to contribute

Task No: 1	Subject: Literacy	Standard: Reading: reading comprehension
Task description Reading and understanding text		
Level	Curriculum elements	Curriculum reference(s)
Level 2	Use different strategies to find and obtain information	Rt/L2.7
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1a	Use different strategies to find information from a text	False
1b	Use different strategies to find information from a text	True
1c	Use different strategies to find information from a text	False
1d	Use different strategies to find information from a text	False
1e	Use different strategies to find information from a text	True
1f	Use different strategies to find information from a text	True
2.1	Use different strategies to find information from a text	on a 3 mile circuit
2.2	Use different strategies to find information from a text	on the Fresh FM stage
2.4	Use different strategies to find information from a text	at 2.00 p.m. on Saturday 27th July
2.5	Use different strategies to find information from a text	by the Intangible Linguists
2.6	Use different strategies to find information from a text	after the Children's Fancy Dress Awards
3b	Use different strategies to find information from several texts	Text 2
3c	Use different strategies to find information from several texts	Text 1
3d	Use different strategies to find information from several texts	Text 3
3e	Use different strategies to find information from several texts	Text 4
INTERPRETATION		
<p>The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail. The Learner information profile can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's skills in locating information in more detail.</p>		

	Number correct	Learner profile information	Next steps
eM	0–4	The learner probably cannot locate information in texts at Level 2.	The learner needs to develop appropriate skimming and scanning skills using a range of texts at this level, to develop the skills to locate information and specific details. If more appropriate, try the locating information task at Level 1 (Task 2).
C	5–12	The learner is not totally secure in locating information in text at Level 2.	Look at the learner's correct and incorrect answers to identify whether problems are mainly with using several texts, or whether there are also problems with the single text. The learner needs to develop skimming and scanning skills using a range of texts at this level.
E	13–15	The learner has no problems locating information at Level 2.	Check the pattern of any errors made and consolidate understanding by practice.

ILP information

Long-term goal

To consolidate reading skills at Level 2 over a range of text genres

Short-term goals (dependent upon the learner)

Target 1:

Rt/L2.7 – To find information in a variety of texts

Task No: 2	Subject: Literacy	Standard: Reading: reading comprehension
Task description Reading and understanding text		
Level	Curriculum elements	Curriculum reference(s)
Level 2	Trace and understand the main events and ideas of continuous texts; identify main points and specific detail; summarise information from longer documents	Rt/L2.1 Rt/L2.3 Rt/L2.8
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Trace and understand main events (Rt L2.1)	Greg thought he was being over-charged.
2	Trace and understand main events (Rt L2.1)	28th July
3	Trace and understand main events (Rt L2.1)	He was sent to prison.
4a	Identify main points and specific detail (Rt L2.3)	True
4b	Identify main points and specific detail (Rt L2.3)	False
4c	Identify main points and specific detail (Rt L2.3)	False
4d	Identify main points and specific detail (Rt L2.3)	True
4e	Identify main points and specific detail (Rt L2.3)	False
4f	Identify main points and specific detail (Rt L2.3)	True
5	Trace and understand main events (Rt L2.1)	to build a united community
6	Summarise information (Rt L2.8)	The carnival should continue as it is.
7	Summarise information (Rt L2.8)	Small amounts of violence should not stop the carnival.
8	Identify specific detail from a heading (Rt L2.3)	The Blackstar Steel Band
9	Infer meaning which is not explicitly stated (Rt L2.1)	at least 5 years
10	Trace and understand main events (Rt L2.1)	preventing fights
INTERPRETATION		
<p>The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's skills in locating information in more detail.</p>		

	Number correct	Learner profile information	Next steps
eM	0–4	The learner is probably unable to follow events and ideas in continuous text at Level 2.	The learner needs to strengthen her/his experience of a wide range of text genres at this level, including explanation and discussion, and to develop the skills to evaluate the main points from supporting detail, facts from opinions, conflicting viewpoints and evidence of simplification, generalisation, manipulation and bias. If more appropriate to the learner's present needs, try the understanding continuous text task at Level 1 (Task 3).
C	5–13	The learner is not totally secure in understanding continuous text at Level 2.	Look at the learner's correct and incorrect answers to identify whether weaknesses are with one particular skill, or are equal for all the skills described in the curriculum elements. The learner may need to strengthen her/his experience of a wide range of text genres at this level, including explanation and discussion, and to develop the skills to evaluate the main points from supporting detail, facts from opinions, conflicting viewpoints and evidence of simplification, generalisation, manipulation and bias. Use the free writing analysis materials for information on the critical features of text structure, particularly explanation and discussion texts.
E	14–15	The learner has no problems following events and ideas in continuous text at Level 2.	Check the pattern of any errors made and consolidate understanding by practice. The learner has not had any difficulty in distinguishing fact from opinion. Use the free writing analysis materials for information on the critical features of text structure, particularly explanation and discussion texts. Use the texts in this task to discuss these features with the learner and set targets to develop her/his skills in identifying the key features of these text types, if this is appropriate.

ILP information

Long-term goal

To consolidate reading skills at Level 2 over a range of text genres

Short-term goals (dependent upon the learner)

Target 1:

Rt/L2.1, Rt/L2.3, Rt/L2.8 – To understand main events and ideas in a text, distinguish between main points and details, and summarise information

Task No: 3	Subject: Literacy	Standard: Reading: reading comprehension
Task description Reading and understanding text		
Level	Curriculum elements	Curriculum reference(s)
Level 2	Read an argument and identify the points of view; read critically to evaluate and compare information	Rt/L2.4 Rt/L2.5
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1a	Read an argument and identify the points of view (Rt L2.4)	Disagree
1b	Read an argument and identify the points of view (Rt L2.4)	Agree
1c	Read an argument and identify the points of view (Rt L2.4)	Disagree
1d	Read an argument and identify the points of view (Rt L2.4)	Agree
1e	Read an argument and identify the points of view (Rt L2.4)	Agree
1f	Read an argument and identify the points of view (Rt L2.4)	Disagree
2	Compare opinions from different sources (Rt L2.5)	The carnival is too big for its location.
3	Compare opinions from different sources (Rt L2.5)	The Delton community suffers from a carnival in its streets.
4b	Understand the difference between fact and opinion (Rt L2.4)	Fact
4c	Understand the difference between fact and opinion (Rt L2.4)	Fact
4d	Understand the difference between fact and opinion (Rt L2.4)	Opinion
4e	Understand the difference between fact and opinion (Rt L2.4)	Opinion
4f	Understand the difference between fact and opinion (Rt L2.4)	Fact
4g	Understand the difference between fact and opinion (Rt L2.4)	Fact
4h	Understand the difference between fact and opinion (Rt L2.4)	Opinion
4i	understand the difference between fact and opinion (Rt L2.4)	Opinion
INTERPRETATION		
<p>The Diagnostic scheme shows the specific objective of each item. This can be used to investigate strengths and weaknesses in more detail. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's skills in locating information in more detail.</p>		

	Number correct	Learner profile information	Next steps
eM	0–4	The learner cannot identify points of view and opinions in Level 2 text.	The learner needs to strengthen her/his experience of a wide range of text genres at this level, including explanation, discussion and argument (or exposition), to develop the skills to evaluate the main points from supporting detail, facts from opinions, conflicting viewpoints and evidence of simplification, generalisation, manipulation and bias. If more appropriate to the learner's present needs, try the understanding continuous text task at Level 1 (Task 3).
C	5–13	The learner is not totally secure in identifying points of view and opinions.	<p>Look at the learner's correct and incorrect answers to identify whether the main weakness is with using more than one text, or whether there are also problems when reading only one text.</p> <p>The learner may need to strengthen her/his experience of a wide range of text genres at this level, including explanation, discussion and argument (or exposition), to develop the skills to evaluate the main points from supporting detail, facts from opinions, conflicting viewpoints and evidence of simplification, generalisation, manipulation and bias. Use the free writing analysis materials for information on the critical features of text structure, particularly explanation and discussion texts.</p>
E	14–16	The learner has no problems identifying points of view and opinions at Level 2.	<p>Check the pattern of any errors made and consolidate understanding by practice.</p> <p>The learner has not had any difficulty in distinguishing fact from opinion. Use the free writing analysis materials for information on the critical features of text structure, particularly explanation, discussion and argument (or exposition) texts. Use the texts in this task to discuss these features with the learner and set targets to develop her/his skills in identifying the key features of these text types, if this is appropriate.</p>

ILP information**Long-term goal**

To consolidate reading skills at Level 2 in a range of text genres

Short-term goals (dependent upon the learner)*Target 1:*

Rt/L2.4, Rt/L2.5 – To identify, compare and evaluate opinions and points of view

Task No: 4 Subject: Literacy Standard: Writing: spelling		
Task description Spelling dictation		
Level	Curriculum elements	Curriculum reference(s)
Level 2	Spell correctly words used most often in work, studies and daily life	Ww/L2.1
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Double consonant	effect
2	Dropping vowel 'e' on the end of a word when adding suffix <i>-ing</i>	losing
3	Suffix <i>-ment</i>	argument
4	Diphthong <i>-eau</i> , suffix <i>-ful</i>	beautiful
5	Common 'tricky' word	disguise
6	Silent k, consonant/vowel cluster (phoneme) <i>-dge</i>	knowledge
7	Common 'tricky' word with suffix <i>-ment</i>	development
8	Vowel phoneme <i>-ui</i> , suffix <i>-ance</i>	nuisance
9	Suffix <i>-ent</i>	independent
10	Double consonant, suffix <i>-ly</i>	accidentally
11	Spelling of <i>schwa</i> sound	separate
12	Common 'tricky' word	mosquito
13	Spelling of <i>schwa</i> sound, suffix <i>-ance</i>	maintenance
14	Common 'tricky' word	practice
15	Common 'tricky' word	accommodation
INTERPRETATION		
<p>The Diagnostic scheme shows the spelling pattern which the learner needs to recognise to spell the word correctly, or identifies the word as a common 'tricky' word which a Level 2 learner should be able to spell correctly. This can help you to identify particular strengths and weaknesses in the learner's answers. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's spelling in more detail, if necessary.</p> <p>At Level 2, the choice of words or types of words which a learner needs to be able to spell is, to some extent, individual, and should be decided in the light of the learner's needs. It is strongly recommended that the learner's spelling should be assessed in the context of free writing, as well as with this task and that information gathered from this should be used to help set learning targets for the ILP.</p>		

	Number correct	Learner profile information	Next steps
eM	0–3	The learner probably needs to work on all the spelling areas at Level 2.	The learner needs to work on a range of strategies to develop her/his spelling at this level. Use the spellings in this task to assess knowledge of the word root and addition of the range of suffixes. Discuss the range of vocabulary the learner needs to develop for work, studies and daily life including any 'problem' words and the range of methods which the learner could develop to assist correct spelling.
C	4–12	The learner needs to do some further work on spelling patterns and common words at Level 2. You need to investigate whether there are particular patterns the learner needs to work on.	Look at the learner's correct and incorrect answers to see if you can identify particular spelling patterns that cause difficulty. Use the spellings in this task to assess knowledge of the word root and addition of the range of suffixes. Discuss the range of vocabulary the learner needs to develop for work, studies and daily life including any 'problem' words and the range of methods which the learner could develop to assist correct spelling.
E	13–15	The learner does not appear to have problems with spelling patterns and common words at Level 2.	Analyse the learner's writing to check that s/he can spell similar words in free writing. Discuss the range of vocabulary the learner needs to develop for work, studies and daily life including any 'problem' words and the range of methods which the learner could develop to assist correct spelling.

ILP information

Long-term goal

To consolidate spelling of common words and words used most often in work, studies or daily life

Short-term goals (dependent upon the learner)

Target 1:

Ww/L2.1 – To spell correctly common words and words used most often in work, studies or daily life

Target 2:

Ww/L2.1 – To spell correctly a range of words with a variety of spelling patterns

Task No: 5		Subject: Literacy	Standard: Writing: grammar and punctuation
Task description Choosing correct grammar			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Use correct grammar		Ws/L2.2
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	Subject–verb agreement; past tense		it; ran
2	Modal verb of obligation with present perfect of <i>to amend</i>		should have been amended
3	Modal verb of possibility with continuous participle of <i>to work</i>		would be working
4	Modal verb of possibility with past perfect of <i>to be able</i>		might have been able
5	Past continuous of <i>to go</i> plus infinitive		were going to (give)
6	Present perfect continuous of <i>to get</i>		has been getting
INTERPRETATION			
<p>These items assess correctness of verb forms. The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's use of written grammar in more detail, if necessary.</p> <p>The main purpose of this task is as an indication of ESOL learning needs. Learners for whom English is a second language may find the items particularly difficult and may need to be assessed with the ESOL diagnostic materials.</p>			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not appear to be able to use these verb forms correctly.	<p>You may want to check the learner's use of grammar in free writing.</p> <p>The learner needs to work on the range of tenses at this level, particularly the use of modal (or auxiliary) verbs.</p>

	Number correct	Learner profile information	Next steps
			<p>You might find it useful for the assessment feedback to use the sample activity in the <i>Adult Literacy Core Curriculum</i> and have a copy of a text sample available for discussion, working through it with the learner to highlight the verbs and using a different colour for each tense. Use this activity and the pattern of incorrect responses in the assessment task to set targets to develop the learner's skills at this level.</p> <p>If English is a second language for the learner, try the ESOL diagnostic materials.</p>
C	2–4	The learner's use of verb forms is not totally secure.	<p>You may wish to check the learner's use of grammar in free writing.</p> <p>You might find it useful for the assessment feedback to use the sample activity in the <i>Adult Literacy Core Curriculum</i> and have a copy of a text sample available for discussion, working through it with the learner to highlight the verbs and using a different colour for each tense. Use this activity and the pattern of incorrect responses in the assessment task to set targets to develop the learner's skills at this level.</p> <p>If English is a second language for the learner, try the ESOL diagnostic materials.</p>
E	5–6	The learner does not appear to have problems with these verb forms.	Check the learner's use of grammar in free writing.

ILP information**Long-term goal**

To consolidate use of correct grammar when writing at Level 2 (e.g. appropriate verb tense, subject–verb agreement)

Short-term goals (dependent upon the learner)*Target 1:*

Ws/L2.2 – To use verb forms correctly when writing

Task No: 6 Subject: Literacy Standard: Writing: grammar and punctuation		
Task description Selecting correct sentence structure		
Level	Curriculum elements	Curriculum reference(s)
Level 2	Construct complex sentences	Ws/L2.1
DIAGNOSTIC SCHEME		
Item no.	Objective/item description	Answer
1	Main verb omitted	The flowers on the ground and the wind blowing them down.
2	No main clause (subject and subordinate clause only)	Quiet glens with ruined houses that are surrounded by unspoilt countryside.
3	No main clause (subordinate clause only)	Because airports often have marble floors which reflect the light.
4	No main clause (subject and defining relative clause only)	The magnificent Western Isles where whirlpools devour boats.
5	No main clause (subject and defining relative clause only)	The zebra and wildebeest that abound in the open plains of the savannah.
6	Comma splice instead of full stop	Products that are plaster-based need to be mixed up, you should wear gloves.
INTERPRETATION		
<p>The Diagnostic scheme above shows the specific type of error, which the learner is asked to recognise in each item. This can help you identify specific strengths and weaknesses.</p> <p>The Learner profile information can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's recognition of simple sentence structures and familiar words in more detail.</p>		

	Number correct	Learner profile information	Next steps
eM	0–1	The learner does not seem to be able to distinguish between complete and incomplete sentences.	Look at some free writing to investigate whether the learner is able to use simpler sentences correctly and use this analysis to develop the learner's skills in developing longer, complex sentences. This development needs to be associated with the learner's developing awareness of text genres and her/his ability to construct text using the critical features of a range of genres. If more appropriate, try the sentence structure task at Level 1 (Task 7).
C	2–5	The learner's skills in identifying complete sentences are not totally secure.	Look at some of the learner's free writing to investigate her/his use of correct sentence structure further. Use this analysis to develop the learner's skills in developing longer, complex sentences. This development needs to be associated with the learner's developing awareness of text genres and her/his ability to construct text using the critical features of a range of genres.
E	6	The learner does not appear to have any problems with sentence structure at Level 2.	Look at some of the learner's free writing to investigate her/his use of correct sentence structure further. Use this analysis to develop the learner's skills in developing longer, complex sentences. This development needs to be associated with the learner's developing awareness of text genres and her/his ability to construct text using the critical features of a range of genres.

ILP information

Long-term goal

To consolidate knowledge of complex sentence structure at Level 2

Short-term goals (dependent upon the learner)

Target 1:

Ws/L2.1 – To use a range of sentence types correctly and appropriately

Task No: 7			Subject: Literacy	Standard: Writing: grammar and punctuation
Task description Selecting correct punctuation				
Level	Curriculum elements			Curriculum reference(s)
Level 2	Punctuate sentences correctly			Ws/L2.4
DIAGNOSTIC SCHEME				
Item no.	Objective/item description			Answer
1	Comma for parenthesis			Harry,
2	Contraction			he's
3	Comma for parenthesis			however,
4	Singular possessive apostrophe			Harry's
5	Comma in list			insurance,
6	Sentence boundary			agreement.
7	Comma for parenthesis			dogs,
8	Full stop (not question mark) at end of statement			them.
9	Punctuation of speech			really,"
10	Plural possessive apostrophe			animals'
INTERPRETATION				
<p>The Diagnostic scheme shows each area of punctuation in which the learner is asked to identify and correct an error. The next table shows the Learner profile information, which can be used to help the learner develop an individual learning plan. It also suggests follow-up action to investigate the learner's use of punctuation in more detail, if necessary.</p>				
	Number correct	Learner profile information		Next steps
eM	0–2	The learner cannot use punctuation correctly at Level 2.		<p>Use the profile of correct/incorrect answers to identify the priority areas of punctuation to work on. Ask the learner to read through the text with you to see if s/he is able to recognise some of the punctuation errors which were overlooked. Use this profile to identify the learning targets. If more appropriate, try the punctuation task at Level 1 (task 5).</p>

	Number correct	Learner profile information	Next steps
C	3–8	The learner is not totally secure in punctuation skills at Level 2.	<p>Look at the learner's correct and incorrect answers to identify specific areas of strengths and weaknesses. Ask the learner to read through the text with you to see if s/he is able to recognise some of the punctuation errors which were overlooked. Use this profile to identify the learning targets.</p> <p>Look at some of the learner's free writing to investigate her/his punctuation further.</p>
E	9–10	The learner does not appear to have any problems with punctuation at Level 2.	Look at some of the learner's free writing to investigate her/his understanding of punctuation at this level further.

ILP information

Long-term goal

To consolidate use of punctuation at Level 2 (sentence punctuation, commas, apostrophes, speech punctuation)

Short-term goals (dependent upon the learner)

Target 1:

Ws/L2.4 – To punctuate sentences correctly (capitals, full stops, question marks, etc.)

Target 2:

Ws/L2.4 – To use commas correctly

Target 3:

Ws/L2.4 – To use apostrophes correctly

Target 4:

Ws/L2.4 – To punctuate speech correctly

Task No: 8			Subject: Literacy			Standard: Writing: writing composition		
Task description Free writing								
Level		Curriculum elements				Curriculum reference(s)		
Level 2		Judge level of detail, present information in a logical or persuasive sequence, use different styles of writing; construct complex sentences, using correct punctuation; spell correctly				Wt/L2.1–7 Ws/L2.4 Ww/L2.1 Ww/L2.2		
DIAGNOSTIC SCHEME								
Item no.		Objective/item description				Answer		
1		Free writing in response to a picture stimulus.				See Free writing marking checklist		
INTERPRETATION								
The learner is required to write a piece of free writing in response to a stimulus. Writing is evaluated, using a checklist, for spelling, punctuation and handwriting (paper-based test only).								
MARKING CONVERSION								
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.								
	Number correct	Learner profile information				Next steps		
eM	0–6	The learner has significant difficulties producing self-generated text at this level.				Use the analysis to identify the priority areas to address. You will need to check whether difficulties stem mostly from not knowing what to write or how to express it in a style appropriate for the intended genre or from grammatical inaccuracies or limited range of vocabulary. Consider assessment at Level 1.		

	Number correct	Learner profile information	Next steps
C	7–11	The learner is beginning to structure their writing using some simple and compound sentences, to use appropriate punctuation, to spell high frequency words and a greater range of words, using a good knowledge of sound–symbol association and to write legibly.	More work will probably need to be done at this level to achieve secure Level 2 writing skills, i.e. well-sequenced text, simple and compound sentences, using appropriate punctuation and capitalisation. Use the analysis profile to determine whether the learning targets need to be set at text, sentence or word level. Assess other skills at this level to identify possible difficulties.
E	12–13	The learner is writing at the level and has established the fundamentals of writing a coherent, reasonably accurate piece of text.	It may be useful to assess spelling, punctuation and grammar at this level, to see how many skills are already in place. It will be important to give the learner opportunities to write in many different styles, to make sure that they feel comfortable writing for a range of audiences. Using the word processor and writing by hand will ensure skills are practised and reinforced.

ILP information

Long-term goal

To write text accurately and appropriately for different purposes

Short-term goals (dependent upon the learner)

Target 1:

Ws/L2.1 – To write complex sentences effectively and legibly

Target 2:

Wt/L2.3 – To present text in a logical or persuasive sequence, judging how much to write and using paragraphs where appropriate

Target 3:

Ws/L2.4 – To punctuate sentences correctly using commas, apostrophes, inverted commas where appropriate

Target 4:

Ww/L2.1 – To spell correctly words used most often in work, studies and daily life, including some familiar technical words

Task No: 9				Subject: Literacy		Standard: Speaking and listening: listen and respond			
Task description Tutor scored listening task: you need to set up this task. See the Administration instructions for guidance.									
Level		Curriculum elements				Curriculum reference(s)			
Level 2		Listen for relevant information, follow multi-step instructions, respond to detailed questions, respond to criticism				SLlr/L2.1 SLlr/L2.2 SLlr/L2.3 SLlr/L2.4			
DIAGNOSTIC SCHEME									
Item no.		Objective/item description				Answer			
1		See Speaking and listening assessment profiles				See Speaking and listening assessment profiles			
INTERPRETATION									
<p>The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.</p>									
MARKING CONVERSION									
<p>To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.</p>									
	Number correct		Learner profile information			Next steps			
eM	0-1		The learner has shown a limited range of the listening skills required at this level.			Use the grading profile to establish appropriate learning goals and identify which particular aspects of the chosen activity caused the most difficulty. Is the learner able to extract some key information from extended interactions? Is the learner able to identify a general point, a specific idea or an example? Can the learner extract the relevant detail from recorded or live presentations?			

	Number correct	Learner profile information	Next steps
			Can the learner follow a set of complex instructions? Is the learner able to confirm understanding or use appropriately worded questions to ask for clarification and check her/his understanding? Did the learner have difficulty understanding specific key words or items of detail? Did certain features of spoken language at this level present difficulties in understanding?
C	2–3	The learner has demonstrated some satisfactory skills at this level but still has some areas of significant difficulty.	Use the grading profile to determine exactly what the areas for future work are. The learner does not appear to have a problem in identifying the general gist of most of the discourse. Check for understanding of key words from the task, asking the learner to identify specific details of the discourse to check for understanding and use of vocabulary. Check that the learner can form grammatically correct questions to clarify her/his own understanding. Can the learner respond appropriately to questions using grammatical constructions at this level, showing understanding of the speaker's register and provide answers of appropriate detail and complexity of construction in response? Use this information to identify the areas of greatest difficulty in listening for detail in order to set learning targets. If the activity was a discussion, was the learner able to listen for gist, follow the detail of the discussion and participate (if interactive)?
E	4	The learner has no difficulty in listening and responding to a variety of discourse types at this level.	You will need to be satisfied that the learner has established skills in the range of discourse situations for this level. These include lengthy narratives, explanations, presentations, following complex spoken instructions, taking part in conversations and discussions and showing the appropriate range of grammar, tenses and vocabulary at Level 2. The learner should be able to use a wide range of simple, continuous, perfect and perfect continuous verb forms using simple, compound and complex sentences with a wide range of subordinate clauses as described in the <i>Adult Literacy Core Curriculum</i> .

ILP information**Long-term goal**

To listen and respond to spoken language in a variety of situations at Level 2

Short-term goals (dependent upon the learner)*Target 1:*

SLlr/L2.1 – To listen for and identify relevant information from lengthy presentations and explanations

Target 2:

SLlr/L2.2 – To listen to and follow lengthy instructions and narratives

Target 3:

SLlr/L2.3 – To respond to detailed or extended questions on a range of topics

Target 4:

SLlr/L2.4 – To respond to criticism and criticise constructively

Task No: 10 Subject: Literacy Standard: Speaking and listening: speak to communicate			
Task description Tutor scored speaking task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Speak clearly and confidently; make requests to obtain detailed information; express yourself clearly using appropriate vocabulary; present information in a logical sequence		SLc/L2.1 SLc/L2.2 SLc/L2.3 SLc/L2.4
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the Speaking and listening assessment profiles to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–1	The learner has had difficulty working at this level in using language of appropriate length and complexity, and in using appropriate word stress and intonation, pace and phrasing to convey meaning adequately.	Review the profile to establish whether the learner needs to work on pronunciation, speech patterns, intonation, stress for emphasis and pronunciation. Were there any regularly occurring inaccuracies of structure, which made understanding difficult or prevented the learner from accurately expressing her/himself? Was the learner able to use any of the tenses required at this level, e.g. use of a wide range of simple, continuous, perfect and perfect continuous verb forms? Could s/he develop information and ideas in a logical sequence and provide further detail?

	Number correct	Learner profile information	Next steps
			Were there any difficulties in the range of vocabulary at this level which restricted the learner's expression?
C	2–3	The learner has shown some ability in covering the range of speaking skills at this level, using the range of tenses, grammatical structures and vocabulary. There may be some significant areas or a few areas which s/he needs to address.	Review the assessment profile to discuss where the difficulties were for the learner. If there were pronunciation difficulties or some inappropriate use of word stress and intonation, set the learning targets to support development. Did the learner consistently use accurate grammatical structures for this level of work or were there certain construction forms which proved difficult for her/him? Did the learner's range of vocabulary support the expressions s/he wished to use? Was the learner able to use any of the tenses required at this level, e.g. use of a wide range of simple, continuous, perfect and perfect continuous verb forms?
E	4	The learner has demonstrated that s/he can express her/himself satisfactorily for work at this level.	If you are satisfied that the learner has expressed themselves fluently, with clear pronunciation, appropriate speed, rhythm and intonation, using the range of verb tenses and vocabulary over a range of interactions at this level, there is no need to set any learning targets.

ILP information

Long-term goal

To speak to communicate a range of detailed information and opinion at Level 2

Short-term goals (dependent upon the learner)

Target 1:

SLc/L2.1 – To speak clearly and confidently in a way which suits the situation

Target 2:

SLc/L2.1 – To make correctly worded requests to obtain detailed information in familiar and unfamiliar contexts

Target 3:

SLc/L2.3 – To clearly make statements, and give descriptions, instructions and accounts using appropriate sentence structure and vocabulary

Target 4:

SLc/L2.4 – To present information and ideas in a logical sequence

Task No: 11 Subject: Literacy Standard: Speaking and listening: engage in discussion			
Task description Tutor scored discussion task: you need to set up this task. See the Administration instructions for guidance.			
Level	Curriculum elements		Curriculum reference(s)
Level 2	Make relevant contributions; adapt contributions to audience; use appropriate phrases for interruption; support opinions with evidence; use strategies to reassure		SLd/L2.1–5
DIAGNOSTIC SCHEME			
Item no.	Objective/item description		Answer
1	See Speaking and listening assessment profiles		See Speaking and listening assessment profiles
INTERPRETATION			
The Administration instructions suggest a range of one-to-one or small group tasks which can be used as opportunities to conduct appropriate diagnostic assessment using the marking profile sheet to determine the suitable profile for the learner against the curriculum elements. Remember that these situations will also be opportunities to assess speaking skills and that learners will not always demonstrate the full range of skills on each occasion. The marking score is purely a mechanism to convert the learner profile for the ICT version. It is the individual element grading profile which should be used to determine learning goals.			
MARKING CONVERSION			
To convert the profile for the purpose of using the ICT recording and ILP facilities, award one mark for each curriculum element on the grading profile, in which the learner's performance is judged to be established.			
	Number correct	Learner profile information	Next steps
eM	0–2	The learner has shown very little or some ability of the level of spoken skills required at this level.	Use the grading profile to determine where the learner has experienced the greatest difficulty. Did the learner have difficulty expressing her/himself using the range of vocabulary, tenses and grammar required at Level 2?

	Number correct	Learner profile information	Next steps
			Use the feedback discussion to explore whether the learner fully understood the contributions made by other people. Was s/he able to follow the general gist of the discussion? Were there any key words or features of language which s/he understood/misunderstood? Did s/he recognise the difference in the language used in social and formal settings? Were there key grammatical inaccuracies in structuring statements and questions at this level which the learner was making? Was the learner's range of vocabulary sufficiently expansive to support expression?
C	3-4	The learner has demonstrated that s/he is able to engage in some elements of group discussion at this level. However, there are certain areas, which s/he needs to develop.	Use the grading profile to determine the priority areas for development. Was the learner able to distinguish between the different vocabulary choices and discourse types, which s/he would be using in formal and informal contexts? Did the learner have difficulty with expression of views and opinions etc? Were these difficulties because of grammatical inaccuracies, pronunciation or lack of appropriate vocabulary? Did the learner relate to the views of other speakers? If there were difficulties, was this because of a lack of understanding of the discourse or because of other factors, e.g. not understanding the turn-taking process or that discussion is about following other people's contributions too? Did the learner express her/himself using the range of tenses required at this level, e.g. use of a wide range of simple, continuous, perfect and perfect continuous verb forms?
E	5	The learner has not had any difficulty with taking part in discussion at this level.	The learner has been assessed as established in all of the curriculum elements in the grading profile. Only set learning targets if you feel that the learner needs to develop her/his skills further in a variety of discussion situations.

ILP information**Long-term goal**

To engage confidently in discussions in a variety of situations

Short-term goals (dependent upon the learner)*Target 1:*

SLd/L2.1 – To make contributions that move the discussion forward

Target 2:

SLd/L2.2 – To adapt the contributions to suit the situation and the people in the discussion

Target 3:

SLd/L2.3 – To use appropriate terms to interrupt or change the topic

Target 4:

SLd/L2.4 – To support opinion by developing the supporting case

Speaking and listening assessment profiles

General information

Examine the learner's speaking and listening skills against each curriculum element at the level assessed to check if the learner has achieved them *throughout* the entire discourse. You may find that the learner's contribution does not cover the whole range required at the level.

- If the learner is demonstrating little or no understanding of the skill throughout the entire discourse, tick the 'Emerging' column.
- If the learner is demonstrating some aspect of the skill but not consistently throughout the discourse, tick the 'Consolidating' column.
- If the learner is demonstrating that her/his understanding of the skill is secure throughout the discourse, tick the 'Established' column.

Using the ICT reporting functions

To convert the assessment purely for the purpose of using the ICT version recording functions, give one mark for every *Established* tick and enter the total score for the task in the *Paper-based Assessment records* in the ICT section with this title.

Literacy: Entry 1: diagnostic grid for listen and respond

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 1</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> listen and respond to spoken language, including simple narratives, statements, questions and simple-step instructions 				
SLi/r/E1.1	Listen for the gist of short explanations			
SLi/r/E1.2	Listen for detail using key words to extract some specific information			
SLi/r/E1.3	Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary			
SLi/r/E1.4	Listen and respond to requests for personal information			

Literacy: Entry 1: profile grid for listen and respond

Curriculum reference		Emerging	Consolidating	Established
SLIr/E1.1	Listen for the gist of short explanations	Does not appear to differentiate between gist and detail Poor body language and facial expression conveying little interest in exchange	Is able to reasonably understand the gist of the explanation with some gaps Reasonable use of body language, facial expression and eye contact to show engagement in the exchange	Has wholly understood gist of explanation Good use of body language, eye contact and facial expression to maintain engagement
SLIr/E1.2	Listen for detail using key words to extract some specific information	Little or no detail understood from information No or little identification of key words	Has understood some detail and picked out the importance of repeated words or phrases	Has wholly understood the discourse with little or no errors
SLIr/E1.3	Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary	Has recognised none or few key words from the instructions Has not been able to correctly express requests for repetition	Has understood some or most key elements of instructions Has requested repetition of instructions with some inaccuracies	Is able to completely understand the instructions and request repetition using correctly worded questions
SLIr/E1.4	Listen and respond to requests for personal information	Poor understanding of request Response completely inadequate	Some understanding of main points Partial response	Complete understanding of requests Complete and full response

Literacy: Entry 1: diagnostic grid for speak to communicate and engage in discussion

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 1</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> • speak to communicate basic information, feelings and opinions on familiar topics • engage in discussion with another person in a familiar situation about familiar topics 				
SLc/E1.1	Speak clearly to be heard and understood in simple exchanges			
SLc/E1.2	Make requests using appropriate terms			
SLc/E1.3	Ask questions to obtain specific information			
SLc/E1.4	Make statements of fact clearly			
SLd/E1.1	Speak and listen in simple exchanges and everyday contexts			

Literacy: Entry 1: profile grid for speak to communicate and engage in discussion

Curriculum reference	Emerging	Consolidating	Established
SLc/E1.1	Hesitancy Poor pronunciation Structure and lexis limited	Some hesitation Pronunciation reasonably clear Structures mainly correct	Little hesitation Clear pronunciation Correct use of structures
SLc/E1.2	Inaccurate structure of requests which impedes understanding Little or no demonstration of politeness conventions Little or no understanding of framing the request according to the context	Some inaccuracies in structure of request but not enough to impede understanding Awareness of politeness conventions Awareness of framing request according to context	Request is correctly structured Politeness conventions are observed and appropriate to context Request framed in a manner wholly appropriate to context
SLc/E1.3	Inaccuracies in question structure which impedes understanding Question structure inappropriate for the context	Some inaccuracies in question structure but does not impede meaning Awareness of appropriateness to context	Questions correctly structured and appropriate to context
SLc/E1.4	Hesitancy Poor pronunciation Little use of appropriate tone or stress	Some hesitation Pronunciation reasonably clear	Little hesitation Clear pronunciation
SLd/E1.1	Hesitancy Poor pronunciation Structure and lexis limited Poor observation of turn-taking conventions	Some hesitation Pronunciation reasonably clear Structures mainly correct Reasonable observation of turn-taking conventions	Little hesitation Clear pronunciation Correct use of structures Good observation of turn-taking conventions

Literacy: Entry 2: diagnostic grid for listen and respond

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
ENTRY 2 At this level adults can: <ul style="list-style-type: none"> listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions 				
SLI/r/E2.1	Listen for and follow the gist of explanations, instructions and narratives			
SLI/r/E2.2	Listen for detail in short explanations, instructions and narratives			
SLI/r/E2.3	Listen for and identify the main points of short explanations or presentations			
SLI/r/E2.4	Listen to and follow short, straightforward explanations and instructions			
SLI/r/E2.5	Listen to and identify simply expressed feelings and opinions			
SLI/r/E2.6	Respond to straightforward questions			

Literacy: Entry 2: profile grid for listen and respond

Curriculum reference		Emerging	Consolidating	Established
SLIr/E2.1	Listen for and follow the gist of explanations, instructions and narratives	Poor understanding of gist of discourse and following of sequence markers	Shows some understanding of key words and sequence of discourse	Has fully understood discourse and identified key elements
SLIr/E2.2	Listen for detail in short explanations, instructions and narratives	Little identification and understanding of key words Little identification of key grammatical structures at this level to assist in understanding	Some identification of key words to assist understanding Use of grammatical structures and context as an aid to understanding	Has fully understood the explanation, instruction or narrative and can identify all key elements of detail
SLIr/E2.3	Listen for and identify the main points of short explanations or presentations	Unable to identify key elements of information Unable to differentiate key points from rest of information	Identification of some key elements of presentation Some awareness of use of tone and stress by speaker to draw attention to main points	Identification of most or all of key points from presentation
SLIr/E2.4	Listen to and follow short, straightforward explanations and instructions	Unable to identify key elements of information	Identification of some key elements	Identification of most or all of key points
SLIr/E2.5	Listen to and identify simply expressed feelings and opinions	Poor understanding of familiar language used to express feelings and opinions Little recognition of body language which might be used in this context	Able to recognise some or most of the language features in this context and identify the key elements of speaker's body language which support expression	Fully understands expressed feelings and opinions by identification of language used and awareness of speaker's body language to support expression
SLIr/E2.6	Respond to straightforward questions	Communication hesitant or minimal Inaccuracies of structure and pronunciation impede understanding Vocabulary inadequate for the task	Communication satisfactory Some inaccuracies of structure and pronunciation but do not affect understanding Vocabulary sometimes limited for the task	Good or fluent communication Few or no inaccuracies of structure Appropriate vocabulary for the task

Literacy: Entry 2: diagnostic grid for speak to communicate

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
ENTRY 2 At this level adults can: <ul style="list-style-type: none"> • speak to communicate information, feelings and opinions on familiar topics 				
SLC/E2.1	Speak clearly to be heard and understood in straightforward exchanges			
SLC/E2.2	Make requests and ask questions to obtain information in everyday contexts			
SLC/E2.3	Express clearly statements of fact and short accounts and descriptions			
SLC/E2.4	Ask questions to clarify understanding			

Literacy: Entry 2: profile grid for speak to communicate

Curriculum reference	Emerging	Consolidating	Established
SLc/E2.1	Communication hesitant or minimal	Communication satisfactory	Good or fluent communication
SLc/E2.2	Inaccuracies of structure and pronunciation impede understanding	Some inaccuracies of structure and pronunciation but do not affect understanding	Few or no inaccuracies of structure
SLc/E2.3	Vocabulary inadequate for the task	Vocabulary sometimes limited for the task	Appropriate vocabulary for the task
SLc/E2.4	Inaccuracies in question structure to aid understanding	Some inaccuracies in question structure but does not impede understanding	Questions well structured and assist in clarifying understanding
	Speak clearly to be heard and understood in straightforward exchanges		
	Make requests and ask questions to obtain information in everyday contexts		
	Express clearly statements of fact and short accounts and descriptions		
	Ask questions to clarify understanding		

Literacy: Entry 2: diagnostic grid for engage in discussion

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 2</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics 				
SLd/E2.1	Follow the gist of discussions			
SLd/E2.2	Follow the main points and make appropriate contributions to the discussion			

Literacy: Entry 2: profile grid for engage in discussion

Curriculum reference	Emerging	Consolidating	Established
SLd/E2.1	<p>Poor understanding of general gist of discussion</p> <p>Little distinction between statements of fact and opinion</p>	<p>Some understanding of general gist of discussion</p> <p>Some understanding of contributions made by other speakers and differentiation between fact and opinion</p>	<p>Good understanding of general gist of discussion</p>
SLd/E2.2	<p>Poor understanding of main points of discussion</p> <p>Little relation to other speakers by understanding of turn-taking conventions</p> <p>Little or no contribution to discussion</p> <p>Little or no indication of agreement with other speakers</p> <p>Inaccuracies in grammar in relation to expressing views and opinions</p>	<p>Most of the main points and contributions to the discussion have been followed and understood</p> <p>Turn-taking conventions and rights of others are understood and followed</p> <p>Makes meaningful contributions to the discussion which demonstrate that the key points have been followed and understood</p> <p>Some inaccuracies in grammar in relation to expressing views and opinions but does not interfere with comprehension</p>	<p>Fully understands and follows all the main points of the discussion</p> <p>Respects the turn-taking rights of others and is able to invite contributions from other speakers verbally or by appropriate gesture</p> <p>Able to introduce a new topic to the discussion</p> <p>Able to follow up opinion by expanding on content</p> <p>Uses correct grammatical forms to express views and opinions</p> <p>Makes meaningful contributions which demonstrate that the contributions from other speakers have been followed and understood</p>

Literacy: Entry 3: diagnostic grid for listen and respond

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 3</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> listen and respond to spoken language including straightforward information, and follow straightforward explanations and instructions, both face to face and on the telephone 				
SLI/r/E3.1	Listen for and follow the gist of explanations, instructions and narratives in different contexts			
SLI/r/E3.2	Listen for detail in explanations, instructions and narratives in different contexts			
SLI/r/E3.3	Listen for and identify relevant information and new information from discussions, explanations and presentations			
SLI/r/E3.4	Use strategies to clarify and confirm understanding (e.g. facial expressions or gestures)			
SLI/r/E3.5	Listen to and respond appropriately to other points of view			
SLI/r/E3.6	Respond to a range of questions about familiar topics			

Literacy: Entry 3: profile grid for listen and respond

Curriculum reference	Emerging	Consolidating	Established
SLIr/E3.1	Little or no comprehension of gist of discourse	Some understanding of the gist of the discourse	Fully understands gist of discourse
SLIr/E3.2	Shows little or no comprehension of detail	Understands some or most of the detail in discourse	Has no difficulty in understanding details in the discourse
SLIr/E3.3	Has understood little or no key words Is able to identify little or no relevant or new information	Has understood most key words and related them to the general meaning of the discourse Can identify some elements of relevant or new information	Demonstrates very good understanding of the meaning of key words and is able to relate them to the discourse Fully understands and identifies relevant and new information
SLIr/E3.4	Demonstrates little or no strategies as an aid to clarify or confirm understanding	Some use of strategies to clarify or confirm understanding	Demonstrates good use of strategies to clarify or confirm understanding
SLIr/E3.5	Does not listen to or acknowledge the points of view of others	Shows some consideration of other's points of view	Carefully listens to other's points of view and demonstrates this by comment or expansion
SLIr/E3.6	Shows little or no understanding of the questions and information required	Shows a reasonable understanding of the questions – has identified the main elements	Shows complete understanding of all aspects of the questions

Literacy: Entry 3: diagnostic grid for speak to communicate

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 3</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> • speak to communicate information, feelings and opinions on familiar topics using appropriate formality, both face to face and on the telephone 				
SLC/E3.1	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing			
SLC/E3.2	Use formal language and register when appropriate			
SLC/E3.3	Express clearly statements of fact and give short explanations, accounts and descriptions			
SLC/E3.4	Make requests and ask questions to obtain information in familiar and unfamiliar contexts			

Literacy: Entry 3: profile grid for speak to communicate

Curriculum reference	Emerging	Consolidating	Established
SLC/E3.1	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing	Communication minimal Communication hesitant Pronunciation unclear Erratic pace and phrasing	Satisfactory communication Little hesitation Pronunciation reasonable and does not impede understanding Reasonable pace and phrasing
SLC/E3.2	Use formal language and register when appropriate	Communication minimal Communication hesitant Pronunciation unclear Erratic pace and phrasing Inaccuracies of structure either make understanding impossible or impede understanding Vocabulary limited and affects task seriously or wholly inappropriate for the task	Appropriate use of formal language with little or no inaccuracies
SLC/E3.3	Express clearly statements of fact and give short explanations, accounts and descriptions	Communication minimal Communication hesitant Pronunciation unclear Erratic pace and phrasing Inaccuracies of structure either make understanding impossible or impede understanding Vocabulary limited and affects task seriously or wholly inappropriate for the task	Clear communication and with little or no hesitation Good pace with appropriate phrasing Pronunciation clear Few inaccuracies of structure or structure is wholly appropriate for the task Vocabulary expansive and appropriate for the task
SLC/E3.4	Make requests and ask questions to obtain information in familiar and unfamiliar contexts	Communication hesitant or minimal Question construction poor and impedes understanding Limited vocabulary	Clear communication and with little or no hesitation Entirely appropriate vocabulary Accurately structured questions

Literacy: Entry 3: diagnostic grid for engage in discussion

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>ENTRY 3</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics 				
SLd/E3.1	Follow and understand the main points of discussions on different topics			
SLd/E3.2	Make contributions to discussions that are relevant to the subject			
SLd/E3.3	Respect the turn-taking rights of others during discussions			

Literacy: Entry 3: profile grid for engage in discussion

Curriculum reference	Emerging	Consolidating	Established
SLd/E3.1	Follow and understand the main points of discussions on different topics	Shows little or no understanding of the main points Has difficulty tracking the sequence of points throughout a discussion Does not understand the purpose of the discussion	Shows some understanding of the main points and follows some of the sequence of the discussion
SLd/E3.2	Follow and understand the main points of discussions on different topics	Shows little or no understanding of the main points Has difficulty tracking the sequence of points throughout a discussion Does not understand the purpose of the discussion	Shows some understanding of the main points and follows some of the sequence of the discussion
SLd/E3.3	Respect the turn-taking rights of others during discussions	Shows little or no understanding of the main points Has difficulty tracking the sequence of points throughout a discussion Does not understand the purpose of the discussion	Shows some understanding of the main points and follows some of the sequence of the discussion

Literacy: Level 1 : diagnostic grid for listen and respond

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>LEVEL 1</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> listen and respond to spoken language, including information and narratives, and follow short explanations and instructions of varying lengths, adapting response to speaker, medium and context 				
SLIr/L1.1	Listen for and identify relevant information from explanations and presentations on a range of straightforward topics			
SLIr/L1.2	Listen for and understand explanations, instructions and narratives on different topics in a range of contexts			
SLIr/L1.3	Use strategies to clarify and confirm understanding (e.g. facial expressions, body language and verbal prompts)			
SLIr/L1.4	Provide feedback and confirmation when listening to others			
SLIr/L1.5	Make contributions relevant to the situation and the subject			
SLIr/L1.6	Respond to questions on a range of topics			

Literacy: Level 1: profile grid for listen and respond

Curriculum reference	Emerging	Consolidating	Established
SLIr/L1.1	Listen for and identify relevant information from explanations and presentations on a range of straightforward topics	Understands and identifies a reasonable amount of relevant information with some gaps	Fully understands and identifies full range of relevant information
SLIr/L1.2	Listen for and understand explanations, instructions and narratives on different topics in a range of contexts	Understands some or most of the detail in discourse Has understood most key words and related them to the general meaning in a variety of discourses	Has no difficulty in understanding details in the full range of discourses
SLIr/L1.3	Use strategies to clarify and confirm understanding (e.g. facial expressions, body language and verbal prompts)	Uses some verbal and non-verbal cues satisfactorily to clarify and confirm understanding	Good use of verbal and non-verbal cues to clarify and confirm understanding
SLIr/L1.4	Provide feedback and confirmation when listening to others	Some use of contextualisation cues used to aid confirmation of feedback	Good and consistent use of contextualisation cues to aid confirmation of feedback
SLIr/L1.5	Make contributions relevant to the situation and the subject	Satisfactory communication Little hesitation Pronunciation reasonable and does not impede understanding Some inaccuracies of structure but does not impede understanding Vocabulary is sometimes limited and needs development Contributions are relevant to the situation	Clear communication and with little or no hesitation Good pace with appropriate phrasing Pronunciation clear Few inaccuracies of structure or structure is wholly appropriate for the task Vocabulary expansive and appropriate for the task
SLIr/L1.6	Respond to questions on a range of topics	Reasonable response to questions over a range of topics	Shows complete understanding of all aspects of the questions over a range of topics

Literacy: Level 1: diagnostic grid for speak to communicate

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>LEVEL 1</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> • speak to communicate information, ideas and opinions adapting speech and content to take account of the listener(s) and medium 				
SLc/L1.1	Speak clearly in a way which suits the situation			
SLc/L1.2	Make requests and ask questions to obtain information in familiar and unfamiliar contexts			
SLc/L1.3	Express clearly statements of fact, explanations, instructions, accounts and descriptions			
SLc/L1.4	Present information and ideas in a logical sequence and include detail and develop ideas where appropriate			

Literacy: Level 1: profile grid for speak to communicate

Curriculum reference	Emerging	Consolidating	Established
SLcL1.1	Speak clearly in a way which suits the situation Communication minimal Communication hesitant Pronunciation unclear Articulation imprecise Erratic pace and phrasing	Satisfactory communication Little hesitation Pronunciation reasonable and does not impede understanding Reasonable pace and phrasing Good articulation	Clear communication and with little or no hesitation Good pace with appropriate phrasing Pronunciation clear and precise
SLcL1.2	Make requests and ask questions to obtain information in familiar and unfamiliar contexts Inaccuracies in question structure appropriate to this level	Some inaccuracies in question structure but do not impede understanding	Questions structured accurately for this level
SLc/L1.3	Express clearly statements of fact, explanations, instructions, accounts and descriptions Communication minimal Communication hesitant Pronunciation unclear Erratic pace and phrasing Inaccuracies of structure either make understanding impossible or impede understanding Vocabulary limited and affects task seriously or wholly inappropriate for the task	Satisfactory communication Little hesitation Pronunciation reasonable and does not impede understanding Reasonable pace and phrasing Some inaccuracies of structure but does not impede understanding Vocabulary is sometimes limited for the level and needs development	Clear communication and with little or no hesitation Good pace with appropriate phrasing Pronunciation clear Few inaccuracies of structure or structure is wholly appropriate for the task Vocabulary expansive and appropriate for the task and level
SLc/L1.4	Present information and ideas in a logical sequence and include detail and develop ideas where appropriate Presentation of information poorly structured Ideas not developed	Reasonable structure to presentation of ideas with few inaccuracies Some development of detail and ideas	Information presented in logical sequence with consistent development of detail and ideas

Literacy: Level 1: diagnostic grid for engage in discussion

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>LEVEL 1</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics 				
SLd/L.1.1	Follow and contribute to discussions on a range of straightforward topics			
SLd/L.1.2	Respect the turn-taking rights of others during discussions			
SLd/L.1.3	Use appropriate phrases for interruption			

Literacy: Level 1: profile grid for engage in discussion

Curriculum reference	Emerging	Consolidating	Established
SLd/L1.1	Shows little or no understanding of the main points Has difficulty tracking the sequence of points throughout a discussion Communication minimal and hesitant Pronunciation unclear Inaccuracies of structure either make understanding impossible or impede understanding of contribution Vocabulary limited and affects task seriously or wholly inappropriate for the task Contributions do not demonstrate understanding of the discussion	Satisfactory communication Little hesitation Pronunciation reasonable and does not impede understanding Some inaccuracies of structure but does not impede understanding Vocabulary is sometimes limited and needs development Contributions are relevant and demonstrate awareness of others' contributions	Clear communication and with little or no hesitation Good pace with appropriate phrasing Pronunciation clear Few inaccuracies of structure or structure is wholly appropriate for the task Vocabulary expansive and appropriate for the task Contributions are relevant, demonstrate awareness of others' contributions and develop ideas
SLd/L1.2	Demonstrates little awareness of turn-taking conventions or cues	Shows some awareness of turn-taking conventions and uses verbal and non-verbal cues to demonstrate this	Fully aware of turn-taking conventions and respects rights of others by using appropriate verbal and non-verbal cues
SLd/L1.3	Shows little or no awareness of appropriately phrased interruptions	Some demonstration of appropriately phrased interruptions	Good awareness and demonstration of appropriately phrased interruptions

Literacy: Level 2: diagnostic grid for listen and respond

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>LEVEL 2</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context 				
SLIr/L2.1	Listen for and identify relevant information from extended explanations or presentations on a range of topics			
SLIr/L2.2	Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts			
SLIr/L2.3	Respond to detailed or extended questions on a range of topics			
SLIr/L2.4	Respond to criticism and criticise constructively			

Literacy: Level 2: profile grid for listen and respond

Curriculum reference	Emerging	Consolidating	Established
SLIr/L2.1	Little identification of the purpose of listening Little identification of relevant information expected from a range of topics at this level	Good understanding of the majority of the relevant information expected from a range of topics at this level with some gaps	Full understanding of the relevant information expected from a range of topics at this level
SLIr/L2.2	Understanding of only a marginal amount of instructions and narratives from the range expected at this level	Understanding of a reasonable amount of information from instructions and narratives at this level but with some gaps in knowledge	Full comprehension and demonstration of understanding of instructions and narratives from the range expected at this level
SLIr/L2.3	Shows some understanding of detail in questions at this level but misses a considerable amount Vocabulary limited for the task Some hesitancy Structure inaccurate for the task	Shows reasonable understanding of question detail over a range of topics Vocabulary reasonably expansive but needs development in some areas Little hesitancy Few inaccuracies in structure	Very detailed understanding over wide range of topics Very extensive vocabulary Structure wholly appropriate for the task Fluent communication
SLIr/L2.4	Little demonstration of understanding the need to deal constructively with criticism Inappropriate responses with inaccuracies of structure	Shows a positive response to criticism – listens and responds with some inaccuracies of structure	Shows a positive response to criticism – listens and responds with little or no inaccuracies of structure

Literacy: Level 2: diagnostic grid for speak to communicate

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>LEVEL 2</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> • speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation 				
SLC/L2.1	Speak clearly and confidently in a way which suits the situation			
SLC/L2.2	Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts			
SLC/L2.3	Express clearly statements of fact, explanations, instructions, accounts, descriptions using appropriate structure, style and vocabulary			
SLC/L2.4	Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding			

Literacy: Level 2: profile grid speak to communicate

Curriculum reference	Emerging	Consolidating	Established
SLc/L2.1	Poor pronunciation of vocabulary at this level	Reasonable pronunciation	Good pronunciation of a wide range of vocabulary
SLc/L2.3	Vocabulary limited for the task Some hesitancy	Vocabulary reasonably expansive but needs development in some areas Little hesitancy	Good pace and phrasing Very fluent communication
SLc/L2.3	Structure inaccurate for the task and impedes understanding	Few inaccuracies in structure	Structure wholly appropriate for the task
SLc/L2.3	Shows limited use of the range of tenses at this level	Fairly fluent communication	Vocabulary extensive and well developed
SLc/L2.4	Information is presented in illogical or disjointed way Information is not developed and supported by further detail	Shows reasonable use of the range of tenses at this level Information is developed and supported with some inaccuracies	Shows good and consistent use of the range of tenses at this level Information is developed and supported using a wide range of vocabulary with few inaccuracies

Literacy: Level 2: diagnostic grid for engage in discussion

Learner name: Date:

		Tick the appropriate column		
		Emerging	Consolidating	Established
<p>LEVEL 2</p> <p>At this level adults can:</p> <ul style="list-style-type: none"> engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic 				
Std/L2.1	Make relevant contributions and help to move discussions forward			
Std/L2.2	Adapt contributions to discussions to suit audience, context, purpose and situation			
Std/L2.3	Use appropriate phrases for interruption and change of topic			
Std/L2.4	Support opinions and arguments with evidence			
Std/L2.5	Use strategies intended to reassure (e.g. body language and appropriate phraseology)			

Literacy: Level 2: profile grid for engage in discussion

Curriculum reference	Emerging	Consolidating	Established
Sld/L2.1	Shows little understanding of the main points of the discussion	Some inaccuracies of structure but does not impede understanding	Few inaccuracies of structure or structure is wholly appropriate for the task
Sld/L2.2	Has difficulty tracking the sequence of contributions Inaccuracies of structure either make understanding impossible or impede understanding of contribution Vocabulary limited and affects task seriously or wholly inappropriate for the task Inconsistent attempts to adapt contributions to context and audience	Vocabulary is sometimes limited for the level and needs development Contributions are relevant and demonstrate awareness of other's contributions Adapts contributions to suit the context and audience with few inconsistencies	Vocabulary expansive and appropriate for the task Contributions are relevant, demonstrate awareness of other's contributions, develop ideas and move discussion forward Consistent adaptation of contributions to suit context and audience
Sld/L2.3	Shows little or no awareness of appropriately phrased interruptions	Some demonstration of appropriately phrased interruptions	Good awareness and demonstration of appropriately phrased interruptions
Sld/L2.4	Some development of opinion with inaccuracies of structure and limited vocabulary for the level	Development of opinion with few inaccuracies of structure and vocabulary	Fully supported and developed contributions with few inaccuracies and use of a wide range of vocabulary appropriate to the level
Sld/L2.5	Little awareness of appropriate gestures and signals to support group cooperation and respect	Demonstrates some use of appropriate gestures and signals to support group cooperation and respect	Consistently demonstrates use of appropriate gestures and signals to support group cooperation and respect

Free writing marking checklist

Free writing marking checklist

General interpretation

Examine the learner's free writing against each curriculum element at the level assessed, to check if the learner has achieved them **throughout** the piece of writing. You may find that the learner's writing does not cover the whole range required at the level; some account has been taken of this in the final score in the 'Established' range. Use the Analysis of spelling and the Analysis of handwriting to evaluate these aspects of free writing.

The Free writing marking checklist produces a score. This score indicates whether the learner has 'Emerging', 'Consolidating' or 'Established' writing skills at a particular level. However it is very important for tutors to examine the composition of the score and to look at the particular strengths and weaknesses of the learner.

Completed free writing checklist – sample

Instructions: Tick the 'Established' column only if the learner demonstrates the curriculum element fully, with no errors.

Name: Ann Other		Date: 15/02/03	Established (tick if there are no errors and the skill is well developed)
ENTRY 1	Curriculum elements		
Wt/E1.1	Use written words and phrases to record or present information		✓
Ws/E1.1	Construct a simple sentence		✓
Ws/E1.2	Punctuate a simple sentence with a capital letter and a full stop		
Ws/E1.3	Use a capital letter for personal pronoun 'I'		
Ww/E1.1	Spell correctly some personal key words and familiar words		✓
Ww/E1.2	Write the letters of the alphabet using upper and lower case		
Ww/E1.3	Use basic sound–symbol association to help spelling		✓
Score: (circle learner's skill level)			Total score/ number of ticks: 4
Emerging		0–2	
Consolidating		3–5	
Established		6–7	
<i>Refer to the Diagnostic feedback and ILP information for interpretation of the score.</i>			

Free writing marking checklist – Entry 1

Name: _____ Date: _____		Established (tick if there are no errors and the skill is well developed)						
ENTRY 1	Curriculum elements							
Wt/E1.1	Use written words and phrases to record or present information							
Ws/E1.1	Construct a simple sentence							
Ws/E1.2	Punctuate a simple sentence with a capital letter and a full stop							
Ws/E1.3	Use a capital letter for personal pronoun 'I'							
Ww/E1.1	Spell correctly some personal key words and familiar words							
Ww/E1.2	Write the letters of the alphabet using upper and lower case							
Ww/E1.3	Use basic sound–symbol association to help spelling							
Score: (circle learner's skill level) <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 10px;">Emerging</td> <td style="padding: 10px;">0–2</td> </tr> <tr> <td style="padding: 10px;">Consolidating</td> <td style="padding: 10px;">3–5</td> </tr> <tr> <td style="padding: 10px;">Established</td> <td style="padding: 10px;">6–7</td> </tr> </table>		Emerging	0–2	Consolidating	3–5	Established	6–7	Total score/ number of ticks:
Emerging	0–2							
Consolidating	3–5							
Established	6–7							
<i>Refer to the Diagnostic feedback and ILP information for interpretation of the score.</i>								

Free writing marking checklist – Entry 2

Name: _____ Date: _____		Established (tick if there are no errors and the skill is well developed)						
ENTRY 2 Curriculum elements								
Wt/E2.1	Use written words and phrases to record or present information (e.g. compose and write some short texts in their daily life)							
Ws/E2.1	Construct simple and compound sentences, using common conjunctions to connect clauses							
Ws/E2.2	Use adjectives							
Ws/E2.3	Use punctuation correctly (e.g. capital letters, full stops and question marks)							
Ws/E2.4	Use a capital letter for proper nouns							
Ww/E2.1	Spell correctly the majority of personal details and familiar common words							
Ww/E2.2	Use their knowledge of sound–symbol relationships and phonological patterns (e.g. consonant clusters and vowel phonemes) to help work out correct spellings							
Ww/E2.3	Produce legible text							
Score: (circle learner's skill level) <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 10px 20px;">Emerging</td> <td style="padding: 10px 20px;">0–2</td> </tr> <tr> <td style="padding: 10px 20px;">Consolidating</td> <td style="padding: 10px 20px;">3–6</td> </tr> <tr> <td style="padding: 10px 20px;">Established</td> <td style="padding: 10px 20px;">7–8</td> </tr> </table>		Emerging	0–2	Consolidating	3–6	Established	7–8	Total score/ number of ticks:
Emerging	0–2							
Consolidating	3–6							
Established	7–8							
<i>Refer to the Diagnostic feedback and ILP information for interpretation of the score.</i>								

Free writing marking checklist – Entry 3

Name: _____ Date: _____		Established (tick if there are no errors and the skill is well developed)
ENTRY 3 Curriculum elements		
Wt/E3.1	Plan and draft writing	
Wt/E3.2	Organise writing in short paragraphs	
Wt/E3.3	Sequence chronological writing	
Wt/E3.4	Proof-read and correct writing for grammar and spelling	
Ws/E3.1	Write in complete sentences	
Ws/E3.2	Use correct basic grammar	
Ws/E3.3	Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks)	
Ww/E3.1	Spell correctly common words and relevant key words for work and special interest	
Ww/E3.2	Use their developing knowledge of sound–symbol relationships and phonological patterns to help spell a greater range of words and longer words	
Ww/E3.3	Produce legible text	
Score: (circle learner’s skill level)		Total score/ number of ticks:
Emerging 0–3		
Consolidating 4–8		
Established 9–10		
<i>Refer to the diagnostic feedback and ILP information for interpretation of the score.</i>		

Free writing marking checklist – Level 1

Name:		Date:	Established (tick if there are no errors and the skill is well developed)
LEVEL 1	Curriculum elements		
Wt/L1.1	Plan and draft writing		
Wt/L1.2	Judge how much to write and the level of detail to include		
Wt/L1.3	Present information in a logical sequence using paragraphs where appropriate		
Wt/L1.4	Use language suitable for purpose and audience		
Wt/L1.5	Use format and structure for different purposes		
Wt/L1.6	Proof-read and revise writing for accuracy and meaning		
Ws/L1.1	Write in complete sentences		
Ws/L1.2	Use correct grammar		
Ws/L1.3	Punctuate sentences correctly, and use punctuation so that meaning is clear (e.g. capital letters, full stops, question marks, exclamation marks, colons, commas, dashes)		
Ww/L1.1	Spell correctly words used most often in work, studies and daily life		
Ww/L1.2	Produce legible text		
Score: (circle learner's skill level)			Total score/ number of ticks:
Emerging		0–4	
Consolidating		5–9	
Established		10–11	
<i>Refer to the diagnostic feedback and ILP information for interpretation of the score.</i>			

Free writing marking checklist – Level 2

Name: _____ Date: _____		Established (tick if there are no errors and the skill is well developed)						
LEVEL 2 Curriculum elements								
Wt/L2.1	Plan and draft writing							
Wt/L2.2	Judge how much to write and the level of detail to include							
Wt/L2.3	Present information and ideas in a logical or persuasive sequence, using paragraphs where appropriate							
Wt/L2.4	Use format and structure to organise writing for different purposes							
Wt/L2.5	Use formal and informal language appropriate to purpose and audience							
Wt/L2.6	Use different styles of writing for different purposes							
Wt/L2.7	Proof-read and revise writing for accuracy and meaning							
Ws/L2.1	Construct complex sentences							
Ws/L2.2	Use correct grammar							
Ws/L2.3	Use pronouns so that their meaning is clear							
Ws/L2.4	Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)							
Ww/L2.1	Spell correctly words used most often in work, studies and daily life, including familiar technical words							
Ww/L2.1	Produce legible text							
Score: (circle learner's skill level) <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 10px;">Emerging</td> <td style="padding: 10px;">0–6</td> </tr> <tr> <td style="padding: 10px;">Consolidating</td> <td style="padding: 10px;">7–11</td> </tr> <tr> <td style="padding: 10px;">Established</td> <td style="padding: 10px;">12–13</td> </tr> </table>		Emerging	0–6	Consolidating	7–11	Established	12–13	Total score/ number of ticks:
Emerging	0–6							
Consolidating	7–11							
Established	12–13							
<i>Refer to the diagnostic feedback and ILP information for interpretation of the score.</i>								

Recording pro forma

Learner name: Date:

<i>Text level</i>	<i>Strengths at curriculum level</i>	<i>Recommendations for ILP</i>
Structural and textual features – text type		
Planning and organising information		
Expressing ideas coherently		

Strengths

<i>Curriculum area</i>	<i>Diagnostic comments</i>	<i>Curriculum references</i>
Text type – instructions		
Grammar and punctuation		
Spelling		
Handwriting		

Recommendations for individual learning plan

<i>Curriculum area</i>	<i>Diagnostic comments</i>	<i>Curriculum references</i>
Text type		
Grammar and punctuation		
Spelling		
Vocabulary		
Handwriting		

Analysis of handwriting

Use this checklist to give you further information about the level of difficulty experienced by the learner when writing by hand. Any piece of unaided handwriting can be used for this analysis.

Learner name:				Date:			
Left/right handed?:							
<i>Observation</i>	<i>Yes</i>	<i>No</i>	<i>Comments</i>				
<p>Is the learner's head unusually close to the paper? This may indicate a visual problem that may need a further specialised assessment.</p>							
<p>Are any letters inverted or reversed? e.g. 'b'/'d', 'm'/'w', 'p'/'q' This may be a visual perceptual problem, shared by many dyslexic learners.</p>							
<p>Does s/he have an unusual pen grip? This may indicate a motor difficulty, but needs attention only if handwriting is seriously compromised.</p>							
<p>Does s/he press hard when writing? This may indicate a motor difficulty and can result in physical tiredness – writing tasks will probably not be enjoyed.</p>							
<p>Does the learner have difficulty controlling her/his writing? Erratic/poorly controlled movements may be an indication of a motor difficulty.</p>							
<p>Are the words evenly spaced? If words are too close together or too far apart, this may indicate a possible visual/spatial difficulty, possibly combined with a motor difficulty.</p>							
<p>Is the writing legible? Writing legibly and with ease requires fine motor control and visual-motor skills. If constructing content and spelling is very difficult, then good handwriting can be compromised as the flow and style is constantly disrupted.</p>							
<p>Is the writing joined up? This may be a motor organisational difficulty or a lack of knowledge or confidence about joining letters.</p>							

<i>Observation</i>	<i>Yes</i>	<i>No</i>	<i>Comments</i>
<p>Are any of the letters constructed awkwardly? e.g. 'fused' letters for 'un', not fully closed letters – 'u' for 'a'.</p> <p>This could be a motor difficulty, writing at speed or may be a failure to recall the features of certain graphemes.</p>			
<p>Are letters dropped or added frequently to words?</p> <p>This may be the result of a visual-motor difficulty but could also indicate some difficulty with spelling.</p>			
<p>Is the handwriting irregularly sloped or variable in size or direction?</p> <p>This may be the result of a visual-motor difficulty, e.g. difficulty crossing the midline of the body, lack of a dominant eye.</p>			
<p>Are capital and lower case letters mixed within a word?</p> <p>This may indicate a poor understanding of the appropriate use of capital letters. Note: if it is noticeable that 'b's and/or 'd's are written as capital letters, then the learner may have developed this as a strategy to cope with a tendency to reverse these letters.</p>			

General comments

Include here notes about the time and effort taken to produce a piece of writing; the overall maturity of style; the difference between the amount and quality of what has been written and the oral language skills of the learner; how the learner perceives her/his writing.

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Recommendations

- If the effort of writing by hand gets in the way of the learner producing good quality text, then the use of a word processor should be recommended.
- In the case of a learner with very poor handwriting who is being entered for public examinations, it may be necessary to have a specialised assessment to determine whether the difficulties are such that special exam arrangements should be put in place.

Analysis of spelling

In her book *Diagnostic and Remedial Spelling Manual*, Macmillan Education, 1979, Margaret Peters suggests that before any analysis of spelling takes place, there are important questions to be asked about the learner first. These include the following.

- Does the learner have good verbal skills?
- Is the learner's perception of word forms adequate? (Does s/he look intently, as well as intentionally, at differences in the internal structure of words?)
- Is the learner a careful person? (On a scale from careless at one end to pedantic at the other end, where would the learner fit? How about on a scale with impulsive at one end and reflective at the other?)
- How much can the learner copy as a result of one glance at a sentence or words on a card?
- Does the learner see her/himself as a good speller?

Could be part of the Interview/observational checklist and a learning styles questionnaire/analysis.

To spell effectively it helps to be able to:

- hear and discriminate letter sounds clearly
- make the crucial link between these sounds (phonemes) and their written symbol (grapheme)
- visually discriminate the differences and similarities within words
- visualise words (see if it looks right when it is written down)
- learn the probabilities and position of certain letter patterns occurring together
- know phonemic alternatives for the same sound within a word
- understand that our writing system is surprisingly regular and logical
- have a consistent, economical and swift form of handwriting.

Spelling is a very different skill from reading. It is much less complex and depends on strategies learned and reinforced.

Assessment of spelling strategies used in dictation

Whilst it is useful to see a learner's performance on a single word spelling test, when context and handwriting have almost been eliminated and you are left solely with encoding skills to evaluate, it is very useful to scrutinise written work so that spelling strategies can be more closely identified.

A piece of free writing will yield much information about the learner's speed of writing, grammatical fluency, punctuation, choice of vocabulary, spelling and handwriting.

For identifying spelling strategies however, it is useful to control what is to be written so that quantity and subject variability is not an issue. Diagnostic dictations based on 100 words containing examples of the most common types of spelling at the curriculum level will yield useful diagnostic information when the misspellings are recorded according to type. We need to determine whether attempts to spell are close to the original or remote, and if so, how remote.

Spelling types and the implications for remediation

Substitutions: reasonable phonic alternatives, e.g. soot for suit (this includes homophones like to/too/two)

If there are more reasonable phonic alternatives than alternatives not conforming, we should feel less worried about the learner's spelling skills. The learner has good phonological awareness and can identify the speech sounds – phonemes within words. By phonemes we mean the smallest unit of sound we hear in words, e.g. a, ea, sh, ch, tion, th, ai, eigh, le, ss, ph, ar, er, etc. However the learner is insecure in choosing the correct letter pattern to represent the sound he hears, e.g. 'oo' for 'ui', 'ee' for 'ea', 'tion' for 'sion'.

What can you do?

- i) Teach the learner that the position of the sound within the word can sometimes help in choosing the correct phoneme, e.g. if you hear the long 'a' sound at the end of a word it is likely to be made by 'ay'.
- ii) Strengthening the visual pattern/structure of the word by association with other words that use the same pattern can also help. The use of visual imagery can be powerful, e.g. *Ed was edging his way along the ledge, when a small hedge wedged him in* – the more bizarre the better for memory!
- iii) Present the learner with all the phonemic alternatives for a particular sound, e.g. 'ai' (train), 'ay' (tray), 'ey' (they), 'eigh' (eight), 'ei' (rein), so they can be given the 'big picture' straight away and can use this as their base when checking visual alternatives and grouping words with the same letter pattern and sound. 'Drip-feeding' one sound pattern at a time only serves to make phonics seem like an impossible task and one that only gets harder as each pattern is introduced (we all think that someone must have taught you the easiest one first so the rest will just get harder!)

Substitutions: phonic alternatives not conforming, e.g. vizhun for vision

What can you do?

- i) The learner needs to be told that they have written a word that does reflect the sounds they have heard but it just does not 'look right' – this is not an acceptable letter pattern in English spelling.
- ii) It is crucial to inform the learner of the high probability of the occurrence of certain letter sequences. S/he needs to be shown these kinds of associations, e.g. erosion, explosion, version, collision.

Faulty auditory perception (including missing sounds and mis-sequenced sounds) e.g. certainly written as suddenly or thirteently, sepeate for separate, rember for remember.

What can you do?

- i) Hearing may be the problem, but this may be difficult to remedy in adults
- ii) Check your own/tutor's articulation
- iii) Check the learner's reading. Is s/he reading accurately but with poor comprehension? This may mean that s/he relies on phonic cues rather than the context for meaning. Therefore in a dictation without the phonic prompts s/he will write what s/he thinks s/he has heard without checking to see if it makes sense in context.

- iv) Get the learner to repeat back to you what you have said, sentence by sentence, to confirm that they have heard correctly before writing it down.

Visual sequential errors, e.g. naer for near, dose for does

What can you do?

- i) As the learner has difficulty remembering the visual sequence of the letters, but has no problem in recalling the letters that make the word, much emphasis will need to be placed on acceptable patterns of English spelling. This learner would benefit from being given the 'big picture' of phonic alternatives outlined already.
- ii) Exaggerating or breaking up the pronunciation of tricky words may also help to reinforce the order of letters, e.g. fri-end, parli-a-ment, Wed-nes-day, Tu-es-day.
- iii) Highlight words within words e.g. ear in **near**, or make a connection between words containing a common word, e.g. there's a **flaw** in the **law**, how **low** can you make water **flow**?

Rule based errors, e.g. copys for copies, jocked for joked, runing for running

What can you do?

These errors are often easier to deal with because the learner has got the fundamentals of good spelling but somehow has missed out on the subtleties of English 'rules'. These can be systematically taught as they occur in the learner's writing.

Motor errors, e.g. machinine for machine when the word gets longer or beging for beginning when the word is made shorter. (This can also be the result of faulty auditory perception as described above.)

What can you do?

- i) Handwriting may need to be looked at as letter construction can break down or perseverate under the pressure of writing continuous text. See if there is a difference if the learner uses a computer.
- ii) Work on syllables may help the auditory processing
- iii) The learner should read through her/his writing when s/he has finished and highlight words that may now 'look' too long or too short and not match the length of what is being said.

Words spelt incorrectly that are unclassifiable (bizarre)

What can you do?

If there are more of these kind of errors than anything else, then an early basic spelling programme will be essential.

Spelling error analysis chart

Learner name: Date:

Script	Level	A	B	C	D	E	F	G

- A. Reasonable phonetic alternative and looks like an acceptable English spelling (e.g. soot/suit; tipe/type; spair/spare, prision/precision)
- B. Phonetic alternatives not conforming to acceptable English spelling (e.g. tarhd/tied; vizhun/vision; saertunly/certainly)
- C. Faulty auditory perception, including missing sounds and sounds in the wrong sequence (e.g. gril/girl; sepate/separate; certainly/suddenly)
- D. Visual sequential errors (e.g. dose/does; naer/near)
- E. Rule based errors (e.g. copys/copies; hoping/hoping; runing/running)
- F. Motor errors that may include handwriting/repetition/telescoping (e.g. rememember/remember; rember/remember)
- G. Bizarre spelling – unlike any known English word

Observations:

Initial interview

Initial interview

This can take the form of a structured discussion in which topics cover the following.

Interview pro forma

- Personal information
- Initial assessment/screening result
- Education history
- Access issues
- Specific information concerning literacy/numeracy/dyslexia

This pro forma provides questions and prompts that can be used at the tutor's discretion to collect information that can be helpful in identifying factors that may contribute to the diagnostic assessment, by identifying potential issues such as early education, health etc.

Interview record template

- Long-term goals
- Short-term goals
- Strengths
- Interests
- Current concerns
- Interpretation and background (of learner concerns, by the tutor)
- Next steps/action (assessment modules etc.)
- Decisions (learner and tutor to negotiate and agree)

This template can be used at the tutor's discretion to collect and organise information that may help the tutor and learner to identify appropriate diagnostic assessment tasks. In order to complete the template, tutors may find the following tips helpful.

Long- and short-term goals, strengths and interests

Goals, strengths and interests deal with positive issues in the learner's life. Avoid slipping into the current concerns while these are being discussed, though the learner may be anxious, in some circumstances, to get on to these. It is important for rapport that the positive issues are given sufficient time.

Current concerns

Use a range of questions to elaborate the learner's current concerns – the questions from the interview pro forma may be useful here. Tutors should differentiate these questions to accommodate the different needs of dyslexia, literacy and numeracy. This will also allow tutors in different sectors, such as those working with learners in the prison service and probation services and others, to incorporate their learners' requirements in terms of information. There is some guidance included but tutors should feel free to take a 'mix and match' approach as learners do not fall into neat little boxes – for example, a numeracy learner could also have dyslexia.

Skills for Life

Diagnostic assessment interview

Learner information – please complete sections as appropriate.

Name:

Contact details:

Phone (if appropriate):

Education/training provider:

Provider contact details:

Phone:

Tutor:

Date of interview:

Initial assessment/screening result:

Literacy/numeracy training course:

Date of diagnostic assessment:

(if different from interview)

Education history

Q1. Schools attended (if appropriate):

Q2. Qualifications in English/maths/own language/other (if appropriate):

Access

(These questions are to establish current support needs for the learning)

Q1. Tell me about any problems you might have with your hearing. For example, do you find it difficult to hear a tutor/trainer if you are at the back of the room or do you find it difficult to hear a speaker when you are in a group of people?

Q2. Tell me about any problems you might have with your eyesight. Do you normally wear glasses? For example, do you find it difficult to read print in books or newspapers/wording on notices that are a little way away or on the board in a teaching session? Does print move around or cause you headaches if you have to read for any length of time?

Q3. Are there any other problems or difficulties that you want to talk to me about?
e.g. mobility, access, ill-health, etc.

Subject specific questions

Q1. Tell me about your earliest experiences of problems with reading/writing/spelling/maths.

Q2. Tell me about the sorts of problems you have experienced.

Q3. Did you ever have an assessment for dyslexia or any other difficulties while at school?

Q4. Tell me about any help you had at school/special arrangements for examinations/other.

Q5. Have any other members of your family had similar difficulties with reading and/or writing?
e.g. parents/siblings/children
(Literacy/dyslexia specific)

Q6. Tell me about the difficulties with literacy/numeracy/dyslexia that you have now, e.g. in work, training or on your course. *(Use to complete 'current concerns' in the template)*

Q7. Tell me about any other problems you have with learning, for example, learning in a group, concentration, memory, visual difficulties while reading, listening, taking notes, working quickly, remembering information such as tables, etc. *(Use to complete 'current concerns' in the template)*

Employment/training history

Learning style

Use resources here if required

Any other information

Tutor guidance for possible interpretation of learner information to complete the template

The following are some of the most likely concerns that learners might have concerning literacy (including dyslexia) and/or numeracy, and suggestions about what to do next in terms of diagnostic assessment/programme planning.

<i>Current concerns</i>	<i>Interpretation and background</i>	<i>Next steps/action</i>
I can't take promotion at work because of all the paperwork.	<i>Literacy/dyslexia:</i> This could be a reading, writing, spelling, memory or motor difficulty . <i>Numeracy:</i> Could also be linked to problems with number, calculations, timetables , depending on paperwork.	Offer reading, writing (motor), spelling or memory tasks. Offer number, measures, shape and space and handling data tasks as appropriate.
I have problems filling out the forms and writing.	<i>Literacy/dyslexia:</i> Explore the writing difficulty.	Offer writing tasks.
I can't understand how the computer works.	<i>Literacy/dyslexia/numeracy:</i> Ask for more information about this problem. Try to establish if it could be related to reading or spelling , or if it is more related to memory and finding that s/he can't remember how to get around a computer. Find out if it is more related to spreadsheets, databases or other numeracy-related areas.	Offer reading, spelling, data handling or number tasks and phonological skills module.
I can't concentrate.	This is likely to be a problem of memory and attention . Explore attention span and encoding.	Offer phonological skills module and if necessary refer for specialist assessment, e.g. ADD/Rivermead.
I can't take notes during lectures.	This is likely to be a problem with auditory memory , involving attention and holding information in working memory. It could also reflect a motor writing and spelling difficulty.	Offer phonological skills module. Offer dictation and/or spelling tasks.
I read and at the end I don't know what I've read.	This is a problem of comprehension that could also reflect memory difficulties. Is the problem only when you read ? Or also when you listen ? This would isolate whether it is a reading difficulty or also a difficulty with auditory comprehension .	Offer the comprehension, memory, reading and listening tasks. Offer phonological skills module.

<i>Current concerns</i>	<i>Interpretation and background</i>	<i>Next steps/action</i>
I'm rubbish at spelling.	<i>Literacy/dyslexia</i> : Explore the spelling difficulty.	Offer spelling tasks.
People always tell me that I'm not listening.	This is likely to be a problem of attention . Explore attention span and encoding.	Offer phonological skills module. Refer for specialist memory assessment, e.g. ADD/Rivermead.
I can never get anywhere on time.	This is likely to be problems with telling the time, calculating time, reading timetables . <i>Note</i> : This can also be about personal organisation – dyslexia.	Offer measures, shape and space and handling data tasks relating to time and timetables.
I can't manage money very well.	This can include problems with number, four rules, decimals and/or percentages .	Offer number and measures, shape and space tasks at the level.
I get numbers all wrong – phone numbers, dates.	There is a possible link with dyslexia (sequences and memory) and also a lack of experience/confidence with number .	Offer phonological skills module and/or number tasks at the level.
I don't understand any of my child's maths.	This could be anything! Check number skills first. (Check that reading and the language of maths are not a problem.)	Offer number tasks – possibly reflecting early levels.
I'm petrified of maths – I was always hopeless at it.	This probably reflects a lack of experience with maths and confidence . (Check that reading and the language of maths are not a problem.)	Offer number and/or measures, shape and space tasks to begin with, appropriate to the learner's needs and background.

Decisions

Finally, a decision is taken by the learner about which of the choices on offer to adopt.

Possible examples for selection of assessment tasks from the interview information

<i>Current concerns</i>	<i>Next steps/action</i>
Reading difficulty?	Explore the reading difficulty. Text/sentence/word and level appropriate tasks
Writing difficulty?	Explore the writing difficulty. Handwriting, free writing, dictation tasks
Spelling difficulty?	Explore the spelling difficulty. Single word spelling, proofing, free writing, dictation tasks
Memory difficulty?	Assess digit span and phonological memory and, if necessary, refer for a full memory assessment. If digit span is good, but learner complains about memory, this is likely to be a problem of storage in memory, or retrieval from memory. May need to refer to a psychologist for further assessment.
Comprehension difficulty?	Explore the reading difficulty: see above. Text and sentence reading tasks Explore the listening difficulty. Listening checklist The memory problem could be due to attention , see below, storage , or retrieval .
Listening difficulty?	Assess listening comprehension: listening checklist . Memory: this is likely to be a problem with auditory memory, involving attention and holding information in working memory. See above for what to do about memory difficulties .
Motor difficulty (in writing)?	Explore handwriting: copying, dictation and free writing tasks. Could also be a spelling difficulty. See above for what to do about spelling difficulties.
Number difficulty?	Explore number skills – tasks relating to number at the level. Check understanding and skill levels. Check reading and language of maths .
Time, money, shape, etc?	Use tasks from measures, shape and space to establish skills and knowledge.
Difficulties with tables, graphs, charts/collecting and interpreting information/using computer software?	Use tasks from handling data at the level.
Comprehension difficulties generally, relating to maths?	This could be confidence, memory, attention, storage and/or retrieval (see above).

Individual learning plan

Individual learning plan

Name: Date of interview:

Initial Assessment results

	Reading		Level:
	Spelling		Level:
Literacy/Language	Punctuation		Level:
	Speaking		Level:
	Listening		Level:
Numeracy	Score		Level:
Date of assessment: / /			

Notes on interview and Initial Assessment
Oral communication notes:

Individual support needs/requirements:
Learning style information:

Total number of learning hours for duration of ILP	hours
Literacy	hours
Numeracy	hours
ESOL	hours

Individual learning plan

Long-term goals
Short-term goals

Targets	By date	Specific skills curriculum reference/s	Achieved

Signatures

Learner: Tutor:

Start date: Date of next review:

Individual learning plan

Target 1

Date	Activity	Resources	Complete

Target 2

Date	Activity	Resources	Complete

Target 3

Date	Activity	Resources	Complete

Target 4

Date	Activity	Resources	Complete

Individual learning plan

Date	Work done	Learner's comments

Individual learning plan

Achievements (look back at your targets and short-term goals)

How do you feel about your progress? Use this space to record other achievements and/or ways in which you have used new skills outside the course.

What do you need to work on next? (Include results of further diagnostic assessment)

Targets	By date	Specific skills curriculum reference/s	Achieved

Signatures

Learner: Tutor:

Date: Date of next review:

Individual learning plan

Target 1

Date	Activity	Resources	Complete

Target 2

Date	Activity	Resources	Complete

Target 3

Date	Activity	Resources	Complete

Target 4

Date	Activity	Resources	Complete

End of course review

To be completed at the end of the course

What do you feel you have gained from this course?

Accreditation:

Achievement of targets and goals:

Evidence:

Next steps:

Signed

Learner: Tutor:

Date:

Learner recording pro formas

Milestone 7 Literacy – Task 1

Learner name: Date:

Item		Learner response	Score
Item 1	You want to know about the weather today. Which one would you use? Show me.		
Item 2	You want to look at an advert for clothes. Which one would you use? Show me.		
Item 3	You want to check a date. Which one would you use? Show me		
Item 4	Where would you check the bus times? Show me.		
Total score			

Milestone 7 Literacy – Task 2

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the sales catalogue. Show me the part of the page where you read about the televisions.		
Item 2	You want a drink. Show me the sign for a café.		
Item 3	Which one is a photograph? Show me.		
Total score			

Milestone 7 Literacy – Task 3

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the big picture on the front page. What do you think this story is about? Show me.		
Item 2	Look at this. What do you think this writing is about? Show me.		
Item 3	Look at this. What do you think this writing is about? Show me.		
Total score			

Milestone 7 Literacy – Task 4

Learner name: Date:

Item		Learner response	Score
Item 1	Show me the letter a		
Item 2	Show me the letter c		
Item 3	Show me the letter f		
Item 4	Show me the letter j		
Item 5	Show me the letter n		
Item 6	Show me the letter p		
Item 7	Show me the letter t		
Item 8	Show me the letter w		
Item 9	Show me the letter y		
Total score			

Milestone 7 Literacy – Task 5

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the word. What do you think it says? Show me your answer.	house bike car girl	
Item 2	Look at the word. What do you think it says? Show me your answer.	plate spoon fork cup	
Item 3	Look at the word. What do you think it says? Show me your answer.	man woman boy girl	
Total score			

Milestone 7 Literacy – Task 6

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the sign. What does it mean? Show me your answer.	swimming pool garage cinema café	
Item 2	Look at the sign. What does it mean? Show me your answer	fire extinguisher first aid box fire exit parcel	
Item 3	Look at this word. What does it mean? Show me your answer.	soup cup grapes biscuits	
Item 4	Which number is the same as the word? Show me your answer.	1 2 3 4	
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the people. Show me the young man.	girl lady young man boy	
Item 2	Look at the signs. Show me the sign for fire exit.	toilets café fire exit hospital	
Item 3	Look at the number. This is number 1. Write this number down/type this number on the screen/pick this number out.		
Item 4	Look at the letter. This is the letter a. Write this letter down/type this letter on the screen/pick this letter out.		
Total score			

Milestone 8 Literacy – Task 1

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the sign. Where would you see this sign? Show me the answer.	video case bleach crisps computer	
Item 2	Look at the sign. What would you see it on? Show me the answer.	shampoo video case computer frozen food	
Item 3	Look at the sign. What would you see it on? Show me your answer.	can of food video case book crate	
Item 4	You see this label. Where would you store it? Show me the answer.	oven cupboard freezer first aid box	
Total score			

Milestone 8 Literacy – Task 2

Learner name: Date:

Item		Learner response	Score
Item 1	Show me the letter b		
Item 2	Show me the letter f		
Item 3	Show me the letter h		
Item 4	Show me the letter i		
Item 5	Show me the letter k		
Item 6	Show me the letter q		
Item 7	Show me the letter s		
Item 8	Show me the letter v		
Item 9	Show me the letter z		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Here is a car. Which letter makes the sound 'c' (cuh)? Show me.	a c n s	
Item 2	Here is a saw. Which letter makes the sound 's' (suh)? Show me.	s t c r	
Item 3	Here is a man. Which letter makes the sound 'm' (muh)? Show me.	c e m s	
Item 4	Here is a dog. Which letter makes the sound 'd' (duh)? Show me.	b d f l	
Item 5	Here is a hat. Which letter makes the sound 'h' (huh)? Show me.	h k l t	
Item 6	Here is a tap. Which letter makes the sound 't' (tuh)? Show me.	h k l t	
Total score			

Milestone 8 Literacy – Task 4

Learner name: Date:

Item		Learner response	Score
Item 1	Listen to the sound 'p' (puh) as in pit and peg. Which letter makes this sound? Show me.		
Item 2	Listen to the sound 'b' (buh) as in bag and beg. Which letter makes this sound? Show me.		
Item 3	Listen to the sound 's' (suh) as in sip and sap. Which letter makes this sound? Show me.		
Item 4	Listen to the sound 'o' (short 'o' sound) as in of and on. Which letter makes this sound? Show me.		
Item 5	Listen to the sound 'a' (short 'a' sound) as in at and an. Which letter makes this sound? Show me.		
Item 6	Listen to the sound 'i' (short 'i' sound) as in it and in. Which letter makes this sound? Show me.		
Total score			

Milestone 8 Literacy – Task 5

Learner name: Date:

Item		Learner response	Score
Item 1	Listen to the sound at the start of each group . dis, des, dif, dil. Show me the letter which makes the sound 'd' (duh).		
Item 2	Listen to the sound at the start of each group . mass, mess, miss, moss. Show me the letter which makes the sound 'm' (muh).		
Item 3	Listen to the sound at the end of each group . dis, his, mis, lis. Show me the letter which makes the sound 's' (suh).		
Item 4	Listen to the sound at the end of each group . car, far, mar, bar. Show me the letter which makes the sound 'r' (ruh).		
Item 5	Listen to the sound at the end of each group . bet, let, met, get. Show me the letter which makes the sound 't' (tuh).		
Item 6	Listen to the sound at the end of each group . hid, lid, rid, bid. Show me the letter which makes the sound 'd' (duh).		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Listen to these words: dip, dab, dog, dug. Which letter is making the sound at the start of the words , dip, dab, dog, dug? Show me.		
Item 2	Listen to these words: hat, hop, hill, his. Which letter is making the sound at the start of the words , hat, hop, hill, his? Show me.		
Item 3	Listen to these words: fog, fix, far, fur. Which letter is making the sound at the start of the words , fog, fix, far, fur? Show me.		
Item 4	Listen to these words: din, pin, sin, fin. Which letter is making the sound at the end of the words , din, pin, sin, fin? Show me.		
Item 5	Listen to these words: fib, rib, nib, bib. Which letter is making the sound at the end of the words . fib, rib, nib, bib? Show me.		
Item 6	Listen to these words: mug, dug, lug, jug. Which letter is making the sound at the end of the words . mug, dug, lug, jug? Show me.		
Item 7	The word hit has three sounds h-i-t (sound the word out). The letter 'i' is making the sound in the middle of the word. Listen to these words: bit, fit, lit, sit. Show me the letter which is making the 'i' (short 'i' sound) sound – bit, fit, lit, sit.		
Item 8	The word hit has three sounds h-i-t (sound the word out). The letter 'i' is making the sound in the middle of the word. Listen to these words: bet, get, let, set. Show me the letter which is making the 'e' sound – bet, get, let, set.		
Item 9	The word hit has three sounds: h-i-t (sound the word out). The letter 'i' is making the sound in the middle of the word. Listen to these words: bat, hat, mat, sat. Show me the letter which is making the 'a' sound – bat, hat, mat, sat.		
Item 10	Listen to these words: chips, chops, church, chin. Which two letters are making the sound at the start of the words , chips, chops, church, chin? Show me.		
Item 11	Listen to these words: these, this, they, there. Which two letters are making the sound at the start of the words , these, this, they, there? Show me.		
Item 12	Listen to these words: shin, ship, shop, shed. Which two letters are making the sound at the start of the words , shin, ship, shop, shed? Show me.		
Total score			

Milestone 8 Literacy – Task 7

Learner name: Date:

Item		Learner response	Score
Item 1	Listen to these words: rat, hat, sat, bat. Which set of letters is making the 'at' sound, the 'at' sound? – rat, hat, sat, bat. Show me them.		
Item 2	Listen to these words: cot, got, dot, lot. Which set of letters is making the 'ot' sound, the 'ot' sound? – cot, got, dot, lot. Show me them.		
Item 3	Listen to these words: bet, let, met, set. Which set of letters is making the 'et' sound, the 'et' sound? – bet, let, met, set. Show me them.		
Item 4	Listen to these words: dip, hip, lip, sip. Which set of letters is making the 'ip' sound, the 'ip' sound? – dip, hip, lip, sip. Show me them.		
Item 5	Listen to these words: jug, lug, mug, rug. Which set of letters is making the 'ug' sound, the 'ug' sound? – jug, lug, mug, rug. Show me them.		
Item 6	Listen to these words: lop, hop, mop, pop. Which set of letters is making the 'op' sound, the 'op' sound? – lop, hop, mop, pop. Show me them.		
Total score			

Milestone 8 Literacy – Task 8

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the signs. Which sign means 'no smoking'? Show me.		
Item 2	Look at the signs. Which one is the sign for a hospital? Show me.		
Item 3	Look at the signs. Which one is the sign for toilets? Show me.		
Total score			

Milestone 8 Literacy – Task 9

Learner name: Date:

Item		Learner response	Score
Item 1	Look at the words. Which word says 'and' as in 'I have a TV and a video'? – and. Show me.	on and to off	
Item 2	Look at the words. Which word says 'my' as in 'My train was late'? – my. Show me.	my his their our	
Item 3	Look at the words. Which word says 'want' as in 'I want some shopping'? – want. Show me.	be went has with	
Item 4	Look at the words. Which word says 'by' as in 'I am going by train'? – by. Show me.	from by to with	
Item 5	Look at the words. Which word says 'when' as in 'I'll get tea when she comes in'? – when. Show me.	when then before where	
Total score			

Milestone 8 Literacy – Task 10

Learner name: Date:

Item		Learner response	Score
Item 1	You want to check the start of your favourite TV programme. Which one would you use? Show me your answer.		
Item 2	You want to check the train times. Which one would you use? Show me your answer.		
Item 3	It's your friend's birthday. Which one would you send? Show me your answer.		
Item 4	You are going shopping with a list of things to buy. Which one is a shopping list? Show me your answer.		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Where does Ali work? Show me.	park garage shop cafe	
Item 2	What does Ali like best? Show me.	people trees houses flowers	
Item 3	What doesn't Ali like doing? Show me.	washing car ironing cleaning tools decorating	
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	The letter is s		
Item 2	The letter is b		
Item 3	The letter is F		
Item 4	The letter is u		
Item 5	Pick out the vowel		
Item 6	Pick out the vowel		
Item 7	Pick out the consonant		
Item 8	Pick out the consonant		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Example – Pick out the picture of a birthday card	Example	N/A
Item 2	Pick out the picture of a shopping list		
Item 3	Pick out the picture of an advertisement		
Item 4	Pick out the picture of an appointment card		
Item 5	Pick out the picture of a warning sign		
Item 6	Pick out the picture of a get well card		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	him. She made him smile. him		
Item 2	two. I have two older sisters. two		
Item 3	got. I have got a lot of records. got		
Item 4	dark. It was very dark that night. dark		
Item 5	drop. Don't drop the glass! drop		
Item 6	back. I have a sore back. back		
Item 7	look. I look for shells on the beach. look		
Item 8	want. I want to go on holiday. want		
Item 9	them. We should invite them for dinner. them		
Item 10	your. It's your birthday next week. your		
Total score			

Learner name: Date:

Item		Learner response	Score
Item 1	Where does Sam work?		
Item 2	What else does Sam sell?		
Item 3	What time does Sam start work?		
Item 4	How does Sam get to work?		
Item 5	What does Sam like to do at night?		
Item 6	What does Sam do on Sundays?		
Total score			

Learner name: Date:

Item		Learner response	Score
Picture 1	Supermarket to close		
Picture 2	More Computers for Local Schools		
Picture 3	Fitness Centre Opens		
Picture 4	Example – Lion Escapes From Zoo	N/A	N/A
Picture 5	The Oldest Tree in England		
Picture 6	Senior citizen saves girl from drowning		
Total score			

Learner name: Date:

Item		Learner response	Score
Text 1	a mobile phone		
Text 2	the Yellow Pages		
Text 3	Example – a TV guide	N/A	N/A
Text 4	a recipe book		
Text 5	a first aid manual		
Text 6	a newspaper 'For Sale' section		
Total score			