

National Unit Specification: general information

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

CODE F1AG 08

SUMMARY

This is a free standing Unit and has been designed for candidates whose first language is not English, who are developing their use of the Roman script. Candidates may have variable language skills in their first language but will have little knowledge of English. Candidates will develop their speaking and listening skills at an introductory level and will develop skills in reading, understanding and forming words and numbers and simple sentences in English.

Candidates who complete this Unit will be able to talk to a supportive speaker of English in personal and social contexts and demonstrate understanding of and produce simple written and numerical information in familiar and predictable social and personal and transactional contexts.

OUTCOMES

- 1 Communicate orally in English for personal and social purposes.
- 2 Demonstrate an understanding of simple written texts.
- 3 Produce simple written English on lines.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following or equivalent:

- ◆ English for Speakers of Other Languages: An Introduction to Beginner English Literacies 1 (Access 2)

Administrative Information

Superclass: FK

Publication date: April 2007

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

UNIT English for Speakers of Other Languages: An Introduction to
Beginner English Literacies 2 (Access 2)

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit points at SCQF level 2*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This information will be provided by the NQ Product Team.

National Unit Specification: statement of standards

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Communicate orally in English for personal and social purposes.

Performance Criteria

- (a) Basic structures and vocabulary used are appropriate to purpose.
- (b) Pronunciation is sufficiently accurate to convey meaning to a sympathetic listener.
- (c) Basic information is provided, requested and responded to as appropriate.
- (d) Communication is begun and concluded as appropriate to purpose.

OUTCOME 2

Demonstrate an understanding of simple written texts.

Performance Criteria

- (a) Identify different genres of text from layout.
- (b) Identify essential information, including numerical information, in the text.

OUTCOME 3

Produce simple written English on lines.

Performance Criteria

- (a) Upper and lower case letters and numbers are formed accurately.
- (b) Spacing of words and positioning of full stops is accurate.
- (c) Spelling is sufficiently accurate to convey meaning.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: An Introduction to
Beginner English Literacies 2 (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance and written/recorded oral evidence is required to demonstrate that the candidate has achieved all of the Outcomes and Performance Criteria for this Unit.

The evidence may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

Candidates must be given sufficient time to complete the tasks.

Outcome 1

For Outcome 1 a practical language assignment should be set for candidates. Evidence will be produced in response to a clear candidate brief:

- ◆ One conversation with a teacher/lecturer or other competent speaker of English in a personal and social context

For Outcome 1 one conversation is required. Candidates will have a clear brief, which will provide them with the opportunity to achieve the Performance Criteria. Candidates must be given sufficient time to complete the task. The conversation will be observed by the assessor and a completed assessor checklist must be retained as evidence along with the recorded spoken evidence.

At this level when speaking it would be expected that there will be frequent hesitations and inaccuracies. When the candidate is responding to requests it is acceptable that these requests are rephrased by the assessor.

Outcome 2

For Outcome 2, candidates will demonstrate their understanding of simple written texts by undertaking a reading activity with the assessor. There will be ample time for the assessor and candidate to clarify the task before starting the assessment.

Candidates will be required to demonstrate their understanding of 4 - 5 texts, of approximately 80 words in total, which relate to familiar social and personal and transactional contexts by identification of genre, comprehension of the purpose of the text and the essential information that it contains.

Candidates must be given sufficient time to complete the task.

Comprehension of the texts can be assessed through written and/or spoken English and the candidate's responses recorded by the assessor.

A completed assessor checklist must be retained as evidence of the candidates performance.

National Unit Specification: statement of standards (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Outcome 3

For Outcome 3, candidates will demonstrate their ability to produce simple written English by undertaking 2 writing activities in supervised conditions. Evidence will be produced in response to a clear candidate brief and must include two pieces of writing:

- ◆ One piece of writing on a series of lines of approximately 25 words in total, in response to questions
- ◆ Writing name, address and phone number on a series of lines

The written texts will convey meaning despite errors in grammar, spelling and punctuation.

Candidates must be given sufficient time to complete the task.

For candidates with additional support needs, the use of assistive technologies such as adapted keyboard and mouse and specialist software to complete the assessment would be appropriate.

Candidates may produce one draft of the written pieces which will be retained along with the final written pieces as evidence. An assessor checklist will support the written task and provide evidence that it is the candidate's own work.

The National Assessment Bank (NAB) items for this Unit exemplify the national standard. The NAB includes assignments for Outcome 1, tasks for Outcomes 2 and 3 assessor checklists and assessment record sheets. Centres who wish to design their own assessments should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The purpose of this Unit is to give candidates confidence in using English at a basic level and develop their skills in speaking and listening in personal and social contexts, and reading, writing and using numbers in English for personal, social and transactional purposes. Candidates studying this Unit will have little or no previous knowledge of English and will be developing their use of the Roman script. In order to provide a focus for the development of these skills, the following are suggested topics:

- ◆ Personal identity
- ◆ House, homes and environment
- ◆ Daily life
- ◆ Free time and leisure
- ◆ Health
- ◆ Shopping
- ◆ Travel
- ◆ Food and drink

Further information about areas which may be studied under each topic can be found in the *Guidance on Learning and Teaching Approaches* for this Unit.

This Unit can be delivered as an integral part of a school curriculum, in further education colleges, community-based provision or in a language support context.

Further guidance on functions, grammar, vocabulary and language skills can be found in the Appendix to this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The approach to learning and teaching should be candidate-centred and focus on developing candidates' speaking and listening in personal and social contexts and understanding of written English, including numbers, and writing in personal, social and transactional contexts. Candidates should be encouraged to take personal responsibility for developing their awareness of the language and their ability to use it in these contexts.

The learning and teaching materials used in the classroom or language support context should reflect the personal, social and transactional contexts in which candidates are operating. Candidates should be given maximum opportunity to practise and demonstrate their skills in a variety of contexts.

In this Unit, limited use of language is expected and the candidate is likely to need explanation with demonstration and use of visual aids to assist with understanding of instructions and descriptions.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Although all of the listed topics may be covered in the teaching of this Unit, candidates are not expected to demonstrate competence in each topic area. Teachers/lecturers may wish to select from the topics those which have most relevance to the candidates.

There should be a particular emphasis on consolidating knowledge of the basic structures of the language, extending the variety of the known structures, expanding vocabulary, understanding short simple texts and producing short simple sentences.

Listed below, under each topic, are suggested examples of what candidates could be expected to do in that topic area.

Personal identity

- ◆ In response to questions provide simple personal information and obtain similar information from others
- ◆ Write and spell their name accurately
- ◆ Sign their name
- ◆ Say and write their address, postcode and telephone number accurately
- ◆ Say and write their date of birth
- ◆ Demonstrate an understanding of and copy short simple texts relating to social sight vocabulary
- ◆ Demonstrate an understanding of and write short simple sentences relating to personal information

House, home and environment

- ◆ In response to questions say where they live eg house or flat and obtain similar information from others
- ◆ Demonstrate an understanding of and copy short simple texts relating to home life
- ◆ Demonstrate an understanding of and write social sight vocabulary relating to house, home and environment
- ◆ Demonstrate an understanding of and write short simple sentences relating to house, home and environment

Daily life

- ◆ In response to questions give short, simple pieces of information about daily routines and obtain similar information from others
- ◆ Demonstrate an understanding of and copy short texts about daily routines at home/school/college/work as appropriate, eg 'on Monday I ... on Tuesday I ...'
- ◆ Demonstrate an understanding of and write social sight vocabulary relating to daily routines at home, work, school and college
- ◆ Demonstrate understanding of and write short simple sentences relating to daily routines at home, work, school and college

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Free Time and Leisure

- ◆ In response to questions give short, simple pieces of information about what they like to do in their free time and obtain similar information from others
- ◆ Demonstrate an understanding of and copy simple texts about what they like to do in their free time
- ◆ Demonstrate an understanding of simple notes
- ◆ Demonstrate an understanding of social sight vocabulary relating to free time
- ◆ Demonstrate an understanding of and write short simple sentences relating to free time
- ◆ Demonstrate an understanding of and write numbers, times, dates and prices

Health

- ◆ In response to questions give short, simple pieces of information about their health and obtain similar information from others
- ◆ Know names for parts of the body
- ◆ Demonstrate an understanding of and copy simple texts about health
- ◆ Demonstrate understanding of and write numerical information related to health, (eg dates, times, medicine labels including instructions on frequency of intake etc)
- ◆ Demonstrate an understanding of and write short simple sentences relating to health

Shopping

- ◆ Make simple requests for goods
- ◆ Demonstrate an understanding of and copy simple texts about shops and shopping
- ◆ Demonstrate an understanding of and write numerical information related to shopping, eg prices and quantities.
- ◆ Demonstrate an understanding of social sight vocabulary relating to shopping, eg shop signs and the language of offers ('buy one get one free' etc)
- ◆ Demonstrate an understanding of and write short simple sentences relating to shopping

Travel

- ◆ Make simple requests and ask for and provide simple pieces of information
- ◆ Demonstrate an understanding of and copy simple texts about travel
- ◆ Demonstrate an understanding of and write numerical information related to travel, eg prices, times and bus numbers
- ◆ Get information from extracts from simple maps and timetables
- ◆ Demonstrate an understanding of social sight vocabulary related to travel (eg signs on buses/trains)
- ◆ Demonstrate an understanding of and write short simple sentences relating to travel

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Food and drink

- ◆ Make simple requests and ask for and provide simple pieces of information
- ◆ Demonstrate an understanding of and copy simple texts about food and drink
- ◆ Demonstrate an understanding of and write numerical information related to food and drink, eg prices, quantities, or information on labels
- ◆ Demonstrate an understanding of a simple menu of common dishes
- ◆ Demonstrate an understanding of social sight vocabulary related to food and drink
- ◆ Demonstrate an understanding of and write short simple sentences relating to food and drink

Where the Unit is being undertaken in school, teachers should focus on aspects of the school curriculum and candidates' interactions with subject teachers and other relevant people in the school.

In relation to each of the skills which candidates need to develop, the following guidance on appropriate learning and teaching approaches is given:

Speaking and Listening

Opportunities for practice of language should be maximised through paired and group work in the classroom, and candidates should be encouraged to have conversations and take part in role-plays. They should also be encouraged to widen their use of spoken English outside the classroom in appropriate situations.

The aim is for candidates to develop the ability to engage in face-to-face interaction, including being able to initiate a conversation and respond to others. Where possible, candidates should become accustomed to being recorded for the purposes of assessment.

Appropriate discourse types and activities to help candidates develop their English speaking skills in personal and social contexts would be:

Discourse types	Activities
<ul style="list-style-type: none">◆ One-to-one conversations in personal and social contexts◆ Role-play of conversations which might take place in personal and social contexts <p>In addition use may be made of the following resources:</p> <ul style="list-style-type: none">◆ Published audio and video material for beginner learners of English	<ul style="list-style-type: none">◆ Class, group and pair practice◆ Listening for pronunciation practice◆ Role-play exercises◆ Recording conversations/role-plays◆ Information gap activities◆ Authentic interaction◆ Games and quizzes

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Reading

At this level candidates should, from an early stage, use two main types of text; simple written texts illustrating the language they have heard and are using and a wide range of simple authentic texts that the candidate will be dealing with in everyday life. Candidates should be encouraged to decipher individual letters and combinations of letters (eg: sh, th, etc) to make particular sounds – the phonic approach – enabling them to read simple unknown vocabulary. At the same time, whole-word recognition of key social sight vocabulary needs to be developed. Similarly, candidates should become accustomed to reading numerical information contained within texts. Simple dictionaries should be introduced along with the concept of alphabetical ordering. Candidates should be given experience of a range of personal, social and transactional texts and extensive practice in the question types which will be used to assess their reading.

Appropriate text types and activities to help candidates develop their English reading skills in personal and social contexts would be:

Text types	Activities
<ul style="list-style-type: none"> ◆ The names and sounds of the Roman alphabet ◆ Key social sight vocabulary ◆ Postcodes, phone numbers, dates, times, prices, quantities ◆ Simple sentences and short texts in context ◆ Extracts from simple forms and leaflets ◆ Notes, postcards and short letters/emails ◆ Advertisements ◆ Public signs and notices ◆ Phone book ◆ Menus ◆ Store guides ◆ Bus or train timetables ◆ Simple instructions and directions 	<ul style="list-style-type: none"> ◆ Putting key vocabulary in alphabetical order ◆ Identifying initial, middle and final consonants, vowels and digraphs ◆ Whole word recognition through sorting and matching written information to pictures, jigsaws, gap-filling, labelling ◆ Identifying genre and purpose of authentic texts ◆ Vocabulary work using a personal dictionary ◆ Identifying and ordering numerical information ◆ Re-assembling simple texts which have been produced in collaboration with the teacher and cut up (the language experience approach) ◆ Multiple choice questions ◆ Reading for information to complete a sentence, tables or maps ◆ Follow simple written instructions ◆ True/false statements based on written information ◆ Short answer questions

Writing

Writing activities undertaken by the candidates at this stage should extend beyond the copying of simple words, phrases and sentences including numbers to the production of such written information. They should provide the foundation for the writing tasks candidates might be expected to undertake in personal, social and transactional contexts.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

The aim of this Outcome is to help candidates gain confidence in forming and deciphering the Roman script, using left to right orientation, using upper and lower case letters appropriately and accurately, forming simple numbers correctly, spacing words properly, writing accurately on lined paper and producing simple sentences in response to prompts (eg personal questions, answers on worksheets etc).

Candidates should begin to become familiar with rules of spelling and punctuation, ie use of capital letters and full stops, and begin to understand the structure of sentences. They should also develop the ability to write appropriately on simple class worksheets or adapted authentic materials provided by the teacher.

Activities and materials which appeal to candidates with a variety of learning styles should be used. Feedback from the teacher, correcting their writing and redrafting will be an essential part of the learning process.

Appropriate text types and activities to help candidates develop their English writing skills in personal, social and transactional contexts would be:

Text types	Activities
<ul style="list-style-type: none">◆ Simple sentences modelled by the teacher◆ Simple class worksheets◆ Simple writing frames eg Birthday cards, postcards, simple forms, simple notes◆ Simple forms◆ Calendars◆ Simple diary entries◆ Beginners' dictionaries◆ Vocabulary notebooks	<ul style="list-style-type: none">◆ Writing simple sentences on lined paper◆ Writing simple sentences which have been produced in collaboration with the teacher (the language experience approach)◆ Copying key words into boxes or lined paper which model the relative dimensions of letters◆ Writing personal details (name, address) accurately, on worksheets and on simple forms◆ Correcting mistakes in capitalisation, spacing, dimension or angle of writing◆ Writing days, dates, times and prices◆ Inserting missing capital letters and full stops in text◆ Maintaining a vocabulary notebook◆ Creating a personal dictionary◆ Writing appointments and other information in a diary or calendar

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit' in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

If re-assessment is required it should be carried out under these same conditions.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Candidates should be given a clear understanding of what is involved in the Unit assessment. Time should be made available for them to familiarise themselves with this and to clarify aspects with the teacher/lecturer/tutor.

The evidence required may be produced at different points throughout the Unit, or towards the end of the Unit when candidates will have had the opportunity to build language skills.

In relation to each Outcome, the following guidance is given:

Outcome 1: Communicate orally in English for personal and social purposes

Candidates' conversations should be as natural as possible and reflect personal and social situations that they encounter. It may not be helpful for candidates at this level to have time to prepare immediately before the assessment and may be easier to explain the task, check that the candidate has understood and proceed with the assessment. Assessors should ensure that there is ample time to clarify the task with the candidate before starting the assessment.

The speaking task will be a conversation between teacher/lecturer or other competent speaker of English and candidate. It is expected that approximately 2 minutes of speaking should be sufficient to demonstrate that they have met the Performance Criteria and Evidence Requirements at this level.

Candidates must be given sufficient time to complete the task.

If candidates are working together, assessors should select them to work together with some care and ensure that they understand that they are both being equally assessed during the conversation.

Throughout their study of this Unit, where possible, candidates should be given the opportunity to practise being recorded in preparation for the assessment. Assessor checklists must be retained to provide evidence that candidates have satisfied all Performance Criteria.

Outcome 2: Demonstrate an understanding of the simple written texts

Texts from 4-5 different genres, such as a simple letter, a bill, a receipt, a menu, an advertisement, a leaflet, bus ticket, or other simple texts relating to social/personal and transactional contexts will be used. Candidates will be expected to identify the genre and purpose of each text, and demonstrate understanding of essential information, including numerical information, that they contain, by answering questions. Appropriate types of question would be:

- ◆ matching texts to pictures
- ◆ multiple choice
- ◆ true/false
- ◆ completing a grid
- ◆ ordering numerical information
- ◆ highlighting a correct answer
- ◆ short-answer questions

The assessor may ask the questions orally and record the candidate's answers as evidence. Candidates must be given sufficient time to complete the task.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

OUTCOME 3 Produce simple written English on to lines

When preparing candidates they should be given practice in drafting and redrafting written work even at this very early stage in the development of their writing skills. Writing tasks will arise out of what is being listened to, studied, talked about or read in general classroom activity and the writing assessment should be a natural extension of these activities.

Candidates should be made aware that evidence will be in the form of a draft, if necessary, and a final version of their written text. The draft and final version will be produced by the candidate under supervision. An assessor checklist will support the written tasks and provide evidence that it is the candidate's own work.

For the first part of the assessment, where the candidate is responding to questions, the questions may be asked orally by the teacher, the candidate would then write their response into a given format. For the second part of the assessment candidates will be required to write their name, address and telephone number in a given format without copying from any source.

Candidates must be given sufficient time to complete the task.

When preparing, candidates should be given practice in providing written answers to questions in the form of full sentences. They should also be given practice drafting and redrafting written work on lined paper.

Material and tasks used to prepare candidates for assessment should reflect those that candidates are likely to encounter in a personal, social and transactional context. Care should be taken not to select material that is culturally loaded.

Further information about Unit assessment can be found in the Evidence Requirements for this Unit in the Statement of Standards.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Appendix A

This Appendix contains guidance on language functions, grammar and vocabulary speaking, writing, listening and reading skills. This guidance is not prescriptive but represents what it would be appropriate for candidates to cover or further develop at this level.

Functions

There is progression in terms of the functions across the levels but it should be noted that the main progression comes from the exponents used (ie what is actually said) in an interaction rather than the functions themselves. At this level the most basic exponents, with errors, would be expected.

Example:

Asking for help is a function that will appear at all levels but examples of exponents at each level could be as follow:

Access 2: Help me open the window please.

Access 3: Could you help me open the window?

Intermediate 1: Excuse me ... but could you give me a hand? The window is stuck.

Grammar and Vocabulary

This list is not prescriptive and at all times the focus of learning and teaching should be on communication in authentic situations supported by language practice and development.

Skills

These lists can be used as checklists to ensure that in learning and teaching and preparation for assessment the necessary skills have been covered at an appropriate level.

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Appendix A

Personal and Social

Functions	Grammar and Vocabulary
<ul style="list-style-type: none"> ◆ greeting, introducing and leave-taking ◆ asking for and giving information ◆ asking for help ◆ asking permission ◆ asking someone to do something ◆ thanking ◆ apologising ◆ asking for repetition ◆ telling the time ◆ describing routines and habits ◆ describing frequency and time duration ◆ asking about/expressing ability ◆ asking about /expressing likes and dislikes ◆ accepting and refusing ◆ requesting and offering ◆ asking for/giving simple instructions ◆ making arrangements ◆ stating a problem ◆ talking about past events and future plans 	<ul style="list-style-type: none"> ◆ to be ◆ to have ◆ have got ◆ ‘wh’ questions ◆ yes/no questions ◆ possessive pronouns ◆ prepositions of time – in, on, at ◆ a, an, some, any ◆ singular/plural nouns ◆ there is/are ◆ how much/many ◆ demonstratives – this, that, these, those ◆ would like ◆ can I have ... ◆ prepositions of place ◆ simple present tense ◆ adverbs of frequency ◆ present continuous ◆ imperatives ◆ time markers – today, yesterday, tomorrow ... ◆ simple past tense ◆ simple future tense ◆ adjectives ◆ conjunctions – and, but, because, then <p>Vocabulary development related to selected topic areas as well as above.</p>

National Unit Specification: support notes (cont)

UNIT English for Speakers of Other Languages: An Introduction to Beginner English Literacies 2 (Access 2)

Appendix A

Speaking Skills	Writing Skills	Listening Skills	Reading Skills
<ul style="list-style-type: none"> ◆ pronounce simple familiar words adequately to be understood ◆ use stress and rhythmic patterns ◆ distinguish question/answer intonation ◆ use basic hesitation devices and fillers ◆ use grammatical elisions ◆ use common phrases appropriately to respond and show interest (eg That's nice! What a pity! Oh dear!) 	<ul style="list-style-type: none"> ◆ write numbers, times, dates, days and months ◆ write upper and lower case accurately ◆ understand when to use full stops and question marks ◆ write name and address correctly ◆ write with reasonable phonetic accuracy short words that are in his/her oral vocabulary ◆ check spelling ◆ write simple sentences using basic word order ◆ drafting and redrafting ◆ use a vocabulary notebook ◆ fill in a class worksheet 	<ul style="list-style-type: none"> ◆ listen to and understand a variety of accents ◆ basic knowledge of different genre ◆ match spoken information to written texts ◆ knows basic directions commands eg left, right, top, centre etc ◆ recognise key words and main points 	<ul style="list-style-type: none"> ◆ skimming ◆ scanning ◆ identify key words ◆ decipher simple unknown vocabulary using the phonic approach ◆ identify and demonstrate understanding of simple numerical information ◆ match written information to pictures ◆ demonstrate knowledge of common signs, symbols and social sight vocabulary ◆ demonstrate knowledge of alphabetical order ◆ use a simple dictionary ◆ identify genre of a text ◆ identify purpose of a text ◆ read for specific information