

<b>OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY</b>			
<b>OCR SCHEME CODE: 03392</b>		<b>QCA ACCREDITATION NUMBER: 100/1493/7</b>	
<b>Adult Literacy Entry Level 1</b>		<b>Student:</b>	
<b>SPEAK, LISTEN AND RESPOND</b>			
<b>OCR Unit 1: Entry 1: SPEAKING AND LISTENING</b>		<b>QCA ACCREDITATION No: H/101/0045</b>	
<b>SPEAKING AND LISTENING: SL</b>			
<b>SLr: LISTEN AND RESPOND</b>		<b>DATE</b>	<b>EVIDENCE</b>
SLlr/E1.1	Listen for the gist of short explanations		
SLlr/E1.2	Listen for detail using key words to extract some specific information		
SLlr/E1.3	Follow single step instructions in a familiar context, asking for instructions to be repeated if necessary		
SLlr/E1.4	Listen and respond to requests for personal information		
<b>SLc: SPEAK TO COMMUNICATE</b>			
SLc/E1.1	Speak clearly to be heard and understood in simple exchanges		
SLc/E1.2	Make requests using appropriate terms/ politely		
SLc/E1.3	Ask questions to obtain specific information		
SLc/E1.4	Make statements of fact clearly		
<b>SLd: ENGAGE IN DISCUSSION</b>			
SLd/E1.1	Speak and listen in simple exchanges and everyday contexts		
<b>UNIT 1: SPEAKING AND LISTENING :OCR ASSESSMENT TASKS</b>		<b>QAN:H/101/0045</b>	
		<b>DATE</b>	<b>EVIDENCE</b>
<b>TASK 1: QCA: H/101/0045</b>	<b>Listening Skills</b> a) Listen to <b>one</b> short explanation for gist and detail b) Follow <b>one</b> set of single-step instructions in a familiar context		
<b>TASK 2: QCA: H/101/0045</b>	<b>Speaking and Listening Skills</b> c) Listen and respond to <b>one</b> request for personal information		
<b>TASK 3: QCA: H/101/0045</b>	<b>Speaking Skills</b> c) Take part in similar exchanges <ul style="list-style-type: none"> <li>• Make <b>one</b> request using appropriate terms</li> <li>• Ask <b>one</b> question to obtain specific information</li> <li>• Speak clearly to be heard and understood</li> </ul>		
<b>TASK 4: QCA: H/101/0045</b>	<b>Engage in Discussion</b> d) Engage in a simple discussion <ul style="list-style-type: none"> <li>• State a fact</li> <li>• State an opinion</li> <li>• Say how they feel</li> <li>• Speak clearly to be heard and understood</li> </ul>		
<b>READ AND COMPREHEND</b>			
<b>OCR UNIT 2: ENTRY 1: READING</b>		<b>QCA ACCREDITATION No. K/101/0046</b>	
<b>READING: R</b>			
<b>Rt: READING COMPREHENSION :Overall meaning, ability to read critically and flexibly</b>		<b>DATE</b>	<b>EVIDENCE</b>
<b>TEXT FOCUS</b>			
Rt/E1.1: (Text Focus)	Follow a short narrative on a familiar topic or experience		
Rt/E1.2: (Text Focus)	Recognise the different purposes of texts at this level		
<b>Rs: READING GRAMMAR AND PUNCTUATION: Grammar and sentence structure</b>			
<b>SENTENCE FOCUS</b>			
Rs/E1.1: (Sentence Focus)	Read and recognise simple sentence structures		

<b>Rw: READING VOCABULARY: Word Recognition and structure</b>					
<b>WORD FOCUS</b>					
Rw/E1.1: (Word Focus)	Possess a limited, meaningful sight of vocabulary of words, signs and symbols				
Rw/E1.2: (Word Focus)	Decode simple, regular words				
Rw/E1.3: (Word Focus)	Recognise the letters of the alphabet in upper and lower case				
<b>UNIT 2 :READING :OCR ASSESSMENT TASKS</b>				<b>QAN:K/101/0046</b>	
		<b>D</b>	<b>D</b>	<b>EV</b>	<b>EV</b>
<b>TASK 1: QCA: K/101/0046</b> To be documented on 2 occasions	The task covers assessment requirement: a) Read and understand one short narrative on a familiar topic				
<b>TASK 2: QCA: K/101/0046</b> To be documented on 2 occasions	The task covers assessment requirement: b)Recognise the purposes of <b>two</b> texts				
<b>TASK 3: QCA: K/101/0046</b> To be documented on 2 occasions	The task covers assessment requirement: c) Recognise <b>one</b> sign				
<b>TASK 4: QCA: K/101/0046</b> To be documented on 2 occasions	The task covers assessment requirement: d) Recognise <b>one</b> symbol				
<b>WRITE TO COMMUNICATE</b>					
<b>OCR UNIT 3: ENTRY 1: WRITING</b>			<b>QCA ACCREDITATION No M/101/0047</b>		
<b>WRITING: W</b>					
<b>Wt: WRITING COMPOSITION: meaning of text and written in different styles and forms</b>				<b>DATE</b>	<b>EVIDENCE</b>
<b>TEXT FOCUS</b>					
Wt/E1.1:(Text Focus)	Use written words and phrases to record or present information				
<b>Ws: Writing Grammar and Punctuation: Basic sentence structure &amp; punctuation</b>					
<b>SENTENCE FOCUS</b>					
Ws/E1.1 (Sentence Focus)	Construct a simple sentence				
Ws/E1.2 (Sentence Focus)	Punctuate a simple sentence with a capital letter and a full stop				
Ws/E1.3 (Sentence Focus)	Use a capital letter for personal pronoun "I"				
<b>Ww: Writing; Spelling and Handwriting</b>					
<b>WORD FOCUS</b>					
Ww/E1.1 (Word Focus)	Spell correctly some personal key words and familiar words				
Ww/E1.2 (Word Focus)	Write the letters of the alphabet using upper and lower case				
Ww/E1.3 (Word Focus)	Use basic sound-symbol association to help spelling, as appropriate for the needs of the learner				
<b>UNIT WRITING: OCR ASSESSMENT TASKS</b>				<b>QAN: M/101/0047</b>	
		<b>DATE</b>	<b>EVIDENCE</b>		
<b>TASK 1: QCA M/101/0047</b> Demonstrate through task	The task covers assessment requirement: a) spell some personal key words and familiar words				
<b>TASK 2: QCA M/101/0047</b> Demonstrate through task	The task covers assessment requirement: b) Write the letters of the alphabet using upper and lower case				
<b>TASK 3: QCA M/101/0047</b> Demonstrate through task	The task covers assessment requirement: c) Construct a simple sentence, punctuating it with a capital letter and a full stop and using a capital letter for the personal pronoun 'I' where necessary				
<b>TASK 4: QCA M/101/0047</b> Demonstrate through task	The task covers assessment requirement: d) Use written words and phrases to record or present information.				
<b>Adapted by Di Jenkins Sept 2005</b>					

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<b>OCR SCHEME CODE: 03392</b>		<b>QCA ACCREDITATION NUMBER: 100/1493/7</b>	
<b>Adult Literacy Entry Level 2</b>		<b>Student:</b>	
<b>SPEAK, LISTEN AND RESPOND</b>			
<b>OCR Unit 4: Entry 2: SPEAKING AND LISTENING</b>		<b>QCA ACCREDITATION No: H/101/0045</b>	
<b>SPEAKING AND LISTENING: SL</b>			
<b>SLr: LISTEN AND RESPOND</b>		<b>DATE</b>	<b>EVIDENCE</b>
SLlr/E2.1	Listen for and follow the gist of explanations, instructions and narratives		
SLlr/E2.2	Listen for detail in short explanations, instructions and narratives		
SLlr/E2.3	Listen for and identify the main points of short explanations or presentations		
SLlr/E2.4	Listen to and follow short, straightforward explanations and instructions		
SLlr/E2.5	Listen to and identify simply expressed feelings and opinions		
SLlr/E2.6	Respond to straightforward questions		
<b>SLc: SPEAK TO COMMUNICATE</b>			
SLc/E2.1	Speak clearly to be heard and understood in straightforward exchanges		
SKc/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		
<b>SLd: ENGAGE IN DISCUSSION</b>			
SLd/E2.1	Follow the gist of discussions		
SLdE2.2	Follow the main points and make appropriate contributions to the discussion		
<b>UNIT 4:SPEAKING AND LISTENING:OCR ASSESSMENT TASKS QAN:H/101/0045</b>			
		<b>DATE</b>	<b>EVIDENCE</b>
<b>TASK 1: H/101/0045</b>	<b>Listening skills</b> a) Listen to <b>one</b> straightforward explanation <ul style="list-style-type: none"> <li>• For gist</li> <li>• For detail</li> </ul>		
<b>TASK 2: H/101/0045</b>	<b>Follow instructions</b> b) Follow <b>one</b> set of straightforward		
<b>Task 3: H/101/0045</b>	<b>Speaking Skills</b> c) Take part in straightforward <ul style="list-style-type: none"> <li>• Make a request using appropriate terms</li> <li>• Ask a question to obtain specific information</li> <li>• Ask a question to clarify understanding</li> <li>• Respond to a straightforward question</li> <li>• Speak clearly to be heard and understood</li> </ul>		
<b>Task 4: H/101/0045</b>	<b>Discussion</b> d) Engage in a straightforward discussion <ul style="list-style-type: none"> <li>• Make <b>two</b> statements of fact in short accounts and descriptions</li> <li>• Express <b>one</b> feeling and give <b>one</b> opinion</li> </ul>		
<b>Task 5: H/101/0045</b>	<b>Review of the discussion</b> e) Review a straightforward discussion <ul style="list-style-type: none"> <li>• Follow the gist</li> <li>• Identify <b>two</b> main points</li> <li>• Identify <b>one</b> simply expressed feeling and <b>one</b> opinion</li> </ul>		

**READ AND COMPREHEND****OCR UNIT 5: ENTRY 2: READING****QCA ACCREDITATION No. K/101/0046****READING: R**

<b>Rt:READING COMPREHENSION:Overall meaning,ability to read critically &amp; flexible TEXT FOCUS</b>		<b>DATE</b>	<b>EVIDENCE</b>			
Rt/E2.1 (Text Focus)	Trace and understand the main events of chronological and instructional texts					
Rt/E2.2 (Text Focus)	Recognise the different purposes of texts at this level					
Rt/E2.3 (Text Focus)	Identify common sources of information					
Rt/E2.4 (Text Focus)	Use illustrations and captions to locate information					
<b>Rs: READING GRAMMAR AND PUNCTUATION: Grammar and Sentence structure SENTENCE FOCUS</b>						
Rs/E2.1 (Sentence Focus)	Read and understand linking words and adverbials in instructions and directions (e.g. next, then, right and straight on)					
Rs/E2.2 (Sentence Focus)	Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning					
Rs/E2.3 (Sentence Focus)	Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words					
Rs/E2.4 (Sentence Focus)	Use punctuation and capitalisation to aid understanding					
<b>Rw: READING VOCABULARY: Word Recognition and structure WORD FOCUS</b>						
Rw/E2.1 (Word Focus)	Read and understand words on forms related to personal information (e.g. first name, surname, address, postcode, age, date of birth)					
Rw/E2.2 (Word Focus)	Recognise high-frequency words and words with common spelling patterns					
Rw/E2.3 (Word Focus)	Use phonic and graphic knowledge to decode words					
Rw/E2.4 (Word Focus)	Use a simplified dictionary to find the meaning of unfamiliar words					
Rw/E2.5 (Word Focus)	Use initial letters to find and sequence words in alphabetical order					
<b>UNIT 5: READING: OCR ASSESSMENT TASKS</b>		<b>QAN:K/101/0046</b>				
		<b>E</b>	<b>D</b>	<b>E</b>	<b>D</b>	
<b>TEXT 1:TASK 1: K/101/0046</b>	a) Read, understand and obtain information from <b>one</b> short straightforward text. b) Recognise the purpose of the text c) Use illustrations and captions to locate information					
<b>TEXT 1:TASK 2: K/101/0046</b>	d) Use a simplified dictionary to find the meaning of an unfamiliar					
<b>TEXT 1:TASK 3: K/101/0046</b>	e) identifycommon sources of information					
<b>TEXT 1:TASK 4: K/101/0046</b>	f) Read, understand and obtain information from <b>one</b> short, straightforward chronological text					
<b>TEXT 1:TASK 5: K/101/0046</b>	g) Obatin information from signs					
<b>TEXT 1:TASK 6: K/101/0046</b>	h) Obtain information from symbols					
<b>TEXT 2:TASK 1: K/101/0046</b>	a)Read, understand and obtain infomation from <b>one</b> short straightforward instructional text  b) Recognise the purpose of the text  c) Use illustrations and captions to locate information from <b>two</b> sources of information					

<b>TEXT 2:TASK 2: K/101/0046</b>	d) Use simplified dictionary to find an unfamiliar word				
<b>TEXT 2:TASK 3: K/101/0046</b>	e) Identify common sources of information				
<b>TEXT 2:TASK 4: K/101/0046</b>	f) Use initial letters to sequence <b>five</b> words in alphabetical order				
<b>TEXT 2:TASK 5: K/101/0046</b>	g) Reda and understand at least <b>three</b> words on one form related to personal information				

<b>WRITE TO COMMUNICATE</b>					
<b>OCR UNIT 6: ENTRY 2: WRITING</b>			<b>QCA ACCREDITATION No M/101/0047</b>		

**WRITING: W**

<b>Wt: Writing Composition: meaning of text and written different styles and forms</b>		<b>DATE</b>	<b>EVIDENCE</b>
<b>TEXT FOCUS</b>			
Wt/E2.1 (Text Focus)	Use written words and phrases to record or present information		
<b>Ws: Writing Grammar and Punctuation: Basic sentence structure &amp; punctuation</b>			
<b>SENTENCE FOCUS</b>			
Ws/E2.1 (Sentence Focus)	Construct simple and compound sentences, using common conjunctions to connect two clauses (e.g. as, and, but)		
Ws/E2.2 (Sentence Focus)	Use adjectives		
Ws/E2.3 (Sentence Focus)	Use punctuation correctly (e.g. capital letters, full stops and question marks)		
Ws/E2.4 (Sentence Focus)	Use a capital letter for proper nouns		
<b>Ww: Spelling and Handwriting</b>			
<b>WORD FOCUS</b>			
Ww/E3.1 (Word Focus)	Spell correct common words and relevant key words for work and special interest		
Ww/E3.2 (Word Focus)	Use their developing knowledge of soun-symbol relationships and phonological patterns to help spell a greater range of words and longer words (as appropriate to learner)		
Ww/ E3.3 (Word Focus)	Produce a legible text		

<b>UNIT 6 WRITING OCR ASSESSMENT TASKS</b>			<b>QAN:M/101/0047</b>		
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		<b>DATE</b>	<b>EVIDENCE</b>
<b>TASK 1: M/101/0047</b>	<b>This task covers assessment requirements:</b> a) spell correctly the majority of personal details b) produce legible text		
<b>TASK 2: M/101/0047</b>	<b>This task covers assessment requirements:</b> c) construct simple sentences • spelling familiar common words correctly • using punctuation correctly • using capital letter for proper pronouns		
<b>TASK 3: M/101/0047</b>	<b>This task covers assessment requirements:</b> d) construct simple sentences • spelling familiar common words correctly • using adjectives		
<b>TASK 4: M/101/0047</b>	<b>This task covers assessment requirements:</b> e) Construct compound sentences • Using common conjunctions to connect sentences • Using punctuation correctly		
<b>TASK 5: M/101/0047</b>	<b>This task covers assessment requirements:</b> f) Use written words or hrases to record or present information • spelling familiar common words correctly		

**Adapted by Di Jenkins Sept 2005**

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<b>OCR SCHEME CODE: 03392</b>		<b>QCA ACCREDITATION NUMBER: 100/1493/7</b>	
<b>Adult Literacy Entry Level 3</b>		<b>Student:</b>	
<b>SPEAK, LISTEN AND RESPOND</b>			
<b>OCR Unit 7: Entry 3: SPEAKING AND LISTENING</b>		<b>QCA ACCREDITATION No:H/101/0045</b>	
<b>SPEAKING AND LISTENING: SL</b>			
<b>SLr: LISTEN AND RESPOND</b>		<b>DATE</b>	<b>EVIDENCE</b>
SLlr/E3.1	Listen for and follow the gist of explanations, instructions and narratives in different contexts		
SLlr/E3.2	Listen for detail in explanations, instructions and narratives in different contexts		
SLlr/E3.3	Listen for and identify relevant information and new information from discussions, explanations and presentations		
SLlr/E3.4	Use strategies to clarify and confirm understanding (e.g. facial expressions or gestures)		
SLlr/E3.5	Listen to and respond appropriately to other points of view		
SLlr/E3.6	Respond to a range of questions about familiar topics		
<b>SLc: SPEAK TO COMMUNICATE</b>			
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		
<b>SLd: ENGAGE IN DISCUSSION</b>			
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		
<b>UNIT 7: SPEAKING AND LISTENING OCR ASSESSMENT TASK QAN:H/101/0045</b>			
		<b>DATE</b>	<b>EVIDENCE</b>
<b>TASK 1 QCA:H/101/0045</b>	<b>Listening Skills</b> a) Listen to one occasion to a face-to-face explanation, set of instructions, presentation or narrative: <ul style="list-style-type: none"> <li>• For gist</li> <li>• For detail</li> <li>• For relevant information</li> <li>• For new information</li> </ul>		
<b>TASK 2 QCA: H/101/0045</b>	<b>Speaking and Listening skills (using a telephone)</b> b) Use the telephone on one occasion to obtain information: <ul style="list-style-type: none"> <li>• Ask <b>one</b> question or make one request</li> <li>• Use strategies to clarify and confirm understanding</li> <li>• Listen for gist and listen for detail</li> <li>• Speak clearly to be heard and understood</li> </ul>		
<b>TASK 3 QCA: H/101/0045</b>	<b>Speaking and Listening Skills (face-to-face)</b> c) Give one short face-to-face explanation, account or description <ul style="list-style-type: none"> <li>• Provide appropriate level of detail</li> <li>• Stick to the point</li> <li>• Express one feeling or opinion to enhance description</li> <li>• Speak clearly to be heard and understood</li> </ul>		



<b>TASK 4 QCA: H/101/0045</b>	<b>Engage in discussion</b> d) Contribute to one discussion, following and understanding the main points of the discussion and respecting the turn-taking rights of others <ul style="list-style-type: none"><li>Give <b>one</b> short explanation <b>or</b> give <b>one</b> account or description expressing clearly two statements of fact including one opinion or one feeling</li><li>Respond to <b>one</b> question</li><li>Ask <b>one</b> question or make <b>one</b> request</li><li>Respond appropriately to another person's point of view</li><li>Use strategies to clarify and confirm understanding and speak clearly to be heard and understood</li></ul>		
<b>READ AND COMPREHEND</b>			
<b>OCR UNIT 8: ENTRY 3: READING</b>		<b>QCA ACCREDITATION No. K/101/0046</b>	
<b>READING: R</b>			
<b>Rt: READING COMPREHENSION</b> :Overall meaning, ability to read critically and flexible <b>TEXT FOCUS</b>		<b>DATE</b>	<b>EVIDENCE</b>
Rt/E3.1 (Text Focus)	Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph		
Rt/E3.2 (Text Focus)	Recognise the different purposes of texts at this level		
Rt/E3.3 (Text Focus)	Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives and second person)		
Rt/E3.4 (Text Focus)	Identify the main points and ideas, and predict words from context		
Rt/E3.5 (Text Focus)	Understand and use organisational features to locate information (e.g. contents, index, menus)		
Rt/E3.6 (Text Focus)	Skim read titles, headings and illustrations to decide if material is of interest		
Rt/E3.7 (Text Focus)	Scan texts to locate information		
Rt/E3.8 (Text Focus)	Obtain specific information through detailed reading		
Rt/E3.9 (Text Focus)	Relate an image to print and use it to obtain meaning		
<b>Rs: READING GRAMMAR AND PUNCTUATION: Structure</b>			
<b>SENTENCE FOCUS</b>			
Rs/E3.1 (Sentence Focus)	Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives, second person)		
Rs/E3.2 (Sentence Focus)	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		
Rs/E3.3 (Sentence Focus)	Use punctuation and capitalisation to aid understanding		
<b>Rw: READING VOCABULARY: Word Recognition and structure</b>			
<b>WORD FOCUS</b>			
Rw/E3.1 (Word Focus)	Recognise and understand relevant specialist key words		
Rw/E3.2 (Word Focus)	Read and understand words and phrases commonly used on forms		
Rw/E3.3 (Word Focus)	Use a dictionary to find the meaning of unfamiliar words		
Rw/E3.4 (Word Focus)	Use first and second place letters to find and sequence words in alphabetical order		
Rw/E3.5 (Word Focus)	Use a variety of reading strategies to help decode an increasing range of unfamiliar words		

UNIT 8: READING OCR ASSESSMENT TASKS		QAN:K/101/0046			
		D	D	EV	EV
TASK 1 TEXT 1 K/101/0046	a) skim title, headings and illustrations in <b>one</b> text to decide if material is of interest				
TASK 2 TEXT 1 K/101/0046	b) Read <b>one</b> short chronological text identifying main events				
TASK 3 TEXT 1 K/101/0046	c) Obtain specific information through detailed reading of the text				
TASK 4 TEXT 1 K/101/0046	d) Find the meaning of two unfamiliar words in a dictionary				
TASK 1 TEXT 2 K/101/0046	e) Read <b>one</b> instructional text identifying organisational features and typical language				
TASK 2 TEXT 2 K/101/0046	f) Scan <b>one</b> text to locate information				
TASK 3 TEXT 2 K/101/0046	g) Obtain specific information through detailed reading of the text h) Use organisational features in <b>one</b> common source of information to locate one specific piece of information				
TASK 1 TEXT 3 K/101/0046	i) Recognise the purpose of different types of text				
TASK 2 TEXT 3 K/101/0046	j) Read and understand <b>one</b> continuous descriptive text identifying the main points and ideas				
TASK 3 TEXT 3 K/101/0046	k) Relate images to print on <b>one</b> occasion to obtain meaning				
TASK 4 TEXT 3 K/101/0046	l) Use initial and second place letters to sequence <b>five</b> words in alphabetical order on one occasion				
TASK 5 TEXT 3 K/101/0046	m) Read and understand <b>five</b> words and phrases used on one form				
TASK 1 TEXT 4 K/101/0046	n) Recognise the purpose of different types of text				
TASK 2 TEXT 4 K/101/0046	o) Read and understand <b>one</b> explanatory text identifying the main points and ideas				
TASK 3 TEXT 4 K/101/0046	p) Read and understand <b>one</b> explanatory text predicting words from context				
WRITE TO COMMUNICATE					
OCR UNIT 9: ENTRY 3: WRITING			QCA ACCREDITATION No M/101/0047		
WRITING: W					
Wt: Writing Composition: meaning of text and written different styles and forms				DATE	EVIDENCE
Wt/E3.1 (Text Focus)	Plan and draft writing				
Wt/E3.2 (Text Focus)	Organise writing in short paragraphs				
Wt/E3.3 (Text Focus)	Sequence chronological writing				
Wt/E3.4 (Text Focus)	Proof-reading and correct writing for grammar and spelling				
Ws: Writing Grammar and Punctuation: Basic sentence structure & punctuation					
Ws/E3.1 (Sentence Focus)	Write in complete sentences				
Ws/E3.2 (Sentence Focus)	Use correct basic grammar (e.g. appropriate verb tense, subject-verb agreement)				
Ws/E3.3 (Sentence Focus)	Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks )				
Ww: Writing Spelling and Handwriting:					
Ww/E3.1	Spell correct 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 (as appropriate to learner)				
Ww/ E3.3	Produce a legible text				



UNIT 9: WRITING: OCR ASSESSMENT TASKS		M/101/0047	
		DATE	EVIDENCE
<b>TASK 1 M/101/0047</b>	a) plan <b>one</b> extended piece of writing eg a letter or a narrative e) Produce legible handwritten text		
<b>TASK 2 M/101/0047</b>	<ul style="list-style-type: none"> <li>• Write in complete sentences</li> <li>• Organise writing in short paragraphs</li> <li>• Proof-read the draft and correct writing</li> </ul>		
<b>TASK 3 M/101/0047</b>	c) Produce a final copy <ul style="list-style-type: none"> <li>• use basic grammar including the correct use of verbs</li> <li>• use punctuation correctly</li> <li>• spell correctly common words and relevant key words</li> </ul>		
<b>TASK 2 M/101/0047</b>	d) Produce <b>one</b> chronological piece of writing eg a list of instructions or a report: <ul style="list-style-type: none"> <li>• Use basic grammar including the correct use of verbs</li> <li>• Use punctuation correctly</li> <li>• Spell correctly common words and relevant key words</li> </ul>		

**ADAPTED BY DI JENKINS SEPT 2005**