WJEC TEACHI RESOURCES - CERTIFICATE I	- NEW: ENTR		
SUMMER 2017			
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GUIDANCE FOR TEACHING

WJEC has produced a Guidance for Teaching document to support the delivery of the reformed ELC English qualification.

This dynamic document is intended to reflect the changing needs of teachers delivering the course throughout the lifetime of the specification.

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AIMS OF THE GUIDANCE FOR TEACHING

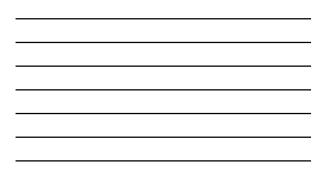
The guide offers assistance to teachers with regards to possible activities and links to digital resources (both our own, freely available, digital materials and also external sources) that will be of use and provide ideas for engaging lessons.

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401	Strand	Description	Skills to be demonstrated	Example
mication 3 task s will test the AO in strety	present and organise information / points of view clearly and in appropriate language	'Present' at this level means to 'give or express' rather than the more formal talk which may use PowerPoint or other visual aids.	 Some logical structure Communicating clearly Selecting vocabulary according to the task and audience 	You have been asked to come to an interview for the job at the animal shelter. Simply Animals have asked you to prepare a presentation on why you would be the best person for the job.
	make relevant contributions in formal and informal situations	Contributions may take the form of responding to others or leading a discussion.	Understanding of the scenario and topic Judging relevance of comments Adapting register	Panel Interview
Comm Each of the Component Its e	interact with and respond appropriately to others	Interacting and responding may take the form of non-verbal affirmations. 'Others' could be peers or adults.	 Show understanding of others Answer questions Aware of the needs of others 	In groups or two or three, discuss reasons why someone might choose to be vegetarian or why someone would feel eating meat is important.

A02	Strand	Description	Skills to be demonstrated	Example
	identify main points and ideas	Learners may use scanning or skimming strategies, or organisational features such as headings or bullet points to help find specified information.	Determining what is important Selecting appropriate detail	Write down two things you should do when someone starts to have a fit.
Bu	use information contained in texts	Information can be used to support an explanation or to provide evidence in analysis.	Locate and retrieve information Support ideas / points with examples from the text	Why should you cover a bum with cling film or a clean plastic bag? Give two reasons.
Reading	read and understand texts in detail	Learners will need to move beyond superficial meaning and begin to make comments about or show understanding of a range of points from a text.	Close reading for detail Explaining points	Draw a line to match up each of the parts to describe what happened to the boy.
	examine how events / ideas are presented	Learners will need to have some appreciation of how writers try to influence or affect readers through the choices they make.	Analysis of writer's craft Understanding effects of language / technique	How does the boy feel about his first day at school? What words suggest that it is a cold day?

AO3	Strand	Description	Ski	lls to be demonstrated	Example
	write to communicate clearly including an appropriate level of detail	Clear communication will encompass word, sentence and text level clarity, dependent on the ability of the learner.	•	Choose precise words to communicate ideas, information or feelings Develop points to provide necessary detail	As well as your own ideas, you may write about: The kinds of accidents that can happen in schools. What might happen if there was no first aider in school. The sort of person that should be a first aider. Why a first aider is important.
Writing	use and adapt register and forms as appropriate to task and purpose	Register should take into account the vocabulary choices, level of formality and fitness for purpose of the writing. The layout of non-literary texts – such as letters, etc. – will not carry specific marks but will have some bearing on the credit awarded for the organisation of ideas.	•	Choose formal / informal language to suit task Demonstrate awareness of the reader's needs	Write a letter to your Headteacher to persuade him/her of the importance of having a first aider in school to help with accidents.
	ensure written work is generally accurate, including grammar, punctuation and spelling	Grammatical inaccuracy at this level tends to stem from subject veho agreement or tense agreement. Learners aiming for Entry 3 / Level 1 should be demarcating sentences and incorporating a variety of sentence types that include simple and compound. Learners should practise proofreading.	•	Awareness of grammatical conventions Understanding of a sentence as a unit of meaning Awareness of spelling pattems / phonics	Underline or circle the ten mistakes in this email. Write the corrections.



THE SPIRAL CURRICULUM

It is worth remembering that English is a spiral curriculum and concerns itself predominantly with three things: Reading, Writing and Oracy (Communication).

Whilst there is a challenge for a teacher of English in selecting appropriate and interesting material for learners moving up the spiral, it does provide the opportunity for co-teachability with other English qualifications given that the 'content' for English – regardless of stage, age or qualification followed – is the same (just more or less demanding).

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CO-TEACHABILITY

Part of the reformed ELC English qualification is the inclusion of Band 5 assessment criteria that attest to performance at Level 1, the expected achievement for learners at the lower GCSE grade range.

This will hopefully enable teachers delivering the ELC course to track the progress of their learners in-line with GCSE attainment and ensure those capable of sitting GCSE English Language are entered when ready.

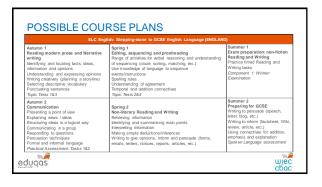
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Co-teaching ELC English and GCSE English Language YEAR 1 (ENGLAND)				
	ELC English	GCSE English Language		
Year 10 Autumn 1		Reading: 20th century literature Identifying and interpreting information in prose texts Selecting from prose texts Explaining and analysing detail in prose texts Evaluate texts supported by appropriate textual references		
Year 10 Autumn 2	Narrative writing Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctualing sentences Punctualing dialogue Topic Test 3	Writing: creative prose Creating character (appearance, movement, dialogue, etc.) Describing a setting (creating atmosphere) Planning a narrative (creating tension, logical structure, etc.) Use of temporal connectives Mock Component 1		



Content	ELC English Non-listenzy Reading Functional Writing Reaponae to twentiethwenty-list century prose Narrative writing Presentation Group discussion Interview	OCSE English Language Reading: 10 ^o and 21 ^{oi} century non-fiction texts Transactional / Persassive Writing 20 ^{io} century literature Reading Prose writing Spolen language presentation / speech Responding to questions
Reading	a) retrieve information b) dentify and summarise main points / ideas / idemation idemation identify and summarise main points / ideas / identify and summarise main points / ideas identify and summarise main points identify and excepts options in undestanding of contextualised meaning il knowledge of language to sequence events/instructions	b) identify explicit and implicit information and ideas) select and synthesise exidence from different tests) activity of the information and ideas) analyse how writes use language / structure () comment on kontents use language / structure () explain how writes use language and structure () compare writens' ideas and perspectives () compare writens' ideas and pe



TEACHING SKILLS

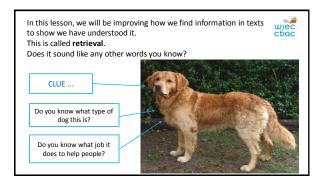
The 'Animals' scheme of work introduces Reading skills such as Scanning, Multiple Choice Questions, retrieval, sequencing in continuous and non-continuous texts, as well as exercises on sentence construction, formal language choices and paragraphing to develop learners Writing skills for different purposes.

This scheme of learning is provided not to prescribe a specific approach, but more to give ideas to centres as to how they may cover the content required.

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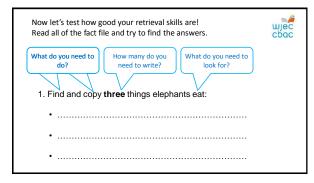
haragraphs and highlight the words that describe the different parts of the elephant. Label the picture of an elephant using the words from the text.



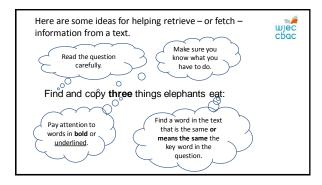
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The elephant is the largest living land mammal. Elephants live in parts of Africa and Asia. Elephants have massive bodies and heads. They have thick legs that look like tree trunks. They have short padded feet with toes that have big nails. They have grey skin which is loose, tough, and thick.









Read this paragra	ph from the fact file to help answer questic	n 1. wjec cbac
Which word means the same as 'eat' in the question? Do you need to read the rest of the paragraph?	Elephants feed on fruits, leaves, shoots, and tall grasses. They consume hundreds of kilograms of food a day and drink up to 190 litres of water. They have no fixed living place but travel about in herds of up to 100 animals, led by a young, strong male.	How many things that an elephant eats are listed here?

This question is tricky. Only two of the numbers are used in the fact file. Cross out the ones you know are wro text and read the sentences carefully correct one.	ng. Find the numbers in the
How fast do elephants walk? Tick the	e correct box.
a) 4 miles an hour	
b) 10 miles an hour	

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c) 30 miles an hour

d) 60 miles an hour

	v many sentences are there in this paragraph? Ierline each one.	cbo
1	The elephant is the largest living land mammal. Elephants live in parts of Africa and Asia. Elephants	
3	have massive bodies and heads. They have thick legs	
4	that look like tree trunk (They have short padded feet with toes that have big nail (They have grey skin which	
5	is loose, tough, and thick.	

Read the heading for an information leaflet we will be exploring in this lesson.



Bag it, Bin it

Discuss with your partner what makes this a catchy heading for a leaflet.

"Bag it" and "Bin it" are examples of imperatives. These are sentences that are commands, telling us to do something. An imperative will begin with a verb (a doing or being word).

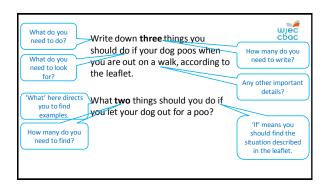
Write five imperatives starting with the verbs below. Remember you should be telling the reader what to do:

Stop	
Carry	
Don't	
Write	

Pick

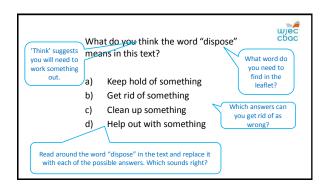




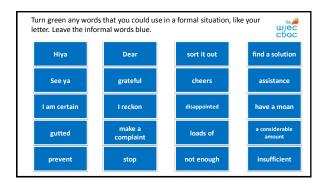


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FREQUENTLY ASKED QUESTIONS

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The most commonly asked questions are listed with detailed answers to support teachers in delivering ELC English to their learners.



Similarly to the arrangements for the legacy ELC English qualification, British Sign Language is not permitted as it is recognised by the government as a language in its own right – therefore, not: Toglish: Despte being closely linked to English, BSL has many differences in grammar and syntax from English.

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As Component 3 tests Communication in English, rather than Speaking or \underline{Qracy} , candidates are permitted to use sign supported English, signed English or Makaton.

