

## WJEC TEACHING AND LEARNING RESOURCES – NEW: ENTRY LEVEL CERTIFICATE ENGLISH

SUMMER 2017



## 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.



## ASSESSMENT OBJECTIVES (AO1)

AO1	Strand	Description	Skills to be demonstrated	Example
Communication <small>Each of the Component 3 tasks will test the AO in</small>	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.	<ul style="list-style-type: none"> <li>Some logical structure</li> <li>Communicating clearly</li> <li>Selecting vocabulary according to the task and audience</li> </ul>	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.	<ul style="list-style-type: none"> <li>Understanding of the scenario and topic</li> <li>Judging relevance of comments</li> <li>Adapting register</li> </ul>	Panel Interview
	interact with and respond appropriately to others	Interacting and responding may take the form of non-verbal affirmations. 'Others' could be peers or adults.	<ul style="list-style-type: none"> <li>Show understanding of others</li> <li>Answer questions</li> <li>Aware of the needs of others</li> </ul>	In groups of two or three, discuss reasons why someone might choose to be vegetarian or why someone would feel eating meat is important.

## ASSESSMENT OBJECTIVES (AO2)

AO2	Strand	Description	Skills to be demonstrated	Example
Reading	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.	<ul style="list-style-type: none"> <li>Determining what is important</li> <li>Selecting appropriate detail</li> </ul>	Write down <b>two</b> things you should do when someone starts to have a fit.
	use information contained in texts	Information can be used to support an explanation or to provide evidence in analysis.	<ul style="list-style-type: none"> <li>Locate and retrieve information</li> <li>Support ideas / points with examples from the text</li> </ul>	Why should you cover a bum with cling film or a clean plastic bag? Give <b>two</b> reasons.
	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.	<ul style="list-style-type: none"> <li>Close reading for detail</li> <li>Explaining points</li> </ul>	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.	<ul style="list-style-type: none"> <li>Analysis of writer's craft</li> <li>Understanding effects of language / technique</li> </ul>	How does the boy feel about his first day at school? What words suggest that it is a cold day?

## ASSESSMENT OBJECTIVES (AO3)

AO3	Strand	Description	Skills to be demonstrated	Example
Writing	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.	<ul style="list-style-type: none"> <li>Choose precise words to communicate ideas.</li> <li>Develop points to provide necessary detail</li> </ul>	As well as your own ideas, you may write about: <ul style="list-style-type: none"> <li>The kinds of accidents that can happen in schools.</li> <li>What might happen if there was no first aider in school.</li> <li>The sort of person that should be a first aider.</li> <li>Why a first aider is important.</li> </ul>
	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.	<ul style="list-style-type: none"> <li>Choose formal / informal language to suit task</li> <li>Demonstrate awareness of the reader's needs.</li> </ul>	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 accuracy at this level tends to stem from subject-verb 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.	<ul style="list-style-type: none"> <li>Awareness of grammatical conventions</li> <li>Understanding of a sentence as a unit of meaning</li> <li>Awareness of spelling patterns / phonics</li> </ul>	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-TEACHABILITY

Co-teaching ELC English and GCSE English Language YEAR 1 (ENGLAND)		
	ELC English	GCSE English Language
Year 10 Autumn 1	Reading: modern prose Identifying and locating facts, ideas, information and opinions Understanding and expressing opinions Making deductions / inferences Topic Test 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 Punctuating sentences Punctuating 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




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ELC and GCSE skills and content map (ENGLAND)		
	ELC English	GCSE English Language
Content	<ul style="list-style-type: none"> <li>Non-literary Reading</li> <li>Functional Writing</li> <li>Response to twentieth/twenty-first century prose</li> <li>Narrative writing</li> <li>Presentation</li> <li>Group discussion</li> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Reading: 19<sup>th</sup> and 21<sup>st</sup> century non-fiction texts</li> <li>Transactional / Persuasive Writing</li> <li>20<sup>th</sup> century literature Reading</li> <li>Prose writing</li> <li>Spoken language presentation / speech</li> <li>Responding to questions</li> </ul>
Reading	<ul style="list-style-type: none"> <li>a) retrieve information</li> <li>b) identify and summarise main points / ideas / information</li> <li>c) interpret information</li> <li>d) make simple deductions / inferences</li> <li>e) understand and express opinions</li> <li>f) understanding of contextualised meaning</li> <li>g) knowledge of language to sequence events/instructions</li> </ul>	<ul style="list-style-type: none"> <li>a) identify explicit and implicit information and ideas</li> <li>b) select and synthesise evidence from different texts</li> <li>c) interpret explicit and implicit information and ideas</li> <li>d) analyse how writers use language / structure</li> <li>e) comment on how writers use language / structure</li> <li>f) explain how writers use language and structure</li> <li>h) compare writers' ideas and perspectives</li> </ul>



CO-TEACHABILITY – MAPPING CONTENT




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ELC English: Stepping-stone to GCSE English Language (ENGLAND)		
<b>Autumn 1</b> Reading modern prose and Narrative writing Identifying and locating facts, ideas, information and opinions Understanding and expressing opinions Writing creatively (planning a storyline) Selecting descriptive vocabulary Punctuating sentences Topic Tests 1&3	<b>Spring 1</b> Editing, sequencing and proofreading Range of activities for oral reasoning and understanding of sequencing (cloze, sorting, matching, etc.) Use knowledge of language to sequence events/instructions Spelling rules Understanding of agreement Temporal and addition connectives Topic Tests 2&4	<b>Summer 1</b> Exam preparation: non-fiction Reading and Writing Practice timed Reading and Writing tasks Component 1: Written Examination
<b>Autumn 2</b> Communication Presenting a point of view Explaining views / ideas Structuring ideas in a logical way Communicating in a group Responding to questions Persuasion techniques Formal and informal language Practical Assessment: Tasks 1&2	<b>Spring 2</b> <b>Non-literary Reading and Writing</b> Retrieving information Identifying and summarising main points Interpreting information Making simple deductions/inferences Writing to give opinions, inform and persuade (forms, emails, letters, notices, reports, articles, etc.)	<b>Summer 2</b> Preparing for GCSE Writing to persuade (speech, letter, blog, etc.) Writing to inform (factsheet, Wiki, review, article, etc.) Using connectives for addition, emphasis and explanation Spoken Language assessment




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## 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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# Animals



## Lesson 2

### Learning Objectives:

- Use retrieval skills to find information;
- Select only what is needed from texts.

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In this lesson, we will be improving how we find information in texts to show we have understood it.

This is called **retrieval**.

Does it sound like any other words you know?



CLUE ...

Do you know what type of dog this is?

Do you know what job it does to help people?




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Just like the retriever, you will be fetching (pieces of information) from a fact file about elephants.



Read the first two paragraphs 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.

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Now let's test how good your retrieval skills are!  
Read all of the fact file and try to find the answers.



What do you need to do?

How many do you need to write?

What do you need to look for?

1. Find and copy **three** things elephants eat:

- .....
- .....
- .....

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Here are some ideas for helping retrieve – or fetch – information from a text.



Read the question carefully.

Make sure you know what you have to do.

Find and copy **three** things elephants eat:

Pay attention to words in **bold** or underlined.

Find a word in the text that is the same **or** **means the same** the key word in the question.

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Read this paragraph from the fact file to help answer question 1.

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.

Which word means the same as 'eat' in the question?

How many things that an elephant eats are listed here?

Do you need to read the rest of the paragraph?

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This question is tricky. Only two of these numbers are used in the fact file. Cross out the ones you know are wrong. Find the numbers in the text and read the sentences carefully to make sure you choose the correct one.

How fast do elephants walk? Tick the correct box.

a) 4 miles an hour ☐

b) ~~10 miles an hour~~ ☐

c) 30 miles an hour ☐

d) ~~60 miles an hour~~ ☐

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How many sentences are there in this paragraph? Underline each one.

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

How do you know what makes a sentence?

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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).

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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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## Bag it, Bin it

Clear up after your dog and keep your local community clean

- Always carry something to clean up - a plastic bag or a 'poop scoop' device
- If you have a garden, train your dog to go there & make sure you clean up straight away
- Don't rely on the rain to wash it away
- Always respect your local authority's rules on dog free areas, read the signs
- Never let your dog out alone to toilet
- Politely encourage guilty owners you meet to do their duty - simply offer them one of your poo bags
- Remember to always wash your hands after your walk
- Dispose of poo bags in a dog poop bin or any public litter bin. Hanging poo bags on tree branches is unacceptable
- Get your dog wormed regularly - ask your vet



www.dogs-trust.org.uk

Dogs Trust



Read this leaflet from The Dogs Trust and highlight the verbs (doing or being word) in each of the imperatives.

Why do you think leaflets like this use imperatives?

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What do you need to do?

What do you need to look for?

'What' here directs you to find examples.

How many do you need to find?

Write down **three** things you should do if your dog poos when you are out on a walk, according to the leaflet.

How many do you need to write?

Any other important details?

What **two** things should you do if you let your dog out for a poo?

'If' means you should find the situation described in the leaflet.

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"Think" suggests you will need to work something out.

What do you think the word "dispose" means in this text?

a) Keep hold of something  
b) Get rid of something  
c) Clean up something  
d) Help out with something

What word do you need to find in the leaflet?

Which answers can you get rid of as wrong?

Read around the word "dispose" in the text and replace it with each of the possible answers. Which sounds right?

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Turn green any words that you could use in a formal situation, like your letter. Leave the informal words blue.

Hiya	Dear	sort it out	find a solution
See ya	grateful	cheers	assistance
I am certain	I reckon	disappointed	have a moan
gutted	make a complaint	loads of	a considerable amount
prevent	stop	not enough	insufficient

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## FREQUENTLY ASKED QUESTIONS

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

### Are there any changes to the access arrangements for candidates entered for ELC English?

Yes and no. All candidates who are eligible for additional time or the use of a laptop, for example, would still go through the same centre-delegated arrangements that could be applied to all components.

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 'English'. Despite being closely linked to English, BSL has many differences in grammar and syntax from English.

As Component 3 tests Communication in English, rather than Speaking or ~~Oracy~~, candidates are permitted to use sign supported English, signed English or Makaton.




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## Any Questions?

[resources.wjec.co.uk](http://resources.wjec.co.uk)

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