

curriculum descriptors

ENGLISH AND COMMUNICATION (ACCESS 1)

INTRODUCTION

Candidates who are working within Access 1, for whom a complete Access 1 unit is not appropriate, will focus on Learning Targets and their related Success Criteria at an Experiential, Awareness or Participation stage. Examples of targets are outlined in the descriptors that follow. These descriptors have been organised under the appropriate Access 1 unit title and then grouped using the Performance Criteria as the Learning Targets.

Each unit at Access 1 forms part of a set of units which are linked to a particular Access 2 unit.

GENERAL INFORMATION

English and Communication at Access 1 comprises six units:

English and Communication: Language Study – Understanding Text
English and Communication: Language Study – Conveying Information in Writing
English and Communication: Literary Study – Responding to an Imaginative Text
English and Communication: Literary Study – Expressing a Point of View
English and Communication: Oral Communication – Responding
English and Communication: Oral Communication – Delivering

For candidates working within Access 1 all of these units have been selected as providing a useful range of targets for candidates at this stage of learning.

RATIONALE

Whatever their stage of development, communication is central to candidates' learning. For candidates with complex needs, their communicative abilities in terms of vocalisations, gestures and body language, and use of alternative or augmentative systems, should be recognised and valued as an important stage in the development of their Language, Literary and Communication skills. Language enables candidates to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas. The learning targets contained within these units will not on their own meet the complex and varied communication needs of candidates working within Access 1. Language and Communication has an essential role across the curriculum and is central to candidates' intellectual, emotional and social development.

CONTENT

Access 1 unit: English and Communication: Language Study – Understanding Text

Outcome: Understand simple, brief non-fiction text.

This unit offers opportunities for the candidate to be introduced to a variety of non-fiction texts and graphical and pictorial representations.

Access 1 unit: English and Communication: Language Study – Conveying Information in Writing

Outcome: Convey simple, brief factual information in writing.

This unit offers opportunities for candidates to develop their written communication skills in exchanging information that serves a purpose and is relevant to the context.

Access 1 unit: English and Communication: Literary Study – Responding to an Imaginative Text

Outcome: Respond to features of a simple imaginative text.

This unit offers opportunities for candidates to be introduced to a variety of imaginative texts, highlighting obvious key features.

Access 1 unit: English and Communication: Expressing a Point of View

Outcome: Express a point of view with regard to a simple imaginative text.

This unit offers opportunities for candidates to make a personal response to an imaginative text.

Access 1 unit: English and Communication: Oral Communication – Responding

Outcome: Listen/watch and respond to a simple communication.

This unit is fundamental to the learning programmes offered to candidates with complex needs. It focuses on the ability to receive information for a variety of purposes in a variety of contexts to do with personal and social needs and learning purposes.

Access 1 unit: English and Communication: Oral Communication – Delivering

Outcome: Deliver a simple oral communication.

This unit is fundamental to the learning programmes offered to candidates with complex needs. It focuses on the ability to convey information for a variety of purposes in a variety of contexts to do with personal and social needs and learning purposes.

CORE SKILLS

Learning targets within these units particularly lend themselves to the development of the core skills of:

Communication
Working with Others.

**UNIT: ENGLISH AND COMMUNICATION: LANGUAGE STUDY –
UNDERSTANDING TEXT**

Outcome: Understand simple brief non-fiction text.

PC(a): Learning target: Responses demonstrate correct identification of the main points of the text.

Success Criteria

P: Participates, with support, by identifying correctly the main point of a simple text.

A: Demonstrates awareness of the link between the text and what it represents.

E: Actively experiences activities using non-fiction text.

PC(b): Learning target: A correct identification is made of the purpose of the text.

Success Criteria

P: Participates, with support, by identifying correctly the main purpose of a simple text.

A: Demonstrates awareness of the link between the text and its purpose.

E: Actively experiences activities focused on the purpose of a variety of simple texts.

**UNIT: ENGLISH AND COMMUNICATION: LANGUAGE STUDY –
CONVEYING INFORMATION IN WRITING**

Outcome: Convey simple, brief factual information in writing.

PC(a): Learning target: Information is accurate and relevant to the purpose of the communication.

Success Criteria

P: Participates, with support, in preparing written information that serves a purpose.

A: Demonstrates awareness of the purpose behind a written communication.

E: Actively experiences activities involving conveying information in writing.

PC(b): Learning target: The communication is appropriate and comprehensible to the reader.

Success Criteria

P: Participates, with support, in conveying written information that is relevant and understood by the listener.

A: Demonstrates awareness that the interaction is appropriate to the context/listener.

E: Actively experiences activities where written communication is received by others.

Range statement

The candidate may respond to a selection of non-fiction texts such as:

- persuasive texts, including advertisements
- brief news articles and broadcast news items
- interviews and discussion with others
- media texts
- leaflets, notices, shopping lists
- instructions
- simple diagrams and tables
- signs and symbols
- social sight vocabulary.

The written text may be supported by visual/oral materials and will be characterised by content which communicates information and ideas at a basic level, vocabulary which is accessible, some key ideas or facts, in straightforward layout.

Evidence

The candidate will meet the success criteria for the learning targets for each outcome in response to one text.

- Observation report completed by teacher/lecturer
- Video taped evidence of candidate's work
- Audio taped evidence of candidate's work.

UNIT: ENGLISH AND COMMUNICATION: LITERARY STUDY – RESPONDING TO AN IMAGINATIVE TEXT

Outcome: Respond to features of a simple imaginative text.

PC(a): Learning target: Simple obvious features of the text are identified in the response.

Success Criteria

- P: Participates, with support, by identifying a simple obvious feature of the text.
A: Demonstrates awareness of an obvious key feature of a simple imaginative text.
E: Actively experiences involvement in responding to a variety of imaginative texts.

PC(b): Learning target: The effect of these features of the text is explained.

Success Criteria

- P: Participates, with support, in responding appropriately to specific questions about the effect of the identified features of the text.
A: Demonstrates awareness of the effect of the obvious key features of the text.
E: Actively experiences involvement in responding to a variety of imaginative texts.

PC(c): Learning target: An element of personal response is evident.

Success Criteria

P: Participates by making a personal response to the text.

A: A personal response is evident.

**UNIT: ENGLISH AND COMMUNICATION: LITERARY STUDY –
EXPRESSING A POINT OF VIEW**

Outcome: Express a point of view with regard to a simple imaginative text.

PC(a): Learning target: A personal point of view is clearly expressed.

Success Criteria

P: Participates, with support, by expressing a personal point of view in response to specific questions.

A: Demonstrates awareness of the text by making a personal response.

E: Actively experiences involvement in responding to a variety of imaginative texts.

PC(b): Learning target: The point of view expressed is justified by reference to some of the features of the text.

Success Criteria

P: Participates, with support, by responding appropriately to specific questions about the point of view expressed.

A: Demonstrates awareness of the text by making a personal response.

Range statement

The candidate may respond to imaginative texts drawn from the following four genres:

- prose
- poetry
- drama
- mass media.

Evidence

- Observation report recorded by teacher/lecturer
- Video taped evidence of candidate's work
- Audio taped evidence of candidate's work.

UNIT: ENGLISH AND COMMUNICATION: ORAL COMMUNICATION – RESPONDING

Outcome: Listen/watch and respond to a simple communication.

PC(a): Learning target: Responses demonstrate correct identification of the main points of the communication.

Success Criteria

P: Participates by listening and demonstrating understanding of the main points of a simple communication by making an appropriate response.

A: Listens and demonstrates awareness of specific information within a simple communication by making a response.

E: Actively experiences a range of communicative interactions relevant to specific contexts.

PC(b): Learning target: A correct identification is made of the purpose of the communication.

Success Criteria

P: Participates, with support, in the identification of the purpose of a communication.

A: Demonstrates awareness of the purpose behind a communicative interaction.

E: Actively experiences the exchange of information that serves a purpose.

UNIT: ENGLISH AND COMMUNICATION: ORAL COMMUNICATION – DELIVERING

Outcome: Deliver a simple oral communication.

PC(a): Learning target: The content of the communication is clearly expressed.

Success Criteria

P: Participates by delivering a relevant communication.

A: Demonstrates awareness of the need to communicate a particular piece of information.

E: Actively experiences a range of communicative interactions which focus on clear expression.

PC(b): Learning target: The communication is comprehensible to a listener.

Success Criteria

P: Participates in delivering a communication that is comprehensible to a familiar adult or peer.

A: Demonstrates awareness that the communicative exchange must be meaningful to the listener.

E: Actively experiences a range of communicative interactions which focus on the comprehensibility of the message.

Range statement

A wide range of contexts within which the outcomes and learning targets should be demonstrated.

Evidence

- Observation report recorded by teacher/lecturer
- Video taped evidence of candidate's work
- Audio taped evidence of candidate's work.