

# **English Speaking Board (International) Ltd.**

Entry Level Award in Reading to  
a Child (Entry 3)  
600/8164/8





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Changes from previous versions	Reason
<p>More detail on qualification content and assessment</p> <p>Learning outcomes and assessment criteria re-worded:</p> <p>LO1. Read a child's story aloud with expression, for a small group to hear and understand is now</p> <p>LO1 Read a children's story aloud to a group.</p> <p>AC1.3 Communicate positively, AC1.4 Express mood in reading, and AC1.5 Engage listeners with enthusiasm and confidence are now:</p> <p>AC1.3 Engage listeners by using expression to communicate mood while reading.</p> <p>LO2. Demonstrate understanding and purpose of illustrations in a book for children is now</p> <p>LO2 Make good use of the illustrations in a children's book.</p> <p>AC2.1 Use illustrations as a cue is now</p> <p>AC2.1 Use illustrations to support the audience's understanding.</p> <p>AC2.3 Ask questions to initiate dialogue, and AC2.4 Answer straightforward questions are now</p> <p>AC2.3 Use the illustrations as a prompt to ask questions, initiate dialogue and answer straightforward questions.</p> <p>LO3. Describe an event or occasion with detail and understanding, using descriptive language is now</p> <p>LO3 Describe an event or occasion in some detail.</p> <p>AC3.1 Select an illustrative photograph, and AC3.2 Explain an event/occasion clearly are now</p> <p>AC3.1 Select a photograph of an event and use it to explain what happened.</p> <p>AC4.1 Listen actively, AC4.2 Answer questions positively, AC4.3 Show genuine interest, AC4.4 Ask clear questions, and AC4.5 Be supportive of others in conversation are now</p> <p>AC4.1 Demonstrate good listening skills and show interest in what others say, AC4.2 Ask and answer questions in the group, and AC4.3 Support the communication of other members of the group.</p>	<p>Review of qualification</p>

## ***Introduction***

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website [www.esbuk.org](http://www.esbuk.org) if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.



## ***Introducing Building Confidence in Communication Qualifications***

ESB International Building Confidence in Communication products develop the oracy and communication of learners who do not have a qualification at Level 1 or above. These qualifications can be taught to learners over 16 years of age who have special educational needs and disabilities. These learners may have an Education, Health and Care (EHC) plan or receive Special Educational Needs (SEN) support and be based in either mainstream or specialist centres.

By developing oracy and communication skills, this suite of products can help remove barriers to learning by enabling access to a wide range of curricula, building relationships and a sense of belonging, and developing self-esteem and a positive self-identity. It also encourages autonomy and self-advocacy, and facilitates the fulfilment of potential.

There are a total of 14 qualifications in the Building Confidence in Communication product suite. These qualifications run between Entry 1 and Entry 3, and are regulated by The Office of Qualifications and Examinations Regulation (Ofqual):

- ESB Entry Level Award in Communicating with Art (Entry 1) 600/3618/7
- ESB Entry Level Award in Communicating with Drama (Entry 1) 600/3596/1
- ESB Entry Level Award in Communicating with Music (Entry 1) 600/3620/5
- ESB Entry Level Award in Communicating with Others (Entry 1) 501/0140/7
- ESB Entry Level Award in Developing Independent Communication Skills (Entry 1) 501/0186/9
- ESB Entry Level Award in First Steps in Communicating with Others (Entry 1) 501/0143/2
- ESB Entry Level Award in Independent Communication Skills (Entry 1) 501/0142/0
- ESB Entry Level Award in Oral Communication with Others (Entry 1) 501/0138/9
- ESB Entry Level Award in Introducing Oral Skills for Interviews (Entry 1) 601/8415/2
- ESB Entry Level Award in Developing Oral Interview Skills (Entry 2) 501/0136/5
- ESB Entry Level Award in Oral Communication in the Community (Entry 2) 501/0187/0
- ESB Entry Level Award in Preparing for Performing Within a Team (Entry 2) 600/2968/7
- ESB Entry Level Award in Oral Interview Skills (Entry 3) 501/0188/2
- ESB Entry Level Award in Reading to a Child (Entry 3) 600/8164/8

All the teaching and learning for these qualifications should take place within a classroom environment, which means that the Guided Learning Hours (GLH) equate to the Total Qualification Time (TQT). There are 30 GLH for Entry 1 qualifications, 40 GLH for Entry 2 qualifications, and 50 GLH for Entry 3 qualifications.

All the qualifications listed above are assessed via a 20-minute assessment taken in a group. Learners can receive one of the following grades: Unsuccessful or Pass.

## Qualification Progression

ESB International Building Confidence in Communication products run from Entry 1 to Entry 3 and offer progression to learners who wish to develop their oracy and communication skills for independent living and social interaction, self-expression via the arts, and interviews and the workplace. Please see the table below:

Communication for Independent Living and Social Interaction	Communication via the Arts	Communication for Interviews and the Workplace
ESB Entry Level Award in Developing Independent Communication Skills (Entry 1)	ESB Entry Level Award in Communicating with Art (Entry 1)	ESB Entry Level Award in Introducing Oral Skills for Interview (Entry 1)
ESB Entry Level Award in First Steps in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Music (Entry 1)	ESB Entry Level Award in Developing Oral Interview Skills (Entry 2)
ESB Entry Level Award in Communicating with Others (Entry 1)	ESB Entry Level Award in Communicating with Drama (Entry 1)	ESB Entry Level Award in Oral Interview Skills (Entry 3)
ESB Entry Level Award in Independent Communication Skills (Entry 1)	ESB Entry Level Award in Preparing for a Performance within a Team (Entry 2)	
ESB Entry Level Award in Oral Communication with Others (Entry 1)		
ESB Entry Level Award in Oral Communication in the Community (Entry 2)		
ESB Entry Level Award in Reading to a Child (Entry 3)		

## ***ESB Entry Level Award in Reading to a Child (Entry 3)***

ESB International believes that developing oral communication strategies is one of the keys to living an independent life. For those learners who experience some challenges with communication, the priority should be developing their confidence when interacting with others, in order to deal with the practicalities of daily life effectively.

The qualifications in this suite identify some of the everyday situations learners are likely to find themselves in, and encourage learners to become increasingly autonomous communicators as they progress from Entry 1 to Entry 3.

The ESB Entry Level Award in Reading to a Child (Entry 3) is designed to promote learners' independence and confidence in interacting with others in a social situation. As part of the qualification, learners will be able to:

- Read a children's story aloud to a group
- Make good use of the illustrations in a children's book
- Describe an event or occasion in some detail
- Take part in a conversation with others.

Qualification Information	
<b>Accreditation Information</b>	Ofqual Number: 600/8164/8 Ofqual Start Date: 7 <sup>th</sup> February 2013
<b>Qualification Objective</b>	Promote clear, effective, confident oral communication and responses within a participating group of at least 6 learners.
<b>Assessment Method</b>	This qualification is assessed via an external, oral assessment. It is quality assured by English Speaking Board (International) Ltd.
<b>Prior knowledge, Skills and Understanding</b>	This qualification is standalone. There is no prior learning, other qualification, or unit a learner must have completed prior to enrolling on this qualification.
<b>Quality Assurance</b>	To ensure quality assurance throughout the assessment process, ESB International carries out moderation and standardisation activities with its assessment team.
<b>Total Individual Assessment Time</b>	20 minutes
<b>Total Qualification Time (hours)</b>	30
<b>Guided Learning Hours</b>	30
<b>Grading</b>	Learners can achieve one of the following grades: <ul style="list-style-type: none"><li>• Unsuccessful</li><li>• Pass</li></ul>

## ***Assessment Overview***

The assessment takes place in a group of six learners, and is divided into four sections:

1. **Read a children's story aloud to a group** – Learners select a story and read it aloud for an audience (within a given time scale), using a range of expressions to communicate mood and engage them.
2. **Make good use of the illustrations in a children's book** – Learners use the illustrations in the story to enhance the audience's understanding of the story. By making connections between the text and the images, they use them as a prompt for asking and answering questions.
3. **Describe an event or occasion in some detail** – Learners use an image (e.g. a photo) as a prompt to describe an event, using a logical sequence and descriptive language to help their audience understand what happened.
4. **Take part in a conversation with others** – Learners listen actively and show interest in what others are saying, asking and answering questions and supporting each other in their communication.

## ***Support for Teachers and Centres***

There is a bank of classroom resources to support this qualification at <https://esbuk.org/web/online-resources/building-confidence-in-communication-resources/>. These include lesson plans, audio, video, PowerPoint presentations, games and activities. They are grouped into three categories: everyday interaction, giving a presentation and fine-tuning the message. Each resource suggests ways of isolating and practising individual aspects of interactive situations (e.g. asking and answering questions, demonstrating good listening skills, and expressing emotions). They can be adapted and differentiated for students working at different levels. There are also some tips on inclusive practice in the classroom.

For more information about the qualifications or resources, please email [product@esbuk.org](mailto:product@esbuk.org).



## Learning Outcomes and Assessment Criteria

Learning outcomes set out the knowledge and skills a learner will be able to demonstrate as a result of the learning process. Assessment criteria set out what is required, in terms of actions, to meet a learning outcome.

The ESB Entry Level Award in Reading to a Child (Entry 3) has the following learning outcomes and assessment criteria:

Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>
1	Read a children's story aloud to a group.	1.1 Choose a suitable children's story to read aloud. 1.2 Keep to a set time limit. 1.3 Engage listeners by using expression to communicate mood while reading.
2	Make good use of the illustrations in a children's book.	2.1 Use illustrations to support the audience's understanding. 2.2 Make connections between text and illustrations. 2.3 Use the illustrations as a prompt to ask questions, initiate dialogue and answer straightforward questions.
3	Describe an event or occasion in some detail.	3.1 Select a photograph of an event and use it to explain what happened. 3.2 Show logical sequencing (e.g. time expressions). 3.3 Use descriptive language (e.g. adjectives and adverbs).
4	Take part in a conversation with others.	4.1 Demonstrate good listening skills and show interest in what others say. 4.2 Ask and answer questions in the group. 4.3 Support the communication of other members of the group.

## Reasonable Adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment. For further information about our policy in relation to access arrangements, please visit: <https://esbuk.org/web/app/uploads/2021/09/ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy-v7.pdf>

## ***Development of Speaking and Listening***

The content and assessment of this qualification follow the Regulated Qualifications Framework Entry 3 knowledge descriptor, where the learner has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts, and knows and understands the steps needed to complete them. ESB Building Confidence in Communication qualifications at Entry 3 identify four stages of development:

1. **Developing:** the learner does not consistently respond to direct questions or indicate comprehension, either verbally or non-verbally.
2. **Emerging:** The learner indicates understanding and responds to a limited degree using a minimal verbal response, but rarely elaborates or takes the initiative in communication. Both Developing and Emerging correspond to an Unsuccessful grade.
3. **Established:** The learner can answer questions fully, giving additional information and detail, and complete structured tasks and activities, giving reasons and showing awareness of cause and effect with occasional prompting or support. This corresponds to a Pass.
4. **Consolidated:** The learner can answer questions fully, giving additional information and detail without prompting, and complete structured tasks and activities, giving reasons and showing awareness of cause and result. This corresponds to a Good Pass. A Very Good Pass indicates that the learner can consistently ask for and give additional information and detail without prompting, complete multi-step structured tasks and activities, showing awareness of consequences for self and others, and interact positively and supportively with others.

## ***Grading Criteria***

Each assessment section, e.g. Section 1 – Read a children’s story aloud to a group, contains a set of grading descriptors that are mapped to the learning outcomes and assessment criteria. During an assessment, an ESB International assessor will review a learner’s performance in all four sections. For each section and assessment criterion, the assessor will apply the descriptor that most accurately matches the learner’s performance. In doing so, the assessor will allocate one of the following grades:

- Unsuccessful
- Pass
- Good Pass
- Very Good Pass

When a learner has finished the assessment, the assessor will complete a report form in which a final grade will be awarded. A learner can achieve a Pass or an Unsuccessful result. If a learner is Unsuccessful in one section, they can still pass if they achieve higher grades across the remaining three sections. If a learner is Unsuccessful in more than one section, they cannot achieve a Pass. Learners who achieve to a high standard can receive a Certificate of Excellence with their Certificate. Learners who have tried hard but do not succeed in passing the assessment can receive a Certificate of Endeavour.

### ***Entry Level Award in Reading to a Child (Entry 3) Descriptors***

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>1.1 Choose a suitable children's story to read aloud</b>	The learner has not selected a story.	The learner has selected a text but not prepared it sufficiently to be able to read it out loud clearly.	The learner is able to read a story out loud so that it is audible to the audience.	The learner selects a story suitable to the group and reads it clearly and audibly.	The learner selects a story that has some personal interest to the audience, and reads it clearly and audibly.
<b>1.2 Keep to a set time limit</b>	The learner shows no awareness of timing.		The learner finishes the story with support. Parts may be rushed or take too long.	The learner finishes the story without support, but occasionally rushes sections of it or takes too long.	The learner finishes the story, engaging the attention of the audience throughout.
<b>1.3 Engage listeners by using expression to communicate mood while reading</b>	The learner does not respond when asked to read.	The learner reads aloud but with little expression.	The learner attempts to use expression but it does not always convey the correct mood.	The learner uses expression competently to convey the correct mood of the story.	The learner uses a wide range of expressive strategies to convey the correct mood of the story and engage the listeners.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>2.1 Use illustrations to support the audience's understanding.</b>	The learner does not refer to or share the illustrations.	The learner refers to the illustrations but does not share them.	The learner shares the illustrations but does not refer to them.	The learner shares the illustrations and refers to them in the context of the story.	The learner shares the illustrations and refers to them in the context of the story, allowing the listeners to take time to process them as they listen.
<b>2.2 Make connections between text and illustrations.</b>	The learner does not connect the illustrations to the text.	The learner sometimes connects the illustrations to the text but does so in a misleading way.	The learner makes some connections between the illustrations and the text, but not all the time.	The learner makes connections between all the illustrations and the text, helping the listeners to understand the story.	The learner encourages the listeners to make their own connections between all the illustrations and the text.
<b>2.3 Use the illustrations as a prompt to ask questions, initiate dialogue and answer straightforward questions.</b>	The learner does not ask or answer questions.	The learner does not ask questions and responds inappropriately to questions when asked (e.g. not answering the questions, or dismissing them).	The learner asks simple questions, and responds to questions simply but fully and politely.	The learner uses the illustrations to elicit questions and responds to questions showing a good understanding of the text.	The learner uses the illustrations to elicit and answer questions and relates the story to the audience's experience.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>3.1 Select a photograph of an event and use it to explain what happened</b>	The learner does not select a photograph.	The learner selects a photograph but it is inappropriate for the task.	The learner selects a photograph and gives a simple explanation of what happened.	The learner selects a photograph and gives a full explanation of what happened.	The learner selects a photograph and gives a full explanation of what happened, including how it made them feel and /or what the consequences were.
<b>3.2 Show logical sequencing (e.g. time expressions)</b>	No time expressions are used.	The learner uses times expressions, but they are inaccurate and/or misleading.	The learner uses simple sequence expressions (e.g. first, then, next).	The learner uses a range of sequence and time expressions (e.g. first, then, next, after that, a day later).	The learner uses a wide range of sequence expressions and tenses (e.g. first, then, next / after that, a day later/ once we had noticed that / what had happened beforehand).
<b>3.3 Use descriptive language (e.g. adjectives and adverbs)</b>	The learner uses no adjectives or adverbs	The learner uses times adjective/adverbs, but they are inaccurate and/or misleading.	The learner uses some simple adjectives correctly.	The learner uses some adjectives and adverbs.	The learner uses a wide range of adjectives and adverbs, including adverbs modifying adjectives.

Assessment Criteria	Developing Stage	Emerging Stage	Established Stage	Consolidated Stage	
	Unsuccessful Features of Pass grades are absent, or		Pass	Good Pass	Very Good Pass
<b>4.1 Demonstrate good listening skills and show interest in what others say.</b>	The learner does not demonstrate that they are listening to others.	The learner seems to be listening to others but not reacting appropriately or showing any interest.	The learner demonstrates that they are listening to others by responding appropriately, both verbally and non-verbally.	The learner demonstrates very good listening skills, responds appropriately and can clarify for others.	The learner demonstrates interest and good listening skills and is sometimes able to make inferences from the information and the context given.
<b>4.2 Ask and answer questions in the group.</b>	The learner does not ask or answer any questions.	The learner asks and/or answers questions in the group, but they are either not timely or not relevant to the topic.	The learner asks a range of questions within the group discussion, and answers fully when asked something.	The learner asks and answers questions within the group discussion, showing awareness of other people's opinions and experiences.	The learner asks and answers questions within the group discussion, making connections between different questions and answers.
<b>4.3 Support the communication of others in the group.</b>	The learner does not show any awareness of the needs of others.	The learner does not wait for others to speak, or reacts inappropriately to errors or mistakes.	The learner shows patience and respect to others, and encourages them to speak.	The learner shows patience, encouragement and respect to others, and occasionally helps others to express their ideas (e.g. by helping them find a word).	The learner shows patience and respect to others, and occasionally helps to clarify any misunderstandings in the group.



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