

Title	Read and understand basic English language words and phrases in a common everyday written text		
Level	1	Credits	5

Purpose	<p>People credited with this unit standard are able to read and understand basic English language words and phrases in a common everyday written text at foundation level.</p> <p>This unit standard is for learners for whom English is an additional language.</p> <p>It is intended for learners who have a basic but limited command of English.</p>
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Classification	Languages > English Language
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Available grade	Achieved
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Guidance Information

- 1 This unit standard may contribute to the New Zealand Certificate in English Language (Foundation) (Level 1) [Ref: 1879].
- 2 It is recommended that:
 - i the outcomes are assessed as part of an integrated unit of work, relevant to the learning context of the learner;
 - ii assessment be conducted in conjunction with assessment against other English Language unit standards at this level.
- 3 This unit standard is at a level informed by the Common European Framework of Reference (CEFR). A structured overview of all CEFR related scales can be found at: <https://www.coe.int/en/web/portfolio/overview-of-cefr-related-scales>.
- 4 The requirements of this standard are consistent with the *supporting documents*. They include guidelines relating to appropriate text, task specifications, and assessment conditions and can be found at: <https://www2.nzqa.govt.nz/qualifications-and-standards/english-language/>.
- 5 All assessment activities must be conducted in English, which must not be the learner's first language. Task instructions may be given in the learner's preferred language.
- 6 Assessment must be conducted in a highly supportive environment, where assessors assist the learners to understand the requirements of the assessment task, where required, and reduce affective barriers.

- 7 Learners may use a bilingual and/or an English dictionary.
- 8 Learner responses may be oral, written, or non-verbal e.g. demonstrating or carrying out written instructions, as relevant and appropriate. Responses may contain phonological, textual, or linguistic errors and inaccuracies, but these must not impede meaning. This standard assesses reading skills, not spoken or written skills.
- 9 A range of item response types must be used across tasks. This may include – short answer questions, multiple-choice, true/false, sorting, matching, gap-fill.
- 10 For this unit standard, a written text:
- i must be approximately 50 - 100 words;
 - ii any complementary illustrations or diagrams must be placed so that the relationship between text and illustration is clear to the learner;
 - iii must be very familiar and relevant but must not have been seen by the learners prior to the assessment;
 - iv may be abridged versions designed for learners;
 - v must be guided by the first 500 words of *the New General Service List* <https://www.newgeneralservicelist.com/>.
- 11 Guidelines for preparing submissions for moderation can be found at: <https://www2.nzqa.govt.nz/tertiary/assessment-and-moderation-of-standards/external-moderation-application/>.
- 12 Definitions
- Basic* refers to very short, written texts which use familiar everyday expressions and very basic words and phrases. These texts are related to self and family and areas of most immediate personal relevance.
- Everyday contexts* are of immediate need and relevance to the learner e.g. self, family, home, daily routines.
- Essential vocabulary* refers to vocabulary that is necessary to understand the text, typically content words and phrases that relate to the topic.
- Key information*, for the purposes of this unit standard, refers to the most important information in texts.
- Read*, for the purposes of this unit standard, means that the learner can extract meaning from written or printed text. This is a separate skill from reading aloud, which is a presentation skill.

Outcomes and performance criteria

Outcome 1

Read and understand basic English language words and phrases in a common everyday written text.

Range one text
text type may include but is not limited to notices, personal communication, forms, advertisements, signs, labels, recipes, procedures, descriptive texts.

Performance criteria

1.1 Key information from the text is identified.

Range three items of information.

1.2 The meaning of essential vocabulary used in the text is identified.

Range five words and/or phrases.

Planned review date	31 December 2029
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 March 2018	31 December 2026
Review	2	29 August 2024	N/A

Consent and Moderation Requirements (CMR) reference	0226
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services at nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.