

Appendix 2 - English for Life E2- E3 Initial Assessment

OFFICE USE ONLY Recommended course:

English for Life E2- E3 Initial Assessment NAME

1. List some foods you think are healthy.

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NHS rules for healthy eating

1. Eat more carbs than other food groups. Make sure you include healthy carbs such as wholemeal or grain bread, potatoes and brown rice.
2. Eat a variety of fruit and vegetables every day.
3. Eat more fish such as salmon which is an oily fish.
4. Eat less fat. Include healthier fats found in olive oil, fish and nuts.
5. Cut down on sugar that is in food and that you add.
6. Eat less salt.
7. Drink lots of water. However, six glasses daily is a minimum to stay healthy.
8. Do not skip breakfast.

2. What food group should you eat more of than any other?

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3. Name two things you should eat less of.

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4. Name two carbs.

5. Write the sentence 'Do not skip breakfast' in your own words.

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6. Tick the statement that is true.

- It is okay to skip breakfast.
- Some fats are better for you than others.
- To be healthy, eat one kind of fruit every day.
- Eat more sugar.

Read 'It's not easy being healthy' before you answer questions 7 to 10.

7. Why did the writer have to cut down on fat in her diet?

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8. In your own words, rewrite the sentence 'The first thing to go was sausages'.

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9. What did the writer find easy to do?

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10. Which of the following statements is true?

The writer ate sausages occasionally for breakfast.

Having a diet high in fat is unhealthy.

The writer was healthy before reducing fatty food.

The writer thought at first it would be hard to cut out fat.

Read 'Cooking show judge wants to ban packed lunches' before you answer questions 11 to 17.

11. Tick the statement that is true.

Prue Leith is worried about children using their mobile phones.

She thinks that children should learn about healthy food at home.

Children and adults should eat the same thing for lunch.

Prue is happy with what children eat at school.

12. List two things that Ms Leith wants banned in schools.

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13. What two reasons does Prue Leith give for children being unhealthy and overweight?

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14. What reason does Prue Leith give for no choice at lunchtime?

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15. The word *ban* is used a number of times. What does this mean?

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16. The article starts with the question: 'Can you say goodbye to chocolate bars, bags of crisps or fizzy drinks?' Rewrite this question in your own words.

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17. The article starts with the question: 'Can you say goodbye to chocolate bars, bags of crisps or fizzy drinks?' How would you reply to this question?

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Choose ONE of the writing tasks.

- a. What do you think about Prue Leith's ideas on banning food? Should we ban any foods? Should we tell others how to eat?

OR

- b. Describe the picture. What can you see? How do you feel about the picture? How are the people the same or different from you?



It's not easy being healthy!



My GP told me that I had to eat less fat because I was at risk of heart disease.

Easy, I thought. Cutting out fat can't be that hard. I was wrong. It was hard. Fat is everywhere, I found out. Many of the foods I love to eat have unhealthy fats in them. What I didn't know was just how much! So, of course pizza and chips have bad fats but so does red meat.

It was easy enough to say 'No!' to pizza and chips but it wasn't so easy to give up red meat. Also, sausages had to go. No more sausages for breakfast. No more sausages for dinner. No red meat for any meal.

I miss red meat and I miss eating pastries and butter, but when you have no choice in the matter, you find other things.

Cooking show judge wants to ban packed lunches



29 March 2019

Can you say goodbye to chocolate bars, bags of crisps or fizzy drinks? That's what Prue Leith wants all children in the UK to do. She wants to ban school packed lunches.

Why? She is worried about the obesity* crisis. She is concerned that children are becoming more unhealthy and overweight because they eat unhealthy foods and they are not being taught about healthy foods.

At a food event in Scotland, Ms Leith said that packed lunches brought from home should be banned, 'immediately'. She also wants unhealthy snacks to be banned in all schools. Ms Leith believes that if children learn what to eat at school they may be able to make healthy choices for the rest of their lives.

Ms Leith thinks that there should be no choice for students and teachers at lunchtime. All children and adult should eat the same thing, unless they have special dietary requirements. She believes that this will make sure they have an appetite at lunchtime for healthy food.

*obesity = being very overweight

English for Life Entry 2-3 reading and writing initial assessment and screening

NAME

* ⊗ no indicators/concerns about SpLD

⊗ possible concern about SpLD /not sure about what SpLD may be presenting (note what the indicators might be in comments column)

⊗ definite concern about SpLD (note what the indicators might be in comments column)

<i>Question</i>	<i>Aspect of literacy being assessed</i>	<i>Screening/indicative of possible SpLD</i>	<i>Possible responses</i>	<i>Comments</i>
1. Write a list of healthy foods.	Whole and phonetic spelling. Vocab breadth.	Whole word & phonological spelling differentiation. Dyslexia. ⊗ ⊗ ⊗		List any spelling mistakes
2. What food group should you eat more of?	Reading comprehension of simple. Explicit meaning	Poor comprehension may be due to poor decoding or low ability level. Not necessarily poor comprehension. The sentence may be tricky for reader with SLI. ⊗ ⊗ ⊗	Carbs	
3. Name two things you should less of.	Reading comprehension of simple and compound sentences. Explicit meaning and word finding, scanning text.	Poor comprehension may be due to poor decoding or low ability level. Not necessarily poor comprehension. ⊗ ⊗ ⊗	Two of the following: fat, sugar, salt	
4. Name two carbs.	Reading comprehension of complex sentences, scanning.	Reading complex sentences for specific information may be trickier for reader with SLI. ⊗ ⊗ ⊗	Two of the following: wholemeal or grain bread, potatoes, brown rice.	
5. Rewrite the sentence, 'Do not skip breakfast' in your own words.	Understanding idioms /metaphor. Expressing meaning in writing.	Lack of understanding or ability to express in own words may indicate SLI. Look at spelling for dyslexia. ⊗ ⊗ ⊗		
6. Tick the statement that is true.	Reading to deduce and for implicit and explicit information.	Reading to deduce may be difficult for readers with SLI and poor working memory. ⊗ ⊗ ⊗	Some fats are better for you than others.	
7. Why did the writer have to cut down on fat?	Reading for explicit information. Word finding.	Reading complex sentences for specific information may be trickier for reader with SLI. ⊗ ⊗ ⊗	To avoid getting heart disease	

<i>Question</i>	<i>Aspect of literacy being assessed</i>	<i>Screening/indicative of possible SpLD</i>	<i>Possible responses</i>	<i>Comments</i>
8. In your own words rewrite the sentence, 'The first thing to go was sausages.'	Understanding idioms /metaphor. Expressing meaning in writing.	Lack of understanding or ability to express in own words may indicate SLI. Look at spelling for dyslexia. ⊗ ⊗ ⊗		
9. What did the writer find easy to do?	Reading for explicit information/deduction. Word finding.	Inhibiting some information. Poor comprehension/executive functioning. ⊗ ⊗ ⊗	Give up red meat.	
10. Which of the following statements is true?	Reading to deduce and for implicit and explicit information. Comprehending some trickier vocab in the question.	Reading to deduce may be difficult for readers with SLI and poor working memory. The sentences in the questions have more challenging grammar and may challenge readers with SLI. ⊗ ⊗ ⊗	Having a diet high in fat is unhealthy	
11. Tick the statement that is true.	Reading to deduce and for implicit and explicit information.	Reading to deduce may be difficult for readers with SLI and poor working memory. The sentences in the questions have more challenging grammar and may challenge readers with SLI. ⊗ ⊗ ⊗	Children and adults should eat the same thing for lunch.	
12. List two things that Ms Leith wants banned in schools.	Reading for information.	Poor comprehension may be due to poor decoding or low reading level. Passive construction may be tricky for readers with SLI. ⊗ ⊗ ⊗	<i>Packed lunches and unhealthy snacks</i>	
13. What two reasons does Prue Leith give for children being unhealthy and overweight?	As above.	Word finding. Poor comprehension may be due to poor decoding or low reading level. Not necessarily poor comprehension. But could indicate SLI /dyslexia. ⊗ ⊗ ⊗	They eat unhealthy foods and they are not taught about healthy foods	
14. What reason does Prue Leith give for no choice at lunchtime?	Word finding and comprehension of meaning. A slightly trickier question to comprehend.	As above. ⊗ ⊗ ⊗	Children will have an appetite.	

<i>Question</i>	<i>Aspect of literacy being assessed</i>	<i>Screening/indicative of possible SpLD</i>	<i>Possible responses</i>	<i>Comments</i>
15. The word 'ban' is used a number of times. What does it mean?	Understanding of single word meaning. Use context if required	Being able to explain meaning. Indication of SLI if this is challenging. ⊗ ⊗ ⊗		
16. The article starts with the question... Rewrite in own words.	Understanding metaphor and rhetorical devices.	Understanding metaphor and explaining. May be an indication of SLI. ⊗ ⊗ ⊗		
17. The article starts with the question... How would you reply to this question?	Understanding metaphor and rhetorical devices. Written responses that shows understanding and ability to write clearly and accurately.	Write clearly with clarity of thought.	Must show an understanding of the original rhetorical device and of the article as a whole.	
WRITING TASK Describe the picture OR 6. b) What do you think about the ideas of banning foods?	Written expression; accuracy of spelling, grammar and punctuation; breadth of vocabulary and sentence structure; ability to express creativity and imagination...	Ability to express ideas grammatically; vocab breadth an accuracy of use; accuracy of spelling. Organisation of ideas. Whole word and phonetic spelling differentiation. ⊗ ⊗ ⊗		

To be completed by the assessor. The learner has been assessed and is now working towards the levels indicated. S/he has been assessed as having achieved the level below.

LEVEL	Pre-E	E1	E2	E3	L1	L2	Other	Comments
Reading								
Writing								

NAME OF ASSESSOR: **DATE:**