

LISTENING AND SPEAKING	PHASE:	1	2	3	4	5	6
Conceptual Understandings	Knowledge	Spoken language varies according to purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken language can be used to persuade and influence people.					
	Process	Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. Listeners identify key ideas in spoken language and synthesise them to create their own understanding. People draw on what they already know in order to infer new meaning from what they hear.					
Learn  Learn About  Learn Through	A: Comprehending spoken and visual text	Understand and respond to simple, short spoken texts	Understand and respond to simple spoken texts	Understand and respond to a limited range of spoken texts	Understand, interpret and respond to a range of spoken texts	Understand, analyse and respond to a range of spoken texts	Understand, analyse, evaluate and respond to a wide range of spoken texts
	B: Comprehending written and visual text						
	C: Communicating in response to spoken and/or written and/or visual text	Communicate information in a limited range of everyday situations  Use language appropriate to a very limited range of interpersonal and cultural contexts  Interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/ correct tone.	Communicate information containing relevant ideas and some details in a limited range of familiar situations  Use language appropriate to a limited range of interpersonal and cultural contexts.  Interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.	Communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations.  Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences  Interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.	Communicate information, ideas and opinions in familiar and unfamiliar situations.  Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences.  Engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.	Communicate information, ideas and opinions in social situations and some academic situations  Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences.  Engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.	Communicate information, ideas and opinions in social and academic situations.  Use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences.  Engage actively in oral production using comprehensible pronunciation and intonation/ correct tone.
	D: Using language in spoken and/or written form.	Request and provide information in a limited range of everyday situations  Use some aspects of register in formal and informal oral communication  Use basic vocabulary accurately	Request and provide information in a limited range of familiar situations  Use some aspects of register in formal and informal oral communication  Use basic language accurately	Request and provide information in familiar and some unfamiliar situations  Use appropriate register in formal and informal oral communication  Use language accurately	Request and provide information in a range of spoken contexts.  Use appropriate register in formal and informal oral communication  Use language accurately	Request and provide information in a range of spoken contexts  Use appropriate register in formal and informal oral communication  Use language accurately and effectively	Request and provide information in a wide range of spoken contexts.  Use appropriate register in formal and informal oral communication  Understand and use appropriate oratory technique.
EVIDENCE	We can...	Follow classroom directions and routines  Understand basic phrases and expressions and uses them to interact  Participate in a dialogue about an everyday situation using a model  Use gestures, actions, body language and/or words to communicate.  Recognize some signs and symbols.  Name familiar objects, people and uses words for classroom, school and home routines.  Make a simple presentation with the help of visual aids and a model.  Use appropriate forms of address, gestures and greetings.  Make simple statements to describe family members, everyday routines.	Follow classroom routines and two-step instructions.  Understand phrases and expressions for familiar situations and uses them to interact  Participate in a dialogue/ role play about a familiar situation, without the use of a model  Listen and show understanding of the meaning of a song or a simple story told  Express feelings and opinions.  Describe personal experiences and exchanges ideas about topics of personal interest and everyday life  Make a presentation with the help of a model or questions and can answer some simple questions posed by the audience.	Follow multi-step directions  Listen and speak in small- group and whole-class interactions and short talks  Interact in pair work, information gap and role-play activities  Picks out main points in a story, song, or short informational text told  Express thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life.  Make a presentation and can answer some follow- up questions posed by the audience.  Use language to explain, inquire and compare.  Retell a story or event shared uses vocabulary for a specific situation or purpose (an invitation, a telephone call).	Follow main points in an announcement  Listen to others responsively by asking questions about some concrete and abstract topic  Listen to a story told and shows understanding by anticipating or predicting events and ideas  Express and defends a point of view  Begin to paraphrase and summarize  Verbalize thinking and explain reasons for a story or information heard about topics of personal and some of global significance  Give a talk or presentation to small and large groups (about a book read or a film watched) and answer unprepared questions posed by the audience.	Follow main points in announcements, news reports, talk shows or advertisements  Listen to a variety of sources for pleasure and information, and show understanding by reporting back, summarizing and interpreting what was heard.  Use idiomatic and some colloquial expressions listens to text read or viewed,  Make inferences and draws conclusions about events and ideas related to topics of personal and global significance.  Participate in a discussion, individual or group presentation and share ideas, reflections and opinions with the audience.	Understand main points and some details in TV shows, documentaries, news reports, announcements and advertisements heard.  Interact comfortably.  Participate in a debate.  Listen to others critically and asks questions.  Use language to inform, entertain and influence others about topics related to personal interest and global significance.  Use idiomatic, colloquial and formal language as the purpose and audience require.  Follow a lecture or a presentation and summarizes, makes notes and restructures information.  Watch a film and synthesize ideas and perspectives presented.

READING	PHASE:	1	2	3	4	5	6
Conceptual Understandings	Knowledge	Written language works differently from spoken language. Different types of texts serve different purposes. Reading and thinking work together to enable us to make meaning.					
	Process	Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. Identifying the main ideas in the text helps us to understand what is important.					
Learn  Learn About  Learn Through	A: Comprehending spoken and visual text						
	B: Comprehending written and visual text	Identify basic facts in simple written texts  Identify main ideas and supporting details in written texts  Recognize basic aspects of format and style	Understand basic facts in written texts  Understand main ideas and supporting details, and draw some conclusions from written texts  Recognize basic aspects of format and style	Understand specific information, ideas, opinions and attitudes, presented in written texts  Understand main ideas and supporting details, and draw conclusions from written texts  Understand aspects of format and style in texts.	Interpret specific information, ideas, opinions and attitudes, presented in written texts  Interpret main ideas and supporting details, and draw conclusions from written texts  Interpret aspects of format and style in written texts	Analyse specific information, ideas, opinions and attitudes, presented in written texts  Analyse main ideas and supporting details, and draw conclusions from written texts  Analyse aspects of format and style in written texts	Evaluate specific information, ideas, opinions and attitudes, presented in written texts  Evaluate main ideas and supporting details, and draw conclusions from written texts  Evaluate aspects of format and style in written texts
	C: Communicating in response to spoken and/or written and/or visual text	Understand and respond to simple written texts.	Understand and respond to simple written texts.	Understand and respond to a limited range of written texts.	Understand, interpret and respond to a range of written texts.	Understand, analyse and respond to a range of written texts	Understand, analyse, evaluate and respond to a wide range of written texts
	D: Using language in spoken and/or written form.						
EVIDENCE	We can...	Show an understanding of short simple texts by reading and responding to questions or completing activities about the texts  Sometimes need to read multiple times  Read text and, for example, lists, defines, labels, draws, locates, selects, matches and state information.  Read texts and answer simple questions about it.	Show an understanding of simple texts by reading and responding to questions or completing activities about the texts  Read text and, for example, classifies, describes, explains, sequences, gives examples  Read texts and answers questions about main ideas and supporting details.	Show an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts  Read text and, for example, gives examples, explains, illustrates, interprets, compares, retells  Read texts and understands specific information, ideas, opinions and attitudes.	Show an understanding of a range of texts by reading and responding to questions or completing activities about the texts  Read texts and, for example, paraphrases, summarizes, restates, predicts, interprets, illustrates, reports, concludes  Read texts and interprets specific information, ideas, opinions and attitudes.	Show an understanding of a range of texts by reading and responding to questions or completing activities about the texts  Read texts and, for example, breaks down, compares and contrasts, deduces, infers, illustrates, reorganizes, distinguishes  Read texts and analyses main ideas, opinions and attitudes, and details in the text  Lists and explains the effect of the use of various stylistic devices or literary features in the text	Show an understanding of a wide range of texts by reading and responding to questions or completing activities about the texts  Read texts and, for example, selects, criticizes, argues, concludes, decides, evaluates, judges, justifies  Read texts and evaluates specific information, ideas, opinions and attitudes.

WRITING	PHASE:	1	2	3	4	5	6
Conceptual Understandings	Knowledge	<p>We write in different ways for different purposes  The structure of different types of texts includes identifiable features.  Writing and thinking work together to enable us to express ideas and convey meaning.</p>					
	Process	<p>Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.  Rereading and editing our own writing enables us to express what we want to say more clearly.  Asking questions of ourselves and others helps to make our writing more focused and purposeful.</p>					
Learn	A: Comprehending spoken and visual text						
	B: Comprehending written and visual text						
	C: Communicating in response to spoken and/or written and/or visual text						
	D: Using language in spoken and/or written form.	<p>Communicate information in a limited range of everyday situations</p> <p>Request and provide information in a limited range of everyday situations</p> <p>Use language appropriate to a very limited range of interpersonal and cultural contexts</p> <p>Understand and use basic language conventions accurately</p> <p>Use some aspects of register in formal and informal written communication</p>	<p>Communicate information containing relevant ideas and some details in a limited range of familiar situations</p> <p>Request and provide information in a limited range of familiar situations</p> <p>Use language appropriate to a limited range of interpersonal and cultural contexts</p> <p>Understand and use basic language conventions accurately</p> <p>Use some aspects of register in formal and informal written communication.</p>	<p>Communicate information containing relevant ideas and some details in familiar and some unfamiliar situations</p> <p>Request and provide information in familiar and some unfamiliar situations</p> <p>Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</p> <p>Understand and use language conventions accurately</p> <p>Use appropriate register in formal and informal written communication.</p>	<p>Communicate information, ideas and opinions in familiar and unfamiliar situations</p> <p>Request and provide information in a range of written contexts</p> <p>Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</p> <p>Understand and use language conventions accurately</p> <p>Use appropriate register in formal and informal written communication.</p>	<p>Communicate information, ideas and opinions in social situations and some academic situations</p> <p>Request and provide information in a range of written contexts</p> <p>Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</p> <p>Understand and use language conventions accurately and effectively in writing</p> <p>Use appropriate register in formal and informal written communication.</p>	<p>Communicate information, ideas and opinions in social and academic situations</p> <p>Request and provide information in a wide range of written contexts</p> <p>Use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences</p> <p>Understand and use language conventions accurately, effectively and creatively in writing</p> <p>Use appropriate register in formal and informal written communication.</p>
Learn About							
Learn Through							
EVIDENCE	We can...	<p>Write simple phrases and sentences about an everyday situation using a model</p> <p>Label familiar objects, people and write words for classroom, school and home routines</p> <p>Make simple statements to describe family members, everyday routines.</p>	<p>Write a dialogue/role play about a familiar situation, with and without a writing frame or model</p> <p>Express feelings and opinions in writing in simple format such as postcard, letter, email</p> <p>Describe personal experiences and ideas about topics of personal interest and everyday life.</p>	<p>Write short narratives or recounts</p> <p>Keep a journal or diary</p> <p>Express thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.</p>	<p>Write a book report, a review or a simple cause–effect essay, newspaper article.</p> <p>Express thoughts and explain reasons about topics of personal and some of global significance.</p>	<p>Write a simple discursive or expository essay with the help of a writing frame or model</p> <p>Write about events and ideas related to topics of personal and global significance</p> <p>Write a formal letter (for example, to an editor).</p>	<p>Understand elements of a story and writes our own</p> <p>Write various types of essays with the help of a writing frame or model</p> <p>Write to inform, entertain and influence others about topics related to personal interest and global significance.</p>

VIEWING AND INTERPRETING	PHASE:	1	2	3	4	5	6
Conceptual Understandings	Knowledge	The pictures, images, and symbols in our environment have meaning. Visual texts have the power to influence thinking and behaviour. Visual texts provide alternative means to develop new levels of understanding.					
	Process	Viewing and talking about the images others have created helps us to understand and create our own presentations. Interpreting visual texts involves making an informed judgment about the intention of the message. Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.					
Learn  Learn About  Learn Through	A: Comprehending spoken and visual text	Identify basic messages presented in simple visual texts.  Identify main ideas and supporting details in simple visual texts presented with spoken and/or written text.	Understand messages presented in visual texts.  Understand main ideas and supporting details in visual texts presented with spoken and/or written text.	Understand information presented in visual texts.  Understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/ or written text.	Construct meaning from information presented in visual texts.  Construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text.	Analyse information presented in visual texts.  Analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text.	Evaluate information presented in visual texts.  Evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text.
	B: Comprehending written and visual text	Identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text.  Recognize basic visual conventions used in texts.	Understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/ or written text.  Recognize visual conventions used in texts.	Understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/ or written text.  Understand visual conventions used in texts.	Interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text.  Interpret visual conventions used in texts.	Analyse specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text.  Analyse visual conventions used in texts.	Evaluate specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text.  Evaluate visual conventions used in texts.
	C: Communicating in response to spoken and/or written and/or visual text	Understand and respond to simple visual texts.	Understand and respond to simple visual texts.	Understand and respond to a limited range of visual texts.	Understand, interpret and respond to a range of visual texts.	Understand, analyse and respond to a range of visual texts.	Understand, analyse, evaluate and respond to a wide range of visual texts.
	D: Using language in spoken and/or written form.						
EVIDENCE	We can...	Use images to help make meaning of oral and/or written text.  Make simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages  List some features of the visual text (for example, colour, text layout, sound effects)  Find our own examples to share understanding.	Use images to help make meaning of oral and/or written text  Make simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements)  List some features of the visual text (for example, colour, text layout, sound effects, shape, sequence)  Finds our own examples to share understanding.	Use images to help make meaning of oral and/or written text  Make links between the images and the purpose of the text  Identify some of the features of the text chosen for a purpose  Find our own examples to share understanding  Understand meaning of informational texts using visual images (for example, in brochures, news items, posters) and explain the effect and purpose of the visual elements  Identify a point of view in the text.	Use images to help make meaning of oral and/or written text  Explain why some of the features of the text have been chosen for a particular purpose and audience, and explain how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites)  Find our own examples to share understanding  Make inferences from explicit and implicit information.	Use images to help make meaning of oral and/or written text  View critically and explain why some visual texts are effective and others not (for example, in advertising, posters, newspaper reports)  Explore how the conventions used in visual texts create literal and symbolic meaning  Find his or her own examples to share understanding by describing the effect and meaning.	Use images to help make meaning of oral and/or written text.  Find some our own examples to share understanding by explaining the effect and meaning.  Share cultural perspectives and explore stereotypes presented in visual texts with written and oral text  Discuss a wide range of visual language formats, why they were created and the conventions the creator used  Discuss possible overt and subliminal messages.