

	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL	ASSESSMENT ADVICE
LISTENING	1a songs & rhymes	1a listening for information, <u>more than one speaker; mainly familiar language</u>	1a listening for information, <u>more complex; less predictable; unfamiliar context/language</u>	profiling or testing
	1b daily routines			
	1c familiar instructions			
TALKING	2a: <u>straightforward, predictable</u> conversations, including <u>gesture</u>	2a: listen and respond in <u>more extended</u> conversations	2a: listen and respond in <u>less predictable</u> extended conversations	combine Es&Os 2&3; profiling or testing
	3a: sharing information about self & others <u>through conversation</u>	3a: conversations which include opinions & reasons	3a: <u>more detailed</u> conversations including opinions & reasons; <u>extended range of language</u>	
	3b: prepared conversation about self; others; interests. <u>Basic, familiar language</u>			
	4a: asking for help	4a: asking for help	4a: <u>start, support & sustain</u> conversation	plan into programmes: no formal testing
	5a: songs and rhymes	5a: collaborative speaking activities e.g. games & role-play; <u>realistic contexts other country</u>	5a: <u>more open-ended</u> role-play; <u>realistic contexts own/ other country</u>	profiling or testing
	5b: games; paired speaking; role play			
	6a: brief presentation in ML; <u>familiar language and theme</u>	6a: work in a group to prepare a short talk	6a: plan & deliver <u>individual</u> presentation	profiling or testing NB entirely in the ML for 3rd & 4th level
	6b: work with others on a presentation on life in a country where ML is spoken (English & ML)	6b: give <u>an individual</u> presentation (using appropriate media)		
	7a: sound patterns	7a: pronunciation & reading out loud <u>short texts; familiar and unfamiliar words</u>	7a: pronunciation & reading out loud <u>texts which include unfamiliar language</u>	plan into programmes: no formal testing
	7b: pronunciation and reading out loud <u>familiar language</u>			

	SECOND LEVEL	THIRD LEVEL	FOURTH LEVEL	ASSESSMENT ADVICE
READING	8a: understanding texts: matching & sequencing	8a: reading <u>more complex</u> texts <u>containing some unfamiliar language</u> , individually and with others	8a: reading <u>more detailed</u> texts <u>independently</u> , complex language, range of tenses	combine Es&Os 8&9; profiling or testing NB reading texts should be in the ML at all levels.
	8b: reading for understanding; <u>mainly familiar language</u>			
	9a: work on own & with others to read simple texts, including with cultural content	9a: as above, texts with cultural content	9a: work on own and with others on texts with cultural content	
	10a: reading prose & poetry for enjoyment	10a: reading <u>longer</u> prose & poetry for enjoyment	10a: reading prose & poetry for enjoyment; <u>more detailed texts</u> ; <u>complex language</u>	profiling
	11a: using a bilingual dictionary <u>with support</u>	11a: using a bilingual dictionary	11a: use <u>range of strategies</u> to understand <u>more detailed texts</u>	plan into programmes: no formal testing
	11b: comparing spelling patterns <u>EL/ML</u>	11b: working out meaning		
	11c: working out meaning			
	11d: use knowledge of own language to work out meaning			
WRITING	12a: writing, using a range of support/ICT to engage a reader	12a: writing, using a range of support/ICT to engage a reader	12a: writing, using a range of support/ICT to engage a reader	combine Es&Os 12&13; profiling or testing
	13a: express self through writing	13a: writing about self, <u>others, experiences, topic</u> ; <u>more extended</u>	13a: writing about <u>widening range of topics, variety of structures, tenses, linking words</u>	
	13b: writing about self; <u>straightforward information in familiar language</u>	13b: writing including opinions and <u>straightforward</u> reasons	13b: writing including opinions and reasons	
	14a: checking accuracy of writing using various references, success criteria and KAL	14a: checking accuracy of writing using various references, success criteria and KAL	14a: checking accuracy of writing using various references, success criteria and KAL	plan into programmes: no formal testing