

Languages Learning Area

Introduction

The **Languages Learning Area** is an essential part of a broad and balanced education for all learners. Learning another language extends the cognitive and conceptual development and problem-solving skills of learners. It increases their awareness of how language works and can assist significantly in developing literacy. The language and cultural understandings developed promote cross-cultural relationships, thereby contributing to social cohesion.

The Languages Learning Area offers learners the potential to

- acquire, maintain and extend their knowledge, skills and understanding to communicate effectively in languages other than English
- develop and extend their awareness, knowledge and understanding of the inter-relationship between language and culture
- increase their understanding of, and the ability to analyse, the function and structure of language
- extend their awareness, knowledge and understanding of Standard Australian English by comparing other languages
- develop analytical, critical and creative thinking skills applicable to studies in other learning areas
- access the range of post-school options where languages can be used, including employment, education, training, travel, leisure, community and family involvement.

Strands

The Languages Learning Area identifies four interdependent and inter-related strands that describe the ways in which learners communicate in the target language:

Listening

focuses on the ability to actively listen for a purpose. Listening discrimination skills are very important in language learning and need to be continually developed.

Speaking

focuses on the ability to interact orally in the target language and involves comprehension and production. Learners initiate interaction and respond to the language used by others in combinations of listening, speaking and viewing. For some learners and for some languages, listening and speaking skills may develop at a faster rate than reading and writing skills.

Reading and Viewing

focuses on the ability to read and view a wide range of texts with purpose. It encompasses the ability to understand what is read (both silently and aloud) and to respond to text by speaking, writing or through a performing or visual representation. Responses to reading at the early stages may involve speaking or non-verbal responses. Indigenous learners may not progress as quickly through 'reading and viewing' as 'listening and speaking', due to the oral nature of Indigenous languages and their histories. Learners develop understandings of the contextual nature of language transactions and the relationship between readers, viewers, written/visual texts and audiences. Learners understand how texts work and are organised.

Writing

focuses on the ability to compose and present written texts for personal, social or informational purposes. It involves encoding the target language into written form and allows learners to express and reflect on their thoughts, ideas and opinions.

Elements

The strands are organised into the **elements** of

Communication and Cultural Understanding - learners interact with the target language-speaking environment and communicate in the target language in a variety of contexts and with a range of audiences appropriate to social and cultural participation. They develop the ability to produce and respond to spoken and written text. Communication is the central purpose of learning another language. It is expected that learners will be able to

- establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans
- participate in social interaction related to solving a problem, making arrangements, making decisions with others and transacting to obtain goods, services and public information
- process and use information obtained by (a) searching for specific details in a spoken or written text and (b) listening to or reading a spoken or written text as a whole
- produce information in a spoken or written form
- listen to, read or view and respond to a stimulus such as a story, play, film, song, poem or picture
- participate in spoken or written personal expression such as creating a story, poem or play
- choose particular communicative strategies in spoken and written forms of the target language and use them for particular purposes and audiences
- explain and apply values, attitudes and beliefs conveyed and created in the target language.

Adapted from 'Australian Language Levels Guidelines Book 2', p.18 (Scarino, Vale, McKay, Clarke 1987)

Language Structures and Features – learners develop and apply knowledge of the linguistic forms of the target language (including genre, grammar, vocabulary, punctuation and pronunciation) and use these forms in spoken or written communication in the target language including

- discourse structures such as texts or elements of language relating to texts
- discourse features such as grammar, vocabulary and aspects of the sound and writing system.

Learning-how-to-learn Strategies – learners develop strategies to use to communicate in and learn through the target language, including tactics and approaches for planning, participating in, sustaining, managing and refining communication approaches and techniques such as social, affective, cognitive and metacognitive skills.

Language Learners

Throughout Australia, schools offer many different kinds of language programs, which necessitates the acknowledgement of multiple entry points for language learners in all stages of schooling. For example, learners may continue to study one language from transition through to senior secondary, or may have the opportunity to study more than one language - either simultaneously or at different stages throughout their schooling. Additionally, there may be learners from the target culture who may or may not have proficiency in the target language.

Since the time spent learning a language will influence learning outcomes, teachers need to be aware that the depth and breadth of learning experiences that the learners' are exposed to will have a bearing on the 'level' attained. Teachers need to be aware of and acknowledge the learners' prior language experiences when programming. Similarly, the teaching methodology used (such as collaborative learning practices) must reflect all of the learners' different needs. Learners generally fall into three distinct groups:

- **Group One** includes learners beginning their learning of the target language in the early years of primary school and continuing to learn the same language at secondary school. The prior experience of these learners needs to be recognised as they make the transition through to secondary school. It is anticipated that learners in this category will demonstrate outcomes in the latter bands, eg Band 4 and Band 5, due to these prior learning experiences.
- **Group Two** includes learners who may study more than one language for a variety of reasons. For example, a learner may move to a new school where there is a different language program; the language offered at the school may have changed or the language that was studied at primary school is not consistent with that (or those) offered at secondary school. It is anticipated that learners in this group will move through the bands fairly quickly as they will have had experience with aspects of learning another language (that is Learning-how-to-learn Strategies). However they will have gaps in their knowledge of the language structures and features of the new language.
- **Group Three** includes learners who begin to study a language as they enter secondary school. They have had no second language learning experience at all. It is anticipated that learners in this category will initially demonstrate outcomes in the earlier bands, but they should progress fairly quickly through the bands due to their conceptual knowledge and English literacy and numeracy skills. It is conceivable that some learners in this group may not achieve Band 5 by the end of Year 10.

Learning Foci

The following three main learning foci provide a conceptual base on which study programs can be developed:

Living Together [Con 3]

Focuses on the ways in which people and communities interact, live, work, celebrate and participate in life, reflecting a diversity of life styles. Learners learn about themselves, their own family and friendship networks, daily life patterns, social and cultural practices. They compare and contrast these with the diversity of groups in the target language communities.

The World Around Us [Con 3] [Con 4]

Focuses on the ways in which people influence and are influenced by the natural and physical environment and how people's spiritual, social and cultural values are reflected in the built environment. Learners learn about their own natural, physical and built environments and compare and contrast these with the diversity of the environments in the target language country and communities.

The Artistic World [Creative Learner]

Focuses on the ways in which ideas, values and beliefs are communicated through art, craft, dance, design, drama, literature and music. Learners explore and develop ideas, use skills, techniques and processes, perform, respond to and study aspects of the arts, including literature, in their own environment and in the target language communities.

Learners demonstrating evidence of
Key Growth Point 1**Strands and Links****L KGP1.1****Communication and Cultural Understanding**

recognise that a verbal message is received through listening and that other people are different to themselves

L KGP1.2/3**Language Structures, Features and Learning-how-to-learn**

recognise and focus attention on person initiating communication and identify that they have heard what has been said or have heard a noise in the environment.

Listening**Links****EsseNTial****Learnings:**

Col 1, Con 1, Con 3

Learning Areas:

SOSE-Soc; other Learning Areas depending on the context

Perspectives:

Literacy

S KGP1.1**Communication and Cultural Understanding**

focus attention on persons they are communicating with and recognise that other people can supply needs and wants

S KGP1.2/3**Language Structures, Features and Learning-how-to-learn**

identify their needs, feelings and wants, and make choices using non-verbal communication or single words.

Speaking**Links****EsseNTial****Learnings:**

In 1, Con 1, Con 2, Con 3

Learning Areas:

SOSE-Soc; other Learning Areas depending on the context

Perspectives:

Literacy

R/V KGP1.1**Communication and Cultural Understanding**

respond to, anticipate and explore stimuli using their senses (auditory, visual, tactile and/or kinaesthetic) to make meaning from symbols in texts

R/V KGP 1.2/3**Language Structures, Features and Learning-how-to-learn**

practise reading-like behaviour and participate in activities where a text in the target language and/or the target culture is the focus.

Reading and Viewing**Links****EsseNTial****Learnings:**

In 4, Col 3, Con 3

Learning Areas:

SOSE, Technology and Design, The Arts

Perspectives:

Literacy, Numeracy, Environmental

W KGP1.1**Communication and Cultural Understanding**

respond to and initiate interaction with and explore stimuli using their senses (auditory, visual, tactile and/or kinaesthetic) to convey a message

W KGP1.2/3**Language Structures, Features and Learning-how-to-learn**

recognise that a visual text can convey meaning to others and practise writing behaviour using a variety of writing tools, particularly those which are used in the target culture.

Writing**Links****EsseNTial****Learnings:**

In 1, Col 4, Con 1, Con 2, Con 3

Learning Areas:

SOSE-Soc; other Learning Areas depending on the context

Perspectives:

Literacy, Learning Technology

Strands and Links	Learners demonstrating evidence of Key Growth Point 2	Learners demonstrating evidence of Key Growth Point 3
<p>Listening</p> <p>Links</p> <p>EsseNTial Learnings: Col 1, Col 4, Con 1, Con 3</p> <p>Learning Areas: SOSE-Soc; other Learning Areas depending on the context</p> <p>Perspectives: Literacy</p>	<p>L KGP2.1 Communication and Cultural Understanding recognise the speaker's verbal and non-verbal cues in face-to-face social and classroom situations and respond to activities in the target language</p> <p>L KGP2.2 Language Structures and Features recognise and follow gestures, some isolated words and some intonation</p> <p>L KGP2.3 Learning-how-to-learn Strategies recognise and copy target language speakers, relying on gestures and visual support.</p>	<p>L KGP3.1 Communication and Cultural Understanding recognise and use cues to follow simple, slowly given instructions in target language, and practise routines/join in with activities requiring use of target language social conventions</p> <p>L KGP3.2 Language Structures and Features recognise some familiar simple spoken language supported by the immediate context</p> <p>L KGP3.3 Learning-how-to-learn Strategies identify and rely on gestures, visual cues, repetition and simple target language.</p>
<p>Speaking</p> <p>Links</p> <p>EsseNTial Learnings: Con 1, Con 2, Con 3</p> <p>Learning Areas: SOSE-Soc; other Learning Areas depending on the context</p> <p>Perspectives: Literacy</p>	<p>S KGP2.1 Communication and Cultural Understanding practise some social and classroom language and identify non-verbal cues and gestures in a face-to-face situation if these match their own culture</p> <p>S KGP2.2 Language Structures and Features interpret and respond non-verbally to some simple directions and questions given with gestures and repetition</p> <p>S KGP2.3 Learning-how-to-learn Strategies listen, watch and use face-to-face contact and visual cues.</p>	<p>S KGP3.1 Communication and Cultural Understanding use verbal and non-verbal communication and basic social courtesies in routine social, cultural and class situations</p> <p>S KGP3.2 Language Structures and Features use words, phrases and some repetitive simple sentence patterns, pronouncing some target language words so that they can be understood</p> <p>S KGP3.3 Learning-how-to-learn Strategies observe, imitate, repeat, use gestures and rely on target language speakers to interpret gestures and words.</p>
<p>Reading and Viewing</p> <p>Links</p> <p>EsseNTial Learnings: In 1, Con 1, Con 2, Con 3</p> <p>Learning Areas: SOSE-Soc; other Learning Areas depending on the context</p> <p>Perspectives: Literacy</p>	<p>R/V KGP2.1 Communication and Cultural Understanding recognise that print and writing carry a message, including demonstrating many emerging reading behaviours</p> <p>R/V KGP2.2/3 Language Structures and Features and Learning-how-to-learn Strategies use and rely on visual support and role play 'reading' target language texts using pictures, visual cues and sometimes first language.</p>	<p>R/V KGP3.1 Communication and Cultural Understanding recognise some familiar words and phrases, gain meaning from simple texts read to them and show some appropriate response</p> <p>R/V KGP3.2 Language Structures and Features recognise key words and basic features of print including that it has consistent meaning and that target language texts have structure</p> <p>R/V KGP3.3 Learning-how-to-learn Strategies model 'reading' on others, read with or slightly after the teacher, memorise chunks of text and use visual cues.</p>
<p>Writing</p> <p>Links</p> <p>EsseNTial Learnings: In 1, Col 4, Con 1, Con 2, Con 3</p> <p>Learning Areas: SOSE-Soc; other Learning Areas depending on the context</p> <p>Perspectives: Literacy, Learning Technology</p>	<p>W KGP2.1 Communication and Cultural Understanding recognise that speech can be written down and express ideas through drawings and early writing</p> <p>W KGP2.2 Language Structures and Features make limited comments about their writing and show some awareness of direction and spacing conventions</p> <p>W KGP2.4 Learning-how-to-learn Strategies copy symbols and gradually take risks when writing by experimenting with drawing and writing.</p>	<p>W KGP3.1 Communication and Cultural Understanding express ideas through drawings, copied writing, group writing, and attempts at own writing</p> <p>W KGP3.2 Language Structures and Features write complete modelled sentences and write simple texts using known language and some writing conventions of the target language</p> <p>W KGP3.3 Learning-how-to-learn Strategies copy from classroom resources, ask for help and experiment with writing.</p>

Learners demonstrating evidence of Band 1	Learners demonstrating evidence of Band 2	Strands and Links
<p>L 1.1 Communication and Cultural Understanding respond to routine phrases and some expressive target language in familiar contexts and use some social listening conventions in class or small groups</p> <p>L 1.2 Language Structures and Features identify key words and well-known phrases, discriminate some target language sounds, and respond to change in intonation</p> <p>L 1.3 Learning-how-to-learn Strategies use visual cues, gestures, repetition and rephrasing.</p>	<p>L 2.1 Communication and Cultural Understanding identify some social and controlled classroom target language in oral reading and learning activities, with support</p> <p>L 2.2 Language Structures and Features recognise and respond to simple target language vocabulary and structures in familiar controlled exchanges and distinguish target language sounds and intonation changes</p> <p>L 2.3 Learning-how-to-learn Strategies use some basic communication and learning strategies such as gestures, listener’s scaffolding and repetition to communicate.</p>	<p>Listening</p> <p>Links EsseNTial Learnings: Col 1, Con 1, Con 3 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy</p>
<p>S 1.1 Communication and Cultural Understanding use verbal and non-verbal communication and some familiar courtesies and conventions in predictable social, cultural and classroom situations</p> <p>S 1.2 Language Structures and Features use words, phrases, common expressions, some question words and approximations to target language structures, pronunciation and intonation</p> <p>S 1.3 Learning-how-to-learn Strategies reproduce, repeat and practise the target language relying on face-to-face contact, contextual support, visual cues and gestures.</p>	<p>S 2.1 Communication and Cultural Understanding use verbal and non-verbal communication appropriately in familiar social, cultural and classroom situations using learnt formulae, well rehearsed patterns and short simple utterances</p> <p>S 2.2 Language Structures and Features use simple formulae or short sentences</p> <p>S 2.3 Learning-how-to-learn Strategies locate and copy key words/phrases from a variety of sources and use in own speech.</p>	<p>Speaking</p> <p>Links EsseNTial Learnings: Con 1, Con 2, Con 3 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy</p>
<p>R/V 1.1 Communication and Cultural Understanding interpret and respond to short structured texts in shared or independent reading, with support, and recognise that they read for different purposes</p> <p>R/V 1.2 Language Structures and Features recognise some sight vocabulary, interpret some punctuation and associate some target language sounds and symbols</p> <p>R/V 1.3 Learning-how-to-learn Strategies use first language learning strategies and contextual, visual and graphophonic cues.</p>	<p>R/V 2.1 Communication and Cultural Understanding read with understanding short texts from a variety of sources, based on simple language structures, familiar vocabulary and familiar contexts</p> <p>R/V 2.2 Language Structures and Features recognise that texts of different genres are organised differently and use vocabulary, structure and sound cues to make sense of unfamiliar text</p> <p>R/V 2.3 Learning-how-to-learn Strategies predict reading in the target language applying knowledge gained from their first language and oral target language experiences.</p>	<p>Reading and Viewing</p> <p>Links EsseNTial Learnings: In 1, Con 1, Con 2, Con 3 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy</p>
<p>W 1.1 Communication and Cultural Understanding use writing to communicate messages including group writing tasks and simple personal writing</p> <p>W 1.2 Language Structures and Features write reflecting their limited level of spoken target language, teacher’s modelling and basic target language written conventions</p> <p>W 1.3 Learning-how-to-learn Strategies use formulae, models, ‘invented spelling’ and classroom resources.</p>	<p>W 2.1 Communication and Cultural Understanding write short, simple, coherent texts of several linked sentences that use familiar and practised language and basic target language conventions</p> <p>W 2.2 Language Structures and Features use basic sentence structures and organise text according to topic and purpose, incorporating features of learned oral and written target language</p> <p>W 2.3 Learning-how-to-learn Strategies use a variety of basic writing strategies to create a simple coherent text.</p>	<p>Writing</p> <p>Links EsseNTial Learnings: In 1, Cr 1, Cr 2, Col 4, Con 1, Con 2, Con 3 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy, Learning Technology</p>

Strands and Links

Learners demonstrating evidence of
Band 3

Learners demonstrating evidence of
Band 4

Listening

Links

EsseNTial Learnings:

Col 1, Col 4,
Con 1, Con 3

Learning Areas:
SOSE-Soc;
Learning Areas
depending on
context

Perspectives:
Literacy

L 3.1 Communication and Cultural Understanding

interpret, infer and respond appropriately to contextualised target language in predictable social, cultural and learning situations

L 3.2

Language Structures and Features
interpret and respond to controlled spoken target language in familiar exchanges

L 3.4

Learning-how-to-learn Strategies
ask for repetition and clarification, using some visual support to extend their understanding of oral texts.

L 4.1

Communication and Cultural Understanding

infer the idea of unfamiliar topics expressed in familiar language in social and learning situations and recognise purposes of oral texts and respond to different registers

L 4.2

Language Structures and Features
interpret and respond to spoken target language appropriately in predictable situations and follow some colloquialisms, idioms, some complex vocabulary and structures, in extended talk

L 4.3

Learning-how-to-learn Strategies
restate and clarify meaning heard, with the speaker or others.

Speaking

Links

EsseNTial Learnings:

Con 1, Con 2,
Con 3

Learning Areas:
SOSE-Soc; other
Learning Areas
depending on
the context

Perspectives:
Literacy

S 3.1 Communication and Cultural Understanding

express simple messages in basic target language and use aspects of appropriate target language behaviour in predictable social, cultural and learning situations

S 3.2

Language Structures and Features
apply learned structures and features to make original utterances, characterised by simplified language and varying grammatical accuracy

S 3.3

Learning-how-to-learn Strategies
practise the target language to extend own spoken language by eliciting responses from others.

S 4.1

Communication and Cultural Understanding
express ideas in connected speech and use basic register requirements in familiar formal and informal social and learning situations

S 4.2

Language Structures and Features
apply available target language vocabulary and some complex structures for expanded talk with increased grammatical accuracy, pronunciation, stress and intonation

S 4.3

Learning-how-to-learn Strategies
investigate and incorporate target language into own oral repertoire from a range of oral and written sources, in order to extend oral skills in the target language.

Reading and Viewing

Links

EsseNTial Learnings:

In 1, Con 1,
Con 2, Con 3

Learning Areas:
SOSE-Soc; other
Learning Areas
depending on
the context

Perspectives:
Literacy

R/V 3.1 Communication and Cultural Understanding

read with understanding and learn from controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary

R/V 3.2

Language Structures and Features
identify that target language texts may be organised in different forms, cueing into basic text organisation and features, and that written language differs from spoken language

R/V 3.3

Learning-how-to-learn Strategies
use strategies such as knowledge of semantics, basic target language vocabulary, structure and sound/symbol cues to make sense of unfamiliar words in texts.

R/V 4.1

Communication and Cultural Understanding

read for a range of purposes identifying main ideas, specific information, text purposes, and relate these to their own culture, knowledge and experience

R/V 4.2

Language Structures and Features
recognise how simple texts are structured and apply this knowledge to develop an understanding of the organisation and features of more complex texts

R/V 4.3

Learning-how-to-learn Strategies
use a range of strategies to read texts, linking words and their meanings in context.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 2,
Col 4, Con 1,
Con 2, Con 3

Learning Areas:
SOSE-Soc; other
Learning Areas
depending on
the context

Perspectives:
Literacy,
Learning
Technology

W 3.1 Communication and Cultural Understanding

write simple creative and informational texts using common text formats for a range of purposes on a variety of familiar topics

W 3.2

Language Structures and Features
write a variety of simple, cohesive texts demonstrating a developing use of basic target language features and structures, and begin to use written features rather than oral

W 3.3

Learning-how-to-learn Strategies
use vocabulary resources and teacher modelling to experiment with planning, writing and redrafting.

W 4.1

Communication and Cultural Understanding

write texts of two or more paragraphs for a range of purposes to a given audience on a variety of familiar topics using a basic repertoire of text types

W 4.2

Language Structures and Features
write a variety of texts demonstrating overall cohesion and coherence and demonstrate some accuracy in text features, organisation, complex sentence structures and spelling

W 4.3

Learning-how-to-learn Strategies
plan, write, edit, reflect and access vocabulary from a range of sources.

Learners demonstrating evidence of Band 5	Learners demonstrating evidence of Beyond Band 5	Strands and Links
<p>L 5.1 Communication and Cultural Understanding interpret informal and formal target language in a variety of contexts and infer intentions, some cultural nuances and metaphors, with support</p> <p>L 5.2 Language Structures and Features apply a range of target language vocabulary and structures with increased knowledge of oral grammatical features</p> <p>L 5.3 Learning-how-to-learn Strategies appraise and assess content for relevance and accuracy.</p>	<p>L 5+.1 Communication and Cultural Understanding interpret and follow most social, expressive and informational oral language and some non-literal language and key cultural references in speech</p> <p>L 5+.2 Language Structures and Features consider and follow a range of target language structures and organisational features</p> <p>L 5+.3 Learning-how-to-learn Strategies analyse and appraise spoken language for relevance and accuracy to link ideas across texts.</p>	<p>Listening</p> <p>Links EsseNTial Learnings: In 1, Col 1, Col 4, Con 1, Con 3 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy</p>
<p>S 5.1 Communication and Cultural Understanding communicate effectively in familiar formal and informal social and learning situations, modifying language to suit their own and their listeners' needs</p> <p>S 5.2 Language Structures and Features show increased fluency and developing control over register, abstract terms, imagery and complex structures</p> <p>S 5.3 Learning-how-to-learn Strategies compare, reflect and use different sources to improve language.</p>	<p>S 5+.1 Communication and Cultural Understanding speak confidently in various situations on a range of topics and issues, incorporating some metaphorical and cultural references in speech</p> <p>S 5+.2 Language Structures and Features show increased control and flexibility over fluency, organisational and language features, imagery and complex structures</p> <p>S 5+.3 Learning-how-to-learn Strategies appraise spoken language of self and others.</p>	<p>Speaking</p> <p>Links EsseNTial Learnings: Con 1, Con 2, Con 3 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy</p>
<p>R/V 5.1 Communication and Cultural Understanding read various authentic, lengthy, factual, and literary texts with justifiable interpretations beyond literal levels</p> <p>R/V 5.2 Language Structures and Features interpret complex language and structural features used in a range of accessible and more challenging texts and relate these to purpose and audience</p> <p>R/V 5.3 Learning-how-to-learn Strategies monitor reading and select strategies suited to the text and task.</p>	<p>R/V 5+.1 Communication read complex factual and literary texts, interpreting key cultural attitudes, beliefs, values, and humour in texts; and justify own reading of a text in relation to the readings of others</p> <p>R/V 5+.2 Language Structures and Features use own text responses to analysis of language use and features</p> <p>R/V 5+.3 Learning-how-to-learn Strategies use a range of reading strategies to interpret texts and develop understanding.</p>	<p>Reading and Viewing</p> <p>Links EsseNTial Learnings: In 1, Col 1, Con 1, Con 2, Con 3 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy</p>
<p>W 5.1 Communication and Cultural Understanding write a range of personal, imaginative and informational texts of several paragraphs, adapting to account for audience, purpose and text type</p> <p>W 5.2 Language Structures and Features write coherent texts demonstrating an expanded range of target language structural features for linking ideas</p> <p>W 5.3 Learning-how-to-learn Strategies plan, review and redraft writing to enhance fluency, accuracy and appropriateness to purpose and audience.</p>	<p>W 5+.1 Communication and Cultural Understanding write from memory personal, creative, informational and research texts appropriate to context, purpose and reader, using a wide range of vocabulary</p> <p>W 5+.2 Language Structures and Features use a broad vocabulary, showing control over varied styles and consistent control over imagery, grammar and most complex language structures</p> <p>W 5+.3 Learning-how-to-learn Strategies plan, revise and refine writing to improve overall text impact.</p>	<p>Writing</p> <p>Links EsseNTial Learnings: In 1, Cr 1, Cr 2, Col 4, Con 1, Con 2, Con 4 Learning Areas: SOSE-Soc; other Learning Areas depending on the context Perspectives: Literacy, Learning Technology</p>

Listening

Links

Essential

Learnings:

Col 1, Con1,
Con 3

Learning Areas:

SOSE-Soc; other
Learning Areas
depending on
context.

Perspectives:

Literacy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

L KGP1.1 Communication and Cultural Understanding

recognise that a verbal message is received through listening and that other people are different to themselves

L KGP1.2/3 Language Structures, Features and Learning-how-to-learn

recognise and focus attention on person initiating communication and identify that they have heard what has been said or have heard a noise in the environment.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Communication and Cultural Understanding

- focus attention on person(s) initiating communication
- express a response to stories, music and songs about children from the target culture.

Language Structures, Features and Learning-how-to-learn

- recognise and respond to their first name **[In 6]**
- recognise and respond to one-word requests or signs in the target language, eg sit, wait
- identify familiar environmental sounds, eg music from the target culture
- use developing awareness of conversational conventions to effectively communicate, eg turn-taking, call a person's name or use non-verbal cues to get their attention.

Links

EsseNTial

Learnings:

Col 1, Col 4,
Con 1, Con 3

Learning Areas:

SOSE-Soc; other
Learning Areas
depending on
context.

Perspectives:

Literacy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

L KGP2.1 Communication and Cultural Understanding

recognise the speaker's verbal and non-verbal cues in face-to-face social and classroom situations and respond to activities in the target language

L KGP2.2 Language Structures and Features

recognise and follow gestures, some isolated words and some intonation

L KGP2.3 Learning-how-to-learn Strategies

recognise and copy target language speakers, relying on gestures and visual support.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Communication and Cultural Understanding

- repeat sounds and words in group activities by listening and watching
- identify words in the target language and ask for clarification in first language
- link actions and illustrations to spoken vocabulary
- respond non-verbally to simple directions and questions
- interpret gestures and intonation
- identify simple stories, songs and classroom activities using visual support, eg gestures, illustrations
- respond to teacher use of target language social courtesies **[LT-P]**.

Language Structures and Features

- recognise some target language words and phrases
- recognise greetings and simple sentences.

Learning-how-to-learn Strategies

- use peers for clarification
- use gestures and visual aids to understand target language
- express a need for the target language to be repeated.

Listening

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

- L KGP3.1 Communication and Cultural Understanding**
recognise and use cues to follow simple, slowly given instructions in target language, and practise routines/join in with activities requiring use of target language social conventions
- L KGP3.2 Language Structures and Features**
recognise some familiar simple spoken language supported by the immediate context
- L KGP3.3 Learning-how-to-learn Strategies**
identify and rely on gestures, visual cues, repetition and simple target language.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Communication and Cultural Understanding

- use gestures, isolated words or well-known formulae to indicate that they have actively listened and made sense of the language
- respond appropriately to simple oral utterances in the target language through, eg action, illustration, drama, matching, verbally
- identify likes/dislikes about an oral story in first language
- reproduce simple routine social interactions, eg ask another how they are and respond when they are asked the same question
- translate simple instructions or directions where the context is obvious, eg supported by gesture and/or pictures
- express an understanding of some gestures used within the cultural context of the target language, eg greet or take leave, nod or shake of the head, teacher gesture to pay attention
- identify some different kinds of oral language, eg story, directions
- respond non-verbally to tone of voice and body language
- use some common target language greetings and social courtesy phrases.

Language Structures and Features

- distinguish and identify a few target language sounds
- recognise some target language structures and patterns, eg simple statements, questions, phrases
- recognise some content words, eg nouns, verbs, some adjectives, familiar statements, questions.

Learning-how-to-learn Strategies

- recognise and rely on gestures and visual cues
- express a need to others to repeat or paraphrase target language to help own understanding
- match target language words with first language concepts [**In 1**].

Links

EsseNTial

Learnings:
Col 1, Col 4,
Con 1, Con 3

Learning Areas:
SOSE-Soc; other
Learning Areas
depending on
context.

Perspectives:
Literacy

Listening

Links

EsseNTial

Learnings:

Col 1, Col 3,
Col 4, Con 1,
Con 3

Learning Areas:

SOSE-Soc; other
Learning Areas
depending on
context.

Perspectives:

Literacy

OUTCOMES

Learners demonstrating evidence of **Band 1**

L 1.1 Communication and Cultural Understanding

respond to routine phrases and some expressive target language in familiar contexts and use some social listening conventions in class or small groups

L 1.2 Language Structures and Features

identify key words and well-known phrases, discriminate some target language sounds, and respond to change in intonation

L 1.3 Learning-how-to-learn Strategies

use visual cues, gestures, repetition and rephrasing.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

Communication and Cultural Understanding

- respond appropriately to simple target language stories and texts, eg through action, match illustrations, sequence words
- practise language in shared group activity/ response
- respond to simple questions based on what has been taught
- respond to some of the words and sentences that are classroom, eg 'Open your book.' 'Write your name and date on your work.'
- identify and respond appropriately to tone of voice and feelings
- copy appropriate target language listening behaviour, eg courtesies, not interrupting, eye contact.

Language Structures and Features

- discriminate some target language sounds, or sound units, eg consonant clusters, vowels
- identify key words and phrases from teacher talk, film, video or cassette tape.

Learning-how-to-learn Strategies

- recognise and respond to instructions supported by gestures, repetition and rephrasing
- use target language listening behaviour, eg attend, concentrate, look at speaker, watch others, use visual cues/gestures/repetition
- express an understanding of stories, songs and classroom activities if language is simple, repetitive, spoken slowly and supported by visual aids and gestures
- ask for clarification and interpretation in English.

Listening

OUTCOMES

Learners demonstrating evidence of **Band 2**

- L 2.1 Communication and Cultural Understanding**
identify some social and controlled classroom target language in oral reading and learning activities, with support
- L 2.2 Language Structures and Features**
recognise and respond to simple target language vocabulary and structures in familiar controlled exchanges and distinguish target language sounds and intonation changes
- L 2.3 Learning-how-to-learn Strategies**
use some basic communication and learning strategies, such as gestures, listener's scaffolding and repetition, to communicate.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

Communication and Cultural Understanding

- recognise and follow simple instructions relying on key words and context
- identify single items of information from short spoken texts, eg number, colour, name
- respond appropriately non-verbally to comments, eg indicate non-comprehension, smile on greeting
- express an understanding of text, eg sequence pictures, match vocabulary and pictures, listen for main idea with support, participate in role plays **[Arts-SkP] [LT]**
- recognise that some words, gestures or intonations may be inappropriate or unsuitable in certain contexts
- distinguish target language from other languages, eg on hearing target language, attempt to respond in target language
- recognise and respond to intonation changes
- recognise and respond to effects of rhyme, rhythm, moods and feelings **[In 1] [LT]**.

Language Structures and Features

- discriminate many target language sounds
- recognise and respond to key words in a range of common spoken instructions
- recognise basic types of structures, eg questions, negation.

Learning-how-to-learn Strategies

- confirm meaning by asking questions to clarify
- recognise key words, relying on repetition of language
- identify emphasis, intonation and repetition when listening to spoken language or texts read aloud.

Links

EsSEntial Learnings:

Collaborative Learner, Con 1, Con 3

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

Listening

Links

EsseNTial Learnings:

Collaborative Learner Con 1, Con 3

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Band 3**

L 3.1 Communication and Cultural Understanding

interpret, infer and respond appropriately to contextualised target language in predictable social, cultural and learning situations

L 3.2 Language Structures and Features

interpret and respond to controlled spoken target language in familiar exchanges

L 3.4 Learning-how-to-learn Strategies

ask for repetition and clarification, using some visual support to extend their understanding of oral texts.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

Communication and Cultural Understanding

- interpret and follow target language in some classroom/social situations, eg a short sequence of instructions **[LT-P]**
- confirm understanding of sequence in short spoken text by ordering illustrations **[LT-P]**
- interpret and follow some words/phrases from context and identify key points of information from short spoken texts
- use the target language to open and close interactions
- identify oral text types, eg stories, poems, procedures **[LT]**
- recognise and respond to intonation, stress and volume.

Language Structures and Features

- identify key words and points on a topic
- recognise basic structures, eg statements, questions, negatives, sentences
- use sequence markers, time forms, question words, conjunctions and location phrases.

Learning-how-to-learn Strategies

- process new language in their own time, eg request speaker to repeat and/or speak slowly **[In 1]**
- predict or infer meaning from context
- ask for explanation from other speakers, eg ask what words mean.

Listening

OUTCOMES

Learners demonstrating evidence of **Band 4**

- L 4.1 Communication and Cultural Understanding**
infer the idea of unfamiliar topics expressed in familiar language in social and learning situations; recognise purposes of oral texts, responding to different registers
- L 4.2 Language Structures and Features**
interpret and respond to spoken target language appropriately in predictable situations and follow some colloquialisms, idioms, some complex vocabulary and structures, in extended talk
- L 4.3 Learning-how-to-learn Strategies**
restate and clarify meaning heard, with the speaker or others.

Links

EsseNTial Learnings:
Collaborative Learner, Con 1, Con 3

Learning Areas:
SOSE-Soc; other Learning Areas depending on context.

Perspectives:
Literacy

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Communication and Cultural Understanding

- interpret teacher questions on familiar topics
- infer difference between suggestions and directives
- identify main ideas from a spoken text and match spoken ideas and details, with support
- recognise and access some colloquialisms, cultural references and target language humour **[LT]**
- distinguish and respond to different registers appropriately
- identify purposes of oral texts, eg narration, procedures, recount, report, description, discussion
- show an appropriate response in different classroom activities, eg participate in discussion, formal instruction, listening to a guest speaker.

Language Structures and Features **[LT]**

- interpret a range of vocabulary
- interpret and respond to how/why questions
- apply use of passive voice.

Learning-how-to-learn Strategies

- restate and request speaker to paraphrase or explain **[In 1]**
- locate and use new vocabulary from a variety of sources, eg research what a word (or words) means **[LT-P]**.

Listening

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Con 1, Con 3

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy

OUTCOMES

Learners demonstrating evidence of **Band 5**

- L 5.1 Communication and Cultural Understanding**
interpret informal and formal target language in a variety of contexts and infer intentions, some cultural nuances and metaphors, with support
- L 5.2 Language Structures and Features**
apply a range of target language vocabulary and structures with increased knowledge of oral grammatical features
- L 5.3 Learning-how-to-learn Strategies**
appraise and assess content for relevance and accuracy.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Communication and Cultural Understanding

- interpret and follow the speech of an unknown speaker on a familiar topic
- interpret and follow complex talk, with support, eg scaffolding, visual gestures
- infer intentions from spoken language
- recount the main ideas from a discussion involving a number of interactions
- interpret quick interactions, with some gaps in comprehension
- identify needs and interests of an audience
- identify and follow some cultural references, humour and metaphors, with support.

Language Structures and Features

- interpret familiar everyday idioms and colloquialisms
- interpret common modals, abstract nouns and a range of structural markers, eg although, unless
- recognise and follow relative clauses.

Learning-how-to-learn Strategies

- write notes to help recall a spoken text **[LT-P]**
- analyse own information needs and purposes before listening or viewing
- restate and/or paraphrase
- consider and reflect on spoken text including analysing accuracy and appraising relevance of information
- analyse/evaluate arguments and interpret assumptions, beliefs or theories before determining responses.

Listening

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

- L 5+.1 Communication and Cultural Understanding**
interpret and follow most social, expressive and informational oral language and some non-literal language and key cultural references in speech
- L 5+.2 Language Structures and Features**
consider and follow a range of target language structures and organisational features
- L 5+.3 Learning-how-to-learn Strategies**
analyse and appraise spoken language for relevance and accuracy to link ideas across texts.

Links

EsseNTial Learnings:

In 1,
Collaborative Learner, Con 1,
Con 3

Learning Areas:
SOSE-Soc; other Learning Areas depending on context.

Perspectives:
Literacy

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Communication and Cultural Understanding

- translate extended complex talk, with support, missing only some detail
- interpret oral stories, news, oral performance in drama, films and videos
- recognise and follow sudden changes in a topic
- communicate confidently in interactions with target language speakers
- identify and explain the main points and some detail from spoken text at normal speed
- organise information from spoken language, eg into order, categories
- match ideas across oral texts
- infer points of view and intentions in arguments, with support
- interpret group discussions, displaying comprehension by quick interactions
- identify purposes and features of persuasive language, eg TV advertisements
- interpret and understand some common metaphors
- identify some cultural values and beliefs in oral texts
- infer speakers' intentions, moods and attitudes
- interpret and follow register changes
- appraise a variety of socio-linguistic and cultural references.

Language Structures and Features

- use a wide vocabulary
- use conditionals and abstract nouns.

Learning-how-to-learn Strategies

- appraise the language of others for relevance and accuracy
- express a need for explanation and paraphrasing of complex subjects/ ideas.

Speaking

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

S KGP1.1 Communication and Cultural Understanding

focus attention on persons they are communicating with and recognise that other people can supply needs and wants


S KGP1.2/3 Language Structures, Features and Learning-how-to-learn

identify their needs, feelings and wants and make choices using non-verbal communication or single words.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Communication and Cultural Understanding

- display emerging awareness of the routines and expectations of different environments and spoken language, eg respond to greetings
- move, gesture, sign or vocalise, eg babble, gurgle, hum
- respond to stories, music and songs about children from the target culture [LT]
- respond to a range of photographs and tactile objects from the target culture [Arts-Res] 

Language Structures, Features and Learning-how-to-learn

- look at, move towards, touch or orientate body/head towards person speaking
- move, gesture, sign or vocalise in response to someone interacting
- use talk or a variety of non-verbal communications to get needs met or gain attention
- attend to what others are doing and saying and respond verbally/non-verbally according to situation
- use real objects to convey needs and wants
- use non-verbal behaviour to indicate feelings.

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

S KGP2.1 Communication and Cultural Understanding

practise some social and classroom language and identify non-verbal cues and gestures in a face-to-face situation if these match their own culture

S KGP2.2 Language Structures and Features

interpret and respond non-verbally to some simple directions and questions given with gestures and repetition

S KGP2.3 Learning-how-to-learn Strategies

listen, watch and use face-to-face contact and visual cues.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Communication and Cultural Understanding

- practise songs, parts of stories and role plays [Arts-CrA]
- respond non-verbally to questions or directions, eg nod head, point, use gestures to express needs and indicate meaning
- recognise and translate single words in target language to communicate needs, eg 'Toilet' may mean 'May I go to the toilet?'
- repeat words occasionally.

Language Structures and Features

- recite or 'mouth' target language words and phrases sometimes.

Learning-how-to-learn Strategies

- copy the actions of others in learning activities, eg sit during group negotiated text, work at small group activities.

Speaking

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

- S KGP3.1 Communication and Cultural Understanding**
use verbal and non-verbal communication and basic social courtesies in routine social, cultural and class situations
- S KGP3.2 Language Structures and Features**
use words, phrases and some repetitive simple sentence patterns, pronouncing some target language words so that they can be understood
- S KGP3.3 Learning-how-to-learn Strategies**
observe, imitate, repeat, use gestures and rely on target language speakers to interpret gestures and words.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Communication and Cultural Understanding

- recall some objects, people and places
- utter simple messages using one or two words with gestures
- respond to simple questions/directions with gestures and sometimes with single words, eg 'Yes', 'No', 'Nothing'
- describe own and other illustrations with isolated target language words
- use gestures to indicate meaning, needs, likes/dislikes, and expect others to interpret own gestures and words
- observe, imitate and interpret others' speech
- use well-known courtesy words in target language, eg 'Thank you'.

Language Structures and Features

- use well-known words, phrases and simple repetitive speech patterns
- practise target language songs, stories and drama **[Arts-CrA]**
- reproduce target language intonation.

Learning-how-to-learn Strategies

- assume a silent period, sometimes before attempting to speak in the target language
- reproduce target language pronunciation of some simple words
- repeat often used words and phrases of other learners and adults and sometimes mimic others.

Links

EsSEntial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

Speaking

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Band 1**

S 1.1 Communication and Cultural Understanding

use verbal and non-verbal communication and some familiar courtesies and conventions in predictable social, cultural and classroom situations

S 1.2 Language Structures and Features

use words, phrases, common expressions, some question words and approximations to target language structures, pronunciation and intonation

S 1.3 Learning-how-to-learn Strategies

reproduce, repeat and practise the target language relying on face-to-face contact, contextual support, visual cues and gestures.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

Communication and Cultural Understanding

- use a few subject specific connected words of familiar language
- practise repetitive language of songs, stories and drama
- respond verbally and non-verbally to directions and questions, eg shake head in disagreement
- use actions with words to help communicate, eg point to book and say 'My book.'
- participate in group retelling of story/text with visual cues and drama activities as part of a group
- direct others with simple commands, eg 'Come here.'
- imitate, practise and use pronunciation
- express simple greetings, eg 'Good morning.'
- use some familiar courtesy phrases as appropriate to the target language, eg 'Excuse me.' 'Please.' 'Thank you.'
- use appropriate target language behaviour, eg take turns, eye contact
- identify differences between English and target language, eg by role play using target language in learning contexts.

Language Structures and Features

- express simple well-known sentence patterns, eg 'I go home.'
- use question words appropriate to the target language, eg 'Where do you live?' 'What is your name?'
- imitate intonation patterns of target language through songs and rhymes.

Learning-how-to-learn Strategies

- practise and repeat words, phrases and short sentences
- ask for clarification from others
- reproduce speech without understanding.

Speaking

OUTCOMES

Learners demonstrating evidence of **Band 2**

- S 2.1 Communication and Cultural Understanding**
use verbal and non-verbal communication appropriately in familiar social, cultural and classroom situations using learnt formulae, well rehearsed patterns and short simple utterances
- S 2.2 Language Structures and Features**
use simple formulae or short sentences
- S 2.3 Learning-how-to-learn Strategies**
locate and copy key words/phrases from a variety of sources and use in own speech.

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

INDICATORS

Learners demonstrating evidence of **Band 2** for example

Communication and Cultural Understanding

- interpret and carry out simple questions, requests and commands, eg 'Your turn.'
- participate in and use target language in class activities, eg songs, rhymes, poetry, role plays, drama
- recount a story or event in sequence using known sentence patterns and visual support
- participate in face-to-face conversation, with support
- express some personal information, on request, using learned formulae, eg 'My name is ...', 'I live in ...'
- repeat words after recognising non-comprehension by the listener
- apply acceptable social target language in familiar situations, recognising that some words and/or gestures may be inappropriate
- use intonation that differentiates questions from statements as appropriate to the target language.

Language Structures and Features

- express connected words, describing words and learnt expressions
- construct own simple sentences
- recall basic vocabulary including some adjectives
- reproduce correct pronunciation and target language structures
- use 'chunks' of familiar language in appropriate contexts
- substitute new words in learnt patterns to create original utterances.

Learning-how-to-learn Strategies

- repeat words to check understanding, eg ask for repetition
- use key words from previous speaker and use questions to elicit help
- practise familiar repetitive patterns from stories, songs, rhymes and media
- rely on face-to-face communication
- confirm target language words and phrases with teacher
- use non-verbal behaviours to sustain interaction with others, eg nod, smile.

Speaking

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Band 3**

S 3.1 Communication and Cultural Understanding

express simple messages in basic target language and use aspects of appropriate target language behaviour in predictable social, cultural and learning situations

S 3.2 Language Structures and Features

apply learned structures and features to make original utterances characterised by simplified language and varying grammatical accuracy

S 3.3 Learning-how-to-learn Strategies

practise the target language to extend own spoken language by eliciting responses from others.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

Communication and Cultural Understanding

- negotiate simple transactions using target language, eg borrow a book, ask for a pen
- participate in short, structured social interactions including giving directions in a known context
- recount, retell events/actions/stories in sequence, using speech and non-verbal language
- describe and identify people, places and things using simple vocabulary for colour, size, place, location and time
- participate in role plays and drama using basic sentences learned previously
- use appropriate target language for familiar social situations, eg turn-take, affirm, suggest
- use conversational formulae to initiate and maintain interaction.

Language Structures and Features

- combine known patterns and vocabulary and use target language word order accurately in some utterances
- use common language, with some accuracy, as appropriate to the target language, eg adjectives, prepositions, pronouns, articles, contractions
- use some negative forms
- ask simple questions
- use accurate pronunciation and intonation for common words, pronouncing less familiar words so they are understandable and checking that the listener has understood.

Learning-how-to-learn Strategies

- repeat words/sentences, copying the language rhythms and pronunciation of target language
- use a repertoire of common classroom formulae and learnt oral and reading vocabulary
- ask teacher/peer for help
- practise pronunciation and phrasing to improve own fluency, and sometimes interpret target language to others.

Speaking

OUTCOMES

Learners demonstrating evidence of **Band 4**

- S 4.1 Communication and Cultural Understanding**
express ideas in connected speech and use basic register requirements in familiar formal and informal social and learning situations
- S 4.2 Language Structures and Features**
apply available target language vocabulary and some complex structures for expanded talk with increased grammatical accuracy, pronunciation, stress and intonation
- S 4.3 Learning-how-to-learn Strategies**
investigate and incorporate target language into own oral repertoire from a range of oral and written sources, in order to extend oral skills in the target language.

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Communication and Cultural Understanding

- initiate simple exchanges about learning tasks/ activities with others and contribute ideas in group and class tasks
- retell stories, series of events and what they have learnt, in sequence, eg recount main idea, recall details and connect ideas
- participate in role plays and drama activities constructing own sentences
- give reasons and express opinions in target language
- give short sequences of instructions or a short prepared talk on a familiar topic
- use social language appropriately, eg give message, take leave
- interpret target language for other first language speakers.

Language Structures and Features

- combine learnt patterns in spoken target language with some success
- use a small range of vocabulary to convey shades of meaning, eg good, fine, terrific, wonderful
- use the equivalent of adverbial phrases, pronouns and irregular past tense, with some consistency, as appropriate to the target language
- use the equivalent of compound and complex sentences, with some success, as appropriate to the target language
- use some cohesive features, eg sequence markers
- use comprehensible pronunciation, intonation and stress for some words.

Learning-how-to-learn Strategies

- monitor own language for accuracy
- rephrase target language to make meaning clear
- question to clarify meaning in some situations
- rehearse spoken target language, eg practise phrases, patterns and pronunciation
- plan what to say and how to say it
- assess the grammatical correctness of own utterance by attempting self correction.

Speaking

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Band 5**

S 5.1 Communication and Cultural Understanding

communicate effectively in familiar formal and informal social and learning situations, modifying language to suit their own and their listeners' needs

S 5.2 Language Structures and Features

show increased fluency and developing control over register, abstract terms, imagery and complex structures

S 5.3 Learning-how-to-learn Strategies

compare, reflect and use different sources to improve language.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Communication and Cultural Understanding

- interact with target language speakers with some confidence and competence **[LT-P]**
- organise language and ideas in informational and literary texts with contextual support for new topics, eg substantiate argument, paraphrase a short text, recount connection of ideas
- contribute ideas in group discussions of literature, interpersonal and informational texts
- organise and present a short talk with some fluency and answer most questions asked on that talk
- use appropriate register for different situations, eg use of polite register when speaking to adults
- analyse audience response and adapt language to listeners' needs, eg respond by changing content direction and length of talk in prepared speech
- show awareness of formal and informal target language differences, eg use slang/colloquial language as appropriate to audience and context.

Language Structures and Features

- use a wide range of vocabulary
- use common colloquialisms confidently and appropriately
- use a range of language modifiers
- make variable use of abstract nouns as appropriate to the target language, eg state of matter, State, state of affairs
- use some relative clauses beginning: who, that, which, etc as appropriate to the target language
- use discourse marker, eg unless, although, however
- use a range of conventional phrases for specific purposes, eg 'Would you mind if ...?', 'To sum up ...'
- use passive voice correctly, sometimes.

Learning-how-to-learn Strategies

- rephrase to avoid difficult structures
- evaluate own communication against given criteria
- seek and accept advice on own strengths and weaknesses to formulate an action plan to respond to their language learning needs
- identify and practise ways to communicate effectively with a range of people.

Speaking

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

- S 5+.1 Communication and Cultural Understanding**
speak confidently in various situations on a range of topics and issues, incorporating some metaphorical and cultural references in speech
- S 5+.2 Language Structures and Features**
show increased control and flexibility over fluency, organisational and language features, imagery and complex structures
- S 5+.3 Learning-how-to-learn Strategies**
appraise spoken language of self and others.

Links

EsseNTial Learnings:

In 1, Collaborative Learner, Constructive Learner


Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Communication and Cultural Understanding

- interact with target language speakers with fluency and competence, most of the time
- express confidence in contributing to discussions
- present an extended prepared talk, handling questions appropriately
- contribute ideas in discussions of literature texts
- express arguments to support a point of view
- negotiate and participate successfully using target language in group work
- adapt language to suit the audience by responding to changes in topic and register
- change language according to the listeners' needs
- use cultural and metaphorical references in speech
- identify and describe human similarities and differences, eg gender, ethnicity, culture 
- consider and participate in culturally diverse settings, matching communication with intention and audience
- analyse and discuss the significance of cultural perceptions to their own lives and the lives of others. **[In 6]**

Language Structures and Features

- use an extensive vocabulary to articulate message clearly
- use a range of features in prepared cohesive talks, eg complex sentences
- use a range of colloquialisms and metaphors
- pronounce most words correctly
- use a range of language structures correctly
- use some conditional forms and abstract nouns
- use more complex structures.

Learning-how-to-learn Strategies

- match and relate own ideas to those of others
- appraise own and others' spoken language
- confirm own interpretation by paraphrasing
- predict what a speaker is going to say, eg by finishing the sentence
- express a need for explanation of some cultural references
- express a need for advice and target key action as a means of enhancing own language learning
- identify and develop strategies for more effective communication with others from different cultures.

Reading and Viewing

Links

Essential Learnings:

In 1, Cr 1, Con 1, Con 3

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

R/V KGP1.1 Communication and Cultural Understanding

respond to, anticipate and explore stimuli using their senses (auditory, visual, tactile and/or kinaesthetic) to make meaning from symbols in texts

R/V KGP 1.2/3 Language Structures, Features and Learning-how-to-learn

practise reading-like behaviour and participate in activities where a text in the target language and/or the target culture is the focus.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Communication and Cultural Understanding

- explore connections between familiar visual texts and own experiences, eg recognise self and others in photos, respond consistently when shown/viewing symbol
- explore meanings of familiar visual texts based on own experiences, eg photos, pictographs, follow timetable, match a real object to photo, recognise birthday cards and letters
- explore sameness and difference between objects
- respond to parts of stories, computer graphics, films or videos [LT-P]
- explore tactile stimuli [Arts-SkP]
- respond to a variety of texts from the target culture, eg vocalise when familiar text is shared.

Language Structures, Features and Learning-how-to-learn

- explore familiar symbols/objects in their environment, eg event in a photo/pictograph/media, person.

Links

Essential Learnings:

In 1, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

R/V KGP2.1 Communication and Cultural Understanding

recognise that print and writing carry a message, including demonstrating many emerging reading behaviours

R/V KGP2.2/3 Language Structures, Features and Learning-how-to-learn

use and rely on visual support and role play 'reading' target language texts using pictures, visual cues and sometimes first language.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Communication and Cultural Understanding

- show interest in books, focussing on illustrations and describing information from illustrations
- respond to a simple story read aloud supported by illustrations, intonation and repetition
- recognise own name in a sentence written in the target language
- recognise some familiar environmental print, vocabulary and numbers in symbols and words [Num-NS]
- show reading-like behaviour as appropriate to the target language, eg expectation that print will give a message.

Language Structures, Features and Learning-how-to-learn

- identify cover, title, start and end of book and distinguish between text and illustration
- show book handling skills, eg right way up, turn pages, look left to right (as appropriate to the target language) and some recognition of target language print script
- model reading left to right, as appropriate, to the target language
- identify the name and/or sound of a beginning letter in a frequently used word
- repeat key words and phrases with group in oral reading.

Reading and Viewing

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

R/V KGP3.1 Communication and Cultural Understanding

recognise some familiar words and phrases, gain meaning from simple texts read to them, and show some appropriate response

R/V KGP3.2 Language

recognise key words and basic features of print including that it has consistent meaning and that target language texts have structure

R/V KGP3.3 Learning-how-to-learn Strategies

model 'reading' on others, read with or slightly after the teacher, memorise chunks of text, and use visual cues.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Communication and Cultural Understanding

- participate in shared reading activities
- show personal response to text read/viewed, eg role play, draw picture, show enjoyment, state likes/dislikes
- recognise some target language words, eg environmental print, signs, letters, numbers **[Num-NS]**
- read short, learnt, repetitive texts, eg rhymes, songs
- sequence a story by arranging pictures in order
- identify message in own writing.

Language Structures and Features

- recognise some simple, common text features, eg common formulae, openings, endings
- use basic print conventions, eg word spacing, follow text left/right with finger when read to, as appropriate to the target language
- recognise a few target language letters or characters and relate these to target language sounds
- recognise the difference between letters and numbers
- interpret some common signs/symbols in the target language, eg STOP.

Learning-how-to-learn Strategies

- complete activities around class texts, eg drama, painting, drawing
- model intonation of teacher in oral reading
- memorise chunks when 'reading'
- read with or slightly after others **[Col 1]**
- use visual cues to assist with meaning.

Links

Essential Learnings:

In 1, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

Reading and Viewing

Links

EsseNTial Learnings:

In 1, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Band 1**

R/V 1.1 **Communication and Cultural Understanding**

interpret and respond to short structured texts in shared or independent reading, with support, and recognise that they read for different purposes

R/V 1.2 **Language Structures and Features**

recognise some sight vocabulary, interpret some punctuation, and associate some target language sounds and symbols

R/V 1.3 **Learning-how-to-learn Strategies**

use first language learning strategies and contextual, visual and graphophonic cues.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

Communication and Cultural Understanding

- follow simple written texts while listening to them read aloud
- show understanding of text by linking with illustrations, drawings, answering questions, retelling, sequencing pictures in order, identifying main idea with assistance and locating details
- identify characters in story and make simple inferences from text, with support
- recognise that thoughts and speech can be written and read, eg read own written stories
- recognise basic vocabulary, own name and labels
- use key words for understanding when reading/viewing or when listening to texts being read aloud
- show personal response to text, eg laughter, surprise
- distinguish target language script from others.

Language Structures and Features

- read, independently, simple structured sentences and simple texts with known vocabulary
- read words, phrases, short texts and rhymes with support
- identify some letters, words and repetitive sentence patterns
- recognise some sound/symbol relationships.

Learning-how-to-learn Strategies

- recognise words from initial letter, length and shape of word
- use visual cues to aid meaning, eg illustrations, initial letter/s, gestures, facial expressions
- use finger, ruler or stick to point when reading
- identify and locate unknown words.

Reading and Viewing

OUTCOMES

Learners demonstrating evidence of **Band 2**

R/V 2.1 Communication and Cultural Understanding

read with understanding short texts from a variety of sources, based on simple language structures, familiar vocabulary and familiar contexts

R/V 2.2 Language Structures and Features

recognise that texts of different genres are organised differently, and use vocabulary, structure and sound cues to make sense of unfamiliar text

R/V 2.3 Learning-how-to-learn Strategies

predict reading in the target language, applying knowledge gained from their first language and oral target language experiences.

Links

EsseNTial Learnings:

In 1, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

INDICATORS

Learners demonstrating evidence of **Band 2** for example

Communication and Cultural Understanding

- read short, well-known narratives, personal and short factual texts (as appropriate) in the target language, using contextual and visual support, eg shared class stories, own writing, favourite book
- demonstrate understanding, with support, eg match sentences, captions to illustrations, recall information, answer questions, retell with support, complete literal cloze exercises, predict outcome
- recall sequence of a story, process or a series of events, and rearrange parts of texts/illustrations in sequence
- identify main idea, with assistance and find directly stated information in familiar texts
- read/view a text on a familiar topic or experience in the target language and retell in English.

Language Structures and Features

- develop a simple sight vocabulary, eg interest words from a specific learning context
- show understanding of basic sentence word order in target language
- recognise and use common sounds and letter patterns and read common words with comprehensible pronunciation
- recognise purpose of simple punctuation as appropriate to the target language, eg full stop, capital letters, question mark
- identify sentences, paragraphs and dialogue or speech in a text
- recognise purposes of stories and factual texts and identify some differences between factual and fictional texts, through layout and topic.

Learning-how-to-learn Strategies

- use text cues, key words, sound/symbol knowledge and visual cues to confirm and predict meaning, eg shape of word, length, illustrations
- use contextual support to predict and infer events in texts read/viewed
- imitate pronunciation, intonation, rhythm and stress
- re-read familiar self chosen texts to increase accuracy and fluency and to enhance understanding
- clarify when meaning breaks down by pausing, re-reading and reading on.

Reading and Viewing

Links

EsseNTial Learnings:

In 1,
Constructive
Learner

Learning Areas:
SOSE-Soc; other
Learning Areas
depending on
context.

Perspectives:
Literacy

OUTCOMES

Learners demonstrating evidence of **Band 3**

R/V 3.1 Communication and Cultural Understanding

read with understanding and learn from controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary

R/V 3.2 Language Structures and Features

identify that target language texts may be organised in different forms, cueing into basic text organisation and features, and that written language differs from spoken language

R/V 3.3 Learning-how-to-learn Strategies

use strategies such as knowledge of semantics, basic target language vocabulary, structure and sound/symbol cues to make sense of unfamiliar words in texts.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

Communication and Cultural Understanding

- retell ideas and events from well-known texts read/ viewed or a text on a familiar topic or experience
- read some simple texts, independently, eg follow simple written instructions
- identify main idea in a paragraph or section of text and extract items of information from a simple unfamiliar text
- identify and arrange sequences of events, eg in a story, recounts, other texts
- identify new information gained from a text read/ viewed
- make inferences from familiar and new material, with support
- recognise some cultural references in texts, with support.

Language Structures and Features

- recognise a number of text forms and structures and identify the main purpose of a text, eg a story entertains, a procedure outlines instructions
- recognise and use known sight words automatically in different contexts
- identify some basic organisational features of texts
- practise following simple time sequences and recognise some markers, eg after, then, finally.

Learning-how-to-learn Strategies

- recognise and apply known sight words
- use visual organisers to interpret meaning, eg charts, diagrams, graphs, pictures
- access a bilingual dictionary to check the meanings of new words [LT-P] .

Reading and Viewing

OUTCOMES

Learners demonstrating evidence of **Band 4**

R/V 4.1 Communication and Cultural Understanding

read for a range of purposes identifying main ideas, specific information, text purposes, and relate these to their own culture, knowledge and experience

R/V 4.2 Language Structures and Features

recognise how simple texts are structured and apply this knowledge to develop an understanding of the organisation and features of more complex texts

R/V 4.3 Learning-how-to-learn Strategies

use a range of strategies to read texts, linking words and their meanings in context.

Links

EsseNTial Learnings:

In 1, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Communication and Cultural Understanding

- respond to texts read/viewed, eg retell, answer questions, identify stated information and inferred information, recognise cause and effect
- identify the sequence of ideas/information in text and/or illustrations
- make inferences from familiar and new material
- follow a sequence of written instructions, eg to complete a task
- make comparisons between own experience and culture and information/ideas presented in texts
- identify types of writing across cultures, eg folk stories
- show awareness that different cultures may have different interpretations of texts read/viewed
- identify unfamiliar cultural references and ask for meaning.

Language Structures and Features

- identify relationships between sentences in a paragraph, eg correctly re-order jumbled sentences
- demonstrate understanding of simple imagery, some similes and metaphors, with support
- use knowledge of vocabulary, linking words and language structures to get meaning.

Learning-how-to-learn Strategies

- use knowledge of sentence structure, context and text organisation to identify meaning of unknown words
- locate topic sentence to identify main idea of a paragraph
- read on when encountering unfamiliar words in more difficult texts and monitor comprehension
- use diagrams, maps and illustrations to understand ideas
- decode unknown words using syllabification
- use a bilingual dictionary to check meaning **[LT-P]**.

Reading and Viewing

Links

EsseNTial Learnings:

In 1, Col 1, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy

OUTCOMES

Learners demonstrating evidence of **Band 5**

R/V 5.1 Communication and Cultural Understanding

read various authentic, lengthy, factual, and literary texts with justifiable interpretations beyond literal levels

R/V 5.2 Language Structures and Features

interpret complex language and structural features used in a range of accessible and more challenging texts, and relate these to purpose and audience

R/V 5.3 Learning-how-to-learn Strategies

monitor reading and select strategies suited to the text and task.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Communication and Cultural Understanding

- read/view a range of authentic texts extensively and intensively, eg current issues reported in the newspapers/web **[LT-R]**
- distinguish between fact/opinion and produce own opinion of a text and compare this with others
- use information from the text to hypothesise about, eg author, ideas, events, characters
- analyse/select information from texts for a particular purpose
- identify text features and social purposes of text types, eg myths, biographies, explanations
- discuss and infer purpose, audience and context of particular texts, eg groups targeted by and through advertisements **[LT-R]**
- identify and discuss formal/informal styles and registers
- identify and comprehend some imagery, eg metaphors, similes, well-known idioms.

Language Structures and Features

- demonstrate understanding of complex language, eg embedded clauses, noun phrases, words expressing degrees of probability
- identify agent, action and consequence in sentences using passive voice
- identify and track cohesive phrases to the ideas they refer to, eg for these reasons, the following processes
- interpret humour, imagery and lexically-dense vocabulary and concepts, eg urbanisation.

Learning-how-to-learn Strategies

- use pre-reading strategies to set the scene/ purpose for reading, eg prediction, graphic outlines
- assess own information needs to identify suitable sources
- select, skim and scan topic sentences, paragraphs and chapters to find specific information **[LT-R]**
- use own ideas to expand upon information gathered, acknowledging sources
- analyse/evaluate arguments and interpret assumptions, beliefs or theories before determining responses.

Reading and Viewing

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

R/V 5+.1 Communication and Cultural Understanding

read complex factual and literary texts, interpreting key cultural attitudes, beliefs, values, and humour in texts; and justify own reading of a text in relation to the readings of others

R/V 5+.2 Language Structures and Features

use own text responses to analysis of language use and features

R/V 5+.3 Learning-how-to-learn Strategies

use a range of reading strategies to interpret texts and develop understanding.

Links

EsseNTial Learnings:
In 1, Col 1,
Constructive
Learner

Learning Areas:
SOSE-Soc; other
Learning Areas
depending on
context.

Perspectives:
Literacy

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Communication and Cultural Understanding

- critique information from the given texts read/viewed, with reference to validity and quality, eg critical features of arguments, newspapers, magazines, advertising material, Internet **[LT-R]**
- use the text to support a point of view
- distinguish between main and additional themes in factual and literary texts
- summarise and discuss viewpoints represented in different texts, eg agree/disagree
- identify what is required from complex tasks, eg compare and contrast, explain and discuss in essay questions
- interpret a text at more than one level, eg literal, inferential, evaluative
- identify an author's world view or describe aspects of an author's stance
- reproduce subtleties of humour, idioms and metaphors
- identify assumptions, contradictions and issues in texts
- explain how a reader's cultural background may lead to misinterpretations of a texts read/viewed.

Language Structures and Features

- confidently read texts containing extensive vocabulary
- identify features of persuasive language designed to manipulate the reader, eg emotive language in an argument, persuasive techniques in advertising
- identify language which conveys mood and feeling, eg selection of vocabulary, imagery and metaphor
- identify language that signals opinion and qualifies argument, eg 'It is believed that...'
- identify language used for concealment, eg evasion, jargon, ambiguity.

Learning-how-to-learn Strategies

- re-read and track cohesion in a text to confirm/monitor own understanding
- examine text for relevance, own enjoyment or to challenge view, eg ask questions of the text/teacher, assess knowledge gained from the reading **[Cr 1]**
- use bilingual dictionaries and glossaries to identify and confirm shades of meaning **[LT-R]**.

Writing

Links

EsseNTial Learnings:
In 1, Col 4,
Constructive
Learner

Learning Areas:
SOSE-Soc; other
Learning Areas
depending on
context.

Perspectives:
Literacy,
Learning
Technology

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

W KGP1.1 Communication and Cultural Understanding

respond to and initiate interaction with, and explore stimuli, using their senses (auditory, visual, tactile and/or kinaesthetic) to convey a message

W KGP1.2/3 Language Structures, Features and Learning-how-to-learn

recognise that a visual text can convey meaning to others, and practise writing behaviour using a variety of writing tools, particularly those which are used in the target culture.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Communication and Cultural Understanding

- use a switch/communication device, if appropriate **[LT-R]**
- use a keyboard to type randomly **[LT-R]**
- use photographs, actual objects or symbols in a personal collection to convey a message
- use a symbol, eg stamp for written name, pictograph, photo, drawing to produce a text.

Language Structures, Features and Learning-how-to-learn

- demonstrate early stages of fine motor control in writing-like behaviour, eg reach for, grasp and release objects, tracking
- use hands to explore their environment
- experiment with using a variety of writing implements, particularly those from the target culture to 'write' a message to a friend **[LT-R]**
- explore the use of communication implements, eg pencils, paper, communicator, pictographs, computers **[LT-R]**
- respond to requests to produce symbols, eg use a paintbrush, crayon, keyboard, point to a visual text, attend to a symbol **[LT-R]**.

Writing

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

W KGP2.1 Communication and Cultural Understanding

recognise that speech can be written down, and express ideas through drawings and early writing

W KGP2.2 Language Structures and Features

make limited comments about their writing and show some awareness of direction and spacing conventions

W KGP2.4 Learning-how-to-learn Strategies

copy symbols and gradually take risks when writing by experimenting with drawing and writing.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy, Learning Technology

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Communication and Cultural Understanding

- use drawings and words to relate events, experiences and stories **[LT-P]**
- make comments about their drawings
- assign their own meaning to symbols/words copied
- recognise the difference between pictures and words
- show awareness that speech can be written down and that writing can be read and re-read.

Language Structures and Features

- copy text left to right and top to bottom as appropriate to the target language
- approximate letter or character forms and attempt word spacing
- copy own name, letters, words and phrases in target language, sometimes missing out letters
- suggest words when teacher scribes for an individual or in group writing.

Learning-how-to-learn Strategies

- recognise and use different writing implements **[LT-P]**
- use bilingual assistance
- observe others write and experiment with writing-like behaviour
- express a need for something to be written
- actively participate in shared writing activities, eg books, poems, songs.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

W KGP3.1 Communication and Cultural Understanding

express ideas through drawings, copied writing group writing, and attempts at own writing

W KGP3.2 Language Structures and Features

write complete modelled sentences and write simple texts using known language and some writing conventions of the target language

W KGP3.3 Learning-how-to-learn Strategies

copy from classroom resources, ask for help and experiment with writing.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Communication and Cultural Understanding

- use drawings and copied words occasionally to communicate events and experiences
- write a sentence about their name in the target language, eg 'My name is ...' **[LT-P]**
- dictate sentences for others to write, and contribute to group-shared text writing
- combine writing and drawing to create a text about a topic, eg label illustrations
- show some knowledge of print literacy concepts, eg know that print has consistent meaning
- show awareness that some target language sounds are represented by certain letters.

Language Structures and Features

- copy accurately from classroom vocabulary resources, eg word lists, charts
- expect words to have consistent spelling
- write well-known words, phrases and short sentences
- complete simple repetitive modelled sentences and simple cloze activities
- consistently form letters and numbers in the same way
- write texts showing understanding of basic writing conventions, eg leave space between words, page layout, directionality.

Learning-how-to-learn Strategies

- identify and access environmental print
- practise writing target language letters or character forms, words and phrases
- ask for word spelling in target language
- dictate sentences about a drawing or experience for others to write
- check copied writing for accuracy
- use illustrations to provide more detail about own writing.

Writing

OUTCOMES

Learners demonstrating evidence of **Band 1**

- W 1.1 Communication and Cultural Understanding**
use writing to communicate messages including group writing tasks and simple personal writing
- W 1.2 Language Structures and Features**
write reflecting their limited level of spoken target language, teacher's modelling, and basic target language written conventions
- W 1.3 Learning-how-to-learn Strategies**
use formulae, models, 'invented spelling' and classroom resources.

Links

EsSEntial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: L iteracy, Learning Technology

INDICATORS

Learners demonstrating evidence of **Band 1** for example

Communication and Cultural Understanding [LT-P]

- retell/write a familiar sentence, with scaffolding support, using repetitive modelled sentences
- write labels, own name and captions for drawings, and copy sentences scribed by teacher
- complete cloze activities, with contextual support
- participate in group construction of texts, eg shared writing texts, posters, charts
- use a range of formats to record information, eg draw simple graphs, write lists, write notes
- recognise that writing is directed at a reader and can give a consistent message.

Language Structures and Features

- use basic punctuation as appropriate to the target language, eg full stops, question marks
- attempt spelling using knowledge of sounds and visual patterns
- write some words learned using correct spelling.

Learning-how-to-learn Strategies

- write in English and ask for translation
- apply first language writing skills to writing in target language
- use other texts as a reference to model writing on.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Band 2**

W 2.1 Communication and Cultural Understanding

write short simple coherent texts of several linked sentences that use familiar and practised language and basic target language conventions

W 2.2 Language Structures and Features

use basic sentence structures and organise text according to topic and purpose, incorporating features of learned oral and written target language

W 2.3 Learning-how-to-learn Strategies

use a variety of basic writing strategies to create a simple coherent text.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

Communication and Cultural Understanding [LT-P]

- write short, simple texts on familiar topics using learnt language for different purposes, with support, eg recounts, procedures, narratives, descriptions
- write texts which show simple logical sequencing of ideas
- initiate own writing for particular purposes, eg labels, short notes/texts
- use words and phrases appropriate to the task/topic to locate events in place and time
- participate in shared writing activities, contributing vocabulary which has been learnt
- show target language word order in phrases and sentences.

Language Structures and Features

- present writing in appropriate format, eg headings, diagrams
- attempt to write text using paragraphs, as appropriate to target language
- spell frequently used words learned in class, and attempt to spell words using own pronunciation
- use simple joining words/cohesive markers, eg and, but, then
- use common punctuation as appropriate to the target language.

Learning-how-to-learn Strategies

- supplement target language with English writing
- take some risks, ask for target language vocabulary and apply known sound/symbol relationship to create target language words
- attempt to spell a wider range of words using own pronunciation, visual cues and classroom resources
- use repeated formulae to generate and structure writing.

Writing

OUTCOMES

Learners demonstrating evidence of **Band 3**

W 3.1 Communication and Cultural Understanding

write simple creative and informational texts using common text formats for a range of purposes on a variety of familiar topics

W 3.2 Language Structures and Features

write a variety of simple, cohesive texts demonstrating a developing use of basic target language features and structures, and begin to use written features rather than oral

W 3.3 Learning-how-to-learn Strategies

use vocabulary resources and teacher modelling to experiment with planning, writing and redrafting.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy, Learning Technology

INDICATORS

Learners demonstrating evidence of **Band 3** for example

Communication and Cultural Understanding [LT-P]

- write simple creative texts, eg narrative, poetry, report, letter
- write personal opinions and point of view
- write descriptions based on modelled language and learning experiences
- use some oral features in writing
- plan a format for an intended writing purpose, eg letter.

Language Structures and Features

- use a small range of cohesive features in texts
- apply known sentence patterns/text formats for new texts
- use descriptive vocabulary
- use paragraphs and topic sentences
- apply conventions and punctuation, eg full stops, capitals, question marks, commas
- spell, with increased accuracy, frequently-used words and one and two-syllable words with common patterns
- write according to structure of text type.

Learning-how-to-learn Strategies [LT-R]

- write first draft focussing on meaning rather than accuracy
- revise draft after re-reading and conferencing
- plan with teacher/others before writing
- cooperate with group for planning writing
- seek assistance regarding new vocabulary and structure for writing.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Band 4**

W 4.1 Communication and Cultural Understanding

write texts of two or more paragraphs for a range of purposes to a given audience on a variety of familiar topics, using a basic repertoire of text types

W 4.2 Language Structures and Features

write a variety of texts demonstrating overall cohesion and coherence and demonstrate some accuracy in text features, organisation, complex sentence structures and spelling

W 4.3 Learning-how-to-learn Strategies

plan, write, edit, reflect and access vocabulary from a range of sources.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Communication and Cultural Understanding [LT-P]

- write a range of texts with overall cohesion, incorporating information from other sources, with support, eg narrative, poetry, report, simple explanation, summaries, biography, autobiography, discussion
- make summaries by writing sentences expanded from key words
- begin to use some colloquial and idiomatic language and humour.

Language Structures and Features

- attempt to create mood and feeling with appropriate language
- write cohesive paragraphs reflecting distinct ideas
- use introductory topic sentence to announce the idea of a paragraph
- use vocabulary appropriate for topic
- use some antonyms, synonyms and abstract nouns as appropriate for the target language
- use reference words to link ideas, eg pronouns, this, that
- use common linking expressions, relative clauses, conditionals, time sequence references, modals, subject-verb agreement and tense with increasing control, as appropriate for the target language
- spell frequently-used and recognised words and words with common spelling patterns.

Learning-how-to-learn Strategies [LT-R]

- recognise and record information from a variety of sources
- plan writing through discussion, notes, lists or diagrams
- seek to collaborate with teacher/peers in writing conferences
- revise, edit and proofread own writing
- locate and use vocabulary from a range of sources, eg print text, environmental text
- set up and keep a learning journal.

Writing

OUTCOMES

Learners demonstrating evidence of **Band 5**

W 5.1 Communication and Cultural Understanding

write an extensive range of personal, imaginative and informational texts of several paragraphs, adapting to account for audience, purpose and text type

W 5.2 Language Structures and Features

write coherent texts demonstrating an expanded range of target language structural features for linking ideas

W 5.3 Learning-how-to-learn Strategies

plan, review and redraft writing to enhance fluency, accuracy and appropriateness to purpose and audience.

Links

EsSEnTial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas: SOSE-Soc; other Learning Areas depending on context.

Perspectives: Literacy, Learning Technology

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Communication and Cultural Understanding [LT-P]

- write extended texts on a range of topics using well-known fictional and non-fictional text types, eg narratives, explanations of processes, argumentative texts, discussions of issues, essays, poetry, drama scripts
- make reference to supporting evidence from different sources in texts
- present similar content in different ways, eg compare sports in the form of a factual report and discussion
- identify culturally-specific patterns of written information, eg compare target language discourse patterns with those of the first language
- sustain register use in writing and recognise inappropriate use of register, eg use of colloquial terms in formal writing
- show awareness about choice of words, social and cultural sensibilities, eg plump and fat, man and people
- use common euphemisms and imagery, eg passed away
- plan and write with audience in mind.

Language Structures and Features

- use appropriate formats for a range of texts
- use a range of grammatical features with some confidence, eg compound and complex sentences, tenses, noun phrases, modality and modification
- use direct and/or indirect speech, including quotations, appropriately
- use a range of cohesive devices to improve fluency, eg avoid redundancy by leaving out words
- show varying control over subject-verb agreement, articles and irregular plurals
- vary writing by using a range of sentence beginnings for different purposes, eg 'In conclusion ...', 'At the same time ...'
- show use of a broad vocabulary appropriate to changing social contexts
- use active and passive voice.

Learning-how-to-learn Strategies [LT-R]

- use a bilingual dictionary to select a specific word
- take notes for references, and cite references and quotations
- monitor own writing for irrelevant sentences, unintended meanings and errors
- redraft writing showing significant and appropriate changes and not just minor corrections, in response to feedback and self assessment.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 2, Col 4, Constructive Learner

Learning Areas:

SOSE-Soc; other Learning Areas depending on context.

Perspectives:

Literacy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

W 5+.1 Communication and Cultural Understanding

write personal, creative, informational and research texts appropriate to context, purpose and reader, from memory using a wide range of vocabulary

W 5+.2 Language Structures and Features

use a broad vocabulary, showing control over varied styles and consistent control over imagery, grammar and most complex language structures

W 5+.3 Learning-how-to-learn Strategies

plan, revise and refine writing to improve overall text impact.

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Communication and Cultural Understanding [LT-P]

- write creative or reflective responses to texts
- write extended informational and interpersonal texts
- arrange features of tone, mood, style and register in written texts, eg when completing an unfinished text
- synthesise information from a number of sources and use the information in a text
- write summaries and research reports
- develop argument and discussion texts with some recognition of opposing viewpoints
- show awareness that stereotyping should be avoided in characterisation and argument
- incorporate cultural references shared during reading activities
- use irony and humour for effect, with support for subtleties.

Language Structures and Features

- write most compound and complex sentences with facility, but with some support for identifying precise intentions
- show consistent control over subject-verb agreement, comparisons, non-pronoun agreement, articles, mass count nouns, relative pronouns, prepositions and phrases
- write texts using passive and active voice, complex conditionals, and language of exemplification, eg 'This shows that....'.

Learning-how-to-learn Strategies [LT-R]

- change writing plan when editing to communicate more effectively
- edit writing to ensure appropriate expression through vocabulary choice, eg using a thesaurus
- change writing at whole text level for coherence and focus, clarity, errors, consistency of tenses and consistency of argument
- compose texts with creative/dramatic purposes, eg by writing provocative opening sentences, mixing tenses.