

# Stage PP

A1/ BL – Reading

Students listen for key words, focus on illustrations, require repetition of words and phrases, use word lists and picture dictionaries to assist in learning.

**Stage A1: Texts and responses to texts**

<b>At the end of Stage A1, students can routinely read the following kinds of texts, and respond to them in the following ways:</b>			
read short, learned texts, e.g. simple rhymes, songs, repetitive texts			
read some environmental print and familiar words in context, e.g. recognise names, some letters, some common signs and logos, numbers			
read their own writing, or a simple text written by the teacher, e.g. about a shared experience			
join in with shared reading activities e.g. whole class reading of repetitive Big Book			
complete simple activities based around texts, e.g. sequence pictures to retell story, dramatise a story, paint or draw characters,			
adopt teacher's intonation patterns when reading familiar texts			
show a personal response to a text, e.g. look at or read a book in own time, role-play, draw a picture			
recognise some familiar vocabulary, mainly content words in supported context, e.g. shared reading			
follow simple written texts that are read to them			
identify characters in a narrative			
draw pictures of the stages of a narrative; match pictures and words of a procedure			
concentrate during group reading activities			
understand some main ideas in a simple story read aloud, supported by visuals.			

**Stage A1: Cultural conventions of language use**

<b>At the end of Stage A1, students' understanding the context and purpose of the texts they read is shown when they:</b>			
show awareness that written and visual texts are created to share a message			
can recognise that environmental print is significant, e.g. asks the teacher to read a sign			
identify whether a text tells a story or gives information			
understand that print contains a consistent message, e.g. indicates when the ending of a well-known story varies			
identify reading purposes of texts, e.g. enjoyment, information			
choose books to look at or read independently.			

**Stage A1: Linguistic structures and features**

<b>At the end of Stage A1, students' understanding of the linguistic structures and features of the texts they read is shown when they:</b>			
are able to distinguish Roman script from non-Roman script			
recognise the function of capital letters and full stops , e.g. count sentences			
show awareness of basic conventions of print in English, e.g. follow text with finger from left to right and from the top to the bottom of the page			
show awareness that words are separated by spaces, e.g. by pointing to words, counting words			
understand and use the metalanguage for some basic conventions of book layout and aspects of reading, e.g. word, letter, page, title, cover			
recognise and name some letters of the alphabet			
identify common letters in different words consistently, e.g. point to all the 't's in a sentence			
relate some letters of the alphabet to sounds, e.g. relate some non-consonants to their usual/common sounds			
identify some sounds in words			
recognise some common letters and letter patterns in words, e.g. refer to charts, books			
identify repetitive word or letter patterns in sentences and phrases			
recognise some familiar personally significant words in context, e.g. own name, peers' names, 'today is'			
match words to sentence in a known text			
match familiar words or simple sentences with pictures.			

**Stage A1: Maintaining and negotiating communication**

<b>At the end of Stage A1, students may use the following strategies to assist them to read and comprehend texts</b>			
use illustrations to discern the story line of a text			
use illustrations to predict individual words in texts about familiar topics			
read with or slightly after the teacher, e.g. join in the familiar part of a story			
focus on reading repetitive words or phrases in known texts			
listen for key words in a shared reading text, e.g. names of characters			
memorise a familiar or favourite part of a text			
practise by re-reading their favourite texts			
choose texts to read that are familiar or well supported by illustrations			
attempt to decode known and unknown words using initial sounds and other early decoding skills			
focus on meaning of content words (particularly nouns and verbs) associated with accompanying pictures or words pointed to by teacher,			
tend to ignore meaning carried by structural words such as the, and, as, in, of and other language not pointed out or supported by illustrations			
show comprehension through appropriate contextual activities, e.g. sequencing pictures			
use simple dictionaries and word charts.			

**Stage BL: Texts and responses to texts**

<b>At the end of Stage BL, students can routinely read the following kinds of texts, and respond to them in the following ways:</b>			
read simple, familiar texts with assistance, e.g. The book is red. The book is green			
read some environmental print, e.g. words, signs, letters, numbers			
read own writing or text written by a teacher			
gain information from simple illustrations with teacher direction and support			
read some familiar words in different contexts, e.g. recognise a friend's name on a birthday calendar			
read a short text learned independently, e.g. rhyme, song, repetitive texts			
join in with key repetitive phrases or choruses in shared reading activities			
complete activities around class texts, e.g. sequence pictures in order			
respond to and engage in an increasing range of texts about familiar and new content, e.g. enjoyment, through drawing.			

**Stage BL: Cultural conventions of language use**

<b>At the end of Stage BL, students' understanding of the contexts and purposes of the texts they read is shown when they:</b>			
show awareness that texts (books, illustrations, class writing etc.) carry meaning e.g. weekend diary writing			
understand that printed words contain a consistent message			
begin to understand the information that is given in titles and headings, and that illustrations and diagrams also provide information			
identify a familiar text that tells a story or gives information, e.g. diary writing vs. traditional tales			
show awareness of the purpose of some environmental print, e.g. classroom charts, stop signs			
recognise some personally significant words in context e.g. names			
show an interest in books, focusing on illustrations			
show an interest in borrowing books			
need explicit instruction and more time to make links between letters and sounds			
handle and look after books appropriately.			

**Stage BL: Linguistic structures and features**

<b>At the end of Stage BL, students' understanding of the linguistic structures and features of the texts they read is shown when they:</b>			
are able to distinguish Roman script from non-Roman script			
show reading like behaviour, e.g. tracking with finger, turn pages			
show awareness of directionality of reading in English			
show awareness that words are separated by spaces, e.g. count words, point to words while reading			
recognise and name some letters of the alphabet			
relate some letters and letter groups to sounds			
identify common letters consistently, e.g. point to all the 't's in a sentence			
understand some basic conventions of book layout, e.g. the role of illustrations, titles, headings, diagrams			
recognise some common words or phrases, e.g. from charts, labels, books			
locate a word beginning with a particular letter			
recognise the function of capital letters and full stops, e.g. count sentences			
distinguish between text and illustrations.			

**Stage BL: Maintaining and negotiating communication**

<b>At the end of Stage BL, students may use the following strategies to assist them to read and comprehend texts:</b>			
select suitable books to read, e.g. on basis of familiar English content, illustrations, size, amount of print and layout			
use key words to understand texts read or listened to			
use text organisational features to find some information in texts, e.g. headings, labels, diagrams, contents, etc. with teacher support			
re-read familiar texts to increase accuracy and fluency and to enhance understanding			
use some word attack skills to decode, e.g. initial letters, common letter patterns			
build a sight vocab which draws on words of interest, topic words etc.			
attempts to self correct.			

# Stage P1

## A2 - Reading

Students demonstrate an understanding that texts are written for a variety of purposes. They read and respond to a wide range of familiar texts. They predict, ask questions, retell and talk about texts read and viewed in class.

**Stage A2: Texts and responses to texts**

<b>At the end of Stage A2, students can routinely read the following kinds of texts, and respond to them in the following ways:</b>			
read a range of topic related classroom texts with support			
read well-known words or phrases in new contexts, e.g. Tuesday, Once upon a time			
demonstrate understanding of new texts, and respond, e.g. read along with repetitive sections, predict			
consistently read back own writing or sentences scribed by another			
participate in simple group activities based on shared texts			
ask questions, retell and talk about texts read and viewed in class, or give factual information from texts read and viewed in class, e.g. can tell who does what and why			
recall factual information from texts read and viewed in class			
retell main events in sequence with guidance and prompts from teacher			
express opinions about the actions of key characters			
understand main ideas and recognise characters in a well illustrated story read aloud			
obtain information from simple diagrams or graphs			
respond to texts through art, drama, movement and music			
talk about features of a story or poem that have personal appeal, e.g. fantasy elements, favourite characters, interesting words/phrases			
identify features of a range of text types, e.g. recount, report, procedure, narrative			
read well known texts with some fluency, e.g. appropriate pauses and intonation			
modify intonation when reading to differentiate questions, exclamations or dialogue.			

**Stage A2: Cultural conventions of language use**

<b>At the end of Stage A2, students' understanding of the contexts and purposes of the texts they read is shown when they:</b>			
identify the basic purpose of a new text			
identify texts as factual or fictional and make comparisons, e.g. using topic, content, layout, illustrations			
identify stories, lists, poems or songs when reading or listening to text read aloud			
use texts purposefully, e.g. follow simple procedural texts, find basic information in texts, locate specific information from a known text, use a simple contents page and index to locate information			
relate something learned from a text to own experience, e.g. by commenting or by identifying with the characters in a story			
choose books to read that are appropriate and of interest.			

**Stage A2: Linguistic structures and features**

<b>At the end of Stage A2, students' understanding of the linguistic structures and features of the texts they read is shown when they:</b>			
sequence a familiar text, e.g. narrative, recount, procedure, explanation			
read frequently heard phrases fluently, e.g. 'and then', 'and he said'			
recognise familiar words in different contexts			
sequence words or phrases in a familiar sentence			
match a range of familiar spoken words with written words			
recognise and name all letters of the alphabet			
relate most letters of the alphabet to sounds			
recognise some common syllables and patterns within words, e.g. in, on, ing			
recognise some common prefixes and suffixes and how they change the meaning of words, e.g. un, -er			
recognise rhyming words			
recognise beginning, middle or final sounds in words			
recognise the difference between upper and lower case letters			
demonstrate that full stops and question marks break up text, e.g. pause appropriately when reading.			

**Stage A2: Maintaining and negotiating communication**

<b>At the end of Stage A2, students may use the following strategies to assist them to read and comprehend texts:</b>			
draw upon experiences and oral repertoire to anticipate words or phrases			
choose books that are appropriate and interesting by looking at cover, illustrations or amount of text			
re-read well-known books and texts			
sub-vocalise when reading silently			
use picture cues when reading, e.g. pictures in narratives or in information texts			
use a range of cues when reading, i.e. meaning, visual, structure			
use developing knowledge of the patterns of English to predict some words or phrases			
use knowledge of letters and sounds to read a new word or locate key words			
read, modelling rhythm, intonation and pronunciation on the example of other readers			
find words in a dictionary or from class word lists.			

# Stage P2

## B1 - Reading

Students read short, well known texts based on simple language structures and features, well known vocabulary and familiar contexts. They retell simply, predict likely outcomes, and complete basic comprehension activities.

**Stage B1: Texts and responses to texts**

<b>At the end of Stage B1, students can routinely read the following kinds of texts, and respond to them in the following ways:</b>			
read independently simple familiar texts and respond appropriately, e.g. talk about a favourite page, indicate name of characters, describe an incident			
read some previously encountered words and phrases in new contexts, e.g. words from high frequency word list, sentence starters such as 'Once upon a time ...', 'Today is ...'			
make predictions when reading a simple well illustrated text, e.g. using picture cues, letter/sound cues			
gain some information from illustrations, tables, simple maps, diagrams, graphs			
recognise and gain meaning from short texts, i.e. familiar words and chunks of text in English, using visual clues, e.g. whole word shape, picture clues, recent experiences			
complete simple tasks to show understanding of text, e.g. recall information			
identify main character/s in a narrative			
simply describe the setting of a narrative			
respond appropriately to simple written directions and well-known texts through tasks such as performing actions or drama; answering simple questions; drawing; making links with parts of text; distinguishing yes/no; recalling ideas; sequencing; arranging pictures, words/phrases.			

**Stage B1: Cultural conventions of language use**

<b>At the end of Stage B1, students' understanding of the contexts and purposes of the texts they read is shown when they:</b>			
identify basic purposes and likely audiences of different text types, e.g. newspapers, books, catalogues, answer simple questions like 'is this for children?'			
understand that people read texts for a variety of purposes			
gain information when listening to or reading new texts			
match familiar spoken words with written words			
identify the difference between factual and fictional texts, e.g. through language, layout or topic			
locate specific information in a shared reading text.			

**Stage B1: Linguistic structures and features**

<b>At the end of Stage B1, students' understanding of the linguistic structures and features of the texts they read is shown when they:</b>			
identify repetitive words and letter patterns in sentences/phrases			
recognise the difference between English texts and texts in other languages			
read sentences that use basic subject, verb, object patterns, where content and vocabulary are familiar, e.g. 'The dog ate the bone'.			
use some of the terminology of reading, e.g. author, title, letter, word, sentence			
imitate the teacher's model when reading familiar texts aloud, e.g. use similar emphasis, intonation and repetition			
recognise function of and use capital letters and full stops, e.g. pausing at a full stop when reading			
recreate a cut-up text in sequence			
use knowledge of base words to read new forms, e.g. walk, walked, walks, etc.			
sort and organise simple sentences under headings.			

**Stage B1: Maintaining and negotiating communication**

<b>At the end of Stage B1, students may use the following strategies to assist them to read and comprehend texts:</b>			
select suitable books to read, e.g. on basis of familiar English content, illustrations, size, amount of print and layout			
use key words to understand texts read or listened to			
use text organisational features to find some information in texts, e.g. headings, labels, diagrams, contents, etc. with teacher support			
re-read familiar texts to increase accuracy and fluency and to enhance understanding			
use some word attack skills to decode, e.g. initial letters, common letter patterns			
build a sight vocab which draws on words of interest, topic words etc.			
attempt to self correct.			

# Stage P3

## B2 - Reading

Able to read and view a range of familiar and new texts that inform, describe and persuade but are based on predictable structures and familiar vocabulary. They are able to identify, describe and sequence information in texts and can express a personal response to a text.

**Stage B2: Texts and responses to texts**

<b>At the end of Stage B2, students can routinely read the following kinds of texts, and respond to them in the following ways:</b>			
read simple unfamiliar texts with support			
make and substantiate predictions about likely events or sequences when reading or listening to a text read aloud			
identify the main idea in a text, e.g. give a story title, match titles to videos/DVDs			
gain information from illustrations, tables, maps, graphs, diagrams			
express a personal response to a text or elements of a text, e.g. express a point of view about a character's actions			
identify and name major and minor characters in a narrative			
express personal point of view about a character's actions and speculate on own experience in a similar situation			
describe the feelings of a character in simple terms			
make comparisons with own country and cultures when reading, e.g. In my country ..., When I ...			
retell ideas and events from well-known texts or a text on a familiar topic			
follow simple instructions and questions in printed or computer-generated texts, e.g. Fill the ..., Measure the ..., Record the ..., How many ...?			
recall sequence of a narrative, process or recount.			

**Stage B2: Cultural conventions of language use**

<b>At the end of Stage B2, students' understanding of the contexts and purposes of the texts they read is shown when they:</b>			
recognise that texts have a structure, e.g. orientation, complication, resolution in a narrative text			
recognise some features of common text types, e.g. through subject matter, layout of print, illustrations, computer icons			
identify some of the differences between the various types of texts			
make links between the purpose of a text and its organisation			
make simple connections between text layout and text types			
identify organisational features of non-fiction texts			
follow text through a range of conventions of organisation/layout, e.g. paragraphs, chapters, captions, columns, web pages			
identify stories, poems, reports when reading or listening to text read aloud, e.g. through rhythm or intonation, text structure.			

**Stage B2: Linguistic structures and features**

<b>At the end of Stage B2, students' understanding of the linguistic structures and features of the texts they read is shown when they:</b>			
read fluently some common words or familiar phrases, e.g. next to the, she said			
read texts that contain compound and complex sentences			
follow simple time and logical relationships between events/ideas expressed by common cohesive devices, e.g. after that, because			
follow pronoun references for people and things, e.g. The dogs ... They			
sequence sentences from known texts or a text on a familiar topic or experience			
identify and name important features of text organisation, e.g. chapters/paragraphs, paragraphs/topic sentences, icons			
modify intonation to differentiate questions, exclamations or dialogue.			

**Stage B2: Maintaining and negotiating communication**

<b>At the end of Stage B2, students may use the following strategies to assist them to read and comprehend texts:</b>			
use knowledge of simple tense and negation to interpret meaning of written text			
use knowledge of sentence structure to predict words or to self-correct			
use knowledge of common letter-sound patterns to enhance fluency, e.g. ing, sh			
identify fiction books from factual ones by looking at the cover, title and illustrations			
assess readability of a new text by sampling, e.g. look at captions, diagrams, scan for known words			
use diagrams, graphs, or pictures to help interpret meaning			
slow down when reading an unfamiliar text, e.g. read word by word and clarify if meaning breaks down, by pausing, re-reading and/or reading on			
locate information in texts using organisational features (such as headings or diagrams) with limited teacher support.			

# Stage P4

## B3 - Reading

Students read for a wide range of purposes and identify main ideas and specific information in texts. They use their knowledge of sentence structure and content to infer the meaning of unfamiliar words and self-correct with new words and more complex linguistic structures.

**Stage B3: Texts and responses to texts**

<b>At the end of Stage B3, students can routinely read the following kinds of texts, and respond to them in the following ways:</b>			
scan a text to identify the topic and predict what the text might be about			
compare some detail in texts, e.g. characters, complications, resolutions			
recall and summarise the main ideas from fiction and non-fiction texts			
draw basic inferences from texts			
discuss texts with some understanding of meaning beyond the literal level			
talk about emotions and motivation of characters in narratives			
demonstrate understanding of the main storyline and most key information points when retelling, paraphrasing or answering questions			
follow a series of task instructions with some detail, e.g. making a mathematical shape, setting up an experiment			
interpret and explain information from diagrams, graphs, charts or timetables			
classify information under appropriate headings			
read for information or recreation in or out of classroom			
access information from a range of visual or electronic media.			

**Stage B3: Cultural conventions of language use**

<b>At the end of Stage B3, students' understanding of the contexts and purposes of the texts they read is shown when they:</b>			
discuss a text by relating ideas to personal experiences or previous learning			
identify social and literary stereotypes, e.g. villains and heroes			
identify unfamiliar cultural references, e.g. What's a Bunyip?			
compare organisation of information in texts, e.g. procedures, explanations.			

**Stage B3: Linguistic structures and features**

<b>At the end of Stage B3, students' understanding of the linguistic structures and features of the texts they read is shown when they:</b>			
show understanding of meaning and relations between sentences in a paragraph, e.g. re-order sentences in a paragraph			
follow ideas in and between paragraphs making use of a range of conjunctions, e.g. then, next, first, after, and reference items such as pronouns			
recognise how relationships such as cause/ effect, comparison are signalled by conjunctions, e.g. because, like, different from			
follow the meaning of complex sentence patterns, e.g. heard the explosion that wrecked the car			
understand and use the appropriate metalanguage to talk about the structures and features of a text, e.g. chapter, index, orientation, pronouns, conjunctions			
follow direct and indirect speech.			

**Stage B3: Maintaining and negotiating communication**

<b>At the end of Stage B3, students may use the following strategies to assist them to read and comprehend texts:</b>			
use knowledge of sentence structure and content to infer the meaning of unfamiliar words			
locate a topic sentence to identify main idea of a paragraph			
read on when encountering unfamiliar words			
use an accessible English dictionary to check the meaning of new words			
use contents page, index, glossary, and headings to find information.			

# Stage PP

## A1/ BL – Speaking and listening

Students are able to communicate basic needs through gestures, words or short utterances in familiar, basic social and classroom contexts.

Students follow and respond to simple instructions in familiar school routines and activities. They imitate behaviours and speech patterns.

**Stage A1: Texts and responses to texts**

<b>At the end of Stage A1, students can routinely use spoken English to do the following things:</b>			
<b>Receptive</b>			
display attentive listening behaviour, i.e. sit on floor and listen for sustained periods with some visual support			
follow simple instructions in familiar school routines, relying on key words, non-verbal language and context			
respond appropriately with simple non-verbal language to comments, or indicate non-comprehension, e.g. smile when greeted, shake or nod head			
participate in simple, familiar songs, rhymes and chants			
check on understanding of simple, familiar instructions and routines, e.g. T: It's playtime. S: Go outside?			
identify single items of information from short spoken texts, pictures or diagrams in a known context, e.g. number, colour, name, 'Point to the three little pigs.'			
<b>Productive</b>			
give some basic personal information, using learned formulas or brief answers, e.g. My name is ..., I'm a boy/girl ...			
expand on basic personal information when prompted, supported and given adequate time			
make simple requests or express basic needs using learned sentence patterns or 2-3 word utterances, e.g. May I have a drink, please?, It's home time, Go now?			
use learnt phrases in play, e.g. give me, stop it, I don't like			
usually respond to questions with a single word or phrase, but can make longer utterances by substituting words in known sentence patterns			
negotiate simple social or learning activities by suggesting, initiating or directing, e.g. Play football? Stop that!			

**Stage A1: Cultural conventions of language use**

<b>At the end of Stage A1, students' understanding of the contexts and purposes of spoken texts is shown when they:</b>			
<b>Receptive</b>			
distinguish English from other languages, e.g. on hearing English, respond in English			
tune in to the particular sounds of English, e.g. recognise rhyming words in a listening game, respond to known words in texts			
recognise that some particular words, gestures or intonations may be appropriate or inappropriate in certain contexts			
<b>Productive</b>			
use acceptable social formulas and gestures and interact appropriately in context, e.g. thank you, excuse me, please			
recognise that conversation breakdown is not acceptable and repeat, re-pronounce or self-correct words in order to help the other person understand			
can tell when a response is required and attempt to respond either non-verbally or using known words			
can appear to be interacting appropriately by copying the actions of other students.			

**Stage A1: Linguistic structures and features**

<b>At the end of Stage A1, students' understanding of the linguistic structures and features of spoken English is shown when they:</b>			
<b>Receptive</b>			
understand gender in common pronouns and possessive adjectives			
respond to key words in a range of common spoken instructions, e.g. Shut the door			
understand the tense of statements or instructions, mostly through time references, e.g. We went yesterday, Tomorrow we will go, Now we can eat lunch			
have difficulty understanding discussions between teacher and learners at native speaker speed			
<b>Productive</b>			
create original utterances by substituting new words in learned patterns or formulas, e.g. It's home time. It's go time.			
use words from word sets related to need, interest or experience, e.g. family, school, colours, numbers, days, months			
use single word or phrase response to questions, e.g. Yes, No, I don't know			
use a range of formulas appropriately for different purposes and functions, e.g. What's the time? Oh, no! Very good!			
construct simple subject-verb-object sentences, largely using present tense, e.g. We buy house			
demonstrate variable placement of common adjectives to describe or add emphasis, e.g. big truck, car blue			
use some grammatical patterns to create new meanings, e.g. played, eated, goed; to the farm, to the Australia.			
use intonation to enhance meaning or to distinguish statements from questions			
use comprehensible pronunciation			
speak with breakdowns in fluency and meaning due to limited English resources			
express negation using 'no' or 'not' e.g. I no like vegetable, I not go			
use 'telegraphic' speech patterns, where function words may be omitted or not used correctly, e.g. 'Me go to shopping and buyed many thing.'			

**Stage A1: Maintaining and negotiating communication**

<b>At the end of Stage A1, students may use the following strategies to maintain and negotiate spoken communication:</b>			
<b>Receptive</b>			
listen to a sustained text, focusing on visual support, e.g. instructions and demonstrations about an art activity			
question to check meaning, to clarify, or to confirm, e.g. T: Stick it in your book, S: language book?			
check understanding of classroom conversations or instructions by asking other first language speakers to clarify			
use strategies such as watching and listening to what other students are doing, following them, watching the teacher's face			
<b>Productive</b>			
ask for attention or assistance from the teacher or a friend, e.g. check understanding, ask for repetition			
use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture			
substitute words or manipulate learned formulas to create new phrases e.g. in chants			
borrow key words from previous speaker, e.g. Child 1: Do you want to play chasey? Child 2: Yeah, play chasey			
imitate pronunciation, stress and intonation patterns, e.g. from stories, songs, rhymes, media			
rehearse or role play using formulas or short exchanges, e.g. from popular stories or songs; 'Little pig, little pig let me in.'			
provide the initial context for a conversation and then rely on another speaker to provide appropriate words in English, e.g. read with the teacher, interact through gestures, facial expressions, point to illustrations, repeat words.			

**Stage BL: Texts and responses to texts**

<b>At the end of Stage BL, students can routinely use spoken English to do the following things:</b>			
<b>Receptive</b>			
identify basic items of information from short spoken texts, e.g. known vocabulary (identifying animal names, colours), time markers			
attend to tone, intonation and context when listening, e.g. differentiating between questions, instructions and statements			
follow simple instructions and understand simple, predictable questions			
respond appropriately verbally or non verbally when spoken to, e.g. indicate agreement/non-agreement			
<b>Productive</b>			
make simple requests/express needs using actions, single words and short phrases, e.g. go toilet? This my pencil? Drink?			
give some basic information about self using short formulaic or single word responses, e.g. name, age, family details, likes/dislikes			
use intonation to enhance the meaning of simple utterances, e.g. my pen?/my pen!/my pen			
negotiate familiar social situations and learning activities with the teacher or with friends, by initiating, suggesting, agreeing, disagreeing, requesting assistance			
enhance own spoken texts with appropriate gestures and facial expression			
when talking about pictures, identify basic items of information, e.g. known vocabulary (names of people or animals in the picture, single words for how they are feeling, colours, sizes).			

**Stage BL: Cultural conventions of language use**

<b>At the end of Stage BL, students' understanding of the contexts and purposes of spoken texts is shown when they:</b>			
<b>Receptive</b>			
follow simple instructions by relying on key words and immediate context, e.g. line up, stand up, sit down			
respond to context and intonation, e.g. know when a conversation is serious or humorous			
know when it is appropriate to speak or to listen during class interactions			
begin to recognise word patterns/rhyming words			
<b>Productive</b>			
initiate social interactions and use appropriate social expressions, e.g. please, thank you, may I play?			
use acceptable social formulas, e.g. know that some words, gestures or intonation are inappropriate in certain contexts			
interact appropriately in context, e.g. continue an interaction in the same manner as begun by the other speaker			
use intonation appropriately to assist meaning.			

**Stage BL: Linguistic structures and features**

<b>At the end of Stage BL, students' understanding of the linguistic structures and features of spoken English is shown when they:</b>			
<b>Receptive</b>			
distinguish spoken English from other languages, e.g. on hearing English, attempt to respond using basic English			
understand simple past, present and future tense in context, e.g. 'yesterday we went', 'now we can eat lunch', 'tomorrow we will go'			
respond to key words in a range of common spoken instructions, e.g. Shut the door.			
<b>Productive</b>			
construct two or three word utterances with the support of actions, gestures or visuals, e.g. 'shut door'			
express needs using learned word patterns, e.g. 'go toilet', 'me eat', 'me drink'			
create original expressions, substituting new words in learned patterns or formulas, e.g. 'It's time to go football.' 'It's time go eat.'			
use comprehensible pronunciation			
use a range of formulas for appropriate purposes, e.g. What's the time? Oh, no! Very good! Excellent work			
use common adjectives, e.g. beautiful, sad, happy, angry			
use common adverbs, e.g. slowly, very, yesterday			
express negation through use of no, not, e.g. No hot today, Not me.			

**Stage BL: Maintaining and negotiating communication**

<b>At the end of Stage BL, students may use the following strategies to maintain and negotiate spoken communication:</b>			
<b>Receptive</b>			
demonstrate active listening, attending to tone, intonation and visual stimuli			
tune in to particular sounds of English and to English intonation, e.g. recognise rhyming words (play, stay) and emotions expressed through intonation (happy, angry)			
ask for repetition, or question to check meaning, to clarify, to confirm or to elicit help			
use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture			
check understanding of classroom English, e.g. ask for clarification from other first language speakers or by watching what others do			
<b>Productive</b>			
repeat or re-pronounce words or phrases after recognising they have not been understood			
imitate pronunciation, stress, intonation or familiar repetitive patterns, e.g. stories, songs, rhymes, the media			
borrow key words from previous speaker, e.g. T: 'Don't be silly Tim', S: 'Tim silly'			
memorise new words and phrases			
rely on other speakers to scaffold the conversation, to interpret, to clarify or to elaborate.			

# Stage P1

## A2 – Speaking and listening

Students communicate and express ideas and identify key points of information in classroom discussions on familiar and new topics that have been supported by visual material and clear discussions. They can link their prior knowledge to the new context.

**Stage A2: Texts and responses to texts**

<b>At the end of Stage A2, students can routinely use spoken English to do the following things:</b>			
<b>Receptive</b>			
follow a classroom discussion about familiar topics or new topics that are well supported by visual material			
follow a short sequence of instructions related to classroom procedures or learning activities, e.g. book borrowing procedures, rules for using the class computer, order information from a short spoken text using pictures			
listen to a story then retell or sequence using pictures			
identify key points of information from short spoken texts with reduced visual support, e.g. the day the excursion will take place			
understand key information from viewing a range of media, e.g. computer programs, TV, DVDs			
demonstrate active listening			
<b>Productive</b>			
talk about class topics in class discussions			
negotiate simple transactions, e.g. at the school canteen			
participate in short, structured social interactions, e.g. exchanging basic information about family, school			
negotiate activities with peers in small group tasks, e.g. suggesting, agreeing, disagreeing, clarifying			
speak in front of a group on a familiar topic, e.g. sharing, recounting personal experience			
describe a series of events or actions			
express ideas, humour, simple opinions and describe feelings, e.g. I am very happy			
participate in discussions between teacher and learners, but still have some difficulty with discussions at native speed, or with idiomatic or figurative language.			

**Stage A2: Cultural conventions of language use**

<b>At the end of Stage A2, students' understanding of the contexts and purposes of spoken texts is shown when they:</b>			
<b>Receptive</b>			
identify a number of spoken text types and forms, e.g. stories, poems, plays			
understand instructions or explanations, when supported by clear contexts in the classroom			
understand that intonation, volume or stress affects spoken interaction, e.g. modify own pronunciation appropriately			
<b>Productive</b>			
adjust speech according to audience and purpose, e.g. giving a talk, speaking to a friend, adult etc, giving an apology			
negotiate familiar social and learning situations, using language appropriate to the situation, e.g. explaining a problem to a teacher, negotiating the rules of a game with a friend, participating in a class discussion, describing an object			
initiate and manage interaction through conversational formulas, e.g. Oh no? Very lucky! 'Oh sorry, I don't know where is the book. I lost it'			
use modality to express possibility or obligation, e.g. must, should, might.			

**Stage A2: Linguistic structures and features**

<b>At the end of Stage A2, students' understanding of the linguistic structures and features of spoken English is shown when they:</b>			
<b>Receptive</b>			
understand common sequence markers in speech, e.g. first, next, then			
understand phrases of place or location, e.g. over here, next to the chair			
recognise questions or statements through word order and vocabulary as well as through intonation, e.g. Do you ...? Can anybody ...? Anybody can ...			
understand some common phrases in both their full and contracted forms, e.g. I'm/I am, You're/you are			
<b>Productive</b>			
combine known formulas, structures and other vocabulary to communicate, e.g. Yesterday I went to the swim			
apply some grammatical rules, but may overgeneralise for irregular forms, e.g. formation of plurals (mouses); past tenses (swimmed, buyed)			
use common prepositions, e.g. in, at, on, near			
use appropriate verb and noun endings with some consistency, e.g. -ing, -ed, -s			
use correctly some forms of the verbs to be, to have, e.g. Her name is Maria.			
express simple negation correctly, e.g. don't, can't			
regularly use appropriate pronouns, e.g. I/me/he/him/she/he/it			
regularly use appropriate possessive pronouns, e.g. his, her, its, our, their, my			
use sequence markers to link ideas. e.g. next, and then, after that			
use how, when, where, why, who question forms.			

**Stage A2: Maintaining and negotiating communication**

<b>At the end of Stage A2, students may use the following strategies to maintain and negotiate spoken communication:</b>			
<b>Receptive</b>			
ask a speaker to repeat or speak slowly, e.g. Say again, please			
predict meaning from context, e.g. of an unknown word in a conversation			
ask what a word means, e.g. I don't understand. What's 'fete'?			
ask for the translation of specific words from other first language speakers			
<b>Productive</b>			
initiate and maintain simple conversations, incorporating courtesy formulas, e.g. for turn taking, leave taking			
repeat or modify a sentence or phrase, modelling rhythm, intonation and pronunciation on the speech of others			
use communicative strategies, for example the use of intonation or gesture, to enhance meaning			
use a repertoire of common classroom formulas, e.g. Just a minute, Give me hand, Be quiet, please, Can I have a brush, please?			
use vocabulary learned from written texts in speech.			

# Stage P2

## B1 – Speaking and listening

Students are able to communicate in routine social and classroom situations, using formulas, well-rehearsed and common sentence patterns. They follow simple instructions, answer predictable questions, make basic requests and simply describe people, places and things. They demonstrate an initial understanding that English changes according to context and audience, social purposes.

**Stage B1: Texts and responses to texts**

<b>At the end of Stage B1, students can routinely use spoken English to do the following things:</b>			
<b>Receptive</b>			
identify single items of information from short spoken texts or when talking about pictures, e.g. basic vocabulary, identifying animal names, colours, etc.			
listen appropriately and attend to tone, intonation and context when listening, e.g. differentiating between questions and instructions			
follow simple instructions			
understand simple, predictable questions			
<b>Productive</b>			
interact and respond appropriately verbally and non-verbally when spoken to, e.g. indicate agreement/non-agreement			
make simple requests and express needs, thoughts and opinions, e.g. 'May I go to the toilet?', 'I liked/I didn't like ...'			
answer simple questions and give basic information about self, e.g. name, age, family details, likes/dislikes			
initiate social interactions and use social expressions, e.g. 'please', 'thank you', 'may I play?'			
enhance own spoken texts with appropriate gestures and facial expressions			
use intonation to enhance the meaning of simple utterances, e.g. my pen?/ <b>my pen!</b> / <b>my pen.</b>			

**Stage B1: Cultural conventions of language use**

<b>At the end of Stage B1, students' understanding of the contexts and purposes of spoken texts is shown when they:</b>			
<b>Receptive</b>			
respond and use simple intonation, e.g. know when a conversation is serious or humorous and respond accordingly			
understand the context and purpose of different classroom interactions, e.g. listen to instructions, joins in a discussion			
are able to follow simple instructions by relying on key words/phrases in context, e.g. line up in pairs, stand up, sit down on the carpet.			
recognise word patterns/rhyming words			
<b>Productive</b>			
use acceptable social formulas, e.g. please, thank you, may I?			
know that some words, gestures or intonation are inappropriate in certain contexts			
know when it is appropriate to speak or to listen during class interactions.			

**Stage B1: Linguistic structures and features**

<b>At the end of Stage B1, students' understanding of the linguistic structures and features of spoken English is shown when they:</b>			
<b>Receptive</b>			
understand simple past, present and future tense in context, e.g. 'yesterday we went', 'now we can eat lunch', 'tomorrow we will go'			
respond to key words in a range of common instructions, e.g. Shut the door			
distinguish spoken English from other languages, e.g. on hearing English, respond in English			
<b>Productive</b>			
create original expressions, substituting new words in learned patterns or formulas, e.g. it's home time – it's go time			
construct two or three word utterances that use common adjectives to describe or add emphasis, e.g. very hot, beautiful picture			
use comprehensible pronunciation			
express needs using learned word patterns, e.g. 'I want to go toilet.'			
express negation using 'no' or 'not', e.g. me no , not play			
use a range of formulas for appropriate purposes, e.g. What's the time? Oh no! Very good, Excellent work, Well done			
use simple conjunctions, e.g. join ideas using 'and'.			

**Stage B1: Maintaining and negotiating communication**

<b>At the end of Stage B1, students may use the following strategies to maintain and negotiate spoken communication:</b>			
<b>Receptive</b>			
demonstrate listening, attending to tone and intonation			
tune in to particular sounds of English and to English intonation, e.g. recognise rhyming words (play, stay) and emotions expressed through intonation (happy, angry)			
check understanding of classroom English, e.g. by asking for clarification from other first language speakers, or by watching what others do			
use non-verbal language to sustain interaction with others, e.g. nod, smile, laugh, gesture			
ask for repetition, or question to check meaning, to confirm or to elicit help			
<b>Productive</b>			
repeat or re-pronounce words or phrases after recognising they have not been understood			
imitate pronunciation, stress, intonation or familiar repetitive patterns, e.g. stories, songs, rhymes, the media			
borrow key words from previous speaker, e.g. 'Don't be silly Tim', 'Tim silly'			
initiate and sustain simple conversations in English with teachers or peers			
rehearse or role play formulas or short exchanges			
understand the language of classroom routines, e.g. 'Put your maths book away. It's time to pack up.'			
use learned words in speech, e.g. colours, numbers, days, etc.			
rely on other speakers to scaffold the conversation, to interpret, to clarify or to elaborate.			

# Stage P3

## B2 – Speaking and listening

Students appear more confident in social exchanges and will initiate conversations with teachers and peers. They show increasing confidence in participating in mainstream class and group learning activities and are able to respond to direct questions about familiar classroom topics. They pronounce familiar words comprehensively and use basic strategies to sustain communication in English.

**Stage B2: Texts and responses to texts**

<b>At the end of Stage B2, students can routinely use spoken English to do the following things:</b>			
<b>Receptive</b>			
follow a short sequence of instructions related to classroom procedures or learning activities, e.g. rules for using class computer, locating places on a map			
identify key points of information from short spoken texts			
follow teacher explanations that use familiar English, and follow simple recounts of shared activities			
follow classroom task-related instructions with clear steps and modelling of the task			
order information using pictures			
understand social English in most familiar contexts, but still need additional help from conversation partner, e.g. gestures, modified speech, provision of wait-time			
<b>Productive</b>			
participate in short, structured social interactions with increasing grammatical accuracy, e.g. by introducing self and others			
express simple opinions, humour and describe feelings			
identify true or false information from spoken texts			
negotiate simple transactions, e.g. borrowing a library book, asking for directions or assistance			
describe a series of events or actions using some detail, e.g. time, context			
describe and identify people, places and things using simple vocabulary for colour, size, place, location, time			
answer subject-specific questions using a familiar structure on a familiar topic, e.g. T: Which shape has three sides? S: A triangle			
interact socially with peers and familiar adults in most informal school contexts			
participate in academic learning activities on familiar topics if teacher and contextual support (modelling, scaffolding, recycling of language etc.) and time are provided, e.g. can describe processes such as The Water Cycle in simple terms.			

**Stage B2: Cultural conventions of language use**

<b>At the end of Stage B2, students' understanding of the contexts and purposes of spoken texts is shown when they:</b>			
<b>Receptive</b>			
identify and use some terminology of a number of spoken text types and forms, e.g. stories, poems, recipes			
understand that intonation, volume or stress are used with different effects in different situations, e.g. shouting a warning, talking softly in group/play activities			
<b>Productive</b>			
respond appropriately for the context, e.g. listen and respond to other students during a class discussion			
participate appropriately in social and learning situations, e.g. through conversational formulas, turn-taking, affirming, suggesting, discussing.			

**Stage B2: Linguistic structures and features**

<b>At the end of Stage B2, students' understanding of the linguistic structures and features of spoken English is shown when they:</b>			
<b>Receptive</b>			
understand adverbial phrases of place, location, time, e.g. over there			
understand and use some common contractions, e.g. I'm, you're, we'll, we won't			
<b>Productive</b>			
use negative form, e.g. I don't go			
use common prepositions, e.g. in, at, on, near			
use some grammatical rules consistently, e.g. may overgeneralise in formation of plurals: mouses, sheeps			
use correctly some forms of the verbs to be, to have, and verb endings with some consistency, e.g. -ing, -ed			
use some articles correctly, e.g. a dog/the dog			
use some non-contracted forms, e.g. for stress, I am not!			
use specific time markers in speech, e.g. yesterday, last week, on the weekend, but may not also mark the verbs for tense, e.g. first is good, after is boy want fight			
pronounce familiar words comprehensibly			
begin to produce more complex language, e.g. using subordinating conjunctions such as because, when, that			
show signs of early modality, e.g. if ..., could, might, will, must, perhaps.			

**Stage B2: Maintaining and negotiating communication**

<b>At the end of Stage B2, students may use the following strategies to maintain and negotiate spoken communication:</b>			
<b>Receptive</b>			
predict meaning from context			
ask for the translation of specific words from other first language speakers, e.g. to check context, match concepts			
<b>Productive</b>			
ask speaker to repeat or speak slowly, or ask what a word means, e.g. What you mean? What mean 'festival'? What ostrich?			
initiate and maintain common social exchanges, e.g. by using simple conversation openers, turn-taking, leave-taking			
repeat another speaker's words in subsequent conversation, e.g. Where did you plant the seeds? Plant the seeds in pot.			
use a repertoire of common classroom and playground language, e.g. Wait a minute. Be quiet please. My turn.			
practise pronunciation and phrasing			
repeat a word, phrase or sentence, modelling rhythm, intonation and pronunciation on the speech of others			
use vocabulary and structures learned from written texts in speech.			

# Stage P4

## B3 – Speaking and listening

Students are able to respond to and use the structures and features of English appropriately in an increasing variety of familiar formal and informal contexts. They demonstrate awareness of the more formal and academic register requirements of spoken English used for classroom purposes. They self-correct, reformulate language to convey meaning and add essential details to social interactions and learning activities.

Stage B3: Texts and responses to texts

<b>At the end of Stage B3, students can routinely use spoken English to do the following things:</b>			
<b>Receptive</b>			
understand teacher questions on familiar topics or themes and respond appropriately			
follow a set of oral instructions or directions, understanding the difference between directives and suggestions			
extract information from extended spoken text, e.g. from a video, from the radio or an announcement			
comprehend English in most social situations			
understand increasingly more decontextualised spoken language, e.g. text without illustrations, conversation and text accompanying visual medium			
grasp the gist of a new topic delivered with extensive contextual and teacher support including paraphrasing and explanation			
<b>Productive</b>			
initiate and participate in casual exchanges and in learning contexts, e.g. contribute information and express ideas in group tasks/classroom discussions			
retell what has been learned from classroom texts, e.g. a student presentation, a discussion, a talking book or guest speaker			
relate a series of events in a time sequence giving details involving where, when, who, and what			
give reasons for opinions			
relay messages e.g. from teacher to teacher			
give a short sequence of instructions related to classroom procedures, games, tasks, e.g. first you ... then you			
prepare a short talk for presentation to group or the class			
contribute information and express ideas in group task/classroom discussions.			

Stage B3: Cultural conventions of language use

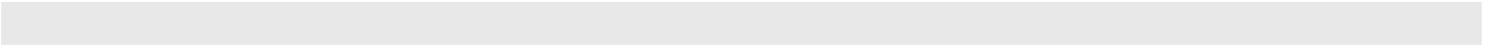
<b>At the end of Stage B3, students' understanding of the contexts and purposes of spoken texts is shown when they:</b>			
<b>Receptive</b>			
respond to different registers appropriately, e.g. match a formal response to a formal request			
respond appropriately in different classroom activities, e.g. participate in brainstorming			
identify when intonation, volume stress, pacing and repetition in English support and convey meaning (for emphasis in storytelling, recounting news)			
<b>Productive</b>			
use appropriately a variety of registers			
identify and use features of formal and informal spoken texts, e.g. different politeness formulas, use of modal forms such as could, should			
give relevant and appropriate detail when recounting stories/events, giving instructions, expressing opinions, contributing information			
open and close an interaction in formal and informal situations, e.g. greet, give a message, leave take, introduce and conclude a talk			
assess the grammatical correctness of own utterances and attempt some self correction			
initiate and manage interaction appropriately in social and learning situations, e.g. through conversational formulas, turn-taking, affirming, suggesting.			

**Stage B3: Linguistic structures and features**

<b>At the end of Stage B3, students' understanding of the linguistic structures and features of spoken English is shown when they:</b>			
<b>Receptive</b>			
respond appropriately to structures such as questions, statements and negation through word order and vocabulary rather than through intonation, e.g. Do you ...? What is ...? Can anybody ...?			
follow instructions that include sequential discourse markers, e.g. first, then, after that, finally			
understand how modals express probability and possibility, e.g. may, will, could, must			
<b>Productive</b>			
ask and answer open-ended questions, e.g. how and why questions			
use appropriate sequence markers, e.g. first, finally, until, when			
use the correct form of pronouns for subject, object or possessive, e.g. I, me, my, mine, with some consistency			
consistently use most common, irregular, past tenses, e.g. came, gave thought, said			
speak with some lapses in tense usage			
employ a range of vocabulary to convey shades of meaning, e.g. good, fine, terrific, excellent, however occasional gaps in vocabulary will be evident			
use tag questions, e.g. You're going, aren't you?			
use comprehensible pronunciation, stress and intonation.			

**Stage B3: Maintaining and negotiating communication**

<b>At the end of Stage B3, students may use the following strategies to maintain and negotiate spoken communication:</b>			
<b>Receptive</b>			
use visual cues to make meaning of spoken text, e.g. pay attention to diagrams or graphs during a discussion			
understand more complex spoken language, e.g. text without illustration, conversation and text accompanying visual medium (films etc.)			
acquire new English from sources other than the classroom, e.g. media, friends, family			
<b>Productive</b>			
use English acquired from a variety of media, conversations			
self-correct or reformulate language to convey meaning more clearly, e.g. 'My mum say ...' and 'My mum said ...'			
plan, rehearse and present a short talk, e.g. report back to class on group work			
rehearse or role-play, e.g. giving instructions, giving short talks			
use a variety of registers in speech, plan what to say and how to say it			
practise pronunciation of polysyllabic words.			



# Stage PP

A1 / BL – Writing

Students communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own writing. They begin to form letters and place text appropriately on the page. They demonstrate knowledge of some sound-letter relationships and show evidence of basic planning.

**Stage A1: Texts and responses to texts**

<b>At the end of Stage A1, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:</b>			
write a simple text that fulfils a function, e.g. simple description, recount, procedure			
draw to illustrate a simple text, e.g. to relate an ongoing activity, to give additional information, to retell a simple story			
contribute ideas, words or sentences to a class or group shared story			
write well-known symbols, words, phrases or short texts, e.g. Today is Monday			
complete simple repetitive modelled sentences, e.g. I like ...; I went to ...; Today is ...			
reread their own texts, or sentences scribed by another			
choose a topic to write or draw about			
write or complete simple sentences from own experience			
write a caption or label for an illustration.			

**Stage A1: Cultural conventions of language use**

<b>At the end of Stage A1, students' understanding of the contexts and purposes of texts they write is shown when they:</b>			
show awareness that English writing consists of words formed by letters, and sentences made up of words, e.g. leave spaces between groups of letters or between words			
use some conventions for printed English, e.g. left to right, top to bottom, copied letters are identifiable			
respond to the terms writing and drawing appropriately			
understand some terminology of writing, e.g. word, letter, sentence, space, full stop			
expect words to have consistent spellings, e.g. copy words carefully, ask how to spell a word, or ask for a word to be written so they can copy it			
show evidence of layout or planning in writing, e.g. place text appropriately on a page, leave space for a drawing			
take particular care with handwriting, drawing, or choosing materials when writing for special purposes, e.g. 'publishing' a story, making a birthday card			
use appropriate size, spacing and letter formation.			

**Stage A1: Linguistic structures and features**

<b>At the end of Stage A1, students' understanding of the linguistic structures and features of the texts they write is shown when they:</b>			
write sentences or phrases that reflect their oral structures, e.g. go to school, go home, come from			
dictate sentences or phrases that reflect their oral structures, e.g. go to school, go home, come from			
label drawings of everyday personal activities using language learnt in the classroom, e.g. live here, play, study			
write 'run-on sentences', e.g. at school we work and at school we play			
dictate 'run-on sentences', e.g. at school we work and at school we play ...			
demonstrate awareness of some sound-letter relationships, e.g. represent words by initial letter, or several letters, such as 'bk' for book			
write some words using correct spelling			
spell with accuracy some CVC words (consonant-vowel-consonant) and common words learned in the classroom			
consistently write the same letters and numbers the same way			
understand the difference between upper and lower case letters			
begin to include/experiment with some familiar punctuation, e.g. full stops, capital letters			

**Stage A1: Maintaining and negotiating communication**

<b>At the end of Stage A1, students may use the following strategies to assist them to write texts:</b>			
use illustrations to provide more detail to a written text			
use illustrations as a prompt for a scribe to write for them			
use words copied from various sources, e.g. labels, signs, word lists			
use invented spelling which draws heavily on phonetic strategies or based on own pronunciation			
dictate sentences about a drawing or an experience for others to write			
write the same very simple texts repeatedly			
practise correct formation of letters			
ask for a word to be written so it can be copied			
copy words, phrases or sentences accurately			
use basic keyboard skills to write personally significant words and simple modelled sentences, e.g. own name, 'I went to the park'			
begin to experiment and attach meaning to their writing.			

**Stage BL: Texts and responses to texts**

<b>At the end of Stage BL, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:</b>			
draw pictures to communicate activities/events and orally dictate sentence for teacher to scribe			
write explanatory labels or captions for drawings with support			
write some familiar words, and attempt to write sentences			
copy words, phrases or sentences accurately and carefully			
label drawings or illustrations			
use drawings, symbols and strings of letters and some words in writing			
complete simple repetitive modelled sentences, e.g. 'My name is ...'			
complete short cloze activities with support			
contribute ideas to shared writing activities			
contribute ideas to shared writing activities using topic specific vocabulary encountered in classroom activities.			

**Stage BL: Cultural conventions of language use**

<b>At the end of Stage BL, students' understanding of the contexts and purposes of texts they write is shown when they:</b>			
show awareness that English writing consists of words formed by letters, and sentences made up of words, e.g. leave spaces between words			
use the terms writing and drawing appropriately			
have an awareness that words have consistent spelling			
discuss the purpose of a text and its audience in simple language.			

**Stage BL: Linguistic structures and features**

<b>At the end of Stage BL, students' understanding of the linguistic structures and features of the texts they write is shown when they:</b>			
write or dictate in sentences or phrases that match oral sentence structures, e.g. go to school, go home, come from			
show evidence of some layout or planning, e.g. place text appropriately on a page, leave space for drawing			
show awareness of sound-letter relationships, e.g. represent words by their initial letter such as 'b' for 'book'			
consistently write the same letters and numbers the same way			
identify common letters consistently, e.g. point to all the 't's in a sentence			
spell a number of high frequency words accurately			
copy basic punctuation as part of 'writing'			
copy/write text from left to right, top to bottom			
include some well-known words spelt accurately from charts, books or word banks.			

**Stage BL: Maintaining and negotiating communication**

<b>At the end of Stage BL, students may use the following strategies to assist them to write texts:</b>			
use illustrations as a prompt or to provide more detail			
dictate sentences about a drawing or an experience for others to write			
copy sentences, short paragraphs, words or illustrations from a range of texts			
check copied writing for accuracy against the original text			
practise writing letters of the English alphabet			
ask for the English word and how to write it			
copy words from a range of sources, e.g. environmental print, books.			

# Stage P1

## A2 – Writing

Students communicate ideas, events and experiences through simple texts. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write simple stories, recounts and factual texts based on their own and shared classroom experiences. They write letters legibly and make some changes to their text when editing.

**Stage A2: Texts and responses to texts**

<b>At the end of Stage A2, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:</b>			
write simply for a variety of authentic purposes related to classroom topics, using known and modelled structures and features, e.g. a personal recount, simple description			
initiate writing for own particular purposes, e.g. label drawings, make a birthday card, write a recount about a recent experience			
write for a 'real task', e.g. make a list, write a letter, write a story at home			
write beyond the immediate environment and beyond known language only if patterning and modelling has been provided by the teacher			
use vocabulary, modelled writing or ideas from texts read or viewed in class in own writing or drawing.			

**Stage A2: Cultural conventions of language use**

<b>At the end of Stage A2, students' understanding of the contexts and purposes of texts they write is shown when they:</b>			
use a variety of simple text structures, e.g. a title, an opening, ending, caption			
write, using a text type appropriate to the purpose, e.g. a story, a list, a procedure, a report			
describe the purpose of a text, e.g. to inform, to describe an event, to tell a story			
demonstrate an understanding that written texts usually need to be planned, edited and presented			
use a range of writing implements and writing styles for different purposes, e.g. work for display, first draft on a computer, making a poster			
use size of writing, colour, layout and choice of media to help transmit messages, e.g. making a sign or a poster.			

**Stage A2: Linguistic structures and features**

<b>At the end of Stage A2, students' understanding of the linguistic structures and features of the texts they write is shown when they:</b>			
write, reflecting spoken English in vocabulary and structure			
write sentences based on simple repetitive, modelled patterns, e.g. I went ...			
write simple sentences and begin to rely less on copying			
use some common imperatives appropriately, e.g. draw, cut, stop, run, Mix the ..., Cook the ...			
use some common irregular past tense verbs correctly, e.g. went, saw			
use a mixture of tenses within one text			
link sentences using common conjunctions and connectives, e.g. but, after, when			
use small range of reference items, e.g. definite article and pronouns, with some accuracy in short written texts, e.g. Once there was a monster. The monster was hungry. It eats my lunch			
spell high frequency words correctly appropriate to year level			
attempt to spell unknown words			
use some punctuation consistently, e.g. full stops, question marks, commas			
demonstrate that a sentence starts with a capital letter and ends with a full stop			
use upper and lower case letters appropriately			
write legibly.			

**Stage A2: Maintaining and negotiating communication**

<b>At the end of Stage A2, students may use the following strategies to assist them to write texts:</b>			
use pictures, drawings or graphic organisers to develop a simple plan for writing			
use a simple framework to write a particular text type, e.g. a recipe, a report			
begin simple editing and redrafting of their writing			
read own writing aloud to check meaning			
model writing on other texts, e.g. use words, phrases or sentence patterns from a teacher model or favourite story			
write repetitive patterns to produce longer texts, e.g. I like ..., and I like ...			
create and use a bank of known words appropriate to year level in own writing			
ask how to write new words			
attempt to spell new words, based on known spelling patterns and base words, e.g. walk, walked, walking			
use sound or visual features of words to attempt own spelling, e.g. vae/very, ar/are, perpl/purple			
use a range of resources to find words or phrases needed for own writing or to check spelling, e.g. simple dictionaries, vocabulary lists, modelled texts, familiar books and environmental print			

# Stage P2

## B1 – Writing

Students are able to write and present simple texts for a variety of basic classroom and personal purposes. They communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions, reports and rhymes with some support.

They spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English sound-symbol relationship. With support students plan and edit texts.

**Stage B1 – Texts and responses to texts**

<b>At the end of Stage B1, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:</b>			
contribute ideas in simple sentences to shared writing activities			
contribute to shared simple brainstorming of ideas and identifying relevant vocabulary to be incorporated into the written work			
write simple imaginative or personal texts modelled on familiar forms and repetitive patterns, e.g. journal/weekend diary, stories			
write simple factual texts for a variety of classroom purposes, e.g. to give information, to keep records, to inform			
write short description or report on a topic of interest that has been covered in class			
write simple texts that approximate various text types			
initiate own writing for particular purposes with support, e.g. based on teacher suggestions, previous writing tasks			
write for a 'real task', e.g. make a list, write a letter, write a story at home			
write text incorporating common spoken and written phrases, with support			
write learned phrases and complete short cloze activities around familiar language			
write short texts with simple sequencing of ideas.			

**Stage B1: Cultural conventions of language use**

<b>At the end of Stage B1, students' understanding of the contexts and purposes of texts they write is shown when they:</b>			
use appropriate basic text types based on models when writing, e.g. recounts, descriptions, reports			
present writing in appropriate formats for different audiences or for display, e.g. letters, stories with illustrations			
use a range of formats to record basic information, e.g. graphs, lists, tables			
use media appropriately, e.g. pens for headings, computers for final draft.			

**Stage B1: Linguistic structures and features**

<b>At the end of Stage B1, students' understanding of the linguistic structures and features of the texts they write is shown when they:</b>			
write texts that reflect everyday spoken English, such as sentences that use subject-verb-object patterns, e.g. 'I read books.' 'She watch video.'			
write simple sentences and phrases using appropriate word order			
use illustrations to support simple narrative or recount sentences			
use some conjunctions, e.g. and, after			
use pronoun references with limited noun/pronoun agreement, e.g. Yesterday the class went ..., We went ...			
use simple present or present continuous tense for a range of tenses, e.g. Yesterday teacher talking about cooking, I go to beach Saturday.			
use some irregular past tense verbs, e.g. went, said, bought, etc.			
use simple past tense with some consistency			
use adjectives and adverbs, e.g. run class fast			
spell accurately some high frequency words encountered in the classroom, e.g. the, and, is, it			
use basic punctuation, e.g. full stop, capital letter appropriately.			

**Stage B1: Maintaining and negotiating communication**

<b>At the end of Stage B1, students may use the following strategies to assist them to write texts:</b>			
use modelled forms and repetitive patterns to generate and structure writing, e.g. On Saturday I ..., We went, We saw			
use formulaic structures, e.g. time markers such as 'On Monday ...' 'First, Then, Next, After that, Last			
use repetition for effect, e.g. many, many			
provide some detail through additional information, e.g. illustrations, diagrams, story maps, lists			
rewrite after correction, discussion or prompting, i.e. delete or add words to clarify			
develop vocabulary and phrase lists with first language translations, or pronunciation guides			
translate literally from first language to English, e.g. use a bilingual dictionary			
copy words from dictionary correctly			
ask how to write certain words in English			
use a range of strategies to find the correct spelling of new or unknown words, e.g. dictionaries, charts, other students, own spelling lists			
use sound or visual features to spell words, e.g. evry.			

# Stage P3

## B2 – Writing

Students are able to write and plan for a range of purposes on subject-specific topics based on known sentence structures. They can write more complex sentences. Students spell new words by implementing a range of support strategies. They draw on a developing knowledge of the writing process to plan and write simple texts, and with support, redraft them.

**Stage B2: Texts and responses to texts**

<b>At the end of Stage B2, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:</b>			
write creative texts based on models, e.g. poems, dialogues, raps			
write simple personal texts, e.g. letters of invitation, thanks to visitors, journals, emails			
write simple factual texts, e.g. report, procedure, explanation			
write simple texts that present a point of view, e.g. statement of opinion			
write simple descriptions of items or events, captions for pictures or photographs.			

**Stage B2: Cultural conventions of language use**

<b>At the end of Stage B2, students' understanding of the contexts and purposes of texts they write is shown when they:</b>			
plan, with support, the format of a text according to its communicative purpose, e.g. a recipe			
discuss the sequencing of events or ideas in own writing			
use some conventions for separating ideas or sections in a text, e.g. starting a new idea on a new line, starting a new section on a new page			
use heading and text format appropriate to the task			
enhance own writing with appropriate layout and visual information, e.g. draw a diagram to accompany an information report, choose appropriate computer applications for particular purposes			
include appropriate amount of information or detail for the audience			
write using language which is beginning to reflect less the features of spoken language and more the features of written language			
write texts which include key features of common text types relevant to school learning.			

**Stage B2: Linguistic structures and features**

<b>At the end of Stage B2, students' understanding of the linguistic structures and features of the texts they write is shown when they:</b>			
orient the reader by including relevant details, e.g. characters, time and place			
use headings to group information, e.g. in a report on an animal			
use a number of common conjunctions to link ideas between sentences, e.g. and, because, but, when			
use simple time sequence markers when describing a process or event, e.g. first, next, at last			
use pronoun references with some appropriate noun/pronoun agreement, e.g. Yesterday the class went .... We went ...; Koalas live in trees. They live ...			
select some descriptive vocabulary appropriate to context, e.g. 'huge' for 'big'			
use simple extended noun groups, e.g. a big, black dog			
use simple phrases to express basic comparisons, e.g. the same as, bigger than			
make expository statements using introductory 'there', 'it', e.g. There is ..., There are ..., It has ...			
use correctly some forms of the verbs to be, to have			
use verb endings with some consistency, e.g. -ing, -ed			
write with ESL features, e.g. omission of articles and verb endings, varied tenses			
experiment with more complex punctuation, e.g. commas, question marks, exclamation marks			
spell frequently used words and one and two syllable words with common patterns with increased accuracy.			

**Stage B2: Maintaining and negotiating communication**

<b>At the end of Stage B2, students may use the following strategies to assist them to write texts:</b>			
use knowledge of sentence patterns to form new sentences, e.g. base a new story on repetitive formulas from a known story, from written or spoken texts			
plan before writing, e.g. discuss ideas and topics in first language or English or write notes in a framework			
write a first draft focusing on meaning and revise after rereading or discussion, e.g. add or delete ideas, correct simple errors in spelling and punctuation			
use a framework to complete a writing task and reflect on it, e.g. guiding questions, headings.			

# Stage P4

## B3 – Writing

Students are able to communicate for a range of purposes on a variety of subject-specific topics, using a basic repertoire of text types. They write logical texts that consist of ordered paragraphs, topic sentences and support for main ideas. They write sentences that incorporate increasingly complex structures. They discuss, reflect on and edit their own writing, incorporating feedback when planning, reviewing or presenting their texts.

**Stage B3: Texts and responses to texts**

<b>At the end of Stage B3, students can routinely write the following kinds of texts and respond in the following ways to texts they have read or heard:</b>			
write creative texts, e.g. imaginative recounts, descriptions, poems			
write sequenced and ordered factual texts based on personal experience or topic areas, e.g. report on an excursion, science report			
write narrative texts maintaining a cohesive storyline and characterisation			
write a range of texts across the curriculum incorporating information from different sources.			

**Stage B3: Cultural conventions of language use**

<b>At the end of Stage B3, students' understanding of the contexts and purposes of texts they write is shown when they:</b>			
use own experience and perspectives to elaborate and support a viewpoint			
use text type appropriate to task			
present work appropriately to purpose and audience, e.g. write final draft using publishing software			
gather and present information appropriately in texts, e.g. diagrams, mind maps, illustrations, dot points			
begin to create mood and feeling by the selection of appropriate vocabulary			
use some colloquial and idiomatic language appropriately in texts			
organise texts in simple logically ordered paragraphs with a topic sentence			

**Stage B3: Linguistic structures and features**

<b>At the end of Stage B3, students' understanding of the linguistic structures and features of the texts they write is shown when they:</b>			
write text using a framework and identifiable topic sentences			
combine simple sentences using common conjunctions, e.g. We need trees so we should not cut them all down			
use some antonyms and synonyms			
use appropriate conjunctions to join two or more clauses, e.g. When we went to the zoo the lions were sleeping. After lunch they woke up and then they roared.			
use relative pronouns, e.g. The girl who was late had to go to the office			
use direct or indirect speech appropriately in context			
use a range of negatives, e.g. can't, could not			
maintain appropriate tense throughout a text			
use present and past tense with reasonable consistency			
write using extended noun groups, e.g. a large shark with sharp teeth			
spell most words accurately drawing on a range of strategies, however some invented spelling will still be evident.			

**Stage B3: Maintaining and negotiating communication**

<b>At the end of Stage B3, students may use the following strategies to assist them to write texts:</b>			
confer and cooperate in groups or pairs when planning, writing or reviewing, e.g. add to information contained in the text after discussion			
plan individually and review own writing, e.g. use spell-check to edit for accuracy, consider alternative words for effect			
participate actively in discussions			
reflect on writing considering criteria set by teacher.			