

**INTEGRATE IRELAND
LANGUAGE AND TRAINING**

**English language proficiency benchmarks
for non-English-speaking pupils
at post-primary level**

**Version 1.4
August 2002**

Foreword

In 1996 the Irish Refugee Agency commissioned the Centre for Language and Communication Studies (CLCS), Trinity College Dublin, to write a report on the provision of English language support for refugees in Ireland. *Meeting the Language Needs of Refugees*, by David Little and Barbara Lazenby Simpson, outlined some general pedagogical principles, reported on current practice in Ireland and elsewhere, and made a number of recommendations for future action.

The central recommendation was that a system of English language proficiency benchmarks and assessment procedures should be developed, and that this system should then be used to identify the English language needs of individual refugees and plan, monitor and evaluate English language courses appropriate to these needs. The implementation of this recommendation is among the principal tasks that the Department of Education and Science has assigned to the Refugee Language Support Unit in its two-year pilot phase (1999–2001).

The present document focuses on the English language needs of non-English-speaking pupils at post-primary level. It was drawn up in CLCS by Fiona O'Connor in consultation with David Little, Barbara Lazenby Simpson, and Eilish Hurley.

The RLSU is grateful to the following, who provided information either by phone or in person: Rosemary Callan, vice-principal, Coláiste Bride, Clondalkin; Philip McAuley, language support teacher, St David's Secondary School, Artane; Maria Brady, language support teacher, Mount Carmel Secondary School, Dublin 7; Sr Mary Kernan, principal, Collette Glynn, language support teacher, and Eithne Moran, home liaison teacher, all of St Joseph's Secondary School, Stanhope Street, Dublin.

This third printing of the document incorporates a number of minor corrections and clarifications.

August 2002

David Little
Director, Integrate Ireland Language and Training

Introduction

What are the benchmarks and where do they come from?

The English language proficiency benchmarks set out in this document are intended to facilitate the design and delivery of English language support for non-English speaking pupils at post-primary level in Ireland.

Ultimately the benchmarks derive from the Council of Europe's *Common European Framework of Reference* (Strasbourg 1996), which defines language learning objectives as "can do" statements relative to the skills of listening, reading, spoken interaction, spoken production, and writing, at six levels: A1 (BREAKTHROUGH), A2 (WAYSTAGE), B1 (THRESHOLD), B2 (VANTAGE), C1 (EFFECTIVE OPERATIONAL PROFICIENCY), and C2 (MASTERY).

However, the benchmarks differ from the *Common European Framework* in three important respects:

1. We were not concerned to describe the full range of English language proficiency achievable by a non-English-speaking pupil at post-primary level, but rather to specify the minimum proficiency required to support full participation in mainstream schooling. For that reason, the benchmarks map on to the first three levels of the *Common European Framework* only.
2. Whereas the descriptions in the *Common European Framework* reflect a language learning process that typically covers many years of formal education, the benchmarks support a process that is both pedagogical and developmental, and in most cases should be complete by the end of one or two school years.
3. In designing the benchmarks we have taken account of the communicative demands imposed by the core subject areas of the post-primary curriculum.

These considerations explain the structure of what follows. We begin on p.6 with the global benchmarks. These are general "can do" descriptions of English language proficiency which effectively restate the Council of Europe's BREAKTHROUGH, WAYSTAGE and THRESHOLD proficiency levels in such a way as to focus on the needs of non-English-speaking pupils at post-primary level. The remainder of the document elaborates these global benchmarks as a series of modules, the titles of which are listed for convenience on p.7. The modules have three different focusses:

- Modules 1–3 are concerned with the communicative and reflective proficiency that pupils must develop if they are to be fully integrated as individuals in the learning processes of the classroom.
- Modules 4–6 deal with aspects of communication that are relevant across the curriculum.
- Modules 7–12 focus on the specific needs of seven core curriculum subjects.

Ordering the modules

The order in which the modules are presented in this document is not intended to imply an inflexible progression, starting with issues of personal identification and ending with the

communicative demands of the physical education class. The numbers of non-English-speaking pupils in a particular school and their level of proficiency in English when they arrive vary unpredictably, and the modules should be deployed flexibly, in response to the most urgent needs of each particular situation.

Using the post-primary benchmarks

The post-primary benchmarks can be used to

- define the language support teacher's task;
- assess the proficiency of each non-English-speaking pupil newly admitted to the school;
- monitor his/her progress;
- identify the point at which he/she can be fully integrated in the mainstream;
- select learning activities and materials.

Flexibility and individual focus

The starting point for language support can vary greatly, depending on the individual pupil's age, mother tongue, ethnic background, and previous educational experience. As a consequence, it is essential that the benchmarks are always applied to individual pupils rather than a whole class. If possible, individual needs should be determined by observing pupils in the authentic classroom situation. This should quickly reveal what level of language proficiency they already have, if any, and what strategies they are able to deploy to compensate for language deficit.

Later, as the pupil begins to integrate at a social level and is more confident and self-assured in the classroom, the language support teacher should identify, in collaboration with subject teachers, what topics will occupy the class during the coming six or eight weeks. The benchmarks can then be used to focus language support on the relevant topic areas, which should ensure that the pupil has every opportunity to begin to identify and engage with what is taking place in the mainstream classroom.

Inevitably, different pupils enter language support classes with different degrees of English language proficiency, and for some the lower benchmarks may not be relevant. For example, a pupil who attended school for the latter part of last school year may already be at A2 (WAYSTAGE) level for at least some of the benchmarks at the beginning of this year.

Not all pupils learn in the same way and at the same rate. This makes it even more critical to identify individual pathways of learning so that the apparently less able pupil may be seen to make progress along a path and in a way that meets his/her immediate language learning needs. The individual pupil's progress through the benchmarks will rarely be entirely steady and systematic; variation will be evident both across levels and between the tasks and skills that are articulated in the modules.

European Language Portfolio

The RLSU has developed a version of the European Language Portfolio (ELP) for use with the benchmarks. The ELP consists of three parts:

- *Passport* – This allows the pupil to articulate his/her language knowledge and to set broad learning objectives. It also allows the language support teacher periodically to record an assessment of the pupil's proficiency in global terms derived from the *Common European Framework*.
- *Biography* – This contains a set of self-assessment sheets that closely reflect the capacities developed in the modules. As the pupil gradually demonstrates to him/herself, as well as to the teacher, the ability to perform the tasks and deploy the skills specified in the modules, progress is recorded in a way that is transparent to the pupil, subject teachers, and the pupil's parents. The information presented by the pupil's self-assessment in the biography, combined with the teacher's assessment in the passport, provides a profile of the pupil's language proficiency and learning progress that should be invaluable to any other language support teachers who may subsequently work with the pupil.
- *Dossier* – In this part of the ELP the pupil collects worksheets and other relevant material that shows what he/she can do in English.

Global descriptors of language proficiency

		A1 Breakthrough	A2 Waystage	B1 Threshold
U N D E R S T A N D I N G	Listening <i>The pupil can ...</i>	<ul style="list-style-type: none"> understand common greetings and everyday expressions of social interaction 	<ul style="list-style-type: none"> follow a short familiar concrete story follow the main points of a general conversation. 	<ul style="list-style-type: none"> understand the main points of clear standard speech on familiar topics regularly met in school and outside, and follow others' conversation
	Reading <i>The pupil can ...</i>	<ul style="list-style-type: none"> recognise familiar names, words and phrases read short sentences about family and immediate concrete surroundings and follow short illustrated texts 	<ul style="list-style-type: none"> read and use classroom notices, labels, captions etc. read short sentences on familiar topics using semantic or picture cues read patterned and predictable text 	<ul style="list-style-type: none"> read short texts for pleasure, information gathering and study purposes.
S P E A K I N G	Spoken interaction <i>The pupil can ...</i>	<ul style="list-style-type: none"> answer greetings and questions about self, family and immediate concrete needs (<i>repetition and help from the interlocutor may be needed</i>) 	<ul style="list-style-type: none"> ask and answer questions relating to immediate needs talk spontaneously with peers (<i>but may not respond to conversational cues</i>) 	<ul style="list-style-type: none"> explain choices clearly and simply and give reason for opinions and actions explore, develop and clarify ideas
	Spoken production <i>The pupil can ...</i>	<ul style="list-style-type: none"> repeat phrases and ask one or two word questions (<i>may be able to give an account of everyday activities</i>) 	<ul style="list-style-type: none"> give a short description of a familiar event describe everyday situations, family, home, school, etc. describe past activities and personal experiences 	<ul style="list-style-type: none"> talk to different audiences for a variety of purposes, including telling stories, predicting, reporting, describing and explaining
W R I T I N G	Writing <i>The pupil can ...</i>	<ul style="list-style-type: none"> copy letters, words, and short sentences from board form most letters correctly and attempt to spell words using phonic spelling write own name and some personal and family information 	<ul style="list-style-type: none"> write simple connected text on topics which are familiar or of personal interest describe personal experiences and impressions 	<ul style="list-style-type: none"> write clear detailed text on a wide range of subjects related to interests pass on information in short texts or in a report or essay write letters highlighting the personal significance of events and experience

Modules for post-primary level

Personal	Cross-curricular skills	Core curriculum
1. Personal identification 2. Learning to learn 3. Cultural awareness	4. Classroom interaction 5. Developing writing skills 6. Cross-curricular learning	7. English language 8. English literature 9. Science subjects 10. Mathematics 11. History and Geography 12. Physical education

The modules for core curriculum areas have been developed on the basis of research and recommended practice. Additional subject-specific modules should develop naturally with teachers' growing experience of working with the benchmarks.

Module 1: Personal identification

The personal identification module should contribute to the development of the pupil's positive self-image by creating opportunities for talking about self, family, likes and dislikes, and origins.

The pupil can ...

	A1 Breakthrough	A2 Waystage	B1 Threshold
Introduce him/herself	<ul style="list-style-type: none"> • give own name and country of origin 	<ul style="list-style-type: none"> • give a basic account of self, including details of age and education 	<ul style="list-style-type: none"> • give detailed information about self and family
Meeting people	<ul style="list-style-type: none"> • use one or two learned phrases and responses 	<ul style="list-style-type: none"> • use some appropriate social phrases • respond to questions related to personal needs 	<ul style="list-style-type: none"> • engage in conversation on familiar, personal or everyday topics
Talk about origins	<ul style="list-style-type: none"> • name country and or city of origin, may use L1 pronunciation 	<ul style="list-style-type: none"> • talk about familiar aspects of country of origin, giving simple descriptions 	<ul style="list-style-type: none"> • give information about own country's society, history and geography with assistance from interlocutors' questions
Exchange personal information	<ul style="list-style-type: none"> • use one word questions with rising intonation to elicit information from others • express immediate and concrete needs 	<ul style="list-style-type: none"> • use simple questions to ask about everyday life • express likes and dislikes in relation to concrete needs and familiar situations 	<ul style="list-style-type: none"> • describe, in narrative form, past experiences. • express preferences on a range of personally relevant topics
Talk about home and family	<ul style="list-style-type: none"> • name family members in response to queries • say where s/he lives 	<ul style="list-style-type: none"> • talk about family in general terms • describe own home and possessions in simple language 	<ul style="list-style-type: none"> • describe family members in terms of characteristics and appearance • give a detailed description of own home

Module 2: Learning to learn

Learning to learn is essential in the context of learners of a language who are also required to learn content in different subject areas. The explicit identification of different approaches to learning and learning strategies helps the pupils to focus on the learning process and to apply useful strategies to different learning situations. Keeping a language portfolio (European Language Portfolio—ELP) helps in objective setting and identifying progress in language development and in learning.

The pupil can ...

	A1 Breakthrough	A2 Waystage	B1 Threshold
List learning activities	<ul style="list-style-type: none"> check boxes on an illustrated list, to show what activities are familiar, useful or preferred, for example. 	<ul style="list-style-type: none"> list own ways of learning when prompted by examples 	<ul style="list-style-type: none"> list learning activities that are familiar
Discuss learning experiences	<ul style="list-style-type: none"> indicate preferences for ways of learning selected from a list 	<ul style="list-style-type: none"> say what s/he liked and disliked about different learning situations 	<ul style="list-style-type: none"> compare and contrast different learning experiences
Identify ways of learning	<ul style="list-style-type: none"> recognise differences in approaches to learning 	<ul style="list-style-type: none"> describe learning methods in simple language 	<ul style="list-style-type: none"> give an account of preferred ways of working, identifying positive aspects
Use reference materials.	<ul style="list-style-type: none"> use a bilingual dictionary to support vocabulary choices in writing 	<ul style="list-style-type: none"> use a bilingual or monolingual learner's dictionary to support writing and vocabulary choice 	<ul style="list-style-type: none"> access grammar reference books for accuracy and monolingual dictionary for precision in vocabulary choices
Organising learning	<ul style="list-style-type: none"> collect relevant words and phrases and organise them into categories for future reference highlight, using colours etc., significant elements in structures 	<ul style="list-style-type: none"> organise chunks of language e.g. phrases, expressions, etc. create, with teachers help, an organised system of examples of language use for future reference using colours, index cards, etc. 	<ul style="list-style-type: none"> consult reference books in order to create a personal reference index for language development categorise language information according to criteria relevant to study areas
Keep a language portfolio	<ul style="list-style-type: none"> use stock phrases and bilingual dictionary. Spelling is often phonetic 	<ul style="list-style-type: none"> use short simple sentences, often with little variety in openings (<i>grammar and spelling may be inaccurate</i>) 	<ul style="list-style-type: none"> use a variety of structures to describe learning experiences (<i>grammar and vocabulary are generally accurate</i>)
Set learning objectives	<ul style="list-style-type: none"> write one or two word objectives 	<ul style="list-style-type: none"> identify and note down short-term general language learning objectives in discussion with teacher 	<ul style="list-style-type: none"> identify personal short- and long-term learning goals in relation to curriculum demands
Monitor progress	<ul style="list-style-type: none"> re-read objectives and confirm achievement with ticks etc. 	<ul style="list-style-type: none"> re-read objectives noting where they have been achieved identify and write in new objectives 	<ul style="list-style-type: none"> review learning objectives and note developments in use of language categorise objectives for specific subjects

Module 3: Cultural awareness

In this module space for discussion of issues relating to adapting to new systems and situations is created. Talking about such issues can reduce alienation and negative feelings towards the new system especially when pupil contributions are valued and accepted.

The pupil can ...

	A1 Breakthrough	A2 Waystage	B1 Threshold
Look at patterns of everyday life	<ul style="list-style-type: none"> • use illustrations and stock words and phrases to give an account of daily routine 	<ul style="list-style-type: none"> • describe own daily routine in simple language 	<ul style="list-style-type: none"> • discuss differences in school system, e.g., organisation of school day, available subjects, etc.
Talk about values and attitudes	<ul style="list-style-type: none"> • agree or disagree with a statement of belief, for example, using 'yes', 'no' or gestures 	<ul style="list-style-type: none"> • state whether for or against a particular course of action or opinion 	<ul style="list-style-type: none"> • give reasons for a position taken in relation to a specific social issue, e.g., politics, drug-taking, smoking, state lotteries, etc.
Discuss cultural expectations	<ul style="list-style-type: none"> • list values or concepts that are personally relevant or important, using dictionary to access vocabulary 	<ul style="list-style-type: none"> • talk about what is expected in own culture, saying whether it is similar or different to the host culture 	<ul style="list-style-type: none"> • describe own cultural values, relating them to personal experience or cultural knowledge
Examine cultural events	<ul style="list-style-type: none"> • examine illustrations of different cultural events and give a reaction 	<ul style="list-style-type: none"> • read about and discuss cultural events in different places 	<ul style="list-style-type: none"> • identify differences in ways of living, celebrating, etc., and offer explanations for those differences

Module 4: Classroom interaction

Familiarisation with protocols of classroom interaction as well as the language needed to respond to and understand teachers' and other pupil's questions and interactions helps in motivation and participation in class.

The pupil can ...

	A1 Breakthrough	A2 Waystage	B1 Threshold
Greetings	<ul style="list-style-type: none"> • use one or two learned greeting formulae 	<ul style="list-style-type: none"> • differentiate between greetings to other pupils, teachers, visitors, etc. 	<ul style="list-style-type: none"> • use a range of appropriate greeting formulae
Ask questions	<ul style="list-style-type: none"> • show lack of comprehension with gesture, facial expression etc. • repeat phrase using rising intonation to ask a question 	<ul style="list-style-type: none"> • ask simple questions • formulate requests for information re-using textbook's or other people's words 	<ul style="list-style-type: none"> • use appropriate direct or indirect question when asking for information • ask for clarification of content information that has not been understood
Clarify responses	<ul style="list-style-type: none"> • react to others lack of comprehension and repeat what was said 	<ul style="list-style-type: none"> • restate a point made making slight changes to wording 	<ul style="list-style-type: none"> • rephrase a response to convey meaning more precisely
Engage in classroom talk	<ul style="list-style-type: none"> • observe and follow actions of other pupils • ask for clarification of task 	<ul style="list-style-type: none"> • understand common classroom imperatives, e.g., take out your books, open page..., etc. • communicate ideas in group work 	<ul style="list-style-type: none"> • follow classroom interactions, e.g., teacher's questions and instructions and pupil responses and contributions • give ideas and opinions and react to others' contributions in group work
Give explanations	<ul style="list-style-type: none"> • add illustration and/or gesture and repeat phrases when explaining 	<ul style="list-style-type: none"> • tell others, using basic language, how something works or why a particular event came about 	<ul style="list-style-type: none"> • explain procedure of work to another pupil in simple terms and using demonstration for clarity
Make requests	<ul style="list-style-type: none"> • use polite expressions such as 'please', 'thank you' for all requests 	<ul style="list-style-type: none"> • make formulaic requests for permission, assistance, etc. 	<ul style="list-style-type: none"> • use a range of request formats using conventions of politeness

Module 5: Developing writing skills

Writing for academic purposes involves developing the *process* of writing. Although presented here in linear fashion the writing process is generally circular, with drafting and structuring, for example, frequently leading back into the information gathering/organising phases. This type of writing process is relevant in all subject areas with a significant writing component and in project work. Draft texts can be kept in the Dossier section of the ELP and compared with the finished product in a process of identifying particular areas of language difficulty, text development, etc.

The pupil can ...

	A1 Breakthrough	A2 Waystage	B1 Threshold
Plan	<ul style="list-style-type: none"> identify vocabulary related to the topic 	<ul style="list-style-type: none"> identify relevant sections of textbook or other information sources 	<ul style="list-style-type: none"> identify useful sources of information. set out some ideas related to the topic
Gather information	<ul style="list-style-type: none"> use headings and guidelines provided to find and copy information 	<ul style="list-style-type: none"> write short notes from recommended information sources 	<ul style="list-style-type: none"> use information sources to take notes under main point headings
Organise information	<ul style="list-style-type: none"> set out copied information under headings provided 	<ul style="list-style-type: none"> set out notes with the aid of a writing frame, e.g. word web or headings 	<ul style="list-style-type: none"> organise headings into a logical sequence
Draft text	<ul style="list-style-type: none"> write short sentences using copied chunks and learned phrases 	<ul style="list-style-type: none"> use a writing frame and notes to write a first draft using bilingual dictionary 	<ul style="list-style-type: none"> write a first draft with a focus on content rather than accuracy
Revise text	<ul style="list-style-type: none"> rewrite text using dictionary to check spelling 	<ul style="list-style-type: none"> organise text into paragraphs following writing frame 	<ul style="list-style-type: none"> rewrite draft text to convey the intended message aiming for accuracy in spelling and vocabulary used
Proof text	<ul style="list-style-type: none"> correct any obvious errors 	<ul style="list-style-type: none"> check accuracy of spelling read text to check that meaning is clear and grammar is correct 	<ul style="list-style-type: none"> use reference materials to check accuracy of text check for meaning

Module 6: Cross-curricular learning

This module focuses on study skills development through activities and tasks that are useful and relevant in a number of disciplines. These activities give pupils ways into the content of different subject areas through a focus on vocabulary development, organisation of information and dealing with text. These activities relate to the Learning to Learn module and are supported by working with the ELP.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Speaking and listening <i>The pupil can ...</i>	<ul style="list-style-type: none"> understand isolated, familiar words and phrases listening to clear, slow reading aloud 	<ul style="list-style-type: none"> ask questions about word meanings in text. listen to others' contributions in class and use them as a model 	<ul style="list-style-type: none"> ask questions to clarify information when listening to reading or media presentations discuss topics to identify relevant background knowledge
Reading <i>The pupil can ...</i>	<ul style="list-style-type: none"> match labels on diagrams, etc. to parts locate and identify sections on map or diagram using a key use illustrations to gain entry to text topic follow simple written directions with accompanying illustrations 	<ul style="list-style-type: none"> follow text in book while it is read aloud. read short text segments to find a main idea and 2-3 details categorise concepts and relationships in diagrams e.g. word maps, Venn diagrams, etc. 	<ul style="list-style-type: none"> read short or longer text segments and explain them in own words use textbook index, contents table etc. to find specific information read to find gist, main ideas and details in text
Writing <i>The pupil can ...</i>	<ul style="list-style-type: none"> complete gapped sentences using labelled diagrams, maps or charts as a key 	<ul style="list-style-type: none"> devise a timeline for a topic, e.g. own life, a historical event, growth of a business/brand name etc. use a writing frame to write short descriptive or expository texts 	<ul style="list-style-type: none"> outline a text, extracting main points and some details write short narrative or descriptive texts using planning, drafting and revising

Module 7: English language

At post-primary level the study of English language begins to focus on aspects of register and style. This is reflected in the selection of different genres of text for study and in the functional and personal writing areas of the examination. The pupils learning English as a second language also need access to this level of language. Exposure to and use of a wide variety of text forms facilitates language development.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Listening and speaking <i>The pupil can ...</i>	<ul style="list-style-type: none"> convey immediate and concrete needs respond to slow clear speech with interlocutor's assistance 	<ul style="list-style-type: none"> ask and answer questions on familiar topics, e.g., food, home, family etc. approximate L1 pronunciation of familiar words and phrases 	<ul style="list-style-type: none"> ask about language forms, vocabulary choices and structures understand instructions ask questions about text to extract deeper meaning
Reading <i>The pupil can ...</i>	<ul style="list-style-type: none"> recognise familiar words and stock phrases get the main idea of a clearly illustrated short text on a familiar topic 	<ul style="list-style-type: none"> read short texts on familiar topics read short narratives with some illustration as support <i>(Uses a bilingual dictionary)</i> 	<ul style="list-style-type: none"> read a variety of texts types on familiar and unfamiliar topics using a monolingual dictionary
Writing <i>The pupil can ...</i>	<ul style="list-style-type: none"> fill in gapped text using a word list write sentences about family, self and home 	<ul style="list-style-type: none"> write brief texts on personally relevant topics, e.g., home, family, daily activities etc. write a very simple letter, for example thanking someone for something 	<ul style="list-style-type: none"> write short descriptive, narrative and explanatory texts write personal letters describing feelings, experiences and reactions

Module 8: English literature

The second language learner needs the same orientation to text interpretation as native speaker peers. Additional support in the form of word banks, summaries with headings and writing frames, for example, may also be required to facilitate comprehension and written production. The *Learning to Learn* and *Developing Writing Skills* modules give ideas for additional support in developing approaches to English literature.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Listening and speaking <i>The pupil can ...</i>		<ul style="list-style-type: none"> • get the main idea of a short text read aloud clearly • ask for clarification of unknown words and expressions 	<ul style="list-style-type: none"> • offer an opinion on a novel or poem read as part of classwork • talk about imagery in a poem and its meaning on a personal level
Reading <i>The pupil can ...</i>	<ul style="list-style-type: none"> • recognise isolated words and familiar phrases 	<ul style="list-style-type: none"> • understand narrative texts with assistance of extensive word lists and/or illustrations • pick out main ideas with assistance from titles, headings, etc. • distinguish between text types, e.g. stories and news reports 	<ul style="list-style-type: none"> • understand all but some vocabulary in a narrative text • get the main idea of a poem, short story or news report • distinguish between different text purposes
Writing <i>The pupil can ...</i>		<ul style="list-style-type: none"> • write a summary sentence of a text's main points giving one or two details • give personal reactions to a poem or prose text. • use text as stimulus to write a short dialogue 	<ul style="list-style-type: none"> • give a short summary of a poem, chapter, film, etc. • write notes from texts using headings • draw character sketches for people, places and images in texts

Module 9: Science subjects

The great difficulty for second language learners in content subjects is coming to grips with the heavy vocabulary load. Visuals, word lists and translations are all useful aids to assist learning of content. The European Language Portfolio (ELP) is a useful tool for the organisation of collections of specialist vocabulary, etc.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Listening and speaking <i>The pupil can ...</i>	<ul style="list-style-type: none"> recognise isolated words indicate lack of comprehension ask for assistance with vocabulary 	<ul style="list-style-type: none"> follow explanations in slow careful speech in a supported context and if given time for comprehension get the gist of audio-visual presentations on science topics 	<ul style="list-style-type: none"> understand teacher explanations of experiments, process etc. when supported by board or textbook illustrations contribute own understanding of experiments etc. in lab-work
Reading <i>The pupil can ...</i>	<ul style="list-style-type: none"> connect labels on diagrams with appropriate pieces of equipment 	<ul style="list-style-type: none"> read diagrams, with accompanying text, and use information to answer questions with lead-in phrases follow simple instructions for familiar or previously demonstrated experiments or practical observations 	<ul style="list-style-type: none"> read textbook explanations and examples with aid of word list or dictionary support read and follow directions for experimental procedures understand subject-specific words with other common meanings
Writing <i>The pupil can ...</i>	<ul style="list-style-type: none"> transfer equipment names etc. into a gapped text illustrate own reactions to experiments through drawing or illustration label charts and diagrams 	<ul style="list-style-type: none"> write simple phrases to describe an experiment when guided by a writing frame produce illustrations with short descriptions for class/group projects write about classwork or lab-work in a learner diary 	<ul style="list-style-type: none"> give a brief descriptions of an experiment, a process or a concept with the aid of notes, headings and dictionaries assist in writing text for projects write about reactions to classwork and experiments in a learner diary

Module 10: Mathematics

Mathematical notations, functions and operators may already be familiar to the pupil although the accompanying text may cause difficulties. Textbooks tend towards the notion of learning by doing and this may be a useful approach for the non-native learners also.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Listening and speaking <i>The pupil can ...</i>	<ul style="list-style-type: none">recognise numbers, shapes and categories when spoken and some mathematical terms	<ul style="list-style-type: none">understand and describe simple mathematical processes, e.g. “you add ... and you get ...”ask for assistance in understanding textbook problemsask other pupils to confirm solutions to problems	<ul style="list-style-type: none">talk about solutions to mathematical problems using everyday termsask questions about mathematical procedures
Reading <i>The pupil can ...</i>	<ul style="list-style-type: none">follow familiar mathematical examples in the textbook	<ul style="list-style-type: none">understand problems set out in mathematical language. Needs assistance with decoding of problems written in everyday language	<ul style="list-style-type: none">read most textbook examples and problems with some gaps in vocabulary
Writing <i>The pupil can ...</i>	<ul style="list-style-type: none">work through examples from the textbook	<ul style="list-style-type: none">work through examples from the textbook	<ul style="list-style-type: none">work through examples from the textbook

Module 11: History and Geography

The history and geography curricula are rich sources of vocabulary and provide opportunities for exploratory talk. Pupils can be encouraged to ask why things happen the way they do and to speculate on cause and effect relationships. The *Learning to Learn* module suggests ways of supporting specific academic demands of different subjects through the use of categorisation and other approaches to dealing with vocabulary and concepts and using the ELP to track learning.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Listening and speaking <i>The pupil can ...</i>	<ul style="list-style-type: none"> recognise isolated words and familiar phrases 	<ul style="list-style-type: none"> talk about familiar places, historical figures and topical issues follow media presentations on familiar events or places 	<ul style="list-style-type: none"> offer a comment on a familiar region, historical event etc. in small group interactions put forward reasons for human activities in different eras and places
Reading <i>The pupil can ...</i>	<ul style="list-style-type: none"> identify key words, e.g. names of people and places, in textbooks access main ideas of text when accompanied by illustrations 	<ul style="list-style-type: none"> extract specific information, especially relating to facts, from textbooks reads for information 	<ul style="list-style-type: none"> distinguish between factual and fictional texts read charts and diagrammatic representations of terrain read about people and places in other areas and other times for interest and for study purposes
Writing <i>The pupil can ...</i>	<ul style="list-style-type: none"> copy facts from short simple texts 	<ul style="list-style-type: none"> fill in missing facts, names, and subject-specific terms in gapped texts 	<ul style="list-style-type: none"> write an account of an event in history as a first person narrative write a short description of a region, product or event

Module 12: Physical education

Involvement in sports and physical activities is often easier for non-English speaking pupils because of a reduced language load. The pupils also have opportunities to show abilities not mediated through language.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Listening and speaking <i>The pupil can ...</i>	<ul style="list-style-type: none">• name some sports and their equipment• listen to instructions for games and follow teacher's or fellow pupil's modelling of the activity• indicate lack of understanding and need for clarification	<ul style="list-style-type: none">• follow verbal instructions for a game when spoken clearly and slowly• ask for clarification of rules• verbally indicate readiness to play, participate, etc.	<ul style="list-style-type: none">• use some colloquial expressions relating to particular sports and games• justify and defend own performance• join in discussions about team performance
Reading <i>The pupil can ...</i>	<ul style="list-style-type: none">• read familiar names of sports and games	<ul style="list-style-type: none">• read basic rules of familiar sports	<ul style="list-style-type: none">• read short media reports on familiar sports or events
Writing <i>The pupil can ...</i>	<ul style="list-style-type: none">• list games and sports equipment	<ul style="list-style-type: none">• describe personal participation in sports activities	<ul style="list-style-type: none">• include account of a match in a personal letter