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

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