Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
• enjoy writing and value their own efforts to communicate	• organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end	• write independently and with confidence, demonstrating a personal voice as a writer	• write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in other texts	• write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive
• write about their own ideas, experiences and feelings	• comment on similarities and differences between the writing system of the target language(s) and that of their home language(s) (if appropriate)	• explain the purpose of their writing	• reread, edit and revise to improve their own writing, for example, content, language, organization	• adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader
• use simple sentence structures in their writing	• use some of the conventions of written text, for example, sequence, spacing, directionality	• write for a range of purposes, both creative and informative, using different types of structures and styles	• sensitively give feedback to the writing of others	• write independently and with confidence, showing the development of their own voice and style
• incorporate vocabulary used in their speaking in their writing	• explore writing as a means of sharing opinions and ideas, and developing their personal voice	• develop content related to their inquiries	• use a range of strategies to record words/ideas of increasing complexity	• use appropriate paragraphing to organize ideas
• participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions	• write to convey meaning to others.	• use peer and teacher feedback to improve their writing	• use a variety of print and digital tools and resources effectively to check word accuracy, broaden vocabulary and enrich their writing	• recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration
• write to communicate to a particular audience, for example, instructions, a fantasy story, a caption to accompany images	• use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, key personal interest	• explore publishing tools and resources to present work effectively	• work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors	• locate, organize, synthesize and present written information obtained from a variety of valid sources and different perspectives
• write an increasing number of key personal words and high-frequency words independently	• participate in conferences with teachers to monitor and document progress, and to agree on new learning goals.	• use appropriate writing conventions, for example, word order or punctuation as required by the target language(s)	• plan their writing using graphic organizers such as mind maps, storyboards, lists and headings	• use planning, drafting, editing and reviewing processes independently and with increasing competence
• begin to reread their writing with the aim of ensuring that the meaning is clear	• write independently and with confidence, demonstrating a personal voice as a writer	• show awareness of audience and adapt writing to suit the needs of different audiences	• use note-taking strategies when gathering information from oral and visual texts	• constructively provide feedback on the writing of peers
• recognize that self-assessment and feedback from others can improve their writing	• identify and describe elements of a story—setting, plot, character, theme	• ask questions of themselves and identify ways to improve their writing, for example, "Is this what I meant to say?", "Is it interesting/relevant?"	• use print and digital resources and tools, such as dictionaries, a thesaurus, games and word banks to explore and extend their use of language	• vary sentence structure and length
• read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged		• identify and describe elements of a story—setting, plot, character, theme	• begin to paraphrase and summarize ideas and information drawn from texts	• demonstrate an increasing understanding of how grammar and text conventions of the target language(s) work
• recognize how visuals can support a written text			• select vocabulary and supporting details to achieve desired effects	• use standard spelling or characters for most words
• connect written codes with spoken language and reflect this understanding when recording ideas			• use appropriate punctuation to support meaning and for impact, use increasingly accurate grammatical constructs and text conventions	• use print and digital tools and resources confidently and effectively to check word accuracy, broaden vocabulary and enrich their writing
• form written code (for example, letters or characters) conventionally and legibly, with an understanding as to why this is important within a language community			• explore more complex sentence structures	• paraphrase and summarize accurately and concisely when communicating in writing, making use of note-taking strategies as appropriate
• discriminate between types of code, for example, letters, numbers, symbols, words/characters			• use knowledge of written code patterns to accurately proofread their own writing and make some corrections and improvements	• use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood
			• self-monitor and set goals for improvement.	• use written language as a means of reflecting on their own learning
			• identify and describe elements of a story—setting, plot, character, theme	• identify and describe elements of a story—setting, plot, character, theme
				• use a range of tools and techniques to produce written work that is effectively presented.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
• select and reread favourite texts for enjoyment	• distinguish between fiction and non-fiction, and select books appropriate to specific purposes	• distinguish between fiction and non-fiction, and select books appropriate to specific purposes	• skim and scan texts to decide whether they will be useful, before attempting to read in detail	• read a wide range of texts confidently, independently and with understanding
• participate in shared reading, posing and responding to questions and joining in refrains	• discuss personality and behaviour of characters or real people they encounter in texts, commenting on reasons why characters or people might react in particular ways	• discuss personality and behaviour of characters or real people they encounter in texts, commenting on reasons why characters or people might react in particular	• use a range of strategies to self- monitor and self-correct, for example, morphology, meaning, context, rereading, reading on, cross-checking one of these sources against another	• work in collaborative groups to locate and select texts appropriate to the purpose and audience; share and reflect on perspectives
• participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group	• understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters	• understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters	• name a range of different text types, for example, instructions, poetry, plays, stories, novels, reports, articles	• participate in class, group or individual literature studies, gaining an in-depth understanding of the text
• listen attentively and respond actively to read-aloud situations; make predictions, anticipate possible outcomes	• read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals	• read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals	• recognize the author's purpose, for example, to inform, entertain, persuade, instruct	• compare and contrast two different but similar texts (for example, two novels with a similar theme, a book and the movie, a digital information text and one in print), commenting on their effectiveness and impact
• read and understand the meaning of self-selected and teacher-selected texts at an appropriate level	• understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome	• identify relevant, reliable and useful information, and decide on appropriate ways to use it	• identify and use the different parts of a text, for example, title page, contents, index, homepage, menu, hyperlinks	• recognize and reflect on unstated assumptions and biases
• make connections between personal experience and fictional characters or real people they meet in texts	• appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories	• as part of the inquiry process, work collaboratively with others to access, read, interpret and evaluate a range of source materials.	• use a range of print and digital tools and resources, for example, information texts, dictionaries, bibliography tools, with increasing independence and responsibility.	• make inferences and be able to justify them
• select and use non-fiction texts (for example websites, books) for the purpose of inquiry, with teacher guidance	• respond to questions that require inference and draw conclusions		• discuss personality and behaviour of characters or real people they encounter in texts, commenting on reasons why characters or people might react in particular ways	• identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness
• understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts			• understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters	• gain an understanding of the work and style of a particular author, and appreciate what it means to be an author.
• read and understand familiar written texts from the immediate environment, for example, signs, advertisements, logos, iconography.			• read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals	• identify genre (including fantasy, biography, science fiction, mystery, historical) and explain elements and literary forms that are associated with different genres
• develop personal preferences, selecting text for pleasure and information			• identify relevant, reliable and useful information, and decide on appropriate ways to use it	• appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing or speaking
• identify the difference between fiction and non-fiction texts			• recognize unstated assumptions and biases	• appreciate authors' use of language and interpret meaning beyond the literal
				• recognize and understand figurative language, for example, similes, metaphors, idioms.
• read texts at an appropriate level, independently, confidently and with good understanding				• engage with digital texts and understand how to navigate and use some of the features, for example hyperlinks, audio, video options.
• recognize examples of written texts in other languages in the immediate environment				
• understand how written language is represented symbolically by the relevant language community (for example sound-symbol, word- characters)				
• instantly recognize an increasing bank of high-frequency and high-interest words, characters or symbols				
• have a secure knowledge of the basic conventions of the target language(s) in printed text, for example, orientation, directional movement, layout, spacing, punctuation				
• identify and explain the basic structure and organization of texts				

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
• talk about their own feelings in response to visual messages; listen to others and show empathy for the way others might feel, realizing that people react differently	• are able to express that visual texts have been created to reach a particular audience and influence them in some way, and make judgements about the effectiveness of visual messages	• identify factors that influence personal reactions to visual texts	• examine and analyse multimodal texts, including print and digital texts, explaining how visual, oral and written information work together to reinforce each other and make meaning more explicit	• show how body language can be used to achieve effects and influence meaning in multimodal presentations"
• use appropriate digital iconography and movements (for example, scroll or swipe) to engage with activities and tools on technology devices	• describe personal reactions to visual texts; reflect on why others may perceive the images differently	• explain how cultural influences, for example, the use of colour and symbols, affect the interpretation of visual effects	• analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism	• apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
• are able to express that visual texts have been created to reach a particular audience and influence them in some way, and make judgements about the effectiveness of visual messages	• understand and explain how visual information and effects contribute to the understanding of different contexts, and can be used to reflect a particular context or perspective	• analyse and interpret the ways in which visual effects are used to help people understand context	• design visual texts with the intention of influencing the way people think and feel	• use a range of tools to prepare their own presentations
• select and use suitable shapes, colours, symbols, layout, actions and body language for presentations	• discuss multimodal texts and show how the written, oral and/or visual language features work together to convey a particular message	• reflect on ways in which understanding the intention of a visual message can influence personal responses	• use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact	• use appropriate terminology to identify a range of visual effects/ formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion
• attend to visual information showing understanding through discussion, role play, illustrations	• prepare, individually or in collaboration, visual presentations using a range of media	• experience a range of visual text formats; appreciate and describe why selected formats meet a particular purpose or achieve a desired effect	• recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards, websites, games, books	• communicate information and ideas effectively to multiple audiences using a variety of media, modalities and digital environments."
• use body language to communicate ideas and feelings visually	• engage with visual texts that present ideas and perspectives that may differ from their current understanding	• discuss and explain visual images and effects using appropriate terminology, for example, image, symbol, graphics, space, balance, techniques, composition	• design and create visual texts using shapes, colours, symbols, layout and fonts to achieve particular effects; explain how the desired effect is achieved	• use appropriate terminology to discuss visual texts, for example, logos, font, foreground, background, impact
• use a variety of implements to practise and develop handwriting and presentation skills	• realize that visual information reflects and contributes to the understanding of different contexts	• select and use suitable shapes, colours, symbols, layout, actions and body language for presentations	• communicate information and ideas to multiple audiences using a variety of media, modalities and digital environments.	• recognize and name familiar visual texts and explain why they are or are not effective, for example, advertising, logos, labels, signs, billboards, websites, games, books
		• practise and develop handwritten presentation techniques		• design and create visual texts using shapes, colours, symbols, layout and fonts to achieve particular effects; explain how the desired effect is achieved
				• communicate information and ideas to multiple audiences using a variety of media, modalities and digital environments.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
• listen and respond to a range of texts, showing enjoyment and understanding through gestures, expression and words		• listen appreciatively and responsively, presenting their own point of view and respecting the views of others	• respect contributions from others and reflect on different perspectives offered	• participate appropriately as listener and speaker, in discussions, conversations, debates and presentations
• use gestures, actions, body language and/or words to communicate needs and to express ideas	• listen and respond in small or large group discussions for increasing periods of time	• organize thoughts and feelings before speaking	• argue persuasively and defend a point of view	• argue persuasively and justify a point of view
• use gestures, actions, body language and/or words to communicate needs and to express ideas	• remember and join in with poems, rhymes, songs, games and classroom routines	• understand that different contexts may have different language expectations	• use note-taking strategies when gathering information from oral and visual texts	• show open-minded attitudes when listening to other points of view
• recognize that words and sentences help people to express ideas	• use oral language to communicate and build understanding during classroom activities and routines, conversations and play	• hear and appreciate differences between languages and language variations, such as dialects	• organize thoughts and feelings before speaking	• identify techniques and language in multimodal texts that aim to influence or mislead the listener; evaluate and challenge sources
• realize that word order can change from one language to another	• use spoken language to communicate information relating to their personal experiences	• gather information from a range of sources, including peers and texts	• gather information from a range of sources, including peers and texts	• appreciate that people speak and respond according to personal and cultural perspectives
• follow classroom directions and routines, using context cues	• ask questions or express wonderings to gain information and respond to their own or others' inquiries	• identify and expand on main ideas in oral text	• understand that different contexts may have different language expectations	• use more complex vocabulary and sentence structures with a high level of specificity to communicate
use their own grammar style as part of the process of developing grammatical awareness	• recognize the value of being able to communicate in more than one language	• understand and use specific vocabulary to suit different purposes (for example, to explain, narrate or instruct) and audiences	• identify and expand on main ideas in oral text	• understand and use figurative language such as simile, personification and metaphor
• build vocabulary through listening and speaking as part of play and teacher-facilitated experiences.	• recognize that taking turns to speak and listen is part of respectful interactions that build relationships	• recognize when the language or techniques used in texts are trying to influence thinking	• understand and use specific vocabulary to suit different purposes (for example, to explain, narrate or instruct) and audiences	• use standard grammatical structures and phonological features competently in appropriate situations
• listen and respond in small or large group discussions for increasing periods of time	• use language to address their needs, and express feelings and opinions	evaluate the accuracy of sources in a range of modalities	evaluate the accuracy of sources in a range of modalities	• use register, voice-level intonation and stress to emphasize or enhance meaning
• remember and join in with poems, rhymes, songs, games and classroom routines	• identify and describe main events and relevant points in oral texts with increasing confidence and detail	• verbalize their thinking and explain their reasoning	• begin to paraphrase and summarize ideas and information drawn from texts	• use oral language responsibly to inform, entertain and influence others
• use oral language to communicate and build understanding during classroom activities and routines, conversations and play	• anticipate and predict when listening to texts	• reflect on and discuss elements of texts including the ideas, text structures and language features	• appreciate that language is not always used literally; understand and use the figurative language of their own or another culture	• engage with a range of multimodal texts in order to generate, discuss, develop, and modify ideas and opinions
• use spoken language to communicate information relating to their personal experiences	• distinguish and use sounds of the target language with increasing accuracy (for example, initial, medial and final sounds of words; intonation; stress, tones)	• use a range of specific vocabulary in different situations, indicating an	• use language to describe, explain and compare	• paraphrase and summarize when communicating orally, making use of note-taking strategies as appropriate
• recognize that taking turns to speak and listen is part of respectful interactions that build relationships	• use grammatical rules of the language(s) of instruction or language variations, such as dialects (learners may overgeneralize at this stage)	awareness that language is influenced by purpose, audience and context	• express thoughts, ideas, wonderings and opinions as part of their inquiries	• use oral language to negotiate, to formulate and communicate possibilities and theories
• use language to address their needs, and express feelings and opinions	• recognize patterns in language(s) and use increasingly accurate grammar and pronunciation in the target language	• recognize expectations (for example, variations of languages may use different vocabulary or language features)	• participate in a variety of creative activities, for example, role plays, games, dramatization of familiar stories and poems	• reflect on communication to monitor and assess their own learning and to set goals for future learning
• remember and join in with poems, rhymes, songs, games and classroom routines.	• listen attentively and speak appropriately in small and large group interactions	• realize that grammatical structures can be irregular and begin to use them appropriately and consistently	• collaborate with others to create multimodal presentations	• justify their choices of modes of communication by considering their audience.
• anticipate and predict when listening to texts	• use new words and phrases to help express ideas and feelings (for example, when describing	• use language to describe, explain and compare	• consider their audience when making choices about modes of communication	• use note-taking strategies when gathering information from oral and visual texts

• distinguish and use sounds of the target language with increasing accuracy (for example, initial, medial and final sounds of words; intonation; stress, tones)	experiences or talking about different types of texts)	• express thoughts, ideas, wonderings and opinions as part of their inquiries	• explain and discuss their own writing with peers and adults; respond to feedback.
• use grammatical rules of the language(s) of instruction or language variations, such as dialects (learners may overgeneralize at this stage)	• choose texts to listen to and view, showing enjoyment and understanding by responding in oral, written or visual form, or through gestures	• participate in a variety of creative activities, for example, role plays, games, dramatization of familiar stories and poems	
	• obtain simple information from accessible texts	• consider their audience when making choices about modes of communication	
	• predict likely outcomes when listening to or viewing texts.	• explain and discuss their own writing with peers and adults; respond to feedback.	