



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

Ref.: 2022-01-D-43-en-3¹

Orig.: EN

Syllabus for English Language I – Nursery and Primary Cycles of the European Schools

Approved by the Joint Teaching Committee - Meeting on 10 and 11 February 2022 – Online

Entry into force: on 1 September 2022

¹ a. Insertion of the attainment descriptors (translation of document 2016-01-D-45-en-6 “Attainment Descriptors for all L1 at P5” approved by the Joint Teaching Committee on 8 and 9 February 2024 in Brussels with an entry into force on 1 September 2024;
b. insertion of annexes III 'General criteria for Achievement of Subject Objectives' and IV "General Criteria for The Child as a Learner' of document ref. 2013-09-D-38-en-11 “Assessment Tools for the Primary Cycle of the European Schools” approved by the Joint Teaching Committee by means of the Written Procedure 2023/40 on 10 November 2023 with an entry into force on 1 September 2024.

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Introduction

This syllabus provides direction to teachers in their creation and provision of high-quality learning experiences in English (L1) that will allow nursery and primary cycle pupils to acquire, develop and apply the skills of listening and understanding, speaking, reading and writing to the best of their ability, grounded in their overall cognitive, emotional, imaginative, personal and social development such that they can participate and flourish in their lives now and in the future.

Ce programme guide les enseignants dans la création et la fourniture d'expériences d'apprentissage de haute qualité en anglais (L1) qui permettront aux élèves des cycles préscolaire et primaire d'acquérir, de développer et d'appliquer les compétences d'écoute et de compréhension, d'expression orale, de lecture et d'écriture au mieux de leurs capacités, ancrées dans leur développement cognitif, émotionnel, imaginatif, personnel et social global afin qu'ils puissent participer et s'épanouir dans leur vie maintenant et à l'avenir.

Dieser Lehrplan gibt den Lehrern eine Orientierung bei der Schaffung und Bereitstellung hochwertiger Lernerfahrungen in Englisch (L1), die es den Schülern des Kindergarten- und Grundschulzyklus ermöglichen, die Fähigkeiten des Hörens und Verstehens, Sprechens, Lesens und Schreibens nach besten Kräften zu erwerben, zu entwickeln und anzuwenden, die auf ihrer allgemeinen kognitiven, emotionalen, fantasievollen, persönlichen und sozialen Entwicklung basieren, so dass sie jetzt und in Zukunft an ihrem Leben teilnehmen und gedeihen können.

1 General Objectives of the European Schools

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves and awareness of appropriate behaviour, an understanding of the environment in which pupils live and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. *Literacy competence*
2. *Multilingual competence*
3. *Mathematical competence and competence in science, technology and engineering*
4. *Digital competence*
5. *Personal, social and learning to learn competence*
6. *Citizenship competence*
7. *Entrepreneurship competence*
8. *Cultural awareness and expression competence*

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

2 Didactic Principles

The learning and teaching of the subjects is based on the following didactic principles:

- Integrated teaching and learning: Links and correlations among the different areas of the European School curriculum make learning a more comprehensive and meaningful experience.
- Active learning: Pupils gradually become responsible for their own learning process

These principles are applied through a variety of teaching and learning approaches and strategies, the use of differentiated teaching methods, and the use of a wide range of learning resources including digital tools and resources.

Didactic principles are provided as a guide for the learning and teaching of the different subjects.

In addition to these general didactic principles, the following language principles inform the English (L1) syllabus:

- Language is integral to cognitive, emotional, imaginative, personal and social development.
- Language is the principal means of human communication. Through listening, understanding, speaking, reading and writing, ideas are conceived, expressed and understood; information is shared; aspirations, attitudes and emotions are articulated, and imaginative possibilities are explored.
- Language is integral to learning. Language is a central influence in the learning process. Children learn language, but they also learn through language. Language helps the child to clarify and interpret experience, to acquire new concepts, and to add depth to concepts already grasped.
- The four key skills of language –listening and understanding, speaking reading and writing mutually support and reinforce each other. The acquisition, development and application of language skills is an interrelated process.

3 Learning Objectives

This section sets out the main learning objectives to be attained at the end of the nursery cycle and at the end of each class- level within the primary-cycle. In the following tables, these language objectives are set within a framework of language competences which help pupils acquire and apply the skills of language across the curriculum and within the context of cognitive, emotional, imaginative, personal and social development.

3.1 Nursery cycle

It is important that, within the Nursery cycle, when planning the teaching and learning of English (L1) that this syllabus is used in conjunction with the Early Education Curriculum “Me and The World” Objectives 4A, 4B and 4C which address the development of a child’s linguistic competences and skills.

Nursery

Oral Language *Listening and understanding*

Teachers will develop pupils’ capacity to:

Respond to discussion, conversation and social interaction.

See also EEC “Me and The World” Objective 4

- enjoy, show interest in, demonstrate joint attention, attend for longer and respond to interesting or familiar stimuli including actions, gestures, tone of voice, conversations, stories read aloud (incorporating digital media) and join in with rhymes, songs and games through repetition, gesture, actions, drawings and props,
- demonstrate understanding of the listener’s needs through responding verbally and non-verbally,
- use different strategies such as speakers’ gestures, tone of voice, known words, pictures, sentence structures, definitions and descriptions to show understanding of new words,
- respond to familiar questions and follow one and two step instructions,
- respond appropriately to greetings and farewells,
- begin to notice that there are different languages in their classroom,

Respond to story and other texts and other curriculum areas

- understand vocabulary and phrases from a range of stories and factual accounts and demonstrate this understanding verbally and non-verbally,

Respond to drama and play

- experience how the use of space and objects can help to create the reality of the make-believe world,
- experience how the fictional past and the desired fictional future influence the present dramatic action,
- develop awareness of how he/she, as part of a group, helps to maintain focus in the dramatic action,
- develop awareness of tension in the drama,
- have opportunities to experience live and recorded performances e.g., concerts, visiting theatre groups, trips to theatres.

Nursery

Oral language Communicating

(Motivation and choice, social conventions and awareness of others, sentence structure and grammar, requests, questions and interactions, categorisation, re-telling and elaboration, playful and creative use of language, information giving, explanation and justification, description, prediction, persuasion and reflection, drama)

*See also EEC
"Me and The
World" Objective
4*

Teachers will develop pupils' capacity to

- recite short rhymes,
- distinguish between and have fun with real and nonsense words,
- use language playfully and creatively in providing alternative endings for rhymes while maintaining the sound pattern in the rhyme,
- evolve from using single words and simple phrases and understanding common pronouns and prepositions to using a wider range of single words and a coherent sequence of simple sentences,
- use some basic connectives to begin to join short sentences together,
- use question words appropriately,
- categorise familiar objects in the environment (e.g., furniture for different rooms)

Engage in discussion, conversation and social interactions

- speak audibly, coherently and confidently at appropriate volume interacting over a short number of turns with individuals beginning to communicate readily with others in the class,
- initiate and take turns in conversation with peers, small groups and familiar adults,
- tell what they are doing and name and describe familiar people, toys and activities,
- recall/describe something they have completed in class to their peers,
- exchange information on a shared experience,
- share personal anecdotes and respond to conversation on an unshared experience,
- refer to events in the future,
- begin to explain their views/ behaviour to others,
- express personal needs with appropriate vocabulary, sentence structures and social conventions.
- greet, bid farewell and respond appropriately to both.

Engage in discussion about story and other texts from across the curriculum

- identify, with help, the main characters and sequence main points in a narrative,
- retell a familiar story sequencing key events,

Nursery

- make imaginative links from events, stories and poetry to their own experience,
- use vocabulary and phrases from a range of stories and factual accounts in other contexts,

Engage in drama and play

- use language, in pretend play, to create simple imaginary scenarios with peers and adults,
- act out stories, poems, rhymes and role plays,
- develop drama from own experiences and begin to project into the experiences of others,
- share insights gained while experiencing drama and reflecting upon and discussing responses to their own and others' actions.

Reading *Enjoying and* *engaging with texts*

See also EEC
"Me and The
World" Objective
4

Teachers will develop pupils' capacity to:

- learn that books are exciting and enjoyable by sharing and having access to them every day (including audio and multimedia texts),
- appreciate words, pictures, songs, rhymes, poems by listening attentively and responding orally with comments, questions and actions,
- join in with rhyming, repetitive and predictable texts through repeated re-reading,
- enjoy and appreciate the key elements of stories, such as characters, settings and events, and the key purposes of non-narrative texts.

Reading *Print awareness and* *reading skills*

See also EEC
"Me and The
World" Objective
4

Teachers will develop pupils' capacity to:

- follow a playful, but carefully structured, programme of phonological and phonemic awareness as a basis for phonic decoding skills,
- notice the printed and written word in many forms such as captions, signs and labels in the classroom,
- recognise that print carries meaning in the environment, in books and on screens,
- know that print is organised from left to right, top to bottom of a page,
- learn to recognise own name on labels, folders, books etc.,
- know the difference between illustrations, words and letters,
- begin to spot letters and some familiar words in text.

Writing *Enjoying and* *engaging with the*

Teachers will develop pupils' capacity to:

- experiment with all types of mark-making and 'writing' in free play and adult-directed activities, choosing the form of expression

Nursery

written word

See also EEC
“Me and The
World” Objective
4

- (scribbles, shapes, pictures, letters, words) and writing tools,
- decide how to draw and write about everyday experiences or something just learned,
 - orally create and dictate stories or texts which are sometimes written down by the teacher,
 - use a rich variety of stories, rhymes and songs as models and resources for drawing and writing about them,
 - attempt writing for various purposes and audiences such as lists, greetings cards, stories and instructions,
 - use writing software to create own ‘texts.’

when ready, pupils have the opportunity to:

- write own name with both adult support and independently,
- write words and simple sentences both with an adult and independently, applying current phonic knowledge to make early attempts at known sound-letter relationships and plausible phonic alternatives.

Poetry

(See Annex 7)

See also EEC
“Me and The
World” Objective
4

The range of poetry should include:

- traditional nursery rhymes and songs,
- action rhymes, song lyrics and musical games,
- individual well-known nursery rhymes illustrated by different people,
- collections based around familiar themes such as the seasons; the weather; festivals,
- collections by one author who focuses on early years, such as Michael Rosen,
- texts encouraging sound, speech and word play,
- narrative texts with a rhyming pattern or predictable text.

Handwriting

(See Annex 3)

See also EEC
“Me and The
World” Objective
4

Introducing handwriting

Children should be allowed to pick up writing implements for themselves and decide which hand they prefer. Only then should they be given help with pencil hold. As they discover their preferred hand and are confidently using flowing movements, staff can introduce smaller, more controlled activities.

When children are physically ready, they should learn to:

- sit correctly and comfortably at a table,
- hold a writing implement correctly and comfortably,
- begin to form lower-case letters in the correct direction, starting and finishing in the right place,
- form capital letters,

Nursery

- write own name,
- form digits 0-9,
- understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.

A note on children's names:

Children's names are a rich source for teaching handwriting. However, some children come to school able to write their names but using the wrong movements for some letters and/or mixing lower and upper case. A sensitive approach is needed here so close home-school links are important with parents given clear guidance on age-appropriate activities and correct letter formation.

Reading and writing

See also EEC
"Me and The
World" Objective
4

The core purpose for writing in Nursery is to encourage play and experimentation with all forms of mark-making and 'writing' which gradually develops into our alphabetical system. Every part of the curriculum provides rich opportunities for writing experiences. Having real purposes for writing, such as writing cards, messages, lists, invitations – helps children to understand why learning to write is important and will motivate them to write.

Children should have opportunities to engage with

- well-known traditional stories, folk and fairy tales,
- stories of familiar everyday life and experiences,
- stories with imaginative settings, characters and events,
- rhyming texts and texts with predictable patterns of events and language,
- poetry – see guidance,
- captions, signs, lists, cards, invitations, menus, instructions,
- simple personal, descriptive and informative sentences and short texts.

Grammar

See also EEC
"Me and The
World" Objective
4

Explicit teaching of grammar is inappropriate for young children. Their grammar will develop as they are exposed to a wide range of language in listening and responding to the speech of adult role models and from hearing high-quality texts read aloud. The kinds of language we use are also important. To provide rich language learning opportunities, adults can expand on children's language: model complex language; and talk explicitly about words, phrases, and sentences. The interactions and conversations we have with young children shape their language development, so the emphasis for children of this age must be on a rich oral curriculum.

An excellent reference for Grammar in Early Childhood is:

<https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/interactingwithothers/Pages/Grammar.aspx>

Nursery

Spelling

Teachers will develop pupils' capacity to

(See Annex 3)

See also EEC
"Me and The
World" Objective
4

- recognise some letters in familiar words and use these and other symbols to represent text,
- connect the letter symbol to the sound for some upper-case and lower-case letters and use random strings of letters showing emerging awareness of letter sounds to represent text including the appropriate sequencing of phonemes,
- begin to distinguish between long and short vowel sounds in speech,
- use some correct consonants and vowels in approximate spelling,
- begin to use phonic knowledge to write simple regular words and make phonically plausible attempts at more complex words,
- spell some high frequency, high interest and social sight words accurately.

P1

Oral Language
Listening and understanding

P1 builds on Nursery and deepens pupils' ability to:

Respond to discussion, conversation and social interaction

- identify a purpose for listening based on personal interests,
- respond to discussion topics showing some appreciation of listener's needs,
- respond and follow two-step instructions,
- respond to a wider range of questions,
- respond appropriately to phrases used regularly in the school environment,
- respond appropriately to greetings, farewells,
- notice and name different languages in their classroom beginning to distinguish them by sound and associating them with particular classmates,

Respond to story and other texts and other curriculum areas

- listen, understand, enjoy and respond to stories, songs and other music, rhymes and poems, podcasts and video clips,
- show understanding of familiar story content, characters and vocabulary and of factual accounts and step-by-step processes through using appropriate topic vocabulary and phrases in context,
- begin to anticipate problems and predict outcomes in unfamiliar stories,
- choose texts to listen to for enjoyment and based on personal interests,

Respond to Drama

- develop awareness of tension in Drama,
- develop the ability to reflect on the action in a piece of Drama as it progresses.

Oral language
Communicating

P1 builds on Nursery and deepens pupils' ability to

Structure Speech

(Motivation and choice, social conventions and awareness of others, sentence structure and grammar, requests, questions and interactions, categorisation, re-telling and

- enjoy and be intrigued by the spoken word, its sounds and content,
- use lengthier sentences with correct word order (for the most part), basic connectives and use plurals and simple pronouns while self-correcting, provide a description or explanation about a visible object or person,
- categorise a range of objects; explain reason for category membership (e.g., farm animals and pets), begin to describe characteristics of familiar objects,
- develop questioning skills and make comparisons.

*elaboration,
playful and
creative use of
language,
information giving,
explanation and
justification,
description,
prediction,
persuasion,
reflection, drama*

Engage in discussion, conversation and social interactions

- greet and respond to greetings according to social convention and uses complete sentences to express personal needs according to social convention,
- use words and phrases to refer to feelings,
- invite and respond to questions on their news,
- sustain conversations and gather information through asking questions.

Engage in discussion about story and other texts from across the curriculum

- retell the main points of a story or an account from direct experiences sequencing up to three events,
- articulate responses to poetry, commit poetry to memory and enjoy reciting poetry,
- use topic language to explain how to play, construct, conduct a process, play a game or with a toy,
- apply their developing oral language competences to other curriculum areas

Engage in Drama

- use language, in pretend play from experiences and texts to create more elaborate imaginary scenarios,
- use his/her emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character,
- experience how context is built, and a drama reality created through the use of space and objects,
- use reflection on a particular dramatic action to create possible alternative courses for the action.

Reading
Enjoying
engaging
texts **and**
with

P1 builds on Nursery curriculum and deepens pupils' ability to

- visualise and comment on events, characters and ideas, making imaginative links to their own experience,
- share, explain and give reasons for their reactions to texts, commenting on important aspects,
- engage with books through role play, drama, art and musical activities,
- learn how to use features of multi-media texts, e.g., clicking on icons and hyperlinks,
- use IT to find out information

Reading
Print awareness
and reading skills

P1 builds on the Nursery curriculum and deepens pupils' ability to

- continue consolidating the higher skills of phonemic awareness, such as appreciation of alliteration, rhythm and rhyme, and oral blending and segmenting; by the end of P1, pupils should be fully familiar with all of the graphemes,
- apply phonic knowledge and skills as the prime approach to reading regular words, blending from left to right across a word,
- continue to enjoy a wide range of texts beyond current reading levels through shared, group and individual reading at school and at home,
- regularly read books which match their current level of phonic knowledge in a systematic programme,
- begin to build a store of common high frequency words which do not fit regular phonic patterns,
- begin to self-correct and recognise when reading does not make sense,
- begin to recognise the different structures and organisational features of narrative, poetry and non-narrative texts,
- make predictions based on the features of the book, such as the cover and the illustrations, and from characters and events in the text,
- talk about the effects of patterns of language and repeated words and phrases,
- begin to understand how punctuation affects meaning, fluency and expression.

Writing
Enjoying and
engaging with the
written word

P1 builds on the Nursery curriculum and deepens pupils' ability to

- write simple sentences, understanding the need for oral rehearsal and re-reading to check for meaning,
- write simple texts with support from teacher demonstration/modelling,
- plan, draw and write simple stories, including recounts of known texts, and sentences about personal experiences,
- begin to make quick, simple plans for writing, including choice of key vocabulary and order of sentences,
- understand, through frequent teacher modelling, discussion and practice, that first attempts at writing are not necessarily best, and learn to undertake a second draft,
- learn to check for meaning and best choices by re-reading work, conferring with the teacher or others and rewriting,
- write personally about feelings, likes and dislikes, events and characters in stories and poems,
- write own choice of texts independently across a range of text types after seeing models,

P1

- make adventurous and ambitious word choices without worrying about perfect spelling,
- use a keyboard/whiteboard to type/write their name and simple texts.

Reading and writing in P1-2 to entertain

- traditional stories, folk and fairy tales, including some from other cultures,
- stories of familiar everyday life and experiences, including some from other cultures,
- myths and legends from other times and cultures,
- adventure and mystery stories,
- stories with imaginative setting and characters to support descriptive writing,
- stories with a clear story arc to support sequencing of events,
- different stories by the same author,
- stories with chapters featuring the same character(s),
- stories with different viewpoints,
- re-telling stories; recounts of fictional events,
- poetry – see guidance

Reading and writing in P1-2 to inform

- factual, chronological recounts from all curriculum areas,
- captions, signs, labels, lists, short letters, notes, messages, cards, invitations-real and in role,
- real and fictional instructions,
- information and explanatory sentences based around factual and fictional topics,

Poetry P1-P2(See Annex 7)

- The range of poetry should include:
- familiar rhymes, poems/songs from the nursery classes
 - contemporary poems
 - accessible classic poetry
 - poetry from different cultures
 - poems linked to cross-curricular topics
 - rhyming and non-rhyming poems
 - poems encouraging word-play and the joy of language

Handwriting (See Annex 3)

- P1 and P2 builds on Nursery and develops pupils' ability to:
- form lower-case letters of the correct size relative to one another with clear ascenders and descenders,

- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters,
- use spacing between words that reflects the size of the letters,
- Children should be able to form letters correctly and confidently. They should be joining letters correctly and beginning to acquire a fluent and accurate writing style.

Grammar
(See Annex 4)

- **Word Classes:** word, letter, capital letter,
- **Morphology:** singular, plural: adding s and es,
- **Sentence structure:** orally recognising the difference between a word, a phrase (or fragment) and a sentence. 4 types of sentence: statement; question; exclamation; command,
- **Punctuation:** full stop, question mark, exclamation mark.

Spelling
(See Annex 3)

By the end of P1, all children should be able to write using plausible spellings at all times (a recognised grapheme for each phoneme). They should aim for accurate spelling of CVC, CCVC and CVCC words as well as for words from available word banks, words studied in class or where a spelling rule allows them to deduce which graphemes should be used.

- segment and blend regular words into their constituent phonemes in order to spell them correctly (including the use of IT devices to highlight phonemes)
- move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch',
- in independent writing, continue to use plausible phonic alternatives for phonemes not yet taught and for longer, more ambitious words,
- begin to identify the constituent parts of two and three syllable words to support phonic knowledge and skills,
- spell important regularly occurring in independent writing,

Continue to use plausible phonic alternatives for phonemes not yet taught and for longer, more ambitious words,

Begin to words using aids to spelling – words displayed in class; words compiled in personal dictionary; words learned in reading,

Understand and begin to learn to add common suffixes -ed for past tense and -ing for the present tense,

Know how to form simple plural nouns when -s is added.

Oral Language
Listening and
understanding

2 builds on P1 and deepens pupils' ability to

Respond to discussion, conversation and social interaction

- enjoy the spoken word,
- demonstrate understanding of listeners' needs in sustaining by non-verbal means a focused conversation,
- identify a purpose for listening based on personal interests and set personal goals for listening e.g., to gain information on a topic of interest,
- begin to recognise that language style changes with different relationships and audiences,
- infer the meaning of a new word from gestures or context,
- follow three-step instructions, follow audio instructions for an interactive game,
- respond to speculative questions leading to the drawing of inferences,

Listen to and identify the main characteristics of TV, film, radio and Internet broadcasts

- identify a range of frequently occurring languages in their spoken environment and have begun to note frequently occurring phrases and the events and actions associated with them,
- notice similarities and differences between English, other mother-tongue languages, L2 and ONL.
- respond to story and other texts and other curriculum areas
- listen to and continue to enjoy and be intrigued by fiction including poetry and non-fiction of increasing complexity,
- speculate on endings to stories and identify other possible endings to stories,
- infer the meaning of stories of increasing depth from context,
- understand an expanding vocabulary of words and phrases from stories, factual texts and curriculum-based topics and demonstrate this understanding through beginning to use these words in new contexts.

Respond to Drama

- notice and consider how mood and atmosphere are created in live or recorded performances,
- experience, through drama, the relationship between story, theme and life experience,
- use his/her emerging awareness of the differences in people to

develop an understanding of the relationship between role and character.

Oral language
Communicating

(Motivation and choice, social conventions and awareness of others, sentence structure and grammar, requests, questions and interactions, categorisation, re-telling and elaboration, playful and creative use of language, information giving, explanation and justification, description, prediction, persuasion and reflection, drama

P2 builds on P1 and deepens pupils' ability to

Structure Speech

- enjoy, be intrigued and be cognitively challenged by the spoken word, its sounds and content,
- use lengthier sentences in the past, present and future tense with correct word order, basic connectives and use plurals and simple pronouns while self-correcting,
- use words for objects never seen and acquire new vocabulary through others' descriptions,
- name, explain and describe familiar objects, events, people, concepts or subjects giving main points or functions,
- explain reason for category membership e.g car, tram, metro are all forms of transport,
- use words for objects never seen and acquire new vocabulary through others' descriptions,
- name, explain and describe familiar objects, events, people, concepts or subjects giving main points or functions,
- use specific language for spatial, temporal and location contexts along with basic adjectives and adverbs and use a range of question words appropriately,
- ask and respond to a greater range of questions and respond to questions with more than three steps,

Engage in discussion, conversation and social interactions

- use complete sentences to express personal needs and asks and respond to speculative questions leading to drawing inferences,
- invite and respond to questions on their news and other information elaborating on their reasons for their personal requests and giving brief explanations and justifications for their opinions and responses,
- sustain conversations and gather information through asking questions to clarify others' thoughts and actions and to gain new information or recall an event,
- retell an unshared experience or conversation using a clear structure to their peers,

Engage in discussion about story and other texts from across the curriculum

- interpret behaviour, empathise and speculate about characters' motives when telling a familiar story,
- begin to sequence events forwards and backwards,
- use a growing bank of vocabulary and uses this in spoken texts from

a range of perspectives- factual, creative and imaginative,

- present parts of traditional stories, own stories or work drawn from different parts of the curriculum,
- articulate responses to poetry, commit poetry to memory and enjoy reciting poetry,
- apply their developing oral language competences to other curriculum areas.

Engage in Drama

- adopt appropriate roles in small or large groups and consider alternative courses of action,
- continue to see how tension adds suspense to drama which ensures the interest of the participants,
- develop fictional relationships through interaction with the other characters that arise out of the small-group or whole-class scenes as the drama text is being made Drama,
- share insights while experiencing the Drama.

Reading Enjoying and engaging with texts

P2 builds on P1 curriculum and deepens pupils' ability to

- independently choose, discuss and justify text selection,
- empathise with characters and talk about moral dilemmas portrayed in texts,
- identify differences between text types: narrative genres; types of poetry; non-narrative genres,
- use the class/school library and web searches to increase motivation to read and to enhance reading development.

Reading Print awareness and reading skills

In P2 the balance between time-limited decoding skills as the prime way to access a text independently and long-term comprehension skills begins to shift. Children need quick, accurate decoding skills to provide a firm basis for independent reading. Where this phonic knowledge is insecure or has gaps, children will need to revise previous learning from earlier stages of the school's structured programme.

P2 builds on Nursery/P1 curriculum and deepens pupils' ability to

- increase the range of texts read independently (including digital texts) to consolidate decoding skills and develop linguistic comprehension by hearing texts above independence level read aloud fluently and expressively,
- draw together ideas and information from across a whole text, using simple signposts in the text,
- make predictions and explain why events happen or characters change, including comparing different versions of the same story in books or on screen,

- recognise and begin to explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points,
- self-correct reading errors confidently when text does not make sense,
- read common high frequency words automatically, consolidate accurate, quick decoding skills and know how to tackle unfamiliar words that are not completely decodable,
- use the context, syntax and word structure of written texts to build a store of vocabulary for independent use in speech and writing,
- develop understanding of how writers use a range of punctuation as an aid to meaning and to reading with fluency and expression.

Writing

Enjoying and engaging with the written word

P2 builds on P1 curriculum and deepens pupils' capacity to

- write regularly for different audiences and purposes, sometimes making own decisions about form,
- know how to use a variety of planning formats for different writing purposes, including checklists and writing frames,
- plan, draw and write simple poems, narrative and non-narrative texts, using the structures, organisational features and vocabulary associated with different text types,
- use beginning, middle and end to write narrative, signalling sequence, place and time to give coherence,
- write about feelings, experiences and personal reactions using structures of different text types,
- improve first drafts by extending, revising and redrafting texts with support from adults and peers,
- create paper and multimedia texts and use different presentational features.

Reading and writing in P1-2 to entertain

- traditional stories, folk and fairy tales, including some from other cultures,
- stories of familiar everyday life and experiences, including some from other cultures,
- myths and legends from other times and cultures,
- adventure and mystery stories,
- stories with imaginative setting and characters to support descriptive writing,
- stories with a clear story arc to support sequencing of events,
- different stories by the same author,
- stories with chapters featuring the same character(s),
- stories with different viewpoints,

	<ul style="list-style-type: none"> • re-telling stories; recounts of fictional events, • poetry-see Annex 7
Reading and writing in P1-2 to inform	<ul style="list-style-type: none"> • factual, chronological recounts from all curriculum areas, • captions, signs, labels, lists, short letters, notes, messages, cards, invitations, real and in role, • real and fictional instructions, • information and explanatory sentences based around factual and fictional topics.
Poetry P1-P2 (See Annex 7)	<p>The range of poetry should include:</p> <ul style="list-style-type: none"> • familiar rhymes, poems, songs from the nursery cycle. • contemporary poets, • accessible classic poetry, • poems from different cultures • poems linked to different cultures • poems linked to cross-curricular topics, • rhyming and non-rhyming poems • poems encouraging word play and the joy of language.
Handwriting (See Annex 3)	<p>P1 and P2 builds on Nursery and develops pupils' capacity to</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another with clear ascenders and descenders, • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters, • use spacing between words that reflects the size of the letters, <p>Children should be able to form letters correctly and confidently. They should be joining letters correctly and beginning to acquire a fluent and accurate writing style.</p>
Grammar (See Annex 4)	<p>P2 builds on P1 and develops pupils' capacity to engage with</p> <ul style="list-style-type: none"> • Word Classes: verb, noun, adjective, common prepositions e.g., <i>in</i>; <i>over</i>; <i>behind</i>; <i>above</i>, common adverbs of manner ending in <i>-ly</i> e.g., <i>slowly</i>; <i>sadly</i>

- Morphology: compound words e.g., *postman*; *playground*, common prefixes e.g., *un-*; *re-*, common suffixes: e.g. *-ed*; *-ing* endings
- Sentence structure: orally and in writing, recognising the difference between a word, a phrase (or fragment) and a sentence, tenses: simple present – *I go* simple past – *I went*, simple noun phrases e.g., *a black cat*; *one sunny day*; *the fierce dragon*, joining compound sentences using common conjunctions e.g., *and*; *but*; introducing simple main and subordinate clauses with common conjunctions e.g., *so*; *because*; *when*
- Punctuation: comma, apostrophe for common contracted forms e.g. *I'm*, *can't*, *don't*

Spelling

P2 builds on P1 and deepens pupils' capacity to

(See Annex 3)

- spell with increasing accuracy and confidence drawing on word recognition and knowledge of word structure, and spelling patterns,
- spell words in a recognisable way based on an awareness of the most common spelling strings and patterns – e.g., two syllable words with regular pattern e.g., *robber*, *happen*,
- strengthen knowledge of syllabification as an aid to correct spelling,
- consolidate and extend understanding of forming plural nouns,
- consolidate and extend knowledge of adding suffixes and investigate the conventions related to spelling patterns,
- develop knowledge of common prefixes to generate new words from root words,
- understand how the meaning of words changes when suffixes and prefixes are added,
- recognise alternative ways of spelling the phonemes already taught e.g., the /ee/ sound can also be spelt as 'ea' and 'ee',
- spell regular verb endings and learn irregular tense changes (e.g., *go/went*),
- learn the difference in spelling and meaning between some common homophones and the difference in meaning between some common homonyms,
- embed the correct use and spelling of pronouns including homophones such as 'they're', 'their' and 'there',
- begin to use age-appropriate dictionaries confidently using knowledge of alphabetical order

3.4 P3

P3

Oral Language Listening and Understanding.

P3 builds on P2 and deepens pupils' capacity to

- respond to discussion, conversation and social interaction
- enjoy, be intrigued and be challenged by the spoken word, its sounds and content,
- recognise the impact of gestures, tone of voice and body language on listeners,
- recognise themselves as listeners engaging purposefully and empathetically with ideas, texts of all kinds, including poetry, and formats and other people,
- respond to a series of instructions containing a variety of clauses and concepts
- enjoy listening and responding to visits from guest speakers (poets, journalists, authors etc.)
- respond to story and other texts and other curriculum areas
- begin to appreciate how reflection and discussion can enhance and enrich enjoyment and understanding of and be a source of motivation for reading and writing,
- attend to textually presented information,
- gain insight from listening to new information on a wide range of subjects,
- understand the meaning of a new word through a definition,
- understand an expanding vocabulary of words and phrases from stories, factual texts and curriculum-based topics and demonstrates this understanding through beginning to use these words in new contexts,
- have continued opportunities to listen to different oral texts presented by speakers of English from different countries,
- notice the interconnectedness between English and other languages in the etymology of many words relating to pupils' lives and their learning,

Respond to Drama

- share insights while experiencing the drama or insights that arise out of the drama,
- have opportunities to experience live and recorded performances e.g., concerts, visiting theatre groups, trips to theatres.

Oral language Communicating

P3 builds on P2 and deepens pupils' capacity to

*(Motivation and
choice, social*

- structure Speech
- begin to use figurative language including idioms and metaphors,

conventions and awareness of others, sentence structure and grammar, requests, questions and interactions, categorisation, re-telling and elaboration, playful and creative use of language, information giving, explanation and justification, description, prediction, persuasion and reflection, drama.)

- name and describe a problem giving main details and possible solutions,
- flexibly use appropriate sentences, affixes, reflexive pronouns and clearly articulate multisyllabic words,
- use fewer common adjectives and lengthier connectives to elaborate,
- describe and categorise unexperienced objects and events using appropriate topic language to explain categorisation,
- give reasons for category membership and exclusion,
- use prefixes and both object and subject pronouns appropriately,
- engage in discussion, conversation and social interactions
- reflect on their own news and predict events arising from past events,
- contribute independently and effectively to pair and small-group work taking account of designated role including reporting main points to class,
- begin to question others perceptively,
- respond to and gives a series of complex instructions,
- use and enjoy using frequently occurring phrases and vocabulary from the languages in their classroom environment to communicate with peers speaking these languages,
- engage in discussion about story and other texts from across the curriculum
- show a clear structure in oral narratives with beginning, problem, action and resolution,
- uses an expanded vocabulary acquired from texts and explains the meaning of a word or a topic- based term,
- apply their developing oral language competences to other curriculum areas,
- show increasing independence in presenting to the class on topics using appropriate manner and topic specific language.

Engage in Drama

- present events and characters through dialogue and the performance of more complex scripts, poems and rhymes to engage the interest of an audience,
- use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action.

Reading

Enjoying and engaging with texts

As in P2, some children will still have insecure knowledge of phonics which can slow reading progress and hinder developing spelling skills. These children will need to revise and spend extra time on this key area in intervention groups.

P3 builds on P2 curriculum and deepens pupils' capacity to

- to engage with an extended range of books and texts through listening to text read aloud at a challenging level and personal independent reading,
- enjoy book discussions, sharing and comparing likes/dislikes, text/author preferences, promoting new finds and old favourites,
- respond to poetry and fiction through discussion, writing, drama, the visual arts, music and dance,
- experience the pleasure of being a member of a community of engaged readers through a shared response, for example, to a class novel; a film of a book; listening to, reading and performing poetry,
- enjoy spending time in libraries finding and handling books; researching on the internet; and building their own library at home.
- Take the lead and ownership, where appropriate, of various literacy initiatives with younger age groups (e.g. mini-book fairs, paired reading, writing competitions/exhibitions, paired writing, drama workshops, school plays)

Reading
Reading skills

P3 builds on P2 curriculum and deepens pupils' capacity to

- extend the range of texts and genres heard and read independently,
- read aloud fluently, expressively and with understanding across a variety of contexts,
- explore how authors use language for different purposes, audiences and effects,
- infer and empathise with characters' feelings/behaviour and events in fiction,
- identify how different non-narrative texts are organised and find information effectively, using contents pages, glossaries, alphabetical order, headings, sub-headings and on-line features such as hyperlinks
- find evidence in texts to support a hypothesis,
- use higher level phonic knowledge and morphology, such as knowledge of prefixes/ suffixes and inflected tense endings to help accurate decoding.
- use the 'find' tool on an IT device to scan a large body of text for particular graphemes.

Writing
Enjoying and
engaging with
the written word

P3 builds on P2 curriculum and deepens pupils' ability to

- write longer stories in genres studied, sometimes in book format, using settings and characterisation to engage the reader,
- understand how to sequence a chronological text effectively using

appropriate grammatical features,

- write interesting and well informed non-narrative texts, using organisational structures and beginning to use more formal vocabulary,
- understand how writers create effects for the reader, such as suspense and different atmospheres, and begin to use in own writing,
- show imagination in the use of language, including extending vocabulary beyond Tier 1 words to Tier 2 and Tier 3 words (See *Annex 2*) and using simple literary techniques such as alliteration and similes,
- start to organise written text into paragraphs, using paragraph headings as a planning technique,
- begin to combine text, images etc. to create printable document or multi-media presentation appropriate to purpose of text,
- be involved, where appropriate, in the ordering process of new books and other authentic written administrative tasks,
- create a monthly section/school magazine with input from all levels to be shared with school, parents, other sections, displayed in hallways, etc
- write and perform short play scenes, for example, the beginning of a well-known story.

Reading and writing in P3-4 to entertain

- traditional stories, folk and fairy tales, fables, myths and legends,
- innovating on well-known stories, combining recounts with some changes to events, characters or setting,
- stories from other cultures and historical periods,
- stories set in fantasy/sci-fi worlds,
- introduction to classic literature,
- stories which raise moral dilemmas and social issues, appropriate to the age range,
- comparing book and film narrative,
- simple playscripts using conventional dramatic layout,
- poetry- see Annex 7

Reading and writing in P3-4 to inform and persuade

- factual, chronological recounts from all curriculum areas, including biography, autobiography in role and first-person diary entries in role,
- information and explanatory texts organised into paragraphs around a clear structure and incorporating organisational feature/graphics,
- persuasive texts such as posters, leaflets, adverts, letters, articles for magazines and websites.

P3

Poetry P3-P5 (See Annex 7)	<p>The range of poetry should include:</p> <ul style="list-style-type: none">• contemporary poets, including study of a collection by one poet,• classic poetry across the centuries and from other cultures,• contemporary poems from different cultures,• poems translated from other languages,• poems linked to cross-curricular topics,• rhyming and non-rhyming poems,• poems written to set structures, such as rhyming couplets; ballads; sonnets,• poems encouraging word play and the joy of language.
Handwriting (See Annex 3)	<p>P3 and P4 builds on P2 and develops pupils' capacity to</p> <ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,• increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.• write longer pieces without physical discomfort <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write.</p>
Grammar (See Annex 4)	<p>P3 builds on P2 and develops pupils' capacity to use</p> <ul style="list-style-type: none">• word classes: wider range of prepositions, wider range of adverbs to show: time; reason; degree, wider range of conjunctions and phrases to join subordinate clauses,• morphology: endings root words and their families e.g., play: player; playing; played; playful; replay; replaying.• common prefixes and suffixes e.g. <i>-ful; -ess; er/est</i>,• sentence structure:• different ways of using the present tense e.g. <i>I sing; I am singing</i>, the past tense e.g. <i>I sang; I was singing</i>; the future tense e.g. <i>I will sing; I am going to sing</i>, phrases and clauses, main clause, subordinate clause, simple direct speech,• punctuation: inverted commas to show speech in text, apostrophe for singular possession: <i>the boy's coat</i>, bullet points.
Spelling (See Annex 3)	<ul style="list-style-type: none">• use knowledge of phonics and other conventions to spell new and unfamiliar words

- know and apply common spelling rules,
- consolidate and extend knowledge of adding suffixes and investigate the conventions related to their spelling pattern,
- consolidate and extend knowledge of prefixes to generate new words from root words,
- understand and use the apostrophe for common contracted forms, including possession,
- consolidate and extend the range of spellings of common homophones and the correct use of homonyms,
- consolidate and extend use of dictionaries beyond the first letter of a word,
- begin to use a range of appropriate strategies to edit, proofread and correct spelling in their own work,
- begin to use find “spelling words” or “tricky words” from their own reading and writing for personal study thereby creating their own spelling lists.

P4

Oral Language
Listening and
understanding.

P4 builds on P3 and deepens pupils' capacity to

- respond to discussion, conversation and social interaction
- enjoy, be intrigued and be challenged by the spoken word; its sounds and content,
- begin to recognise themselves more formally as listeners engaging purposefully and empathetically with other people, ideas and texts of all kinds and formats,
- attend to verbal and non-verbal communication in a variety of contexts, including group-work,
- carry out more complex instructions and over a longer time span of operation,
- listen to information being presented from both sides of an argument,
- appreciate how a speaker can seek to persuade and influence in their speech and how listeners can choose to respond,
- appreciate that the same information can be presented in a different format and tone to serve a different purpose,
- understand speakers' explicit and implicit meanings,
- listen to and identify the main characteristics of TV, film, radio and Internet broadcasts
- interpret new information drawing inferences and relating information to previous experiences,
- appreciate how reflection and discussion can enhance and enrich enjoyment and understanding of and be a source of motivation for reading and writing and the place of discussion in learning generally,
- listen to unfamiliar people speaking and modelling new words/phrases attending to the correct pronunciation of same and beginning to note how purpose, situation, audience/listener influence the speaker's register, dialect and accent.
- respond to story and other texts in English and other curriculum areas
- distinguish shades of meaning among related words and use age-appropriate, academic vocabulary,
- identify and absorb the main points from an oral presentation and understand how these points are connected,
- begin to make notes when listening for a sustained period and discuss how notetaking varies depending on context,
- appreciate the differences between spoken and written language,
- identify a variety of purposes for creating texts, listening to texts and for engaging in conversations of personal interests,

Respond to Drama

- have opportunities to experience performances e.g., concerts, visiting theatre groups, trips to theatres.

Oral language Communicating

(Motivation and choice, social conventions and awareness of others, sentence structure and grammar, requests, questions and interactions, categorisation, re-telling and elaboration, playful and creative use of language, information giving, explanation and justification, description, prediction, persuasion and reflection, drama)

P4 builds on P3 and deepens pupils' capacity to

- structure speech
- describe objects and experiences using descriptive language creatively,
- describe and categorise unexperienced objects, events and experiences using appropriate topic language to explain categorisation,
- flexibly use appropriate sentences, affixes and reflexive pronouns and clearly articulates multisyllabic words,
- use qualifiers, less common adjectives and lengthier and less frequently used connectives to elaborate sentences,
- begin to formally explore genres of speech and speech conventions to match purpose of communication genre of communication,
- begin to engage in formal debates using debate conventions.
- engage in discussion, conversation and social interactions
- adapt language style such as tone, pace, choice of vocabulary, facial expressions and body language for a range of audiences while communicating orally in a range of genres,
- analyse and discuss their own and other feelings, experiences and actions with empathy as appropriate,
- provide and justify opinion and perspective about events,
- begin to criticise constructively,
- continue to contribute independently and effectively to pair and small group with an enhanced understanding of the different roles within this kind of discussion,
- contribute to discussions with peers, teachers and school management on school-life and how it can be improved,
- prepare, conduct and record interviews with peers/adults,
- respond to frequently occurring phrases across a range of languages in the classroom environment.
- engage in discussion about story and other texts from across the curriculum
- retell stories using the language of the text, describe characters, explain events, identify and discuss key themes of the texts,
- explain and inform, including the use of presentations, on a subject or historical event reflecting the main ideas in a structured manner including the thoughts of third parties and using visual aids,

- use an expanded vocabulary acquired from texts and explains the meaning of a word or a topic- based term,
- begin to discuss various strategies used to source, learn and acquire new vocabulary from a range of sources while listening and speaking,
- articulate responses to poetry, commit poetry to memory and enjoy reciting poetry,
- apply their developing oral language competences to other curriculum areas,

Engage in Drama

- develop in and out of role the ability to cooperate and communicate with others in helping to shape the drama,
- use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people.

Reading Enjoying engaging texts

and
with

P4 builds on P3 curriculum and deepens pupils' capacity to

- review and reflect on reading habits and preferences, and be willing to try something new/different,
- have frequent opportunities to share texts which they have enjoyed (or not!) and to develop 'booktalk' skills in a supportive community of readers,
- continue to respond to poetry and fiction through discussion, writing, drama, the visual arts, music and dance,
- begin to understand the skills of comparing and contrasting through exploring how different authors/poets convey common themes through different genres and media and with a different cultural viewpoint,
- experience the pleasure of discovering intertextuality, for example, through subversive versions of traditional tales; same character appearing in different stories,
- develop research skills through using libraries, internet searches.

Reading Reading skills

P4 builds on P3 curriculum and deepens pupils' capacity to

- compare different types of texts/genres and identify how they are structured,
- compare how a common theme is presented in poetry, prose and other media,
- use evidence from a text to explain events or ideas,
- infer/deduce writers' viewpoints from what is written and implied,
- explain how different texts use figurative and expressive language

P4

to create images and atmosphere,

- try out the usefulness of techniques such as visualisation, story mapping, prediction and empathy in exploring the meaning of texts,
- widen the range of strategies for reading unfamiliar words, including morphology and common etymological roots.

Writing Enjoying and engaging with the written word

P4 builds on P3 curriculum and deepens pupils' capacity to

- write longer stories, sometimes in book form, with an increasingly effective use of settings and characterisation,
- explore different narrative forms and styles, including different openings; first person narrative; sequence not chronological,
- write about favourite moments, characters and events in stories across genre range,
- continue to extend vocabulary into Tier 2 and Tier 3 words (*See Annex 2 on Vocabulary*),
- write with more precision and detail, exploring the impact of chosen language and form on the reader,
- expand the range of non-narrative texts, beginning to understand the close links between purpose, audience and the chosen form; how it affects the linguistic features and grammatical choices; and the level of formality.
- create poems experimenting with specific devices for effect, such as simile, metaphor and personification, as an aid to meaning and to create specific effects,
- gain confidence in organising texts into paragraphs, and how to organise and punctuate speech in narratives,
- create multi-layered texts, including use of hyperlinks and linked web pages.

Reading and writing in P3-4 to entertain

- traditional stories, folk and fairy tales, fables, myths and legends,
- innovating on well-known stories, combining recounts with some changes to events, characters or setting,
- stories from other cultures and historical periods,
- stories set in fantasy/sci-fi worlds,
- introduction to classic literature,
- stories which raise moral dilemmas and social issues, appropriate to the age range,
- comparing book and film narrative,
- simple playscripts using conventional dramatic layout,
- poetry-see Annex 7

P4

Reading and writing in P3-4 to inform and persuade

- factual, chronological recounts from all curriculum areas, including biography, autobiography in role and first-person diary entries in role,
- information and explanatory texts organised into paragraphs around a clear structure and incorporating organisational feature/graphics,
- persuasive texts such as posters, leaflets, adverts, letters, articles for magazines and websites.

Poetry P3-P5

(See Annex 7)

The range of poetry should include:

- contemporary poets, including study of a collection by one poet,
- classic poetry across the centuries and from other cultures,
- contemporary poems from different cultures,
- poems translated from other languages,
- poems linked to cross-curricular topics,
- rhyming and non-rhyming poems,
- poems written to set structures, such as rhyming couplets; ballads; sonnets,
- poems encouraging word play and the joy of language.

Handwriting

(See Annex 3)

P3 and P4 builds on P2 and develops pupils' ability to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,
- increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch,
- write longer pieces without physical discomfort.

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write.

Grammar

(See Annex 4)

P4 builds on P3 and develops pupils' ability to use

Word Classes

determiners before nouns/noun phrases to express number and degree of specificity e.g., *a; the; some; this; that; those; each*, pronouns in place of nouns/noun phrases e.g., personal; possessive; reflexive

Morphology

building words with prefixes and suffixes e.g. prefix + root; root + suffix; prefix + root + suffix, common prefixes and their meanings e.g.

pre/before; mis/wrong; semi/half, common suffixes and what they do e.g. make nouns – *player; goodness; pavement* make verbs – *frighten; horrify*, make adjectives – *useful; helpless; drinkable* building words with prefixes and suffixes e.g. prefix + root; root + suffix; prefix + root + suffix, common prefixes and their meanings e.g. *pre/before; mis/wrong; semi/half*, common suffixes and what they do e.g. make nouns – *player; goodness; pavement* make verbs – *frighten; horrify*, make adjectives – *useful; helpless; drinkable*

Sentence structure

variety of ways of writing direct speech, changing word order in sentences e.g., moving adverbs/adverbial phrases for effect, use and effect of a variety of sentence structures e.g., with a main clause; with a subordinate clause; and multi-clause sentences

Punctuation

apostrophe for possession in singular and plural forms e.g., *the boys' coat; the boys' coats*.

Spelling

(See Annex 3)

P4 builds on P3 and develops pupils' ability to

- develop a range of personal strategies for learning new and irregular words, synonyms and antonyms, irregular plurals,
- use a range of appropriate strategies to edit, proofread and correct spelling in their own work,
- spell words containing unstressed vowels i.e., vowel sounds that are difficult to hear when a word is pronounced i.e., 'dictionary' pronounced as 'dictionree'.
- distinguish the spelling and meaning of a wider range of homophones and correct use of homonyms,
- recognise a range of prefixes and suffixes, understanding how they modify meaning, function and spelling, and how they assist in decoding long, complex words,
- group and classify words according to their spelling patterns and meanings,
- develop a range of editing skills including digital text editing to improve accuracy of spelling
- use an age-appropriate dictionary independently and confidently; introduce dictionary in digital format.
- identify and discuss the origins of some English words and their connections with other languages particularly classroom languages,

Continue to find "spelling words" or "tricky words" from their own reading and writing for personal study thereby creating their own spelling lists.

P5

Oral Language
Listening and
understanding

P5 builds on P4 and deepens pupils' ability to

- respond to discussion, conversation and social interaction
- enjoy, be intrigued and be cognitively challenged by the spoken word, its sounds and content,
- listen carefully with others interjecting with questions and insights and opinions when and where relevant,
- appreciate how a speaker can seek to persuade and influence in their speech; the moral and ethical purpose in this and how listeners can choose to respond,
- demonstrate an understanding of the impact of varying types and lengths of sentences when listening and speaking,
- listen and weigh up both sides of an argument,
- appreciate that criticism can have positive and negative elements,
- demonstrate understanding that sentence structure and grammar are less rigid in spoken (as opposed to written) language and vary depending on the audience, purpose and language spoken,
- be introduced to recordings of significant speeches and begin to appreciate their significance,
- attend to verbal and non-verbal communication in a variety of contexts and listen to unfamiliar people speaking and modelling new words/phrases attending to the correct pronunciation of some discerning how culture, purpose, situation, audience/listener influence communication,
- appreciate that certain language structures in their mother tongue or English L1 do not have an equivalent in L2, ONL and other classroom languages and vice-versa,
- respond to story and other texts and other curriculum areas
- recognise themselves as listeners engaging purposefully and empathetically with ideas and texts of all kinds and formats,
- identify and absorb the main points from an oral presentation and understand how these points are connected and what points may have not been included,
- make notes when listening for a sustained period and discuss how notetaking varies depending on context,
- identify a variety of purposes for creating texts, listening to texts and for engaging in conversations of personal interests,
- participate, where feasible, in external debating, drama festivals and competitions,
- review own audio-visual recordings and begin to edit using simple software
- choose and evaluate aural and oral texts to facilitate learning

across the curriculum.

Respond to Drama

- consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension.

Oral language Communicating

Motivation and choice, social conventions and awareness of others, sentence structure and grammar, requests, questions and interactions, categorisation, re-telling and elaboration, playful and creative use of language, information giving, explanation and justification, description, prediction, persuasion and reflection, drama

P5 builds on P4 and deepens pupils' capacity to

- structure speech
- use aesthetic features of language in their own conversations and texts,
- use a range of less familiar adverbial conjunctions and pronouns correctly and uses clauses and qualifiers to support answers,
- engage in discussion, conversation and social interactions
- recognise themselves as oral communicators engaging purposefully and empathetically with others around a range of ideas, concerns, wishes, needs and oral texts of all kinds and formats,
- make polite indirect requests and uses a range of formal and informal terms of address,
- reflect on and analyse their own and other feelings, experiences and actions with empathy as appropriate,
- use vocabulary to create a particular effect when conversing and speaking in a range of genres, for a variety of purposes and audiences recognising the literal and non-literal meaning of words and how to communicate meaning through tone, facial expressions etc
- contribute effectively to classroom discussion incorporating and building on other contributions to move discussion forwards,
- contribute to discussions with peers, teachers and school management on school-life and how it can be improved,
- use and enjoy using frequently occurring phrases and vocabulary from their language environment to communicate with peers speaking these languages.
- engage in presentation, discussion and debate on topics and texts from across the curriculum, school life and the real world
- select language and structures most suited to the purpose, audience/listener and language being spoken recognising vocabulary which portrays prejudice, stereotyping or bias and is mindful of this whilst listening and speaking.
- prepare and deliver live and recorded formal presentations based on different curriculum areas using a range of oral language techniques to engage the audience,
- interact with the audience/listener to clarify and/or to provide more detail as requested,

- continue to develop their capacity to engage in formal debates with an increasing mastery of debate conventions questioning information, being open to information, holding and re-framing their position when relevant,
- justify opinion and perspective based on evidence and personal perspective or re-framing when appropriate,
- use different genres of speech to achieve different purposes conscious of the moral and ethical purpose behind choices,
- work logically and methodically in a group to solve problems, deduce, share, recognising constructive feedback and responding critically and creatively when discussing a project or task and when adapting it to present to an audience/listener,
- analyse and discuss the structure, meaning, pronunciation and origin of words from a range of subjects and other languages,
- apply their developing oral language competences to other curriculum areas,
- use subject- specific vocabulary appropriately to organise and present their thinking and understanding
- articulate responses to poetry, commit poetry to memory and enjoy reciting poetry,
- compare and contrast how writers from different times/places present experiences and use language

Engage in Drama

- develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made.
- extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself,
- become adept at implementing the 'playing rules' that maintain focus in dramatic action,
- help to plan dramatic action to include the particular tension and suspense appropriate to the theme being explored
- become comfortable with script and understand the basic processes by which script becomes action,
- distinguish between various Drama genres.

Reading Enjoying and engaging with texts

P5 builds on P4 curriculum and deepens pupils' capacity to

- sustain engagement with longer texts, using different techniques to make the text come alive,
- continue to respond to poetry and fiction through discussion, writing, drama, the visual arts, music and dance,
- compare and contrast how writers from different times/places present experiences and use language,

- explore the concept of literary heritages and why some texts have been particularly influential/significant, including study of a European writer and an Anglophone writer from outside Europe.

Reading Reading Skills

P5 builds on P4 curriculum and deepens pupils' capacity to

- continue to expand the reading range and variety of all kinds of text,
- read aloud more formally to larger audiences- known and unknown- fluently, expressively and with understanding,
- learn how to appraise a text quickly, deciding on its value, quality or usefulness,
- distinguish between fact, fiction and opinion, and begin to identify bias and objectivity in texts and in the media, especially online,
- understand how writers use different organisational structures to create coherence and impact across a text,
- learn how to summarise key points from a text orally and in writing,
- find evidence across and between texts to build an argument,
- continue to deepen morphological and etymological word recognition strategies,
- explore how word meanings change when used in different contexts.

Writing Enjoying and engaging with the written word

P5 builds on P4 and deepens pupils' capacity to

- write longer stories or a series of related stories in book form in genres studied as class anthologies, class books, sustaining ideas in lively, thoughtful prose,
- use authorial skills gained from knowledge of high-quality literature in writing stories, for example, varying pace; narrator's and character voice; experimenting with non- chronological plot sequencing,
- express personal, reflective reactions and opinions to ideas, emotions and images encountered in literature using precise, rich vocabulary and close reference to the text,
- continue to extend vocabulary into Tier 2 and Tier 3 words (See Annex on Vocabulary),
- express personal, reflective reactions to films, programmes on screen, music and art,
- build a repertoire of structures for non-narrative writing and make decisions on choices adapted to audience and purpose,
- experiment with formal and informal styles across the genre range, including journalistic writing, adapting to purpose and audience,

Reading and writing entertain

- traditional stories, folk and fairy tales, fables, myths and legends from a wide range of different cultures,
- wide range of fiction and short stories in different genres from other cultures and historical periods,
- study of modern and classic literature from significant children's authors, including translation,
- short stories on a theme by different authors and short story collection by one author,
- stories told from first- and third-person viewpoint, and in present and past tense,
- stories which raise moral dilemmas and social issues, appropriate to the age range,
- linked scenes in playscripts using conventional dramatic layout, stage instructions,
- speeches and short sections of important declarations/celebrations,
- poetry-see Annex 7

Reading and writing to inform, persuade and discuss

- personal, fictional and factual recounts with the ability to begin to use 1/2 other text types in a piece of writing, for example, a recount as part of a persuasive letter or part of fictional and/or factual biographies and autobiographies,
- appropriate journalistic accounts of the same event/characters to check for objectivity and bias,
- writing and delivering a speech or presentation for a specified audience on an issue; reading and re-reading to check for ease of understanding, tone and grammatical mistakes and considering how best to deliver it.
- balanced arguments with reflective conclusions,
- evaluative writing of personal reflection and opinion; reviews of books/films/games/websites.

Poetry P3-P5(See Annex 7)

The range of poetry should include:

- contemporary poets, including study of a collection by one poet,
- classic poetry across the centuries and from other cultures,
- contemporary poems from different cultures,
- poems translated from other languages,
- poems linked to cross-curricular topics,
- rhyming and non-rhyming poems,
- poems written to set structures, such as rhyming couplets; ballads; sonnets,
- poems encouraging word play and the joy of language.

Handwriting*(See Annex 3)*

P4 and P5 builds on P4 and develops pupils' capacity to

- write legibly, fluently and with increasing speed and stamina,
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters,
- choosing the writing implement that is best suited to a task.

Grammar*(See Annex 4)*

P5 builds on P4 and develops pupils' capacity to use

Word Classes: wider range of pronouns e.g., interrogative; relative; indefinite

Morphology: common prefixes from other languages e.g., auto; aqua; bi; tri; sub; using prefixes and suffixes to form antonyms (opposites) e.g., Impossible; dishonest; harmless

Sentence Structure: use of relative pronouns to form relative clauses in a sentence, achieving cohesion through using pronouns and adverbs, appropriate use of formality linked to audience and purpose

Punctuation: brackets; hyphens; dashes; ellipsis

Spelling*(See Annex 3)*

- P5 builds on P4 and develops pupils' capacity to
- spell unfamiliar words using known words, roots, derivations, word families, morphology and familiar spelling patterns,
- employ a range of strategies to spell difficult and unfamiliar words,
- know and use less common prefixes and suffixes such as im-, ir-, -cian; using prefixes to create antonyms,
- know and understand common prefixes from other languages e.g., auto; aqua; bi; tri; sub.
- note and discuss differences in how words are written in standard and non-standard English,
- use age-appropriate, physical and on-line dictionaries and thesauruses confidently and quickly to check spelling and meaning,
- continue to find "spelling words" or "tricky words" from their own reading and writing for personal study thereby creating their own spelling lists.
- use a range of strategies to edit, proofread and correct spelling in their own work on paper and on screen.

4 Content

The content of the English (L1) syllabus is incorporated within the learning objectives. This approach takes account of the fact that in the Anglophone Section of the ES system, teachers come from a wide range of countries the majority of which are outside of the EU and they come with different professional backgrounds. By incorporating content into learning objectives, this syllabus can

- provide teachers with one clear and specific reference point for planning and teaching,
- provide teachers who are using textbook schemes of work from different systems with clear and specific direction regarding expected learning within the ES system
- provide clarity with regard to how learning objectives are progressed from class to class; this is particularly relevant to language one acquisition where many objectives apply across a range of class levels and therefore need to be specified in terms of content per class level

School management and teachers will make decisions about specific programmes and textbooks to be followed to achieve these learning objectives. These textbook schemes and programmes do not constitute the English (L1) syllabus; rather teachers should use these textbooks and programmes to achieve the learning objectives in this syllabus. In following these programmes and textbooks, teachers should also remain mindful that the English (L1) syllabus determines the importance to be given to concepts and content in any programme or textbook.

5 Assessment

“We know what we are, but know not what we may be.”

William Shakespeare

5.1 Context

In English (L1), the areas of learning are oral language, reading and writing. Objectives for each of these areas are set for the nursery cycle and for each of the 5 class levels of the primary cycle. These objectives are designed to represent a continuum of learning where the progression in learning from class to class is clearly indicated. These objectives encompass knowledge, skills, dispositions and attitudes and will be attained and applied by pupils not just in their English lessons but also in their learning across the curriculum and in their school lives generally.

Assessment in English involves a taking stock of pupils’ learning across the range of these objectives both from the perspective of attainment and application. Taking stock is an on-going process. While these objectives set an expected standard to be achieved at the end of the nursery- cycle and at the end of each of the class levels of the primary cycle, these objectives also guide the teacher in the learning experiences they provide their pupils during the year. Assessment is, therefore, both a formative process (assessment for learning) and a summative process (assessment of learning). This syllabus also emphasises the concept of assessment as learning where the findings from assessment -whether formative or summative- are shared and discussed with pupils thereby becoming learning for the pupils.

Given the range of learning objectives to be achieved across the three areas of English (L1) and the formative and summative nature of the assessment process, teachers are required to use a range of assessment approaches and tools to best capture pupils’ learning attainments and their progress in these attainments.

5.2 Assessment approaches and tools

The assessment approaches and tools to be used by teachers in the nursery and primary cycles of the ES include approaches and tools of relevance to all three areas of oral language, reading and writing and some approaches and tools that are of specific relevance to particular areas. See Annex 6 for details and examples of general and specific approaches and tools to be used in assessing pupils' learning in English (L1)

5.3 Assessment as Learning

In addition to assessment of learning and assessment for learning, the assessment policy for the ES system places an emphasis on assessment as learning. Sharing of assessment findings with pupils makes learning explicit to pupils thereby enhancing their capacity to understand their learning and apply their current learning to future learning. This on-going sharing of assessment findings with pupils also develops pupils' capacity to self-assess their own learning. Sharing assessment findings with pupils and fostering the capacity of pupils to self-assess their learning develops pupils' concept of themselves as effective learners-effective speakers, readers and writers. This sense of self-efficacy as a learner will stand pupils in good stead as they continue their learning journey from the nursery to primary to secondary cycles.

To make learning explicit to pupils, teachers are required to provide pupils with informed observations and judgements of their work in an age and developmentally appropriate way. Pupils should be facilitated to engage with these observations and judgements on an on-going basis such that they become familiar to the pupils and it becomes habitual for the pupils to begin every new learning activity within the context of these judgements and observations. Because pupils should regularly consult the feedback from their teachers, there needs to be a permanent record of the feedback. In this context, age-appropriate written feedback can be very useful. Where oral feedback is provided, pupils could be encouraged to make and retain a record of the feedback.

In the **upper primary classes**, the relevant sets of learning objectives for speaking, reading and writing should be shared with pupils as part of developing pupils' concepts of themselves as learners. Familiar with their current levels of learning, pupils can begin to identify priority objectives for themselves in oral language, reading and writing which they need to develop or improve. Part of this sharing with pupils also involves exploring with pupils what successful learning looks like for their chosen objectives. In working with pupils to identify their priority learning objectives, teachers should take account of varying ability and attainment levels in their classroom and should provide pupils with the sets of learning objectives which best correlate with their current needs. Pupils will then participate in class learning activities with their own priority learning objectives in mind. Pupils will be encouraged and facilitated on an on-going basis to reflect upon and discuss with their teacher their progress about these objectives. This approach could be particularly beneficial in the European Schools' context where some pupils are native speakers of English while others are learning through English.

6 Attainment Descriptors at P5

The higher level always includes the competences described in lower levels.

LEVEL	+	++	+++	++++	+++++
LEARNING AREAS	Learning objectives are not yet achieved	A few learning objectives are achieved	Learning objectives are partially achieved	Learning objectives are almost completely achieved	Learning objectives are completely achieved
	The pupil ...	The pupil ...	The pupil ...	The pupil ...	The pupil ...
Listening and understanding	<p>a. understands nearly short statements, speeches and argumentations.</p> <p>b. listens to facts and opinions without distinguishing.</p> <p>c. retells without context and distinguishing.</p>	<p>a. understands short statements, speeches and argumentations and finds information.</p> <p>b. understands that there are information and opinions.</p> <p>c. reproduces/retells only partly what she/ he has listened to.</p>	<p>a. understands statements, speeches and argumentations and finds information.</p> <p>b. distinguishes facts from opinions (objective from subjective).</p> <p>c. reproduces/retells what he/she has listened to.</p>	<p>a. distinguishes between the important and less important information.</p> <p>b. distinguishes facts from opinions (objective from subjective) and creates context.</p> <p>c. interprets what she/ he has listened to.</p>	<p>a. distinguishes between the important and less important information and makes notes in her/ his own words while listening and summarizing.</p> <p>b. processes and rethinks information, opinion and not obvious facts.</p> <p>c. interprets what he/she has listened to and can refer to it in different situations.</p>

<p>Speaking</p>	<p>a. reacts and answers inappropriately on what has been listened.</p> <p>b. hardly expresses herself/himself in the concrete situation.</p> <p>c. expresses herself/himself with difficulties to cope with the conversation.</p> <p>d. reads a prepared text when making a presentation.</p>	<p>a. sometimes reacts and answers inappropriately on what has been listened.</p> <p>b. expresses herself/himself incompletely in the concrete situation.</p> <p>c. uses basic rules of the conversation, express her/ his own opinions using simple arguments.</p> <p>d. reads a prepared text and speaks sometimes freely when making a presentation.</p>	<p>a. reacts adequately on what has been listened.</p> <p>b. expresses herself/himself comprehensively in the concrete situation.</p> <p>c. appropriately uses the general rules of conversation, express her/ his own opinions.</p> <p>d. presents a topic, by sequencing the points logically, making use of an adequate terminology and nearly adequate grammar structures.</p>	<p>a. reacts and answers by relating to the actual context and by bearing in mind messages/opinions of different persons.</p> <p>b. expresses herself/himself in the concrete situation fluently, clearly, comprehensively and in an elaborated language code.</p> <p>c. appropriately uses the general rules of conversation, express her/ his own opinions and reflects upon the opinions of the others.</p>	<p>a. reacts, answers and contributes/promotes, to the conversation by relating to the actual context and by bearing in mind messages/opinions of different persons.</p> <p>b. expresses herself/himself fluently, clearly and comprehensively in an elaborated language code by adapting the speech to the concrete situation.</p> <p>c. appropriately uses the general rules of conversation, express her/ his own opinions, justifies them with details and examples and makes constructive proposals/gives</p>
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	e. plays a very simple role with support.	e. plays a simple role with limited text.	e. plays more complex roles by using adequate language, intonation and corporal expression.	<p>d. presents a topic effectively, responds to concrete requirement in the situation, sequences the points logically and makes flexible use of appropriate terminology and grammar structures.</p> <p>e. plays complex roles by improvising and using adequate language, intonation and corporal expression.</p>	<p>stimulating contributions.</p> <p>d. presents a topic effectively, responds precisely to concrete requirement in the situation, sequences the points logically and makes flexible use of elaborated terminology and grammar structures and uses correct intonation and facial expressions.</p> <p>e. plays main roles, improvises by exploring a variety of situations and perspectives using the appropriate intonation and corporal expressions.</p>
Reading and understanding	a. reads short texts without fluency.	a. reads mostly in a fluent way with appropriate intonation.	a. reads fluently and follows the structure of the sentences with appropriate intonation.	a. reads fluently with appropriate intonation and anticipates the	a. reads fluently with appropriate intonation, anticipates the continuity of the text

	<p>b. understands what she/he is reading in simple texts by getting explanation.</p> <p>c. finds key information with persistent support.</p> <p>d. interprets in a simple manner only parts of the text.</p> <p>e. recognizes different types of texts – literary and non-literary, continuous and discontinuous.</p> <p>f. adapts her/ his reading style with support.</p>	<p>b. understands the gist of texts.</p> <p>c. finds the key information with occasional support or/and additional time.</p> <p>d. interprets the text in a simple way.</p> <p>e. recognizes different types of texts – literary and non-literary, continuous and discontinuous.</p> <p>f. adapts her/ his reading style when asked to purpose and situation in the class context.</p>	<p>b. reads and understands different texts written on different formats.</p> <p>c. understands the meaning of the text and selects key information.</p> <p>d. interprets the text and communicates its meaning.</p> <p>e. identifies by labeling the different types of texts – literary and non-literary, continuous and discontinuous.</p> <p>f. adapts the style of reading to purpose and situation in the class context.</p>	<p>continuity of the text.</p> <p>b. seeks for information autonomously through diverse written sources.</p> <p>c. understands text and also the implicit meaning of a text.</p> <p>d. explains the meaning of the text and develops an own attitude.</p> <p>e. compares different types of texts – literary and non-literary, continuous and discontinuous.</p>	<p>and understand the text fully in its context.</p> <p>b. seeks for information autonomously through diverse written sources and makes connections between them around a topic.</p> <p>c. understands the implicit meaning of a text and explains it clearly to others.</p> <p>d. explains the meaning of the text, develops an own attitude and questions the context.</p> <p>e. uses autonomously different types of text for her/ her own personal needs.</p>
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				f. adapts the style of reading to purpose and situation when addressing selected audiences.	f. adapts the style of reading independently to purpose and situation when addressing different audiences.
Writing	<p>a. writes a simple, legible/readable text with support.</p> <p>b. writes simple texts by using digital tools with support.</p> <p>c. applies few rules of orthography with mistakes and corrects them with advice and help and needs more time to finish the written tasks.</p> <p>d. structures a simple text with guidance.</p>	<p>a. writes a simple text in a legible manner.</p> <p>b. writes simple texts by using digital tools.</p> <p>c. applies basic rules of orthography, makes mistakes and corrects them under guidance, within an adequate time.</p> <p>d. writes a simple text following a given structure.</p>	<p>a. writes a fluid text in a legible manner.</p> <p>b. writes texts by using digital tools.</p> <p>c. makes corrections by using orthographic rules and within an adequate time.</p> <p>d. plans and writes a text following a given structure.</p>	<p>a. writes with autonomy a legible, fluid, and appealing text.</p> <p>b. writes various texts by using digital tools independently.</p> <p>c. uses orthography autonomously, makes corrections immediately and uses punctuation rules.</p> <p>d. plans, structures and revises the</p>	<p>a. writes with great autonomy a legible, fluid and very appealing text.</p> <p>b. writes very appealing texts by using various digital tools independently.</p> <p>c. uses orthography including punctuation rules accurately and autonomously.</p> <p>d. plans, structures and revises the text autonomously by</p>

	<p>e. writes a nearly understandable short text by using simple vocabulary and few stylistic resources with support.</p> <p>f. reviews her/ his texts with support of a teacher or selected learning partners.</p>	<p>e. writes a short and understandable text by using simple vocabulary, few stylistic resources, mostly adequate tense and perspective.</p> <p>f. reviews her/ his texts in cooperation with learning partners and integrates some advice.</p>	<p>e. writes understandable text to the addressed audience in prescribed format, using adequate vocabulary, tense and stylistic resources.</p> <p>f. reviews the text in cooperation with learning partners by using criteria, integrates the feedback and advice.</p>	<p>text by using first draft techniques (makes notes, mind maps etc).</p> <p>e. writes texts in different formats to the addressed audience, using adequate stylistic resources regarding the appropriate tense and perspective.</p> <p>f. reviews the text in cooperation with learning partners and develops the text by using criteria, integrating the feedback, the advice and additional ideas. Gives constructive feedback to the texts of the learning partners.</p>	<p>using a variety of first draft techniques (makes notes, mind maps etc).</p> <p>e. writes autonomously elaborated texts in different formats to the various addressed audiences using a wide range of stylistic resources regarding the appropriate tense and perspective.</p> <p>f. develops the text autonomously or in cooperation with learning partners by using criteria. Contributes constructively to develop the texts of her/ his learning partners.</p>
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<p>Linguistic development</p>	<p>Oral</p> <ul style="list-style-type: none"> Shows understanding of familiar story content, characters and vocabulary, factual accounts and step-by-step processes through using appropriate topic vocabulary and phrases in context. Uses simple clausal sentences with correct word order, basic connectives, plurals and simple pronouns, can provide an oral description or explanation about a visible object or person, an event in which they participated, life events, hobbies and topics of interest. Is aware and can name the different languages represented in the Anglophone 	<p>Oral</p> <ul style="list-style-type: none"> Understands an expanding vocabulary of words and phrases from stories, factual texts and curriculum-based topics and demonstrates this understanding through beginning to use these words in new contexts. Has begun extending vocabulary beyond Tier 1 words to Tier 2 and Tier 3 words (<i>See Annex 2</i>). Uses lengthier sentences in the past, present and future tense with correct word order, basic connectives and can use plurals and simple pronouns while self-correcting, uses specific language for spatial, temporal and location contexts along with basic adjectives and adverbs and use a 	<p>Oral</p> <ul style="list-style-type: none"> Understands an expanding vocabulary of words and phrases from stories, factual texts and curriculum-based topics and demonstrates this understanding through more regular and independent use of these words in new contexts. Has an firm grasp of appropriate Tie, 1, 2 and 3 words. Uses appropriate sentences, affixes, reflexive pronouns and clearly articulates multisyllabic words, uses fewer common adjectives and lengthier connectives to elaborate sentences, Describes unexperienced objects and events using appropriate topic language Uses prefixes and 	<p>Oral</p> <ul style="list-style-type: none"> Can distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. Flexibly uses appropriate sentences, affixes , reflexive pronouns, qualifiers, less common adjectives and lengthier and less frequently used connectives to elaborate sentences. Describes and categorises unexperienced objects, events and experiences using appropriate 	<p>Oral</p> <ul style="list-style-type: none"> Can understand and use vocabulary to create a particular effect when conversing and speaking in a range of genres, for a variety of purposes and audiences recognising the literal and non-literal meaning of words. Applies their developing oral language competences to other curriculum areas using subject- specific vocabulary appropriately to organise and present their thinking and understanding. Appreciates that certain language structures in their mother
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	<p>classroom.</p> <p>Reading</p> <ul style="list-style-type: none"> • Can apply the higher skills of phonemic awareness in reading and is fully familiar with all the 	<p>range of question words appropriately,</p> <ul style="list-style-type: none"> • Notices similarities and differences between English, other mother-tongue languages, L2 and ONL. <p>Reading</p> <ul style="list-style-type: none"> • Reads common high frequency words automatically, has accurate and quick decoding skills and knows how to tackle unfamiliar words that 	<p>both object and subject pronouns appropriately.</p> <ul style="list-style-type: none"> • Understands different oral texts presented by speakers of English from different countries, • Notices the interconnectedness between English and other languages in the etymology of many words relating to pupils' lives and their learning. <p>Reading</p> <ul style="list-style-type: none"> • Uses higher level phonic knowledge and morphology, such as knowledge of prefixes/ suffixes and inflected tense endings to help accurate decoding 	<p>topic language to explain categorisation,</p> <ul style="list-style-type: none"> • Can understand unfamiliar people speaking and modelling new words/phrases attending to the correct pronunciation of same and beginning to note how purpose, situation, audience/listener influence the speaker's register, dialect and accent. <p>Reading</p> <p>The pupil can read and understand</p> <p>-analogies to known words, -roots, -derivations,</p>	<p>tongue or English L1 do not have an equivalent in L2, ONL and other classroom languages and vice-versa,</p> <p>Reading</p> <p>The pupil is secure in decoding new words using</p> <p>-analogies to known words, -roots, -derivations,</p>
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	<p>graphemes in English</p> <ul style="list-style-type: none"> • Can apply phonic knowledge and skills reading regular words, blending from left to right across a word, • Can read a broad range of social sight words, high frequency words, high interest words and high frequency curriculum words. <p>Writing</p> <ul style="list-style-type: none"> • Can form letters correctly and confidently joining letters correctly and beginning to acquire a fluent and accurate writing style. • Can create singular, plural: adding s and es, • Can segment and blend regular words into their constituent phonemes in order to spell them correctly (including 	<p>are not completely decodable.</p> <p>Writing</p> <ul style="list-style-type: none"> • Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Understands verb, noun, adjective, common prepositions e.g., <i>in; over; behind; above</i>, common adverbs of manner ending in <i>-ly</i> e.g., <i>slowly; sadly</i> • Understands 	<p>during reading.</p> <p>Writing</p> <ul style="list-style-type: none"> • Uses a wider range of prepositions and adverbs to show: time; reason; degree, Uses a wider range of conjunctions and phrases to join subordinate clauses, • Creates endings using root words and their families e.g., <i>play: player; playing; played; playful; replay; replaying.</i> • Uses common 	<p>-word families, -morphology, -familiar spelling</p> <p>Writing</p> <p>Can correctly use</p> <ul style="list-style-type: none"> -some subordinating connectives, e.g. <i>if</i> - a wider range of conjunctions and phrases to join subordinate clauses such as <i>although, in spite of, as soon as.</i> -variation of tense and verb form. -determiners before nouns or noun phrases to express number of degree of specificity. 	<p>-word families, -familiar spelling, -morphology.</p> <p>Writing</p> <p>Correctly uses</p> <ul style="list-style-type: none"> -relative pronouns to form relative clauses in a sentence. -a wide range of connectives to clarify relationships between ideas e.g. <i>although, on the other hand, meanwhile</i> -features of sentence structure to build up detail or convey shades of meaning e.g. variation in word order, expansions in verb phrases.
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	<p>the use of IT devices to highlight phonemes)</p> <ul style="list-style-type: none"> • Can spell and use tier one words correctly (see annex 2) • Has moved from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch', • Can use in independent writing plausible phonic alternatives for phonemes not yet taught and for longer, more ambitious words, • Understands and can add common suffixes -ed for past tense and -ing for the present tense, • Knows how to form simple plural nouns when -s is added. 	<p>compound words e.g., <i>postman; playground</i>, common prefixes e.g., <i>un-; re-</i>, common suffixes: e.g. <i>-ed; -ing</i> endings</p> <ul style="list-style-type: none"> • Recognises the difference between a word, a phrase (or fragment) and a sentence, tenses: simple present – <i>I go</i> simple past – <i>I went</i>, simple noun phrases e.g., <i>a black cat; one sunny day; the fierce dragon</i>, joining compound sentences using common conjunctions e.g., <i>and; but</i>; introducing simple main and subordinate clauses with common conjunctions e.g., <i>so; because; when</i> • Begins extending vocabulary beyond Tier 1 words to Tier 2 and Tier 3 words (See Annex 2) . • Uses apostrophe for common contracted 	<p>prefixes and suffixes e.g. <i>-ful; -ess; er/est</i>,</p> <ul style="list-style-type: none"> • Has a broad vocabulary across Tier 1, Tier 2 and Tier 3 words (See Annex 2) and uses simple literary techniques such as alliteration and similes for effect. • Understands different ways of using the present tense e.g. <i>I sing; I am singing</i>, the past tense e.g. <i>I sang; I was singing</i>; the future tense e.g. <i>I will sing; I am going to sing</i>, phrases and clauses, main clause, subordinate clause, simple direct speech, • Knows and applies common spelling rules, • Consolidates and extends knowledge of adding suffixes and investigates the conventions related to their spelling pattern, 	<p>-changes in word order in sentences for effect e.g. moving adverbs/adverbial phrases to the start or middle of a sentence.</p> <p>Spells words containing unstressed vowels, -less common prefixes and suffixes,</p> <p>Can distinguish the spelling and meaning of a wider range of homophones,</p> <p>Shows evidence of developing and deploying appropriately a range of personal strategies for learning new and irregular words, synonyms, antonyms and irregular plurals.</p>	<p>- a broad range of interrogative, relative and indefinite pronouns correctly.</p> <p>Can spell words with less common prefixes and suffixes such as <i>im-, ir- and -cian</i>, -can use what is known about prefixes and suffixes to transform words in terms of tense and meaning.</p> <p>Knows and understands common prefixes from other languages e.g. <i>aqua, auto, bi, tri</i> and <i>sub</i></p> <p>Has developed and can deploy appropriately a range of personal strategies for learning new and irregular words, synonyms, antonyms and irregular plurals.</p>
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		<p>forms e.g. <i>I'm, can't, don't</i></p> <ul style="list-style-type: none"> • Spells words in a recognisable way based on an awareness of the most common spelling strings and patterns – e.g., two syllable words with regular pattern e.g., <i>robber, happen,</i> • Recognises alternative ways of spelling the phonemes already taught e.g., the /ee/ sound can also be spelt as 'ea' and 'ee', • Spells regular verb endings and understand irregular tense changes (e.g., <i>go/went</i>), • Knows the difference in spelling and meaning between some common homophones and the difference in meaning between some common 	<ul style="list-style-type: none"> • Consolidates and extends knowledge of prefixes to generate new words from root words, • Understands and uses the apostrophe for common contracted forms, including possession, <ul style="list-style-type: none"> • Consolidates and extends the range of spellings of common homophones and the correct use of homonyms 		
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		<p>homonyms,</p> <ul style="list-style-type: none">• Embeds the correct use and spelling of pronouns including homophones such as 'they're', 'their' and 'there',			
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Annex 1: General Context

“Great men have been among us; hands that penn’d and tongues that utter’d wisdom”

William Wordsworth

This syllabus is a revision of the previous English (L1) syllabus devised in 2011; as such it takes account of innovations and developments in the teaching and learning of English and teaching and learning generally

In implementing the English syllabus, teachers should always consider the range of children’s prior knowledge, individual abilities, and variety of backgrounds. For certain aspects of English (Instructional reading skills including phonological awareness skills, spelling and letter formation), pupils will be at a certain stage in their learning and teachers should work with pupils from these points irrespective of the pupil’s class-level. This means that teachers should view the learning objectives in the syllabus as a learning continuum through which pupils progress according to their language background, attainment and ability levels. The full implementation of this syllabus is not confined to dedicated English lessons; rather it requires teachers to view every lesson across the curriculum as a language lesson and consciously cultivate a rich language learning environment in classroom life and school- life generally.

This syllabus is cognisant of the competences for communication in mother-tongue expressed in the European Council’s Lisbon Strategy for lifelong learning (2000) namely ‘the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts. In ensuring that the eight key competences become integral to provision for English (L1), this syllabus will take account of advice and requirements which may issue in the future from the Office of the Secretary-General for the European Schools following approval by the relevant boards and committees within the European Schools’ structure.

The English (L1) syllabus is directed towards and sets required expectations for pupils learning English as their first language (L1) in the ES system; these are mother-tongue speakers of English or speakers of English as their dominant language. Like many language sections in the ES system-particularly the Francophone and Germanophone sections as vehicular languages- the Anglophone classroom has an eclectic linguistic profile with a range of languages present in the classroom. This range of languages is seen as a rich resource for language learning generally cultivating an environment which should foster and stimulate interest and curiosity in languages and sensitise pupils to the conventions of how language is typically structured. Annex 11 elaborates further on the language learning environment of the Anglophone classroom in the ES system.

Some pupils in the Anglophone section, as with all language sections, may have special educational needs in language and literacy or certain aspects of language and literacy. This English (L1) syllabus in all its breadth and richness is for these pupils with additional support provided when and where necessary according to the ES policy for additional support and the particular provisions in any individual European School.

The English language syllabus envisages a close partnership with parents and guardians appreciating their unique role in fostering their children’s language development; it is in the home that the child’s first utterances will have been nurtured and celebrated and it is in the home that the roots for continued language development will continue to be cultivated. To this end, teachers will liaise with parents and guardians, advising and encouraging when

necessary. As some pupils may not have English as their home language or may have multiple home languages, teachers will make a particular point of encouraging the parents of these pupils- particularly younger pupils- to continue using their child's other home languages in their home and family lives; Indeed, for all pupils where English is not a home language, the nurturing and loving dynamics of family life should not be compromised by a perceived need to use English. According as pupils without English as a home language progress through school, it will become more and more natural for them to communicate about their learning through English and as this happens it can be supported by parents and guardians.

The syllabus also takes account of real-world technological advancements in communication. Because of these advancements since the 2011 syllabus, there are enhanced expectations within the ES system for the use of digital media and other IT resources to acquire, practise and apply language skills. While the digital media dimension is made explicit for some learning objectives, it is not specified for all objectives to allow for the undoubted developments that will occur in this area over the ten-year span of this syllabus. A guiding principle for teachers is that they should actively seek to incorporate IT and digital media in the creation of teaching and learning experiences to realise the language objectives in this syllabus. In setting these enhanced expectations, the ES syllabus also takes account of the increased competency and understanding of ES teachers in recent times to use the distance and on-line learning space to support learning generally and language learning in particular.

A continuing process of reflection, self-evaluation, review and innovation will enable the Anglophone Section to implement this syllabus with due regard to providing for continuity and progression within pupils' learning. This cycle of review and development is best achieved through regular formal and informal consultation among the deputy director and the teachers within the Anglophone Section. Within this process of on-going review and development each Anglophone Section should pay particular attention to the aspects of provision requiring a common approach across the section. This common approach can include methodologies, aspects of provision to be particularly emphasised, time allocations, textbooks/schemes of work and the monitoring and assessment of pupils' learning. Particular attention should also be paid to continuity and progression in pupils' learning across the transition points from nursery to primary and primary to secondary. In the case of the transition from primary to secondary, particular consideration should be given to the selection of reading texts to avoid unwarranted duplication. Annex Nine elaborates further on how Anglophone sections can provide for continuity and progression in pupils' learning.

To support teachers' implementation of the English (L1) syllabus, their attention is drawn to the 'Primary Language Curriculum Support Material for Teachers' produced by the Department of Education, Ireland at <https://curriculumonline.ie>. Other resources relevant to specific aspects of English are referenced in the Annexes to this syllabus.

General Context: Oral language (listening, understanding, thinking, responding and communicating)

At the end of the primary cycle of the ES system, we want our children to be able to listen, understand, think, respond and communicate in English at a level appropriate to their age, their language background in English and their ability. We want them to have developed these language skills across the full range of the syllabus as they progress through the nursery and primary cycle. We want our children to have the oral language skills to be able to successfully continue their learning journey into the secondary cycle of the ES and into their further studies and lives where their language attainment and skills help them live full, productive and happy lives at ease with themselves and others.

General Context: Reading and Writing

We want our children to join a worldwide community of readers who gain pleasure from texts of all types, and who also have access to a wide range of knowledge and information, so they can play a full part in society. Through listening to texts read aloud and wide independent reading, our children have the opportunity to develop personally, socially, culturally, intellectually, emotionally and spiritually.

Becoming a fluent, confident writer is an essential means of communicating ideas, knowledge, information, experiences and emotions with others. Through writing, unlike speech, children are not limited by the boundaries of time and space.

Reading and writing reinforce each other and are mutually supportive. Provision for English (L1) must be grounded in a rich diet of high-quality texts of all kinds, which inspire and enthuse children as they listen and read, and which provide models and resources for their own writing. Writing flows and flourishes from hearing many different types of text read aloud, and from independent reading, as children gradually internalize the tunes and rhythms of our language and its grammatical structures.

Annex 2: The importance of vocabulary development

“A man with a scant vocabulary will almost certainly be a weak thinker. The richer and more copious one's vocabulary and the greater one's awareness of fine distinctions and subtle nuances of meaning, the more fertile and precise is likely to be one's thinking. Knowledge of things and knowledge of the words for them grow together. If you do not know the words, you can hardly know the thing.”

Henry Hazlitt, *‘Thinking as a Science’*.

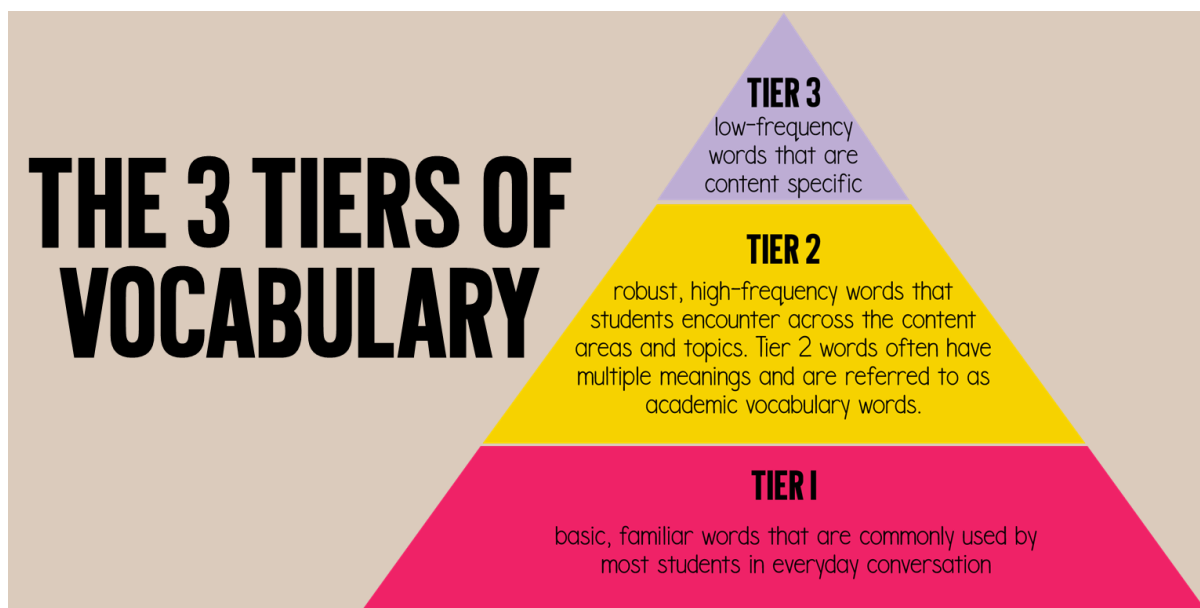
Words are the tools we use to express ourselves and our ideas, to learn about new concepts and to access our background knowledge. Research shows that having a broad, rich vocabulary is strongly linked to future reading development and academic success, while having only limited vocabulary has long-term negative impact, not only on success in school but on life chances.

There are two approaches to teaching vocabulary, which complement each other. On its own, neither provides a strong foundation for developing a child's ever-increasing store of receptive and expressive vocabulary. The largest gains in vocabulary are made when teachers use both approaches.

The implicit teaching approach assumes that all children understand and learn words easily and naturally from hearing them in the world around them, talking to adults who act as role models, and listening to a wide range of language read aloud regularly and frequently. The importance of an oral language environment which exposes children to a rich diet of words at home and school cannot be overstated – but is it enough on its own? For some pupils in the Anglophone Section of the ES, English is not a home language. Therefore, while these pupils may be exposed to a rich diet of words and language in their home language, they may not have access to this in English. Therefore, the explicit teaching of vocabulary is required.

The explicit teaching of vocabulary complements the implicit approach by providing planned, systematic instruction which builds children's awareness of word meanings, followed by using those words in meaningful contexts several times. Developing vocabulary is an incremental process where there are degrees of 'knowing' a word. Teachers need to choose texts carefully for maximum vocabulary impact, then give considered care to identifying specific words for a more systematic focus. Pre-teaching key words is an effective way of bringing them to children's attention so that when they hear or read them in the text, they are immediately recognised. The Three Tier approach advocated in *Bringing Words to Life** provides a detailed, robust approach to choosing and teaching vocabulary explicitly. **This Three Tier approach to vocabulary is applicable to all class levels i.e. the Three Tier approach should be present in vocabulary development in the nursery classes as much as the more senior primary classes.**

THE 3 TIERS OF VOCABULARY



Children learn best when words are introduced in child-friendly ways, and linked to their experiences, previous knowledge and the wider school curriculum. Explicit teaching is not about teaching isolated word lists, or in units of work separated from the topics they are studying. Teachers make their own choice of words, based on their professional judgement and the needs and interests of their children.

Children need to be exposed repeatedly, implicitly and explicitly, to curriculum content words and words that expand and deepen their oral and written vocabulary. Research suggests that children may need more repetitions and opportunities to use new vocabulary than we thought. A simple brief explanation, given once without follow-up, is not enough for most children, so we need to be careful and attentive to the specific words we choose to teach.

We need to pay greater attention to developing vocabulary in all our children because of its strong, enduring impact on reading and academic progress.

*Bringing Words to Life: Robust vocabulary instruction - Isabel Beck, Margaret McKeown, Linda Kucan (The Guildford Press ISBN9781462508167)

Annex 3: Teaching handwriting and spelling

Handwriting

'I saw that bad handwriting should be regarded as a sign of an imperfect education'

Mahatma Gandhi.

Fluent fast and automatic handwriting supports children's compositional skills as it has impact on both the quality and quantity of writing. When handwriting is swift and accurate, there is more space in the working memory for the higher order process of composing. (Jane Medwell, Institute of Education, University of Warwick 2011).

The foundation for legible, efficient handwriting begins in babyhood with the development of full body gross motor skills. It gradually extends into an increasing command of gross and fine motor skills through physical play and activities to develop strength and dexterity. This stage cannot be rushed. Until children have gained reasonable fine motor control through mark marking, art and other activities, formal handwriting teaching is not appropriate.

When children are developmentally and physically ready, handwriting requires frequent and discrete, direct teaching. They should be able to form and orient letters correctly and confidently. The size of writing implements should not be too large or too small for a young child's hand. Whatever is being used, it should allow the child to hold it easily and correctly so that bad habits are avoided. Left-handed children should receive specific teaching to meet their needs.

The core purpose for writing in **Nursery** is to encourage play and experimentation with all forms of mark-making and 'writing' which gradually develops into our alphabetical system. Every part of the curriculum provides rich opportunities for writing experiences. Having real purposes for writing, such as writing cards, messages, lists, invitations – helps children to understand why learning to write is important and will motivate them to write.

In **Nursery**, the focus should be on:

- developing a range of gross motor skills, using the vocabulary of movement and exploring what bodies can do on large equipment and with toys such as bikes, trikes, scooters, large construction,
- introducing pattern-making for different purposes and patterns for writing that move across the body from left to right, and patterns based on the three basic letter shapes: *l*; *c*; *r*;
- developing a range of fine motor skills to encourage dexterity and the pincer grip using tools, small construction toys, painting, clay, playdough, scissors,
- developing mark making skills using a range of painting/drawing/writing materials and surfaces, vertical and horizontal, indoors and out.

As pupils progress through the primary years, they should revise and practise correct letter formation frequently. Pupils should be encouraged to increase their speed and fluency, so that problems with forming letters do not get in the way of writing down what they want to say. Pupils should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. While pupils should be taught to write with a joined style as soon as they can form letters securely, pupils also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Each Anglophone Section should decide upon a single programme for and style of handwriting to be implemented across the section. This programme should be followed by all teachers with all pupils until the teacher judges that each pupil can write legibly to the best of their ability; this may mean that in the later primary years, some pupils will still require direct and discrete teaching for handwriting.

It is a characteristic of the ES system that new pupils regularly join the system at every class-level. It is a particular characteristic of the Anglophone Section that these pupils can come from a range of school-systems and some of these pupils may have already developed a particular style of handwriting and, indeed, there may be a cultural affiliation with this style of handwriting. In these instances, teachers should work with these pupils within the context of the handwriting style which these pupils have already developed; teachers will not seek to change these pupils' handwriting but rather work with them, where necessary, to ensure that it is legible. Number formation should also be considered within letter formation skills,

Spelling

'Onomatopoeia is onomatopoeia for mashing your hands unthinkingly but hopefully onto a keyboard.'

Eley Williams, 'The Liar's Dictionary.'

Spelling is a language skill which teachers need to teach explicitly. The European Schools' English L1 syllabus outlines a learning progression for spelling which is suitable for the European Schools' context where pupils have different backgrounds in English; some pupils are native speakers of English, others are learning English as their dominant language and some are learning through English. Because the development of spelling skills follows a particular sequence, it is important that teachers locate their pupils correctly within this learning progression irrespective of which class-level they may be at.

All classes within an Anglophone section should adopt a common approach to the selection of words to be used to develop pupils' understanding of spelling conventions. Anglophone sections may choose to adopt a published spelling programme to guide provision for teaching spelling. In selecting words for study, teachers should consider how well pupils already understand the word, their familiarity with the word in a written context and the likelihood of pupils' using the word in their own writing. These points may require teachers to spend time familiarising pupils with the words they are going to learn how to spell before teaching them and assigning them as spellings to be learned.

While spelling should be taught explicitly, it should also be linked closely to pupils' written work both in English and across the curriculum. This link should be seen as a two-way process where pupils apply their learning of spelling in their writing and also see their writing as a reference-point for developing their spelling.

As with all aspects of English, teachers should monitor and assess pupils' progress in spelling. This should include the specific testing of spelling and the on-going monitoring of pupils' written work. The specific testing of spelling should include dictation exercises as these exercises develop pupils' capacity to apply their learning in a natural linguistic context. Teachers should share and discuss their monitoring and assessment findings with pupils helping pupils to make their own of and apply this feedback in their subsequent writing. Teachers should also encourage pupils to monitor their own progress with regard to learning and applying spelling skills.

Annex 4: Teaching grammar for writing

'There is no element in which language resembles music more than in the punctuation marks.... Exclamation points are like silent cymbal clashes, question marks like musical upbeats, colons dominant seventh chords...'

Theodor W. Adorno (1903–1969), "Punctuation Marks," Notes to Literature, Volume One, translated from German by Shiery Weber Nicholson

Key principles: teaching grammar for writing

- Teachers use grammatical terminology correctly and naturally every day when teaching reading and writing in English. They also use previously taught terminology when teaching other curricular areas.
- Teachers make links between key grammatical features (for example, features of different text types) and how they can improve and have impact on pupils' writing.
- Discussion between teacher and pupils is fundamental in encouraging thoughtful, critical conversations about language and its effects.
- Teachers use modelled writing as a key tool for teaching grammatical concepts in context. They model and discuss different genres of writing frequently so that pupils can imitate the model. They then expect pupils to use it independently in their own writing. This kind of modelling should begin in the nursery classes and remain a natural feature of classrooms as pupils progress through the nursery and primary cycles. This kind of modelling is not just for the English lesson but is applicable to lessons in all curriculum areas as pupils come to appreciate, master and apply the writing conventions integral to different curriculum areas.
- Teachers use authentic examples from high-quality texts, which link children to the wide community of writers.
- Teachers model short examples of their own writing, based on authentic texts, demonstrating the grammatical and punctuation choices they make, and why.
- Writing activities following reading and modelling help pupils to make compositional and language choices. They understand that their first choice may not always be the best.
- Teachers actively encourage language play, imitation and experimentation, and risk-taking.

Effective teachers:

- always link the linguistic feature to a specific context-relevant effect or purpose, so children make meaningful connections between the grammar under focus and the writing,
- respond to children's writing sensitively, asking questions which invite them to consider the writing choices they are making, or by drawing out explicitly effective choices in writing,
- have enough metalinguistic knowledge to draw children's attention to relevant grammatical features when reading texts.

'It's an adjective...so what?' How we can use grammar to improve pupils' writing

Many children are now proficient at identifying different word classes – but that's as far as it goes. They have limited knowledge of the linguistic effect of choosing a particular word, or how to apply knowledge of grammar in their own writing.

We need to teach and model the effect of **nouns and verbs**:

Making nouns and verbs specific lifts the quality of writing. We know that pupils are often satisfied with the first, generalised word that occurs to them, such as dog; girl; road. Finding a synonym that creates a mental picture is more demanding, but more effective, reducing the need for lists of adjectives. Using a proper noun (Porsche instead of car) is a concise way to create an effect.

Verbs also need to be specific, rather than generalised. The obvious place to start is with said, but there are many verbs relating to moving, eating and drinking, playing which create detailed pictures.

Teaching strategies

- Teach from the start that nouns and verbs are the powerhouse of language. When improving writing, start with these word classes.
- Make collections of synonyms for generalised nouns and verbs and display them. Refer to them regularly.
- Make boxes of synonym cards and model how to use them. Have them easily accessible when writing.
- Teach the use of a thesaurus and have available when writing.
- In modelled and shared writing show how you, as adult expert, think carefully about noun and verb choices. Don't be satisfied with the first choice.
- Model re-reading and listening carefully to how writing sounds and how to edit for changes.
- When reading aloud, comment on how authors choose nouns and verbs carefully.
- Talk about the importance of choosing character names: Harry Potter, Roald Dahl and Charles Dickens are rich sources.
- Give feedback on the use of specific nouns and verbs in independent writing.

We need to teach and model the effect of **adjectives**:

We often teach that the way to make writing more vivid and descriptive is to use lots of adjectives. In fact, they should be used sparingly and carefully. Most writing benefits from making nouns and verbs specific and getting rid of redundant adjectives.

Teaching strategies

- Strengthen the teaching of effective nouns and verbs.
- In modelled and shared writing show how the adult expert makes careful choices of

adjectives and removes those that do not add extra information: the hot sun; the big elephant.

- Make 'shades of intensity' scales: from cold to hot; from little to big
- Ban generalised, over-used adjectives, such as big; nice; lovely; good.
- Model re-reading so that the predictable, boring effect of two adjectives before every noun can be heard.
- When reading aloud, comment on how authors choose adjectives carefully
- Practise editing skills by removing or improving adjectives from writing.
- Give feedback on the effective use of adjectives in pupils' writing.
- Recognise that younger children will need an experimental time of using adjectives freely when they begin to use them, but always teach that they should add something extra to the noun.
- Do not use the term 'wow' word when you mean adjective. Nouns, verbs and adverbs can all be ambitious 'wow' words.

We need to teach and model the effect of **adverbs**:

Adverbs can be mobile within sentences, allowing writers to create subtle effects. Oral play with adverbs of manner (slowly; angrily; carefully) – moving them around and listening to the sentence – helps pupils to compose before they write.

However, using an adverb to prop up a generalised weak verb needs to be discouraged. Also discourage the use of the adverbs very and quite in front of adjectives – choose a better adjective.

Teaching strategies

- Strengthen the teaching of powerful verbs.
- Do lots of oral work on moving adverbs around in a sentence. Making 'Human Sentences' with words on card helps pupils visualise the different ways of using adverbs.
- In modelled and shared writing show how the adult expert makes careful choices of adverbs and their position in a sentence.
- When reading aloud, comment on how authors choose adverbs carefully.
- Give feedback on the effective use of adverbs in pupils' writing.
- Practise editing skills by removing or improving adverbs from writing.

Grammar Progression Grid and Glossary of terms

We learn the grammar of our first language naturally and implicitly from other speakers and from reading. However, explicit knowledge of grammar is important, and it give us more control and choice in how we use language. The best way to achieve this is through teaching grammar within the teaching of speaking, reading and writing. The explicit teaching of grammar is particularly relevant in the European Schools' context where pupils may not necessarily be mother-tongue speakers of English.

The grammar progression grid shows when grammatical concepts can be introduced, but they will not be completely understood at the introductory stage. Teaching needs to revisit and consolidate previously taught knowledge from earlier years.

	Word classes	Morphology	Sentence structure	Punctuation
P 1	word letter capital letter	singular, plural: adding s and es	orally recognising the difference between a word, a phrase (or fragment) and a sentence 4 types of sentences: statement; question; exclamation; command	full stop question mark exclamation mark
P 2 A S P 1 +	verbs: action and state of being - <i>to be</i> nouns; common; proper adjectives common prepositions eg <i>in; over; behind; above</i> common adverbs of manner ending in <i>-ly</i> eg <i>slowly; sadly</i> common conjunctions eg <i>and; but; so</i>	compound words eg <i>postman; playground; overtake</i> common prefixes eg. <i>un-; re-</i> common suffixes: eg. <i>-ed; -ing</i> tense endings common homophones eg. <i>hear/here; see/sea</i>	orally and in writing, recognising the difference between a word, a phrase (or fragment) and a sentence tenses: simple present – <i>I go</i> ; simple past – <i>I went</i> ; future - <i>I will sing</i> simple noun phrases eg <i>a black cat; one sunny day; the fierce, fiery dragon</i> joining two compound sentences using common conjunctions eg <i>and; but;</i> introducing simple main and subordinate clauses with common conjunctions eg <i>so; because; when</i>	comma apostrophe for common contracted forms eg <i>I'm; can't; don't</i>

P3 A s in P2 +	<p>nouns: abstract; collective</p> <p>wider range of prepositions</p> <p>wider range of adverbs to show: time; reason; degree</p> <p>wider range of conjunctions and phrases to join subordinate clauses eg. <i>although; as soon as; in spite of</i></p>	<p>root words and their families eg play: <i>player; playing; played; playful; replay; replaying; replayed</i></p> <p>root words with common prefixes: <i>un-; dis-;</i> and common suffixes eg <i>-ful; -ess; er/est</i></p>	<p>different ways of using the present tense eg. <i>I sing; I am singing</i></p> <p>the past tense eg <i>I sang; I was singing; I used to sing; I have sung;</i> the future tense: <i>I will sing; I am going to sing</i></p> <p>difference between main clauses as sentences and phrases/fragments and subordinate clauses</p> <p>main clause</p> <p>subordinate clause</p> <p>simple direct speech</p>	<p>inverted commas to show speech in text</p> <p>apostrophe for singular possession: <i>the boy's coat</i></p> <p>bullet points</p>
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P4 A s in P3 +	<p>determiners before nouns/noun phrases to express number and degree of specificity eg <i>a; the; some; this; that; those; each</i></p> <p>pronouns to replace nouns/noun phrases eg personal; possessive; reflexive</p>	<p>building words with prefixes and suffixes eg prefix + root; root + suffix; prefix + root + suffix</p> <p>more prefixes and their meanings eg <i>pre - before; mis - wrong; semi - half</i></p> <p>more suffixes and what they do eg make nouns – <i>player; goodness; pavement</i> make verbs – <i>frighten; horrify</i></p> <p>make adjectives – <i>useful; helpless; drinkable</i></p>	<p>variety of ways of writing direct speech</p> <p>changing word order in sentences for effect eg. moving adverbs/adverbial phrases to the start or middle of a sentence</p> <p>use and effect of a variety of sentence structures eg with a main clause; with a subordinate clause; and multi-clause sentences</p>	<p>apostrophe for possession in singular and plural forms eg <i>the boys' bike; the boys' bikes</i></p>
P5 A s	<p>wider range of pronouns eg.</p>	<p>common prefixes from other languages and their meanings eg</p>	<p>use of relative pronouns to form relative clauses in a sentence</p>	<p>brackets; hyphens; dashes; ellipsis</p>

in P4 +	interrogative – <i>who?</i> <i>which? what?</i> relative - <i>who;</i> <i>which; that;</i> indefinite – <i>anyone,</i> <i>some,</i> <i>several</i>	<i>auto; aqua; bi; tri;</i> <i>sub;</i> using prefixes and suffixes to form antonyms (opposites) eg. <i>impossible;</i> <i>dishonest;</i> <i>harmless</i>	achieving cohesion through using pronouns and adverbs/adverbial phrases difference between spoken and written English, linked to the use of formality suited to audience and purpose.	<i>if appropriate for</i> <i>children's writing:</i> <i>colons; semi-</i> <i>colons</i>
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Glossary of Terms

Term	Definition	Example
adjective	<p>Adjectives give us more information about nouns. They are usually placed in front of the word they describe.</p> <p>An adjective can come after the verb <i>to be</i> or other verbs showing states of being.</p>	<p><i>the clear, blue sea</i></p> <p><i>wild animals</i></p> <p><i>the happiest day</i></p> <p><i>We are happy. We felt happy.</i></p> <p><i>The music was loud.</i></p>
adverb	<p>Adverbs give us more information about verbs, and often end in <i>-ly</i>. But many other adverbs don't end in <i>-ly</i>. Adverbs can tell us when or how something happens.</p> <p>An adverb can tell us more about an adjective or another adverb.</p> <p>Adverbs can answer the question 'How many?; or 'How much?'</p> <p>Some common words are adverbs.</p>	<p><i>The old man walked slowly.</i></p> <p><i>Soon it started to rain.</i></p> <p><i>My sister always plays football at the weekend.</i></p> <p><i>The weather is terribly cold.</i></p> <p><i>The dog marked really loudly.</i></p> <p><i>I sang the song twice.</i></p> <p><i>The snow was quite deep.</i></p> <p><i>My teacher was very pleased.</i></p> <p><i>not; too; so; very:</i></p>
antonym	Two words are antonyms if they have opposite meanings.	<p><i>happy – sad</i></p> <p><i>float - sink</i></p> <p><i>in - out</i></p>
clause	<p>A main clause is a group of words that make sense together, with a verb as its key word.</p> <p>Some compound sentences have more than one main clause. Clauses can be main or subordinate to make a complete sentence.</p> <p>Clauses can have a main clause and one or more subordinate clauses.</p>	<p><i>We went to the beach.</i> (single-clause sentence)</p> <p><i>We went to the beach and it was hot.</i></p> <p><i>We went to the beach when the sun was shining.</i> (multi-clause sentence: main and subordinate)</p> <p><i>When the sun was shining, we went to the beach because we wanted a picnic near the rock pools.</i> (multi-clause sentence: main clause and two</p>

		subordinate clauses)
compound	A compound word contains two root words in its morphology. They are very common in English	<i>blackbird; ice-cream; postman; bluebell; football; long-haired; up-to-date</i>
conjunction	<p>A conjunction can link words, or groups of words together.</p> <p>Conjunctions can link words, groups of words or compound sentences that are equally important. They are coordinating conjunctions.</p> <p>Some conjunctions link subordinate clauses to the main clause to add more meaning to the sentence. But they are not as important as the rest of the sentence and they don't make sense on their own. These are subordinating conjunctions.</p>	<p><i>fish and chips; cake or biscuit; I like tea but I don't like coffee.</i></p> <p><i>I like mice but I don't like rats.</i></p> <p><i>Mark plays the trumpet and Ella plays the guitar.</i></p> <p><i>When the weather is warm, I like swimming in the sea.</i></p> <p><i>I love swimming because the water is cool.</i></p> <p><i>I went swimming although it was raining.</i></p> <p><i>If it stops raining, we will go swimming.</i></p> <p><i>We will have a picnic after we have been swimming.</i></p>
determiner	Many short, common words are determiners. They are placed before a noun or noun phrase to show definiteness, quantity, number and possession	<p><i>a; an; the</i></p> <p><i>this; that; these; those</i></p> <p><i>each; every; no; some; most; all; both; many; few; several</i></p>
future	Unlike some other languages, English has no distinct future tense with an inflected ending. We refer to time in the future in different ways using a present tense verb.	<p><i>She will dance at the show on Saturday.</i></p> <p><i>She may dance at the show on Saturday</i></p> <p><i>She dances at the show on Saturday.</i></p> <p><i>She is going to dance at the show on Saturday.</i></p>
homonym	Homonyms are words with different meanings. They look exactly the same when they are written down, and sound exactly the same when spoken.	<p><i>The dog like to bark at the postmen.</i></p> <p><i>This tree has rough bark.</i></p> <p><i>The waiter put the glasses on the table,</i></p>

		<i>I wear my glasses when I'm reading.</i>
homophone	Homophones are words with different meanings. They look different when they are written down, although they sound exactly the same when spoken.	<i>here/hear; sun/son; bear/bare; blue/blew</i>
inflection	Inflected endings can change words from singular to plural. They also occur in verb endings.	<i>cat – cats; mouse – mice; fox – foxes; tie - ties</i> <i>I jump. She jumps.</i> <i>He walks to school. He is walking to school. He walked to school.</i>
main clause	A sentence has at least one clause with a verb, which is its main clause. A main clause can have subordinate clauses so it becomes a multiclausal sentence.	<i>See examples in clauses above</i>
morphology	Morphology is a word's internal structure with root words, suffixes and prefixes. The root words of verbs can have inflections. Compound words have two or more root words.	<i>play: display; displaying: played; player;</i> <i>See examples above</i>
noun	A noun names a person or thing and follows the or a. Common nouns name people, places and things in general. Proper nouns name a particular person or things and always have a capital letter. Days of the week and months of the year are proper nouns. Abstract nouns name things that we can understand in our minds but can't receive through our five senses. Collective nouns name a group of people, animals or things.	<i>A ran up the tallest tree in an orchard.</i> <i>cat; park; country; river; teacher</i> <i>Victoria Park; England; Rolls Royce; Miss Jones</i> <i>courage; hope; pride; joy; hunger; truth</i> <i>A herd of cows; a crowd of football supporters; a flight of swans</i>
noun phrase	A noun phrase is a group of words with a noun as its key word. All the other words give us more information about the key word.	<i>A dog</i> <i>A big, brown dog</i> <i>A very big, brown, scruffy dog</i>

phrase	A phrase is a group of words that makes sense together but is not a complete sentence. Another word for a phrase is a <i>fragment</i> .	<i>one fine, sunny day</i> <i>at last</i> <i>next to the fence</i> <i>to the airport</i>
plural	A plural noun usually has a suffix (-s or –es) and means more than one. A few nouns have different morphology to show when they are plural.	<i>table – tables; box – boxes; baby – babies</i> <i>sheep; deer;</i> <i>man – men; woman – women; child - children</i>
possessive apostrophe	A possessive apostrophe shows that something belongs to someone. It is used with the letter s. If the word ends in –ss, it still needs ‘s.	<i>the girl’s bike; the girls’ bikes</i> <i>the princess’s shoes</i>
prefix	A prefix is added at the beginning of a root word to change its meaning.	<i>un + happy = unhappy</i> <i>dis + appear = disappear</i> <i>super + hero = superhero</i> <i>bi + cycle = bicycle</i>
preposition	A preposition is a word which links two nouns or pronouns. Some prepositions are phrases of more than one word.	<i>The train rattled across the bridge.</i> <i>The apple dropped from the tree.</i> <i>in front of; next to; apart from</i>
pronoun	A pronoun is a word that can replace a noun. Possessive pronouns show who or what owns somethings. Reflexive pronouns refer back to the noun. Demonstrative pronouns point out nouns or pronouns, but are not determiners because they are not followed by a noun. Relative pronouns – see below Some pronouns ask questions.	<i>Amira waved to Emily. She waved to Emily. Emily waved back to her.</i> <i>The baby fell and hurt herself. I will do it myself.</i> <i>this; that; these; those eg This is my key. These are yours.</i> <i>Who did this? What did you say? Whose coat is this?</i>
relative clause	A relative clause is a type of subordinate clause that belongs to a noun using a relative pronoun, such as who or that.	<i>The artist who painted this picture is dead.</i> <i>The present that I gave my</i>

		<i>mum was perfect.</i>
root word	Morphology breaks words into root words and their suffixes and prefixes. Root words can stand alone, but suffixes and prefixes can't.	<i>help</i> + suffix = <i>helpless</i> ; <i>helpful</i> prefix + <i>kind</i> = <i>unkind</i> prefix + <i>drink</i> + suffix = <i>undrinkable</i>
subordinate clause	A subordinate clause doesn't make complete sense unless it is joined to a main clause. It can come before or after the main clause.	Ellie walked over the bridge as <i>the sun was setting.</i> <i>As the sun was setting</i> , Ellie walked over the bridge.
suffix	A suffix is added at the end of a root word to change its meaning	<i>play</i> + <i>er</i> = <i>player</i> <i>wicked</i> + <i>ness</i> = <i>wickedness</i> <i>quick</i> + <i>ly</i> = <i>quickly</i>
synonym	Words are synonyms if they have similar meanings.	<i>happy</i> : <i>glad</i> ; <i>pleased</i> ; <i>delighted</i> ; <i>joyful</i> ; <i>merry</i>
tense	Tense is the choice of verbs, sometimes with inflected endings, to show the passage of time. In English, we talk about the future in different ways.	<i>She swims</i> ; <i>she is swimming</i> : present tense - now <i>She swam yesterday</i> ; <i>she was swimming last week</i> : past tense – past time <i>She will swim next week</i> : present tense – future time <i>She swims next week</i> : present tense – future time <i>She is going to swim next week</i> : present tense – future time <i>She may swim next week</i> : present tense – future time
verb	Verbs are often referred to as 'doing' words as they can name an action. However, some verbs name states of being or feelings rather than actions.	<i>Amy opened her birthday present.</i> <i>It was a surprise.</i> <i>She felt happy and nervous.</i> <i>Liam is upset because his</i>

	Nearly all sentences have a verb in them.	<i>bike needs a new back wheel. He will be pleased when it is fixed.</i>
word class	<p>Every word belongs to a word class, (formerly known in English as parts of speech). The main word classes are: verb, noun, adjective, adverb, preposition, pronoun, conjunction, determiner.</p> <p>Many words don't belong exclusively to one word class.</p>	<p><i>A ball is round. (adjective)</i></p> <p><i>I will buy a round of drinks. (noun)</i></p> <p><i>The car skidded round the corner. (preposition)</i></p> <p><i>The farmer rounds up his sheep in spring. (verb)</i></p> <p><i>Mum passed the cake round. (adverb)</i></p>

Annex 5: Glossary of terms to support the teaching of phonics

Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Phonemes

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led). It is generally accepted that most varieties of spoken English use about 44 phonemes.

In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Graphemes

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes.

The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

Grapheme–phoneme correspondences (GPCs) and phoneme–grapheme correspondences

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. sounding out ship as /sh/-/i/-/p/ not

/s/- /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.

Segmenting and blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Digraphs and trigraphs (and four-letter graphemes)

A digraph is a two-letter grapheme where two letters represent one sound such as 'ea' in seat and 'sh' in ship. A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g. 'eau' in bureau, and 'igh' in night). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. 'eigh' representing the /ai/ phoneme in eight and in weight). A split digraph has a letter that splits, i.e. comes between, the two letters in the digraph, as in make and take, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ai/. There are six split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in make, scene, like, bone, cube, type. A very few words have more than one letter in the middle of a split digraph (e.g. ache, blithe, cologne, scythe).

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-

consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. am (VC), Sam (CVC), slam (CCVC), or each (VC), beach (CVC), bleach (CCVC).

Narrative text

An account of events, experiences etc.

Phonological awareness

A range of skills such as the ability to analyze words into their constituent speech sounds.

Scanning

Reading quickly in order to establish the organisation and principal features of a text.

Semantic cues

The contextual information in a text that will help to predict a word or words.

Skimming

Reading quickly in order to find out the gist of a text.

Syntactic cues

The information contained in grammar and language use that facilitates the interpretation of text.

Syntax

The totality of facts about the arrangement of words in a language

Writing genres

The various forms appropriate to different types of written communication – story, essay, letter, dialogue, recipe, instructions etc.

Annex 6: ICT to support language learning

'A young person with a smartphone has more communications technology than the U.S. president had 25 years ago. So if the tools to change the world are now in everyone's hands, then the individuals now have the power that only governments and corporations used to have a couple of decades ago. I get excited by how that increases our capacity to be creative, and how that increases our capacity to create transformative things in the world'.

Jason Silva

Using ICT to teach literacy allows the teacher to produce and modify resources quickly and easily. It affords access to a wide range of information in various formats such as computers, software programmes, SmartBoards, cameras/video-recorders and a range of ICT devices which contribute to making teaching more effective and accessible to the pupils as well as expanding the range of learning experiences that can be provided to pupils.

Oral Language

In the classroom, ICT affords opportunities for sustained forms of talking, such as asking/answering questions and stimulating discussion. The use of webcams extends interactivity, and allows for instant feedback and reflection on the processes involved in talking, both in groups and individually.

Interactive whiteboard and visualisers technology puts emphasis on public talk, shared learning, feedback and children's responses. Through ordinary talk, details cannot be easily remembered unless recorded in some way. Transportable sound recording devices (such as MP3 or MP4 formats) make it more straightforward and support emphasis on listening. Also, digital cameras are likely to help the children's ability to reflect and comment on use of language: gesture, posture and facial expressions are integral elements of speaking. In more formal situations, video presentations allow children to view and review formal and informal presentations from the earliest years.

Early reading

Software can be used to support early reading through synthetic phonics. Through the use of ICT-based phonics books, clear connections can be made between sounds and letters on a page. Learning to read is a long process, and many children struggle to concentrate when using books alone – increasing concentration and attention time is a key advantage to ICT. Software can assist language learning through its interactivity. Many children view software differently from ICT – perceiving it to be more exciting. There are lots of audio-based reading schemes now available to schools, many of which offer significant advantages over books. For struggling readers, there are also many software-based reading intervention programs available that can dramatically improve children's achievement. Some feature speech recognition software and integrated assessment for learning.

Vocabulary

Interactive dictionaries can prove invaluable in the classroom as the essential development of vocabulary is made easier through interactive resources.

Comprehension

The use of ICT resources that include aural and visual comprehension activities can make a significant difference to a pupil's development. Children have to acquire listening skills, which

they will need in all areas of the curriculum.

ICT also exposes them to other voices rather than solely the voice of the teacher. The use of paper-based comprehension activities alongside sound, animations and video stimulate interest and interaction. Multimedia products open up a world of experiences to the pupil, allowing them to develop core comprehension skills.

Composition

Presentational software and databases extend possibilities for composition. Mixed-mode texts can be constructed on paper, but digital technology, with its facility for importing pictures and manipulating text, means that the presentation of writing can be more varied, involving design features which paper-based writing does not allow. Using word processors allows children to edit text.

Drama

A strength of using ICT-based drama in literacy lessons is that it allows children to be experimental, reflect on their learning and reshape their ideas after reflection. Digital cameras, capturing moving and still-images can greatly aid drama processes, particularly the development of dialogue. Capturing drama moments – by using freeze-frame functions – on camera and displaying the images on the IWB allows for ease of sharing, evaluating and extending understanding.

Annex 7: Poetry

'Poetry is the language of power and the language of the people.'

Amanda Gorman, USA Poet Laureate, March 2021

Poetry, rhyme and song are the foundations of all language development and provide strong support for the English curriculum across the nursery and primary stage, as well as being subjects worthy of study in themselves. A rich diet of poetry of all kinds and from other European and world cultures should be embedded across the curriculum, not limited to English lessons or short units of work. Poetry is the golden thread woven into our English syllabus.

Poetry is meant to be heard. It lives in the air, not on the page. So children should have daily opportunities to listen, read aloud, learn poems by heart and perform them in every age group. Children should read poetry independently, gradually extending their knowledge of a range of poets and developing personal preferences. All forms of writing benefit from the powerful and often concise language found in poetry, so children should be encouraged to use known poetry as models and sources for their independent writing. The brevity of many poems allows us to listen to, recite, read and write complete texts in short bursts, which over time promotes stamina and fluency.

Above all, poetry has the ability to imagine new ways of seeing things, and to help children articulate their feelings and experiences. It is not primarily about teaching specific structures, such as haiku or acrostics, rhyme schemes, or for teaching poetic terminology.

The key resource for teaching poetry in all age groups is a good range of high-quality poetry books from different times and places, which become loved and well-worn with use in the classroom. A well-stocked poetry library of attractive, up-to-date books which are easily accessible and frequently read and shared is the essential teaching tool. Teachers should be encouraged to become familiar with at least one high-quality anthology for their age group which becomes their touchstone and is in daily use.

In addition to being a gateway to the human condition to which all children should have access, poetry has a particular value and worth for non-native learners of a language. Poetry with its very carefully chosen vocabulary, its attention to sound, its regard for sound patterns, rhymes and form, its playful and sometimes surprising crafting of phrases and sentences and its evocative imagery -all these aspects of poetry create a rich language learning experience for children who are not mother-tongue speakers of English. The committing to memory and the recitation of poetry allows these children to partake as equals with their classmates in a complete language experience, in a shared act of communication and a shared joy in the sound of language.

Nursery

The poetry curriculum should be a rich daily diet of poetry, including nursery rhymes, action rhymes, songs and musical games from a range of cultures. Hearing high quality rhyming texts in repeated re-readings, joining in, and bringing the text to life through actions and props provides a secure foundation for later reading and vocabulary development. As well as being pleasurable in themselves, there is ample evidence to show that this diet supports: language development; self-expression, creative language skills; development of natural rhythms; and speech and voice control. It is the basis for the phonological and phonemic awareness which underpins all structured phonics programmes.

The range of poetry should include:

- traditional nursery rhymes and songs
- action rhymes, song lyrics and musical games
- individual well-known nursery rhymes illustrated by different people
- collections based around familiar themes such as the seasons; the weather; festivals
- collections by one author who focuses on early years, such as Michael Rosen
- texts encouraging sound, speech and word play
- narrative texts with a rhyming pattern or predictable text

P1-2

The boundaries between the EY and P1-2 curriculum are porous, with the children revisiting and extending their stock of poetry and rhymes, enjoying the benefits of listening to and joining in with old favourites. In addition, they need to extend their knowledge of poetry through listening to, reading and talking about a wide range of texts. They need to continue building a repertoire of poems learned by heart, and reciting/performing them with appropriate expression and fluency.

The range of poetry should include:

- familiar poems/rhymes/songs from EY classes
- contemporary poets
- accessible classic poetry
- poems from different cultures
- poems linked to cross-curricular topics
- rhyming and non-rhyming poems
- poems encouraging word play and the joy of language

Re-reading, reciting and learning poetry is a vehicle for developing expressive reading and fluency. Children and parents should understand the importance of re-reading poetry – a good poem stands up to this test, with the meaning and enjoyment deepening each time.

Many poems and narratives with repetitive phrases and predictable structures provide a strong scaffold for children's writing, especially when first modelled by the teacher, providing a confident bridge to independence. They also are a rich source for explicit teaching of vocabulary and embedding new words into oral and written vocabulary through repetition.

P3-5

These year groups continue to build on the regular, frequent exposure to poetry in nursery and P1-2. Revisiting old favourites provides security and helps to develop fluency and comprehension. The aim for this age group is to develop positive attitudes to reading and understanding poetry by continuing to listen to, talk about, read, write and perform a wider range of poetry, with a strong focus on enjoyment.

Children can begin to discuss how poets use language for specific effect, including figurative language and imagery, considering the impact on the listener/reader. Teachers can introduce

technical terminology as an aid to understanding a poet's purpose and helping us to talk about poetry, not as an end in itself.

The range of poetry should include

- contemporary poets, including study of a collection by one poet,
- classic poetry across the centuries and from other cultures,
- contemporary poems from different cultures,
- poems translated from other languages,
- poems linked to cross-curricular topics,
- rhyming and non-rhyming poems,
- poems written to set structures, such as rhyming couplets; ballads; sonnets,
- poems encouraging word play and the joy of language.

Planning the poetry curriculum for P1-5

As well as linking strongly to curricular themes, the English curriculum should include several short units of work on poetry planned across the year, linked to the children's life experiences, rather than a prescriptive focus on one structure. These units should not be seen as separate or isolated from the rest of the English curriculum. If teachers keep the range of poetry in mind, the content can change according to the composition of the cohort, their interests, enthusiasms and preferences, and the ever-changing world we live in.

Useful resources for teaching poetry: Centre for Literacy in Primary Education (CLPE)

- The Core Booklist: clpe.org.uk
- Poetryline: clpe.org.uk/poetryline
- The Role of Rhyme and Song in Early Phonological Development: clpe.org.uk/rhymeandsong
- Teaching Sequences on Poetryline: clpe.org.uk/poetryline
- Let's Write! Improving Reading and Writing Using Poetry: clpe.org.uk/creativewriting

Annex 8: Assessment Approaches and Tools

‘Arriving at one point is the starting point to another.’

John Dewey

General assessment approaches and tools

The following are general assessment approaches and tools of relevance to oral language, reading and writing

Teacher observation and judgement

Integral to all teaching and learning is the professional judgement of the teacher arising from their engagement with pupils and their observations and reflections on the teaching and learning process. In the English (L1) curriculum the objectives are designed to be sufficiently specific to be readily assessable by teachers through their engagement with pupils and their focused and informed teacher observations and judgements.

There are particular challenges pertaining to the assessment of learning in English (L1);

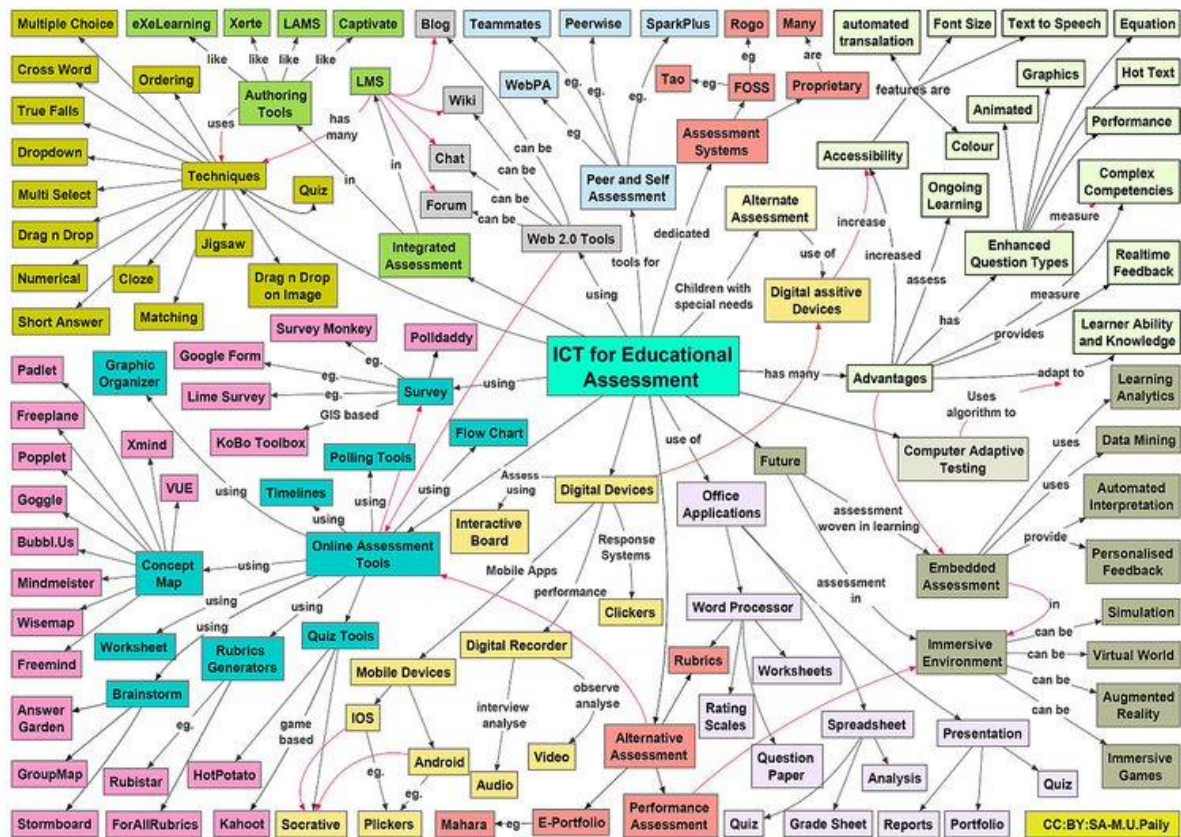
- language objectives are not attained by pupils in a single English lesson,
- language objectives are not attained only in English lessons but right across the curriculum,
- language objectives are not achieved in a strictly linear manner,
- teachers may be working on a number of language objectives simultaneously across each of the three areas of language,
- some language objectives may be planned, others may be taught incidentally.

To guide teachers’ professional judgement arising from teacher observation, teachers could create a criteria-referenced rubric for the class to annotate progress with regard to language objectives. In creating a criteria-referenced rubric, a specific number of oral language, reading and writing objectives across the curriculum could be identified that require a particular observational focus over a defined period e.g. month. During this month, teachers pay particular attention to assessing and recording pupils’ learning regarding these objectives while also staying alert to observing and recording learning around any other unplanned but significant learning objectives. These annotated rubrics provide teachers with a record of their observations which they can use to inform their judgements regarding pupils’ progress. These annotated rubrics also allow the identification of trends in pupils’ learning- either of progress or areas requiring further attention and can form the basis of communication with parents. While a class-based criteria referenced rubric to identify general observational trends will be sufficient for the general class population, there may be instances where it needs to be accompanied by a criteria referenced rubric for individual pupils with particular learning needs in English.

Teacher designed tasks and tests

Teacher designed tasks and tests can be devised by teachers to assess attainment and progress after a particular period of learning or a particular unit of work. These can be used in oral language, reading and writing. As with teacher observation and judgement, effective teacher designed tasks and tests should be devised to correlate with the language objectives

taught. Their interpretation by teachers should be within the teachers' on-going judgement of pupils' progress; findings should be shared with pupils and should inform subsequent provision. The following graphic illustrates the range of ICT possibilities to assist teachers devise tasks and tests.



Portfolio

In the European Schools' system particular emphasis is placed on pupils creating a portfolio of their learning selecting, in discussion with their teachers, examples of learning which demonstrate their attainment and progress. Examples of English (L1) should feature in the portfolio both as a specific subject and in examples of learning in other curricular and school learning. These examples can include both samples of learning and pupils' reflections on their learning. To optimise the potential of the portfolio as a means of enhancing pupils' concept of themselves as learners, pupils should regularly refer to, consult and discuss their portfolio. There is an increasing emphasis being placed on digital portfolios; this can be useful in retaining samples of learning in oral language and reading aloud.

Self assessment

Right from when pupils begin in the **nursery cycle**, they should be encouraged to speak about their learning and through conversation with their teacher to reflect and refine their thinking about their learning. This approach has the benefit of helping pupils to become aware of themselves as learners thereby enhancing their sense of themselves as effective learners. According **as pupils progress through the primary cycle**, learning objectives can be shared with pupils constituting a rubric by which pupils can note their own achievements and progress. Indeed, by the time pupils are in **P5**, the syllabus itself could be shared with pupils helping them to identify goals and targets for themselves which in turn act as a means by which pupils can self-assess their own learning.

Particular assessment approaches and tools for each of the three areas of oral language, reading and writing.

Oral language

The assessment of pupils' oral language can best be achieved through teacher observation and judgement informed by the learning objectives for oral language and encompassing the full range of the curriculum.

Reading

In addition to teacher observation and judgement and teacher designed tasks and tests, other tools and approaches of relevance to the assessment of reading include

Checklists

Phonological awareness skills and phonics should be assessed on an on-going basis according to age related expectations and the particular scheme being used by the school. Checklists provide an effective means of assessing and recording attainment and progress.

Screening tests

Screening tests help teachers take stock of progress at particular points in pupils' learning identifying individual pupils who may need additional support to progress in their learning. Because the **nursery and early primary years** provide the foundation for subsequent learning it is important to identify children who experience learning difficulties as soon as possible. To facilitate this, the Anglophone section should implement a screening policy in the second school year, preferably by February of the second term. Screening involves teacher observation of children and the administration of group and individual tests of early literacy, numeracy and developmental skills. The information acquired through screening tests, together with day-to-day observation by the nursery teacher, facilitates a more accurate assessment of the child's learning strengths and needs. This is particularly important in the case of younger children when learning does not necessarily follow a sequential pattern.

Diagnostic tests

Diagnostic tests help teachers identify the nature of the particular difficulties which may have been revealed in a screening test.

Standardised tests

A standardised test is an assessment instrument that contains standardised procedures for its administration and scoring and for the interpretation of its results. In other words, the test is administered, scored and interpreted the same way no matter when or where it is used. Standardised tests are normed on the particular populations of pupils e.g. at a national level. A standardised test for assessing pupils' progress in reading normed to the European School's population does not exist. Nevertheless some teachers use standardised tests with their class; using these tests on a consistent basis over a number of years across the Anglophone section where there is a shared agreement among teachers regarding how results should be interpreted can yield useful information particularly in terms of tracking pupils' progress over a number of years. Given that a child's level of language development is a significant factor in reading test performance, a standardised test may be inappropriate for children who are in the early stages of learning English. In these circumstances, an Anglophone section may decide to only use a standardised test with pupils who are native speakers of English or pupils with significantly fluent language capacity.

Examples of assessment ideas and resources can be found on [Assessment-Guidelines.pdf](#)

Writing

The assessment of pupils' writing can best be achieved through teacher observation and judgement informed by the learning objectives for writing supported by a portfolio of writing samples created by the pupil over a period of time. An Anglophone section could decide to assemble samples of writing to act as a **bank of exemplars** of the standard of writing expected from different age-groups and cohorts of pupils attending a particular Anglophone section. Such a bank of exemplars has the potential to be a useful assessment tool as it would contribute to the standardisation of assessment judgements within an Anglophone section. This bank of exemplars also has the potential to be very helpful to newly-arriving teachers as it would tune these teachers into the standards of writing expected in the Anglophone Section which they have joined.

Annex 9: General criteria for Achievement of Subject Objectives

Level of achievement of learning objectives	General Criteria for Achievement of Subject Objectives			
	Understanding	Accuracy	Autonomy	Use/Application
<p>+++++</p> <p>Learning objectives are completely achieved</p>	<p>Deep understanding</p> <p>High achievement.</p> <p>Able to explain concepts to others.</p>	<p>Accurate work showing a very good level of understanding and comprehension.</p>	<p>Works independently, showing self-confidence.</p>	<p>Use of the knowledge and skills in different situations and contexts</p> <p>Able to create own learning strategies.</p>
<p>++++</p> <p>Learning objectives are almost completely achieved</p>	<p>Good understanding of the objectives required by the syllabus.</p> <p>Few gaps remain.</p> <p>There is room for further acquisition.</p>	<p>Most of the results are correct showing a good level of understanding and comprehension.</p>	<p>Works almost independently; sometimes needs encouragement.</p>	<p>Use of the knowledge and skills with confidence.</p>
<p>+++</p> <p>Learning objectives are partially achieved</p>	<p>Partial understanding of most of the objectives required by the syllabus</p> <p>The knowledge and skills need to be further developed and practised.</p>	<p>Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.</p>	<p>Begins to work independently with occasional help from an adult or another pupil.</p>	<p>Able to use competence in common or simple situations only.</p>
<p>++</p> <p>A few learning objectives are achieved</p>	<p>Able to meet a minimum number of objectives required by the syllabus</p> <p>Indicates little understanding of concepts.</p>	<p>Frequent incorrect results, usually caused by lack of understanding and comprehension.</p>	<p>Very dependent on an adult's help.</p>	<p>Struggling to apply what is learned.</p>
<p>+</p> <p>Learning objectives are not yet achieved</p>	<p>Struggling to meet the objectives required by the syllabus.</p> <p>Serious gaps in achievement of learning objectives.</p>	<p>Significant number of incorrect results caused by lack of understanding and comprehension.</p>	<p>Unable to work without constant support of an adult.</p>	<p>Unable to apply knowledge and skills to common or simple situations.</p> <p>Weak performance.</p>

Exceptional, excellent results – in comment boxes

Annex 10: General Criteria for the Child as a learner

The Child as a Learner	
Enjoys engaging in learning.	<p>The pupil is actively involved (asks and answers questions, is curious, explores, inquires etc.) in his/her learning and activities.</p> <p>Enjoyment arises from a sense of curiosity, from learning something new and developing as a learner.</p>
Focuses and sustains attention.	<p>The pupil listens, understands and responds to lessons and instructions.</p> <p>The pupil is able to concentrate on a task for an extended period of time that is appropriate for his/her age.</p>
Is developing appropriate learning habits.	<p>The pupil plans and organises his/her work following the teacher's instructions and expectations. He/she begins and completes work on time.</p> <p>He/she keeps his/her working place organised, develops and follows classroom routines and builds on learning strategies that support his/her own learning.</p> <p>The pupil can work independently, takes the initiative and is not constantly reliant on the teacher.</p> <p>Homework is completed conscientiously and meets deadlines. The work reflects the child's understanding.</p>
Persists with increasingly challenging tasks.	<p>In case of a challenging task the child does not give up at the first obstacle and can persist despite difficulties.</p> <p>He/she understands that mistakes are a part of the learning process.</p> <p>FAIL = First Attempt in Learning.</p> <p>He/she looks for new information and solutions in order to accomplish the task.</p>
Applies critical thinking and problem-solving skills.	<p>The pupil is aware of the diversity of the world around him/her and is interested in questioning and investigating it.</p> <p>The pupil assesses arguments, analyses what evidence supports them and makes a reasoned decision about the validity of those arguments.</p> <p>He/she is able to think on their feet, assess problems, use knowledge, facts, and data to effectively solve problems using various strategies.</p>
Makes connections across subjects.	<p>The pupil is able to transfer experience, knowledge and skills gained in one topic/subject to another area of the curriculum.</p> <p>The pupil makes connections between different topics/subjects and how they relate to the world around them.</p>
Assesses his/her progress realistically.	<p>The pupil collects records and reflects on his/her achievements.</p> <p>He/she assesses his/her work and can reflect on his/her own learning experiences.</p> <p>He/she can monitor progress, recognise his/her strengths and weaknesses and adapt accordingly.</p> <p>He/she has a sense of ownership of their learning, takes pride in their learning and can follow guidelines to improve their learning.</p>

Annex 11: Teacher Planning

'In preparing for battle I have always found that plans are useless, but planning is indispensable.'

Dwight D. Eisenhower

Context

For planning to be worthwhile, it should make teaching and learning better than it would have been if there had been no planning. While all teachers' provision for English (L1) will be grounded in the syllabus, their level of planning and preparation to bring the syllabus to life will vary from teacher to teacher depending on the teacher's own background including their own teaching experience and expertise generally and their own teaching experience and expertise in English in particular.

There are particular challenges to planning effectively for the teaching and learning of any first language; these challenges stem from the unique status of any first language when pupils do not just learn the language but learn through the language and what pupils learn is not just confined to a range of topics but is integral to their cognitive, emotional, imaginative, social and personal development. This means that teachers must engage with a range of different types of learning objectives. The following points are significant

- many language objectives are not attained by pupils in a single English lesson,
- many language objectives are not attained only in English lessons but right across the curriculum,
- many language objectives are not achieved in a strictly linear manner,
- teachers may be working on a number of language objectives simultaneously across each of the three areas of oral language, reading and writing
- sometimes the teaching of particular language objectives may be planned; at other times the same language objectives are taught incidentally
- some language objectives underpin provision, some need to be the focus of explicit lessons.
- the teaching of some language objectives are so engrained a teacher's practice that they do not need to be formally planned; what these language objectives are will differ from teacher to teacher

Guiding Principles for planning

- Teachers should become very familiar with the learning objectives for their class level. This means that they can identify and intuitively make the most of potentially rich learning opportunities as they occur either in English lessons or in any lessons across the curriculum
- Taking account of their own experience and expertise in teaching, their own knowledge of the teaching of language and the particular needs of the pupils in their class, teachers should select learning objectives from the syllabus for which particular planning is required if appropriate provision is to be made; the objectives selected will vary from teacher to teacher. These objective become the basis of the periodic planning.
- During their short-term planning, teachers can select from their periodic planning the

objectives for particular attention during the short-term planning period. In selecting these objectives, teachers are also cognisant of the varying ability levels within their class such that they may have a general set of objectives, a set for more able pupils and a set for pupils requiring particular support.

- In selecting content and approaches to teach these learning objectives, teachers should draw from both English and across the curriculum
- To take account of the fact that not all of the learning objectives for a particular class level will figure in the teacher's periodic or short-term planning, it could be useful to teachers to list all class level objectives as a rubric which they track on a regular basis to be sure that all class level objectives are present to a sufficient degree in provision.

Annex 12: Section Planning

Rationale As with all areas of learning, the nursery and primary cycles within the Anglophone sections of the ES will be concerned to implement the English (L1) syllabus with due regard for continuity and progression in pupils' learning. The delineation of learning objectives per class level and the specific referencing of class levels in the supporting annexes will assist in creating continuity and progression in pupils' learning journey. In addition to this delineation and while respecting the professional autonomy of teachers, certain aspects of syllabus provision will require a common approach among teachers if pupils' learning is to be optimised.

The following are aspects of English (L1) provision that require a common approach

Aspects of provision requiring a common approach

Programmes/ textbooks

- A phonological awareness, phonics and spelling programme with an agreed approach on how these aspects of the syllabus should be taught and assessed,
- A letter formation and handwriting programme,
- A structured textbook scheme for the teaching of reading; how should this scheme be used including how it evolves as pupils progress through the school
- Agreement regarding how novels and other fiction and non-fiction texts should be selected at each class level; this should link with what pupils will read when they transfer to the secondary cycle.
- Key assessment tools and practices.

Homework

- What kind of homework and how much homework should pupils receive in the different class levels?

Facilities, initiatives

- How should section libraries be accessed and class libraries created and used?
- What cross-section initiatives are undertaken to promote English? What are teachers required to do to support these initiatives? How are these initiatives chosen?

Quality Assurance mechanism

Expectations for learning

- Are opportunities provided for teachers to share and discuss examples of pupils' achievements in oral language, reading and writing in order to cultivate a shared understanding of expected learning including for pupils with particular learning needs or particular abilities in English (L1)
- What yearly priorities are set for English (L1) within the Anglophone Section? How are these identified? Are there accompanying action plans to support, monitor and evaluate development in these areas?

Staying abreast of developments within English

- What structure or system do we have of staying abreast of developments in English and incorporating these into our practice?

Annex 13 The eclectic linguistic profile of the classroom in the nursery and primary cycles of the European Schools with particular reference to the Anglophone Section

Context:

While provision for teaching and learning in the ES system is organised in language sections, the pupils enrolled in a particular language section often have an eclectic linguistic profile; these pupils may or may not speak their section language at home, they may speak more than one language at home, the other languages they speak may or may not be ES languages, they may be studying an Other National Language (ONL) and the pupils within a particular class may be learning a range of different second languages.

This linguistic profile has the potential to be a rich resource for language learning generally. Teachers should, therefore, optimise the potential of this rich language learning resource and cultivate and foster within their classrooms a spirit of curiosity and interest in languages among their pupils thereby enhancing their general appreciation of language and sharpening their sense of how language works. This reminds us of the Council of Europe 2001 statement that ‘ as an individual person’s experience of language in its cultural context expands from the language of the home to the language of society at large and then to the language of other peoples (whether learnt at school or college or by direct experience), he or she does not keep these languages or cultures in strictly separated mental compartments but rather builds up a communicative competence to which all language and experience of language contributes and in which language interrelates and interact.’

Harnessing the Potential of an eclectic linguistic environment:

While teaching and learning through the L1 of the section, teachers also should find authentic and naturally-occurring opportunities to draw attention to and use the other languages present in the classroom. These opportunities can be found, for example, within the greetings used within the classroom, within the language used to direct regularly recurring routines within the classroom, within the language used to affirm pupil effort and attainment, within the captioning of pupils’ work on display and as part of the celebratory language for pupils’ personal occasions (birthdays) or communal occasions such as Christmas. **As pupils progress through the primary cycle**, opportunities to explicitly compare word and sentence structure across different languages and to find common roots between languages should be part of the wider framework within which pupils study their L1.

Students without a Language Section (SWALS):

A particular linguistic dimension to ES nursery and primary classrooms in the vehicular language sections (English, French and German) is the presence of pupils who are enrolled in the ES system as Students Without a Language Section (SWALS). These are pupils for whom a language section in their mother tongue does not exist and they choose to enrol in one of the vehicular language sections. Generally, while these pupils do receive tuition in their mother tongue, they undertake all their other learning through the language of the section in which they are enrolled. This means that the teaching and creation of learning experiences for these pupils across the full range of the early years and primary curriculum has a strong linguistic dimension. As a result, teachers must pay particular attention to the teaching and modelling of content-specific vocabulary and language structures in all subject areas and also pay attention to pupils' accurate use of this vocabulary and these language structures.

This additional focus on language in the teaching and learning experiences being provided for SWALS pupils does not detract from the quality of the teaching and learning experience being provided for mother-tongue speakers of English. Best practice generally in language teaching and learning at nursery and primary level suggests that teachers should always consider every lesson in every subject for every pupil as a language lesson; this point is particularly emphasised in the language curriculum for primary schools in Ireland. This means that while teachers will be paying particular attention to the teaching and modelling of content-specific vocabulary and language structures for SWALS students, all pupils including mother-tongue speakers of the section language will benefit from this particular focus. The actual content-specific vocabulary and sentence structures taught can be suitably differentiated to accommodate, where necessary, the needs of mother tongue and dominant language speakers.

In some settings, SWALS pupils attend some of the English (L1) lessons. In these instances, teachers should careful thought to what aspects of the syllabus should be covered during these joint lessons between SWALS and English (L1) pupils. Different options are possible

- 'stand-alone' aspects such as Grammar, Spelling or Handwriting could be chosen with the teacher differentiating content when and where necessary, seeing other curriculum areas as opportunities for pupils to consolidate and demonstrate their learning,
- experiential aspects such as poetry, storytelling and listening to stories being read where pupils have an opportunity to be part of a shared language experience and discussion, enjoy the sound of language, the effect of words and the emotions created,
- individualised aspects such as independent writing where pupils naturally can participate and learn at their own level,
- cross curricular language requiring particular attention,

-correlating skills such as thinking and comprehension skills with those being developed in the mother tongue lessons,

The English (L1) syllabus envisages a close partnership between the Anglophone class teachers and the teachers who are providing mother-tongue tuition in other languages. The rationale for this partnership is grounded in the similarity, across languages, of the oral, reading and writing genres and conventions required of pupils to engage with the full range of the curriculum. This means that class and mother tongue teachers should liaise around the thinking and linguistic requirements for pupils at a particular class level and see how they can work together to deepen these pupils' understanding of these linguistic concepts and their capacity to apply these concepts.

In the **nursery and P1 classes** particularly- but not exclusively- there may be SWALS pupils beginning in the Anglophone classroom with little or no English. In these instances, in addition to working towards the development of the language skills to access the general curriculum of their class level, schools may be required to provide additional support to these pupils through a programme for the fostering of understanding and the teaching of vocabulary and sentence structures not usually required with a mother-tongue speaker of English; this means the class teacher may have to teach L1 and English as a second language using relevant resources and programmes in the same lessons. Notwithstanding this focused and targeted programme, these pupils should still be exposed to the rich range of language experiences available across the curriculum in their language section.

As SWALS pupils may or may not have English as a home language or may have multiple home languages, teachers should make a particular point of encouraging the parents of these pupils- particularly younger pupils- to continue using their child's home languages in their home and family lives; Indeed, for all pupils where English is not a home language, the nurturing and loving dynamics of family life should not be compromised by a perceived need to use English. This approach acknowledges for **younger pupils** the primacy of the mother tongue in cognitive, emotional, imaginative, personal and social development of children and the primacy of the mother tongue as the foundation for language development generally. Where **younger SWALS pupils** are undertaking home learning tasks in English, parents should encourage pupils to talk about their learning in their mother-tongue; this forges a connection between pupils' learning in English and their language development generally. Similarly for **older SWALS pupils** who may arrive into the Anglophone section without a high level of English, it is important that parents and guardians provide their child with time and space at home to discuss, in their mother-tongue, their experience of school and learning and do not place undue emphasis on communicating through English. According as pupils without English as a home language progress through the Anglophone section, it will become more and more natural for them to communicate about their learning through English as well as their home language and as this happens both languages can be supported by parents and guardians.