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Curriculum Language 2 - Primary Cycle

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¹ a. Insertion of 5-scale attainment descriptors, in line with 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 **annex III 'General criteria for Achievement of Subject Objectives'** 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

On the basis of the existing curriculum and the three syllabuses for Language II¹⁾ ²⁾in English, French and German a Joint Working group “Language II” has revised the existing approach of a joint curriculum and accompanying syllabuses opening the door for other L2 languages. It takes into consideration recent developments in the European schools in particular and in the European Union in general.

The Common Curriculum is based on the *Common European Framework of Reference for the Teaching and Learning of Foreign Languages* “ (published by the Council of Europe 2001) and the *European Framework for Key Competences for Lifelong Learning* (published by the European Commission 2006).

It takes account of the following documents:

- 2011-01-D-61-en: Assessment policy in the European schools
- 2013-09-D-38-en: Assessment tools for the Primary Cycle of the European Schools
- 2018-01-D-37-de/en/fr: Attainment Descriptors for L2 at the end of P5 (Primary cycle)
- 2019-01-D-35-en: Language Policy of the European Schools
- 2019-09-D-27-en: Structure for all syllabuses in the system of the European Schools
- 2020-06-D-24-en: Addendum to the Decisions of the Joint Teaching Committee of 13 and 14 February 2020
- 2021-01-D-38-en: Introduction to new assessment tools – Guidelines for the start-of-year evaluation, the digital portfolio for the nursery cycle and the digital portfolio for the primary cycle
- 2022-09-D-13-en: Distance Teaching and Learning Framework for the European Schools during temporary suspension of regular teaching in situ
- 2022-01-D-42-en: Early Education Curriculum – Nursery and Primary Cycles of the European Schools
- 2023-01-D-32-en: Evaluation of Seconded and Locally Recruited Teachers in the European Schools

The Curriculum is informed by expert advice based mainly on the in-depth work in the thirteen European schools and the growing number of Accredited European Schools. It reflects a common, harmonised basis in the field of modern languages for the European Schools in its objectives, contents and methods. These are already used by many national systems.

The Curriculum focuses on the competences to be attained by the end of primary education. Language learning is seen as a continuous step-by-step learning process taking into

² The study of an L II, ab initio, is compulsory for all primary students from Year 1 to Year 5. Students may choose one of the three vehicular languages or one of the host country languages of the European Schools, English, French or German or one of the host country languages, as L II, but the language chosen must be different from that studied as L I. *The learning objectives up to the end of Year 5 are based on five years of continuous study of the language. In P1 and P2, L2 is taught for two hours and 30 minutes per week equivalent to 5 periods of 30 minutes. From P3 to P5, L2 is taught for three hours and 45 minutes equivalent to 5 periods of 45 minutes.*

consideration the individuality of each student. Teachers must take account of the individual pupil's starting point on the language continuum and must differentiate accordingly.

The Curriculum includes

- learning competences,
- didactic principles – including in-situ and distance teaching and learning, differentiation and transition measures (nursery – primary – secondary cycle),
- the content areas,
- assessment – including the attainment descriptors.

It describes the competences they will develop in order to communicate effectively. Together with the need for formative, diagnostic and summative assessment of pupils' language II learning, there is also place for pupils' self-assessment and the development of pupil portfolios.

The Curriculum is accompanied by individual syllabi for the languages to be taught as L2 focusing on the aspects of each language and providing practical support for content-area based planning and examples of good practice.

The Curriculum for all L II languages will come into force in September 2023

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 an 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

General objectives for L II Languages

Among the general objectives defined by the European Schools are the following competences that are specific to teaching and learning languages:

- to give pupils confidence in their own cultural identity – the bedrock for their development as European citizens;
- to develop high standards in the mother tongue and in foreign languages;
- to encourage a European and global perspective overall and particularly in the study of the human sciences;
- to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond;
- to cultivate pupils' personal, social and academic development and to prepare them for the next stage of education.

In particular, the primary cycle of the European Schools has the following objectives:

- cultivating pupils' acquisition of literacy skills
- providing formal, subject based education
- encouraging students' personal development in a wider social and cultural context

The Language II Curriculum makes a significant contribution not only to the development of communicative competences, but also to social and civic competences and to the students' cultural awareness and expression.

Language learning gives pupils a good base for acquiring other languages and for developing their individual personalities.

Competences are benchmarked against the reference levels of the *Council of Europe's Common European Framework of Reference for Languages (CEFRL)*.

The first three levels of achievement are relevant for L II education at primary level:

A 1 Breakthrough

A 2 Waystage

B 1 Threshold

Students with no command of the second language when entering schooling in Primary Class 1 should reach level A2 by the end of primary education. Students with an advanced level of language competence could reach level B1, at least in some of the competence areas.

2. DIDACTIC PRINCIPLES

2.1 General Didactic Principles

Language learning is part of a holistic process involving all the senses. Pupils should be enabled to use language in context through project-based enquiry.

Planning for teaching and learning in Language II must take into account the prior skills, knowledge and requirements of the learners. Teachers must also be cognisant of research and

development in terms of language acquisition, as outlined in the "*Common European Framework of Reference for Languages: learning, teaching and assessment*". The Joint Language II Curriculum is based on a dynamic concept of continuous competence building.

The teacher should create a motivating, stimulating learning background through an activity-based and thought-provoking learning environment, including the modelling and scaffolding of new learning and careful monitoring of the progress each pupil is making. The learner must be an active participant, aware of their learning processes and adopting an active role in this process.

The curriculum takes as a key principle that the first language provides the foundation for second language acquisition, that learning in L I and L II share common features and that it is vital to make relevant links between both for pupils. Second Language teaching should, where possible, maximize existing or recent learning contexts in the first language class. Language development should be seen as holistic in nature so that development in one aspect supports learning in another.

With young learners in the early stages, the receptive skills of listening and reading are usually more advanced than the productive skills of speaking and writing, with each of the key skills potentially progressing at different rates. Listening and speaking precede reading and writing. Oracy is therefore a prerequisite for other strands of language development. An initial silent period is a common feature of second language acquisition. This is a period of active absorption of new sounds and structures, and should be recognised as a normal stage of progression. Second language learners in the early stages understand more than they can express.

Learning to know and love a new language is not achieved through the acquisition of language skills alone. The teacher should ensure that the language learning is linked to and achieved through an appreciation of the culture and the literature of the target language. Language skills can be an additional tool for building empathy, willingness, sensibility and developing independent thinking. These can be achieved through differentiated, networked, cross curricular approaches and provide opportunities to experience new things, together with the needs and abilities to express.

2.2 Specific Didactic Principles for Language Teaching and Learning

These can be identified as

- using the target language to teach the target language,
- providing a communicative context for language learning,
- teaching target language in context –syntax and semantics,
- explicitly linking new language learning to existing language,
- ensuring sufficient didactic emphasis on hearing, speaking and using target language in context,
- teaching language skills (oral, reading and writing) in an integrated manner and
- providing pupils with sufficient opportunity to apply the target language in a cross curricular way.

In the application of these specific didactic principles, attention must be paid to the particular needs of individual pupils through differentiation.

2.2.1 Differentiation

The individuality of the learner has to be considered in the teaching process.

L2 teaching has to take into account individually different learning prerequisites and learning dispositions of the pupils at the European Schools, e.g.:

- Interest / motivation
- learning capacity
- degree of independence

Thus L2 teaching adapts learning arrangements accordingly, e.g. through differentiated design of

- learning content
- learning style
- amount of work
- learning pace
- learning locations
- organisational settings (e.g. pairwork, small group work, whole class work)
- self-directed learning

Particular language circumstances should also be taken into account, e.g. pupils whose mother tongue script does not use the Roman alphabet may need to engage in emergent writing.

Learning L2 is an individual process of acquiring knowledge and skills which takes place along individual paths. Teaching arrangements must fulfil these requirements. Teachers should take into consideration the different learning styles and the competence level of the pupils. Thus they will adjust the teaching arrangements and tasks accordingly. Tasks set must always support the learning progress.

2.2.2 Transition (NURSERY – PRIMARY – SECONDARY CYCLES)

All language learning is a journey. The European Schools' system is punctuated by two significant milestones on that journey- the transition from nursery to primary and the transition from primary to secondary. At each of these two milestones, it is important that teachers take stock of pupils' learning and ensure that the next stage of the learning journey progresses incrementally.

2.2.2.1 TRANSITION: NURSERY CYCLE - PRIMARY CYCLE

Young children often enter the European Schools with a rich and diverse linguistic ability which gives them great advantages in school and in life.

Language awareness at an early age promotes European spirit, boosts motivation, improves learning attitudes and develops ability to communicate in other languages.

Multilingualism and learning through the medium of a language other than the pupil's dominant language are key priorities of the European Schools. The European Schools offer pupils contact with the languages they are learning and other foreign languages, thus fostering a positive attitude of pupils towards their learning. This favourable environment is crucial for the successful learning of foreign languages. The cognitive benefits of additional language learning become accessible to all.

The nursery cycle cultivates the awareness of children to linguistic diversity through their very first contact with the plurality of languages in a school setting. This awareness aims, among other things, to strengthen the European spirit and multilingualism. Emphasis must be on language

awareness as a priority and as a basis for the successful development of the child's linguistic repertoire.

Language awareness activities are organized in the nursery cycle according to the school's local conditions and needs. The competences and learning outcomes for language awareness are integrated into the Early Education Curriculum.

- Language awareness develops:
- an awakening and openness to different languages and cultures,
- greater creativity and flexibility of thought,
- sensitivity to different ways of communicating,
- more than a just a collection of words, it gives an insight into the richness of other cultures,
- concentration, memory, and logical thinking.

Opportunities for language awareness are both carefully planned by the nursery teacher and happen spontaneously in the nursery setting which is a living and learning environment. Parents, too, play an important role in this context; as the first educators of their child and fluent users of home languages, they can support the development of language learning outside the educational context.

Language awareness in 10 key points

1 Strengthening children's language awareness in the nursery cycle	General objectives ▪ To develop linguistic awareness and to support the development of linguistic repertoires both in the mother tongue/dominant language and in other languages. ▪ To develop natural language learning potential;
2 The major benefits of early language learning.	▪ Increased language curiosity. ▪ Increased communicative awareness. ▪ Awareness and openness to other languages and cultures. ▪ It is not a formal teaching of language; the language awareness should be done in a holistic way through the different areas.
3 Development of transversal cognitive skills	▪ Language awareness contributes to the cognitive growth of pupils through communication activities, which promote the development of linguistic skills, but also of memory and concentration. It also promotes the overall development of the child. ▪ Early language awareness also contributes the child's awareness of others and to the introduction of plurilingual and intercultural education from an early age. It also promotes the social and emotional development of the child.

4 The "auditive plasticity" of young pupils	▪ A young brain is not yet fixed in the uses of its mother tongue and can therefore better receive and reproduce different sounds.
5 Learning through play is highly valued	▪ Play is the most important learning medium for young pupils, so it is very important to increase the number of playful activities to develop young children's language skills.
6 A caring environment	▪ It is essential to create a secure, caring environment during these language moments that respects whether the child is ready to participate. The teacher encourages the child and regularly congratulates him/her on his/her attempts to talk.
7 The importance of repetition	▪ It is essential that the young pupil should be able to take advantage of these language moments on a very regular basis through routine, repetitive activities.
8 Mobilisation of all the child's sensory capacities	▪ The young pupil develops his or her awareness of the melody and rhythm of each language through his or her body, voice and movements
9 Teaching adapted to the needs of the pupils	▪ The teacher finds the richest possible early learning activities and adapts them to the child's level, respecting his or her needs.
10 Constant stimulation of discrimination and verbal production skills.	▪ Each language has its own rhythm, tone and phonological characteristics. ▪ Practising repeating and articulating a word or sound from a foreign language helps to train pupils to maintain a good ability to discriminate or produce sounds and words in speech.

It is important that these language awareness activities continue into the primary cycle and into L2 lessons.

2.2.2.2. TRANSITION: PRIMARY CYCLE – SECONDARY CYCLE

Each of the European Schools has a clear framework to guide the transition of pupils from the primary cycle to the secondary cycle. Activities to support the smooth transition of pupils with regard to L2 should figure within this framework.

General communication between the primary and secondary cycles regarding L2

Taking account of the regular turnover of teachers, a meeting should be held yearly to discuss general issues regarding the teaching and learning of L2 in the transition from Primary 5 to S 1. This meeting should discuss topics like

- The P5 attainment descriptors and S1 expectations with regard to content.
- The methodologies being used in both cycles.

- How the current S1 pupils have settled into L2 in the secondary-cycle

Specific Communication between the primary and secondary cycles regarding L2

From the beginning of term 3 in P5:

- L2 teachers should begin discussing with their pupils the transition to L2 in S1; what will be the same and what will be different including an increasing emphasis on reading and writing and, perhaps, different teaching approaches etc. Teachers should also encourage pupils to reflect upon their own concepts of themselves as language learners. The transition from primary to secondary cycle is an opportunity for teachers to check in with- and re-frame if necessary- pupils' concepts of themselves as language learners and how that can evolve. S1 teachers should continue these discussions at the beginning of S1 and discuss this with the P5 teachers at the general meeting in the beginning of the schoolyear.
- P5 teachers should discuss with pupils and teach them the instructional language which they will need in their L2 lessons in S1.
- S1 teachers/students could visit L2 lessons in P5 and discuss the S1 experience. P5 pupils could visit S1 lessons taking time during their P5 lessons to discuss their experiences.
- A joint project could be undertaken between the P5 pupils and the S1 students; this would help the P5 pupils to become aware of expectations and approaches in the secondary-cycle. Such projects should also celebrate the European Dimension and take place within a spirit of enhancing pupils' language awareness and celebrating language learning generally.
- Meetings between secondary cycle and primary cycle L2 teachers should take place to exchange information on pupils' attainment and pupils' own concepts of themselves as language learners. This exchange should include examples of pupils' learning including any language portfolios that have been maintained.
- Any meetings taking place with the parents of P5 pupils regarding transition generally should include discussions about L2 particularly in terms of expectations.

2.2.3 L2 Distance Teaching and Learning

In exceptional cases *in situ* teaching and learning might be suspended and pedagogical continuity will then be assured through distance teaching and learning. Each school should use the latest version of the European Schools' "*Distance Teaching and Learning Policy*" to organise their distance teaching and learning. This policy sets out the requirements to maintain pedagogical continuity, in compliance with the system's aims, objectives and educational principles.

Pedagogical continuity is required in order to ensure that pupils continue with school activities that enable them to progress in their learning. The activities proposed, including regular live-lessons, are a natural continuation of what has been done in class before and/or a possible preparation for what will be done after pupils return to in-situ schooling.

Characteristics

1 Guiding Principles	▪ The focus lies in providing structured opportunities to engage in guided activities related to the curriculum while maintaining the interaction between teachers and pupils. ▪ It must be possible to carry out assigned work within an appropriate time, which should be indicated clearly and should be adapted to the level of the pupils. ▪ All activities proposed should be presented in simple language that is accessible not only to the pupils but also to all family members (adults or older brothers and sisters, cousins, grandparents) who may have a background in the L2 and who may be helping pupils and communicating with them through the L2. ▪ Criteria for success should be communicated in simple language; this will help to engage children in the tasks and reinforce the children's sense of achievement. ▪ In order to facilitate and prepare for the on-line lesson and stimulate pupils' curiosity about the lesson, it can be very helpful to provide pupils with information and documents in advance ("flipped classroom"). ▪ Teachers should facilitate interactions between pupils. In the classroom, these happen in an informal way; pupils tell each other about their weekends, exchange news, laugh.etc. All these moments are essential for the cohesion of the group and cultivate a positive learning environment for pupils.
2 Enjoyment in learning	▪ A distance L2 language teaching and learning programme tailored for primary school children should be highly interactive. It should engage the five senses and imagination and make the children an important part of the learning process; a child-friendly programme gives children something to do! It is important to work in a friendly and relaxed atmosphere. ▪ The constructive and affirming attitude of the teacher is essential in order to enhance pupils' confidence in and enjoyment of language learning at a distance.

	▪ A good distance language learning programme for pupils needs plenty of different activities. It can be interesting to teach and to consolidate the same lesson in different ways. For example, a lesson about numbers can be taught in a song. It can also be taught in a story, or a game, so that children don't get tired of the same content but still get plenty of opportunity to practise and apply their learning. ▪ Story-telling is a good way to engage the pupils' imagination. ▪ It is important to use a variety of media and exercises to limit screen time: reading, listening, rehearsing, playing, recording, observing, handicraft, cooking, hearing the language in the local environment, taking photographs of examples of written language and new vocabulary in the local environment, etc.
3 Structure of online lessons with particular emphasis on social interaction	Key moments common to all online language lessons The phases of lesson are very similar between P1/P2/P3 and P4/P5, it is the level of complexity of the material that constitutes the essential difference, as well as the progressive introduction of writing. Beginning Rituals ▪ Welcoming the pupils: creating a sense of belonging ○ Pupils should be welcomed individually as they arrive; where pupils will interact informally in the in-situ space, the teacher in the on-line space needs to facilitate this explicitly getting pupils to speak informally to each other as they arrive. ○ At the beginning of the lesson there should be a predictable pattern of activities for the pupils to start the session, for example: ▪ Sharing news where the teacher could also contribute some news or stimulate pupils' curiosity by posing an interesting question, ▪ Tuning the pupils into the language with the teacher modelling the language in order to recap what has been learned previously, ▪ Starting the lesson with group routines including songs, rhymes and games. Lesson Content ▪ Content already learned could be revised through games where all the pupils work collaboratively in order to succeed and the results are logged so that a new target can be set each lesson; these games need everybody's participation and everybody working well together. These collaborative games are particularly useful in the on-line setting where pupils are isolated from their classmates. You could for example take advantage of the home setting and ask pupils to find different daily objects and bring them to the screen. ▪ Lessons should begin with existing content; it encourages pupils to use language already learned to construct their own sentences independently. This is a very valuable confidence building learning

	activity particularly useful in an on-line learning environment where pupils are separated from their peers. ▪ New content should be introduced building explicitly on content already known; the use of visual resources is even more significant in the on-line space both to teach the content and establish understanding, e.g. pupils drawing emojis to show understanding, pupils showing answers and pupils looking at each other's answers. ▪ Get the pupils to engage in exercises and quizzes which involve pupils working together. ▪ Throughout the lesson regular recapitulative phases marking the different phases of the lesson and enabling consolidation should be used. ▪ Voicing helps to develop phonological awareness. Concluding Rituals ▪ Eliciting what was difficult/easy/enjoyable/interesting/boring. ▪ Providing pupils with feedback on the lesson including observations regarding attainment, progress and participation. Pupils who have made significant contributions to the lesson can be praised; this can be attainment or progress or effort or posing an important or interesting question. ▪ Encouraging pupils to provide feedback to each other. ▪ Eliciting the starting point for the next lesson. ▪ Posing a challenge or interesting question for pupils to ponder or investigate before the next lesson. ▪ Inviting pupils to prepare exercises for their peers based on the lesson's learning and using these exercises at the beginning of the next lesson. ▪ Finishing the lessons with group routines including songs, rhymes and games.
4 Content learning activities	▪ As far as possible, online lessons should provide educational continuity within the syllabus. ▪ However, taking advantage of the enhanced visual possibilities in on-line learning, consideration could be given to using Arts and Craft and Sports as media for teaching the language. Again, in both these instances, the strong visual and active learning dimension to these lessons enhances pupils' engagement, allows an exposure to a flow of the language, and provides pupils with a context in which to understand language. ▪ In addition, some activities may be proposed which link with other subjects: carrying out an experiment in science or technology to link what is said with what is done, artistic production, learning a song, watching a video report adapted to the age of the child in Discovery of

	the World, etc. Pupils may be asked to answer a few questions as part of this work.
5 A multi-sensory environment	Adopt a multi-sensory approach to language teaching and learning ▪ The online learning context enhances the development of receptiveness language skills; in the on-line learning context, pupils naturally have to listen more deliberately because they are at a distance while the online context provides enhanced visual possibilities to enrich the learning experience. ▪ The use of kinaesthesia (relying on sensory channels: sight, hearing, touch, taste, even smell - if the opportunity arises) enables emotions to be integrated into learning and enhances memorisation. Thus miming and having people mime, associating gesture with speech, colour with nature or function, singing with text, taste with a recipe, image with a word, closing your eyes to hear better, muting the sound to observe better, touching to understand better, knocking to set a better rhythm, are all ways of relying on the senses to enrich perception, to consolidate the learning stages and to reinforce memorisation. ▪ It will sometimes be enough to make a gesture (kinesthetic reminder) to help the pupils to remember previous learning. Certain gestures and actions can be associated with certain language (vocabulary, phrases, sounds). The same gestures need to be used consistently by the teacher if they are to successfully enhance learning.
6 Format	Whilst respecting the guidance in point 3 regarding how on-line lessons should be structured, there are different ways in which teachers may choose to organize the lesson; teachers may choose a number of these options in the same lesson. ▪ The teacher could work with the whole-class on the same task; it is important to remember that each lesson should begin with the whole class and the teacher in conversation together. ▪ The teacher could work with groups of pupils while the other pupils in the class work independently in groups or work individually. All pupils could be working on the same task or the task may be differentiated to suit different groups or individuals within the class; when this approach is used it is important to have regular plenary discussions to affirm pupils, re-focus pupils, allow them to discuss their learning, self-evaluate their learning and ask questions. ▪ While an online lesson provides for direct contact between the teacher and the pupil, the teacher may decide to use video, audio or other on-line learning resources to introduce, explain, consolidate or apply a particular learning point. In these instances, the resource should not dominate the lesson taking away from the interaction between the teacher and pupil. Another effective approach could be for pupils to interact with the online learning resource during their group or individual work within the class lesson. In some instances, depending on the

	resource, the teacher may decide to use it as the basis for an asynchronous video lesson. The range of and variety in online learning resources for pupils is likely to prove highly engaging for them; indeed, the teacher could take time in one lesson to build up interest and curiosity in an online learning resource to be used in a subsequent lesson (see also point 9 of this chapter for additional advice regarding digital tools and their use).
7 Home-setting	The home-setting should be a context for learning. ▪ Enhancing the home dimension to lessons by assigning an active home learning activity will get pupils involved in using the L2 language, e.g. creating role plays with their families. Depending on personal circumstances, it may be possible for some families to act out their role plays online during the lesson. Pupils could also log in from different places in their home and use that specific environment for L2 learning activities. ▪ The home setting provides great potential for practicing oral language. Parents should be encouraged to set aside quiet time for discussion on daily-life activities, allowing their children time to use language learned. ▪ Parental support is a key factor in the success of distance language learning. As often as possible, family members should be involved in games, and language-related activities. Some of these activities could also be online with members of the extended family if they have a connection with the L2. The children will enjoy teaching their families!
8 Distance assessment	In all distance assessments teachers should adopt an understanding and constructive attitude encouraging, congratulating, valuing achievements and recognising progress. Teachers should foster learning culture which facilitates and encourages pupils. Ensure fair and equal treatment, wellbeing, health/safety and academic progress for all pupils. Good distance assessments involve: ▪ setting accessible objectives, adapting them to the pupils and involving the pupils in the identification of these objectives; ▪ making progress visible to pupils; ▪ leading the pupils in a conversation about their learning; ▪ How do they think they are getting on? ▪ What can the pupils say/do at the end of the lesson? ▪ What have the pupils learned at the end of the lesson? ▪ How can the pupils use and apply what they have learned in future learning? ▪ Formative assessment should be promoted as a key to academic progress, supported by timely and personalised feedback. ▪ The teacher should be able to monitor progress, for example by receiving one or more photos of the achievements by email or SMS. Distance assessment can also be based on portfolio building, i.e. a

	record of learning is kept to establish the pupil's language biography. In addition to the achievements made in class, a regular assessment of contact with languages outside the school can be made. In this way, the pupil is supported in the construction of his or her plurilingual and pluricultural identity.
9 Digital tools and their use	▪ With the advent of digital technology, many tools make it possible to build up a database of sound tracks which pupils can use on an ongoing basis, at home, at school, alone or with their families. These soundtracks can include nursery rhymes, poems, songs, short stories and albums heard and learnt in class, or even dialogues and sketches created by pupils and recorded by the teacher. ▪ A whole range of authentic video and audio resources can be included in these soundtracks which pupils will find engaging as well as exposing them to a natural flow of language. Where such resources are used, the teacher can accompany with a simple synopsis of what is happening on the screen and, other exercises which can consolidate learning. ▪ It is also possible to use digital technology to record pupils' speaking so that they can listen to themselves and become aware of their skills (e.g. pronunciation and conversation) ▪ The following link has been prepared by the Central Office to assist teachers in creating and sharing videos https://eursc.sharepoint.com/sites/PedagogicalDevelopment/SitePages/How-to-create-and-share-videos.aspx ▪ A major benefit of the asynchronous video is that it can be used by the child at a time that suits the family, it can be paused and it can facilitate parental and family engagement whereby the child and the family enjoy looking at the video together. Learning from the video can be assessed during on-line lessons. ▪ Videos can be used successfully during online lessons. In the distance learning context, a combination of on-line lessons and asynchronous videos could be used.

3. LEARNING OBJECTIVES

In this chapter, the CURRICULUM takes into account how teaching and learning have evolved in recent years. The concept of competence-oriented learning and teaching and the move away from the term and concept of learning objectives has become widely accepted particularly in terms of the teaching and learning of language. Therefore, the term "competences" is used from here on in. This term and concept also emphasises the learner as an agent in his learning process who builds competences. This concept corresponds to today's understanding of teaching and learning.

This curriculum provides a framework of competences taking into consideration the communicative, linguistic, cultural and dynamic aspects of language learning focusing on the EU KEY COMPETENCES in particular. The learning competences listed are guidelines in this learning continuum at primary level.

They are divided into the following four parts:

3.1. Competences in language activities involving 'listening and understanding', 'spoken interaction' and 'spoken production', 'reading for understanding' and writing

3.2. The eight EU Key Competences

3.3. Dynamic competences including communicative, intercultural, social and strategic competences

3.4. Competences in cultural and literary domains

3.1 Competences in language activities

The language learner/user's communicative language competence is activated in the performance of the various *language activities*, involving

- **LISTENING AND UNDERSTANDING**
- **SPOKEN INTERACTION**
- **SPOKEN PRODUCTION**
- **READING FOR UNDERSTANDING**
- **WRITING**

The Common European Framework of Reference for Languages (CEFRL), created by the Council of Europe and overwhelmingly adopted, became an agreed tool at both European and international levels. It provides definitions spread over a scale of six levels. This reference tool, now not only used in all the European countries but also being taken into consideration on a world-wide basis, is becoming an essential tool for planning, structuring and evaluating language education. The CEFRL provides a framework to meet the needs of the individual learner and is a very useful tool for monitoring the learning process, planning and structuring teaching by differentiation according to the various levels of achievement in the language class.

Language education at the European Schools has been harmonized by defining expected levels of achievement at certain stages of schooling. With regard to Language II, the Level A2 is the minimum attainment expected at the end of primary school, with many pupils expected to exceed this level. In terms of planning, taking into account the heterogeneity of pupils in classes ranging from beginners to L2 native speakers, this curriculum provides lists of objectives according to levels **A1**, **A2** and **B1** to meet all the needs of the individual pupils in a ES class. The pupils may not be at the same level in all the competences at the same time. The CEFRL is a reference framework through which the real needs of the individual learners can be met by setting

differentiated tasks to ensure their language proficiency develops as it should. The pathways to language proficiency in the second language are defined in a Learning Continuum, which lies at the heart of the planning and assessment process.

The tables listed in this curriculum describe the general definitions of the competences to be achieved at primary level. They are adapted versions of the CEFRL being adjusted to the specific situations of the primary school pupils in the European schools.

On the basis of these competence grids the syllabuses in English, French and German will provide content-based implementations and practical teaching examples.

	A1	A2	B1
Pupils ...			
LISTENING AND UNDERSTANDING	... follow speech which is very slow and carefully articulated, with long pauses for the pupils to assimilate meaning. ... understand a few familiar words and phrases, (e.g. descriptions, instructions). ... understand very basic phrases concerning themselves and their families and immediate environment. ... understand the main points from a short spoken passage or story.	... understand phrases and high frequency words relating to basic personal and everyday matters. ... understand the main points in short, clear, simple messages and announcements. ... understand a larger vocabulary in familiar situations. ... moving from understanding shorter to longer stories and spoken passages in authentic situations.	... understand straightforward factual information and identify general messages and specific details, provided speech is clearly articulated. ... understand the main points of clear standard speech on familiar matters regularly encountered in everyday life including short narratives. ... understand unfamiliar and technical language. ... understand the gist of a range of authentic passages and comprehend attitudes and emotions in passages and stories and draw inferences.

	... identify a range of frequently occurring languages in their spoken environment and have begun to note frequently-occurring phrases.	... respond to frequently occurring phrases across a range of language heard frequently begin to notice similarities and differences between their mother tongue, L1 and their L2	... use frequently occurring phrases and vocabulary from their language environment to communicate with peers speaking these languages. ... appreciate that certain language structures in their mother tongue, L1 do not have an equivalent in L2 and they know how to manipulate these structures in their L2
SPOKEN INTERACTION	... interact in a simple manner on familiar topics and everyday life. ... ask and answer simple questions.	... use simple techniques to initiate, maintain and close, simple, face-to-face conversation ... communicate around routine tasks requiring a simple and direct exchange of information. ... handle very short social exchanges. ... seek and impart information.	... are confident in using a range of techniques to start, maintain or end a conversation of reasonable length. ... handle everyday situations independently. Pupils can express and debate their ideas on abstract and cultural topics using more formal language. ... enter unprepared into and follow through with conversation. ... intervene in a discussion on a familiar topic using a suitable phrase to get the floor.

	... express preferences.	... express preferences and give reasons.	... exchange, check and confirm pertinent information with confidence. ... express emotions and imagination and engage with others' ideas. ... are prepared to handle interview situations <i>on topics of interest to them</i>. ... deal with challenging situations <i>where they have to defend their point of view</i>.
SPOKEN PRODUCTION	... use a very basic range of isolated words, phrases and simple expressions about personal details and needs of a concrete type; there is limited control of grammatical structures and pronunciation can be understood with difficulty by native speakers. ... use simple phrases and sentences to describe	... use a sufficient vocabulary for the expression of basic communicative needs with satisfactory pronunciation although retaining a foreign accent. Pupils can use simple grammatical structures correctly although still systematically making some basic mistakes	... use a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, school, travel and current events; pronunciation is clearly intelligible although with a foreign accent sometimes evident; pupils have good control of grammatical structures although with some mother tongue influences. ... show confidence in using a range of techniques to start,

	and explain about familiar people and places, to produce lists. ... link words or groups of words with very basic linear connectors like 'and' or 'then'. ... recite simple poems, sing songs and perform set drama pieces.	... give a prepared talk of increasing length to give a simple presentation on familiar topics with increasing fluency and to recount the main points of a story. ... link sentences with more complex connectors including 'but' and 'because'. ... recite poems, sing songs and perform set drama pieces with increasing complexity.	maintain or end a conversation of reasonable length. ... give an elaborated talk of increasing length in formal and informal situations showing the ability to present, to narrate, to explain and to summarise, to express thoughts on abstract or cultural topics such as music and film. ... link a series of shorter, discrete simple elements into a connected, linear sequence of points. ... narrate and recite poems, sing songs and perform drama pieces with increasing complexity.
READING FOR UNDERSTANDING	... understand familiar names, words and very simple sentences. ... recognize and read out familiar words in simple texts. ... understand familiar written phrases. (e.g. labels and instructions).	... independently understand and read short, simple texts. ... find information in longer texts. ... begin to use context to work out the meaning of unfamiliar words.	... read and understand a wide range of texts in a variety of formats. ... identify and extract information. ... understand longer passages.

	... understand simple passages (e.g. postcards, e-mails)	... understand the gist and the key points in a longer text. ... use dictionaries and internet reference.	... recognise within in texts people's attitudes, emotions, points of view, etc. ... find information on a specific topic in a range of texts. ... identify the key messages in elaborated authentic texts e.g. texts on topics in other subjects. ... begin to make connections with other texts on the same theme or written by the same author
WRITING	... correctly copy short sentences. ... write simple words, phrases and, with support, short sentences.	... independently write short, simple compound sentences linked with simple connectors like 'and', 'but' and "because"; they can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary. ... write a variety of texts following a model with the help of dictionaries, flashcards, etc	... produce continuous writing in a range of texts in a variety of genres which is generally intelligible through out. ... choose the appropriate form of writing for a particular task, organising and re-drafting content and ideas to produce a coherently and

	... fill in forms <i>requiring personal details and preferences.</i>	... begin to appreciate that written language is different to spoken language.	largely accurate piece of writing. ... incorporate oral language correctly within their written texts.
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3.2. The eight EU Key Competences



Social development is increasingly showing changes, and every individual must be equipped for positive participation. Lifelong learning is indispensable for this.

The interconnectedness of all areas of life supports flexibility in dealing with rapid changes in all contexts.

The integration of the eight key competences for lifelong learning into all learning areas of school education opens up the possibility to develop the educational potential of each individual and to promote it in an interdisciplinary way.

Beyond a subject competence, all other competences are important for comprehensive education and development.

The following list suggests how the Key Competences could be developed in L2 with reference to *Key Competences for lifelong learning in the European Schools*.

In Curriculum L2, the eight key competences related to the second language are described by KNOWLEDGE, SKILLS and ATTITUDES. The individual items do not represent a classification, but are to be understood as a list.

(1) LITERACY COMPETENCE (L1)

KNOWLEDGE

- Basic knowledge of vocabulary "*Which words come from the L2?*"
- Basic knowledge in grammar
- "*What are the main differences compared with the L2?*"
- Knowledge about differences in expression, e.g. idioms
- Knowledge about differences in phonetics and intonation
- Knowledge about linguistic peculiarities of intercultural communication
- Knowledge about the effect of language
- Knowledge about dialects and regional characteristics

SKILLS

- Drawing comparisons between L2 and L1
- Developing language awareness
- Using the effect of language
- Speaking and writing appropriately
- Collecting and processing information
- Presenting facts in an understandable and coherent way

ATTITUDES

- Recognising cultural diversity
- Expressing curiosity for languages
- Showing interest in intercultural communication

(2) MULTILINGUAL COMPETENCE (L2)

KNOWLEDGE

- Basic knowledge of vocabulary, grammar, expression, pronunciation
- Basic knowledge of functional operational language in class
- Knowledge about the linguistic peculiarities of intercultural communication
- Knowledge of functional instructions in L2

SKILLS

- Communicating orally in a way that is appropriate to the speaker and the addressee
- Reading and understanding texts
- Communicating in writing in an appropriate way.
- Drawing comparisons with L1
- Implementing functional instructions
- Use functional operational language in different content areas

ATTITUDES

- Recognising cultural diversity
- Expressing curiosity for languages
- Showing interest in intercultural communication

(3) MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY AND ENGINEERING

(A) MATHEMATICAL COMPETENCE

KNOWLEDGE

- Knowledge about numbers and units of measurement in other cultures
- Knowledge about differences in basic arithmetic operations
- Knowledge about differences in presenting mathematical operations
- Knowledge about differences in terminology

SKILLS

- Counting in other languages
- Reading non-linear texts
- Arguing and giving reasons

ATTITUDES

- Understanding connections

(B) BASIC SCIENTIFIC AND TECHNICAL COMPETENCE

KNOWLEDGE

- Knowledge about basic methods of scientific research work

SKILLS

- Seeking and imparting information
- Understanding and explaining change in natural processes
- Developing a sense of responsibility for nature
- Using data

ATTITUDES

- Being curious
- Considering sustainability aspects

(4) DIGITAL COMPETENCE

KNOWLEDGE

- Usage of the internet and communication via electronic media (e-mail, network applications) for school - information exchange, cooperation and learning

- Knowledge about the issues related to validity and reliability
- Knowledge of legal and ethical principles
- Usage of different keyboards

SKILLS

- Collecting and processing information
- Using information critically

ATTITUDES

- Using digital media critically
- Using available information reflectively

(5) PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

KNOWLEDGE

- Knowledge about learning strategies
- Knowledge about one's own strengths and weaknesses

SKILLS

- Applying learning strategies
- Organising own learning efficiently
- Reflecting on one's own learning
- Practising autonomous learning
- Learning together in heterogeneous groups
- Using information and support

ATTITUDES

- Developing motivation and self-confidence
- Developing problem-solving strategies

(6) CITIZENSHIP COMPETENCE

(A) Social Competence

KNOWLEDGE

- Knowledge about healthy lifestyle
- Knowledge about behaviour and manners
- Knowledge about one's own and others' national cultural identities and their linkage to a European identity

SKILLS

- Communicating constructively in different environments
- Understanding different points of view and finding compromises

- Being able to express frustration constructively

ATTITUDES

- Expressing willingness to cooperate
- Expressing willingness to communicate interculturally
- Valuing diversity
- Overcoming prejudices
- Expressing willingness for compromises
- Acting sustainably

(B) Civic Competence

KNOWLEDGE

- Knowledge about general human rights and about children's right in particular
- Knowledge about current daily affairs
- Basic knowledge about the structures of the EU

SKILLS

- Developing an awareness of European diversity and cultural identity

ATTITUDES

- Developing the sense of belonging to a city, to a region, to a country, to Europe and to the world
- Respecting common values

(7) ENTREPRENEURSHIP COMPETENCE

KNOWLEDGE

- Creation of opportunities for participating in school activities
- Knowledge of financial and legal implication

SKILLS

- Taking initiatives
- Creating opportunities for school activities to set up school events
- Planning and organising
- Working independently and also in a team
- Developing creativity and imagination within activities
- Developing perseverance
- Considering financial aspects when planning projects

ATTITUDES

- Expressing readiness for achieving individual and common goals

(8) CULTURAL AWARENESS AND EXPRESSION COMPETENCE

KNOWLEDGE

- Knowledge about local, national, European and international customs and festivals
- Knowledge about cultural specificities

SKILLS

- Appreciating and enjoying culture
- Comparing one's own and others' expressions of culture
- Celebrating cultural traditions

ATTITUDES

- Demonstrating the capacity and interest to see new ways of cultural expression

3.3. Dynamic competences

The European Schools' classrooms often constitute a plurilingual learning environment. It makes sense for teachers, therefore, to consider the existing multilingual potential in the teaching and learning process.

For the development of the language curriculum the Common European Framework of Reference for Languages: learning, teaching and assessment is the basis for the cooperation in multilingual and multicultural Europe, particularly in the field of the modern languages. Learning a second language is seen as part of a dynamic process of personality building. Pupils acquire general **Dynamic Competences** that are not necessarily language-specific.

In the present L2 curriculum these comprehensive competences are grouped into four competence areas and are categorized as:

(1) Communicative competence

(2) Intercultural competence

(3) Social competence

(4) Strategic competence

Ad (1)

Communicative competence comprises the following four areas in detail:

- general communication skills
- language acquisition
- socio-linguistic skills
- media competence focusing on ICT in particular

Ad (2)

Intercultural competence involves an understanding of other cultures, other religions and incorporates behavior patterns.

Ad (3)

Social competence encloses the ability of value-based interaction that takes into account the needs of others.

Ad (4)

Strategic competence includes the development of a range of situational learning and behavioral strategies.

These **Dynamic Competences** are reflected in three areas of personal development of the pupils:

Knowledge means learning the know-how and acquiring the practical and technical skills for setting up an individual data bank on which the language user may refer to.

Attitudes and mindset include a variety of value-oriented factors applicable to the individual.

Interpersonal skills include the skills of communication, cooperation and teamwork balancing individual and team goals.

The dynamic competences developed by pupils in the European School context increase their chances to realize their strengths and to take personal responsibility for their own learning. Grasping the gradual development of dynamic competence prepares teachers for a resource-based view of the learners.

Overview: Dynamic Competences

	Communicative competence	Intercultural competence	Social competence	Strategic competence
Knowledge	Pupils ... - use language - actively take part in the communication process - present their own ideas - use language appropriately in a situation - detect different linguistic structures of languages - distinguish and treat different kinds of texts, illustrated or not, as different media supports (narrative text, functional text, literature in prosaic or poetic form) - treat non linear text forms like schemes, tables, explanations accompanying illustrations - pay attention to verbal and nonverbal signs of interlocutors	Pupils ... - constitute essentials from the culture of the partner's own country - compare their own culture with the culture of other countries - develop an emotional relationship with the newly discovered language, its idioms, intonation, rhythm - access literature in the L2 language to acquire in its original form - appreciate this immediate access to specific linguistic forms and expressions which cannot be translated and merely reflect thinking in specific patterns.	Pupils ... - work in a team - distribute and take on tasks - take over responsibilities within a team - present the results of teamwork	Pupils ... use their language experiences to respond to communicative situations in unfamiliar languages, e.g. use social cues to understand and respond appropriately - ask questions if they do not understand something - ask if they have misunderstood something - ask for repetition or slower speaking - ask for explanations - use paraphrases - respond to language problems (verbally and non verbally) - try learning tips on language and reflect upon them

	- additional use of non-verbal communication - use of digital communication (email, SMS etc.)			
Mindset and attitudes – affective factors of personality development	Pupils... - strengthen and develop personal qualities such as confidence, courage, patience, curiosity and esteem - develop a positive attitude towards learning other languages - recognize the equality of all languages - esteem plurality in a global society	Pupils... - value multilingualism in an inter cultural context - tolerate cultural differences and - handle them in an empathetic manner - consider differences as equal - accept and appreciate other - forms of life and culture - find other forms of life and culture - as personality enriching	Pupils ... - support each other - considerate of the feelings of others - capture needs and desires of others - make contacts internationally and maintain them	Pupils ... - make preparations for new things - build strategies to help others - tolerate other opinions - develop their own positions and support them - develop readiness for active shaping - know and articulate their own desires - develop a personal expression - reflect individual learning
Interpersonal skills	Pupils use language appropriately to ... - understand basic areas of a foreign language	Pupils use language appropriately to ...	Pupils use language appropriately to ... - increasingly regulate their own emotions	Pupils use language appropriately to ... - edit joint projects

	- express themselves in a simple form in a foreign language - communicate address based with different people in different ways.	- find their way in different cultural situations - develop sensitivity towards intercultural misunderstandings - acknowledge other points of view - challenge cultural stereotypes and prejudices	- accept others as equal partners - identify conflicts and handle adequately with them - keep to agreed rules - express criticism without hurting others - build on friendships	- work to implement projects - bring their own opinions to a group
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3.4. Competences in cultural and literary domains

If they appear across the board in the CEFRL, the literary dimension, necessary for decoding of inferences in the approach of complex texts, requires special lighting.

Without raising an exhaustive list of media literary, L II syllabus will promote a steady and progressive introduction of literary texts and media (not translated): rhymes, poems, tales and stories, songs, texts and literary works adapted to the age of the pupils. Contextual presentation of these media will help develop cultural and humanist references and to network them with those of the learner.

4. CONTENT AREAS

The language learning programme is being carried out in six content areas.

CONTENT AREA 1:	The pupils, their families and their friends
CONTENT AREA 2:	The pupils and their school
CONTENT AREA 3:	The pupils and their free-time (spare-time activities)
CONTENT AREA 4:	The pupils and their well-being
CONTENT AREA 5:	The pupils and the world of fantasy
CONTENT AREA 6:	The pupils and the world around them

5. ASSESSMENT

The assessment should be mainly formative. It is based on classroom instruction and everyday tasks. By means of teacher observation, tests and self-assessment the pupils acquire an awareness of their level and their progress throughout the course. Assessment is an ongoing process being an integral part of the individual learning continuum reflecting the different competences at different levels described in the CEFRL. The main purpose is to show and document the pupil's progress.

The pupils are taught to become independent language learners raising the awareness of their own language development. It is highly recommended to introduce a language portfolio as a very useful tool for self-assessment. A language portfolio is the property of the learner and accompanies him throughout their primary school career. The pupils' developing abilities to self-assess need the support of the teacher, who will sensitively provide guidance and support helping the pupils to reflect on their language growth and to take decisions about reasoned choices about what to include. It is also important to cultivate pupils' capacity to engage in peer assessment. Many pupils enjoy reflecting upon and discussing their learning with their peers benefitting from their observations. As with self-assessment is important that this capacity is carefully fostered by teachers.

Schools can develop their own format of a language portfolio following the recommendations included in the document: *"Assessment tools in Primary Cycle of the European Schools"*.

The Council of Europe has developed a model of a European Language Portfolio and it highly recommended to use one of the accredited versions. (See: <http://www.coe.int/portfolio>).

What is a European Language Portfolio?

It is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.

A European language portfolio consists of three parts:

It contains a **language passport** which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates. The document also contains a detailed **language biography** describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress. Finally, there is a **dossier** where examples of personal work can be kept to illustrate one's language competences.

Summative assessment forms are to be excluded in the first two years of primary education. In Years 3 to 5 summative assessment can be introduced but it should be kept to a minimum. Any summative testing must closely be linked to the respective competences in the curriculum.

Learning progress is being documented in the 'Carnet Scolaire'.

5.1 ATTAINMENT DESCRIPTORS at the end of P5 (Primary Cycle)

The attainment descriptors describe the anticipated learning outcomes to be achieved at the end of P5.

LEVEL	+	++	+++	++++	+++++
	Learning outcomes have not been achieved yet.	Learning outcomes have been partially achieved.	Learning outcomes have almost satisfactorily achieved	Learning outcomes have been satisfactorily achieved.	Learning outcomes have been fully achieved.
FIELDS OF LEARNING ACTIVITIES	The learner ...	The learner ...	The learner ...	The learner ...	The learner ...
Listening and Under-standing	a. responds to a clear model of standard language supported by actions and gestures b. understands simple speech spoken clearly in a face-to-face situation. c. understands. Simple speech recordings from a good quality recording. d. recognizes that many languages are spoken in the	a. responds to a clear model of standard language. b. understands speech spoken clearly in a face-to-face situation. c. understands speech recordings from a good quality recording in selected everyday situations	a. responds to a model of standard language. b. understands speech spoken in basic everyday situations. c. understands speech recordings in everyday situations.	a. shows that she/ he understands the points from short unfamiliar spoken passages made up of commonly used language in everyday situations. b. understands speech spoken in everyday situations. c. understands the key points from more complex speech recordings in good quality recordings. d. uses language learning tips to learn and reflect upon	a. independently understands short amounts of speech in everyday and other authentic situations e.g. hobbies, personal interests b. understands the sense of extended speech in everyday situations c. understands most of the content including unfamiliar and technical language from speech recordings delivered in good quality recordings. d. understands that words and phrases will not always have

	European Schools and can distinguish between languages through hearing them being spoken.	d. notices and understands frequently occurring vocabulary or phrases in, their L2 and other languages relevant to their classmates relating to aspects of their daily lives and school-routines.	d. notices and understands everyday vocabulary or phrases in, their L2 and other languages relevant to their classmates relating to aspects of their daily lives and school-routines.	their language learning.	a direct equivalent in their L1 or mother tongue; notices and is interested in similarities and differences between their L2 and L1 including other languages where relevant.
Interactive Speaking	a. asks simple personal questions. b. answers simple personal questions. c. responds to what she/he sees and hears. d. Solves simple communicative tasks.	a. asks simple questions in everyday situations. b. answers simple personal questions in everyday situations. c. gives basic information regarding what she/he sees and hears. d. solves communicative tasks by using various devices.	a. asks simple questions in a defined number of topics which have been specifically taught by teachers. b. answers simple questions in a defined number of topics which have been specifically taught by teachers. c. gives basic information including descriptive vocabulary regarding what she/he sees and hears. d. solves direct communicative tasks.	a. asks simple questions across a range of topics b. answers simple questions across a range of topics. c. gives information regarding what she/he sees and hears and expresses an opinion about it d. solves more complex communicative tasks.	a. gets involved in conversations in order to seek and impart information b. engages in conversation involving both questions and answers. c. makes themselves understood in free speech despite occasional mistakes occurring. d. solves more communicative tasks spontaneously.

	e. expresses preferences. f. pronunciation is difficult to understand.	e. expresses single variable comparative preferences. f. pronunciation is more intelligible but with a foreign accent	e. expresses multi-variable comparative preferences. f. pronunciation of familiar vocabulary and phrases is clear but with a foreign accent.	e. expresses preferences and gives reasons. f. pronunciation of familiar vocabulary and phrases is good although a foreign accent remains.	e. takes part in conversations about preferences. f. while there is evidence of a foreign accent, there is a fluency in sentence construction and a capacity to use the L2 linguistic conventions and inflections in speech.
Productive Speaking	a. recites rhymes and sings songs in the second language as part of the class group. b. memorizes and re-tells basic phrases and short sentences about themselves, other people and familiar place. c. makes brief, prepared talks on everyday topics from a personal perspective.	a. recites rhymes, simple poems and sing songs in the second language with greater independence. b. makes brief, prepared reports using basic language about themselves and other people, what they do, places, possessions etc. c. makes brief, prepared talks on everyday topics incorporating others' perspective.	a. recites rhymes, simple poems and sing songs in the second language and perform set drama pieces. b. makes brief, prepared reports supported by visual clues about themselves, other people, familiar places and significant events. c. makes brief, prepared talks on everyday topics and school life.	a. recites poems and sing songs in the second language and perform set drama pieces. b. makes a brief prepared report supported by visual clues on topics of personal interest. c. makes longer, prepared topics on a range of topics including topics of personal interest.	a. recites poems and sings songs in the second language with expression and understanding and perform set drama pieces with increasing complexity. b. makes a brief prepared report on topics of personal interest using more complex sentences. c. makes longer, prepared topics on a range of topics including from other subjects and European Hours.

Reading for Under-standing	a. shows that she/he understands the main points in short unprepared texts made up of familiar language accompanied by visual clues e.g flash cards and key words. b. reads simple, unknown texts (stories, books) with the sustained assistance of the teacher. c. reads with support from the teacher. d. ---	a. shows that she/he understands the main points in short texts made up of familiar language. b. reads simple, unknown texts (stories, books) with the occasional assistance of the teacher. c. is beginning to read independently with assistance selecting simple texts with familiar language. d. ---	a. shows that she/he understands the main points and some of the details in short texts made up of familiar or not familiar language. b. reads simple, unknown texts (stories, books) independently. c. reads independently selecting simple texts with familiar or not familiar language. d. ---	a. shows that she/he understands the main points and some of the details of short unprepared texts. b. reads simple, unknown texts (stories, books). She/he uses books or glossaries to find out the meanings of new words. c. selects texts on her/his own and begins to use context to work out the meaning of unfamiliar words when reading on her/his own. d. notices and is curious about the differences in linguistic forms within languages.	a. shows that she/he understands the main, points, details, opinions, attitudes, emotions and points of view in unprepared texts. b. reads unknown texts. She/He selects from various sources of reference, including the internet, to find out the meanings of new words. c. reads independently and understands fully the text being read; beings to make connections with other texts on the same theme, by the same author etc. d. uses their understanding of linguistic forms to structure sentences independently.
Writing	a. complements short model texts appropriately, fills in	a. writes short texts following a model by using familiar	a. independently writes a variety of short texts on familiar	a. independently writes more complex texts (including texts	a. independently writes complex texts (including texts

	gaps coherently and writes simple sentences on a given topic with the help of the prepared language material. b. needs help (from the teacher, simple instructions, etc.) to improve her/ his written work. c. recognizes that there are different writing scripts in various languages.	language, simple connectors and mostly correct spelling of words that have been explicitly taught. b. improves her/ his written work on the basis of the teacher's comments and with the help of the vocabulary acquired. c. names different writing scripts in various languages.	topics following a model and including familiar connectors and mostly correct spelling. b. already corrects and improves written work independently with the help of a dictionary or other reference tools and/or on the basis of the teacher's suggestions. c. recognizes differences in the style and layout of texts in various languages.	related to other subject areas and European Hours) with usually correct spelling. The meaning of the texts can be understood with little or no difficulty. b. corrects and improves written work largely independently with the help of a dictionary or other reference tools. c. recognizes that texts in different languages often have the same conventions of style and layout.	related to other subject areas and European Hours) with almost always correct spelling. The meaning of the text is easy to understand and the effect of the text usually fits the topic and the type of text. b. independently checks the spelling of words in her/ his own texts, uses various look-up options to check the spelling of words and expand their individual vocabulary. c. recognizes different conventions of style and layout in different scripts of various languages.
Linguistic Development	a. uses language appropriately but there are frequent mistakes in pronunciation, grammar and spelling.	a. uses language appropriately. Mistakes in pronunciation, grammar and spelling occur.	a. uses a limited repertoire of language covering everyday situations. Occasional mistakes in pronunciation	a. uses a sufficient repertoire of language covering everyday situations; there are occasional mistakes in pronunciation,	a. uses an extended repertoire of language (control of vocabulary and grammar, phonological and orthographic

	b. uses a limited range of vocabulary. c. ---	b. uses a limited range of vocabulary within the context of predictable language activities. c. ---	grammar and spelling may interfere with communication both in familiar and unfamiliar situations. b. uses a sufficient range of vocabulary to fulfil communicative tasks in everyday situations. c. ---	grammar and spelling but these do not interfere with communication; however, there are occasions where mistakes (gaps, misunderstandings) can happen particularly in unfamiliar situations. b. uses an extended range of vocabulary to fulfil communicative tasks in everyday situations. c. shows interest in similarities and differences between languages.	control) for coping with everyday needs to conduct linguistic transactions independently. b. has an enriched repertoire of vocabulary. c. develops an awareness and understanding of language structure.
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ANNEXES

Annex 1 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
+++++ Learning objectives are completely achieved	Deep understanding High achievement. Able to explain concepts to others.	Accurate work showing a very good level of understanding and comprehension.	Works independently, showing self-confidence.	Use of the knowledge and skills in different situations and contexts Able to create own learning strategies.
++++ Learning objectives are almost completely achieved	Good understanding of the objectives required by the syllabus. Few gaps remain. There is room for further acquisition.	Most of the results are correct showing a good level of understanding and comprehension.	Works almost independently; sometimes needs encouragement.	Use of the knowledge and skills with confidence.
+++ Learning objectives are partially achieved	Partial understanding of most of the objectives required by the syllabus The knowledge and skills need to be further developed and practised.	Results are sometimes correct. However, the frequency of incorrect results shows a basic level of understanding and comprehension.	Begins to work independently with occasional help from an adult or another pupil.	Able to use competence in common or simple situations only.
++ A few learning objectives are achieved	Able to meet a minimum number of objectives required by the syllabus Indicates little understanding of concepts.	Frequent incorrect results, usually caused by lack of understanding and comprehension.	Very dependent on an adult's help.	Struggling to apply what is learned.
+ Learning objectives are not yet achieved	Struggling to meet the objectives required by the syllabus. Serious gaps in achievement of learning objectives.	Significant number of incorrect results caused by lack of understanding and comprehension.	Unable to work without constant support of an adult.	Unable to apply knowledge and skills to common or simple situations. Weak performance.

Exceptional, excellent results – in comment boxes

Annex 2 SUPPORT

Respecting the diversity of children is one of the key elements of the European Schools. This means special support for children whose development, growth and learning have been affected by illness, disability, reduced functional ability, psychological problems or exceptional talent.

School has a crucial role in timely recognition of learning needs.

In this context, it is important to work closely with the parents to identify the strengths and weaknesses of the child, to plan measures and actions needed to be taken.

The flexibility of the L II curriculum allows a real consideration of the needs of the child by suggesting their working on their level in the same theme as the other children of the class. The optimization of the situations of learning is a control lever to reduce potential difficulties.

Whenever usual forms of support are not sufficient, additional learning support must be arranged based on an individual educational plan. If necessary a Special Educational Needs convention is prepared to enroll the child into special-needs education. The L II teacher participates in the dialogue necessary for a global follow-up of the development of the child.

The multilingual background of the children presents special challenges to their linguistic development. Some of them can suffer from communication difficulties.

Easy communication is fundamental to all of human interactions. Communication difficulties can have a negative impact on the child's self-esteem. Early identification and remediation of communication problems are essential.