

ESSP 1 Learning Outcomes

Learning Outcomes	Enabling Skills
<p>Speaking PI S.1 Can participate in informal conversations / discussions on familiar topics PI S.2 Can express simple opinions on familiar topics and give reasons PI S.3 Can plan and deliver a short talk / oral presentation on a specific topic PI S.4 Can demonstrate developing verbal accuracy using correct pronunciation most of the time</p>	<ul style="list-style-type: none"> • Can demonstrate the use of turn-taking strategies • Can express simple opinions and give reasons for agreement and disagreement • Can ask and answer questions to seek information and clarification • Can use a basic range of vocabulary to describe people, places, objects and special events • Can use a basic range of tenses to talk about past events and future plans • Can plan and organize a brief oral presentation (3 – 5 minutes) • Can generally express intended meaning and use discourse markers, with some errors that don't impede meaning • Can demonstrate developing control of most phonemes and letter-sound associations.
<p>Listening PI L.1 Can listen to a range of familiar or short spoken texts for gist PI L.2 Can listen for specific information from familiar, short and predictable texts PI L.3 Can follow a set of straightforward instructions / directions</p>	<ul style="list-style-type: none"> • Can employ predictive listening skills • Can begin to apply discriminatory listening strategies to identify main ideas, specific details and supporting information from familiar texts • Can begin to identify various aspects of pronunciation to convey specific meaning • Can begin to guess words from context • Can demonstrate developing ability to interpret and recall key details in instructions/directions
<p>Reading PI R.1 Can read a range of basic and familiar written texts for gist PI R.2 Can read basic and familiar texts for specific information to recall key details and understand sequence PI R.3 Can use a basic range of reading strategies such as decoding, chunking, and letter-sound association to read unfamiliar words and phrases.</p>	<ul style="list-style-type: none"> • Can employ predictive reading skills • Can skim and scan familiar texts to gain the main ideas, locate specific details and supporting information • Can read a range of familiar texts and comprehend general meaning as well as read closely for the purpose of brief analysis • Can read aloud, demonstrating a developing command of letter-sound association and developing level of fluency • Can begin to guess the meaning of words from context • Can begin to use self correction when reading
<p>Writing PI W.1 Can write a range of brief informal texts, including summaries and descriptions, to support language learning PI W.2 Can begin to write brief formal texts, including academic paragraphs and a short narrative, to demonstrate language learning PI W.3 Can begin to edit own work to correct common mistakes with grammar, vocabulary, punctuation and spelling.</p>	<ul style="list-style-type: none"> • Can identify and apply the structural features of simple and compound sentences, using SVO sentence structure and conjunctions • Can demonstrate the use of a range of connectives • Can identify a topic sentence and supporting ideas in an example paragraph • Can write a paragraph on a given topic including a topic sentence and supporting ideas with using scaffolding or guiding questions • Can replicate the structure of an example paragraph • Incorporates explanation, a growing range of words and a range of sentence structures • Can write a descriptive paragraph about a chosen or given topic using an example or scaffolding to guide writing • Can follow scaffolding to write a short narrative, which includes introduction, at least 2 main events, resolution, and some descriptive language • Can use basic tenses correctly most of the time to convey sequence in narrative writing • Can edit writing to incorporate feedback on grammar, vocabulary, punctuation and spelling

<p>Grammar and Vocabulary PI G.1 Can demonstrate growing control over some structures to express intended meaning in everyday situations including: verb tenses, simple and compound sentence structure, use of adjectives, articles, comparatives and superlatives, and gerunds. PI V.1 Can demonstrate the understanding, consolidation and use of a developing range of vocabulary to suit a variety of everyday contexts as well as subject specific discussions through the evaluation of weekly topics.</p>	<ul style="list-style-type: none"> • Can identify the subject, verb and object in a simple and compound sentence • Can identify a relative clause and begin to write complex sentences • Can generally use appropriate tenses to express ideas, discuss past events and talk about future plans • Can use basic tenses correctly most of the time, including: present simple, present continuous, past simple, past continuous, present perfect, and past perfect. • Can begin to use a range of adjectives to describe people, objects and places • Can use a range of question forms including subject and object questions • Can use a growing range of prepositions • Can generally apply subject-verb agreement • Can begin to use a range of modals and conditional forms • Can use comparatives and superlatives to describe and compare • Can use quantifiers with countable and uncountable nouns • Can begin to use some affixes correctly to develop vocabulary • Can begin to use gerunds as the subject and object in sentences
<p>Study skills PI SS. 1 Can work in group settings with teacher guidance PI SS. 2 Can work independently with teacher guidance PI SS. 3 Can apply appropriate attitude, focus and effort to maximize learning PI SS. 4 Can begin to notice, discuss and apply a range of subject-specific skills and knowledge in the following year 10 High school subject areas: EAL, history, health and PE, science, geography, ICT, and economics. P1 SS.5 Can use ICT appropriately and with increasing confidence</p>	<ul style="list-style-type: none"> • Can listen to the contributions of others, respectfully acknowledge them, and contribute own ideas to small-group and large discussions with and without prompting from the teacher • Can listen attentively, ask questions for clarification, contribute ideas and knowledge at appropriate times, come to class mentally prepared and with appropriate materials • Can begin to discuss and understand task-based vocabulary – including: explain, list, summarise, and describe– and attempt to respond accordingly • Can begin to discuss and brainstorm ideas about subject-specific content • Can understand ICT vocabulary • Can use a range of software such as Word, PowerPoint, etc
<p>Digital Literacy Skills PI DL.1 Can participate in online discussions PI DL.2 Can respond to a range of verbal commands in the use of digital software PI DL.3 Can find information online on a range of familiar topics</p>	<ul style="list-style-type: none"> • Can participate in online discussions using language for agreement and disagreement with errors that do not impede meaning. • Can respond to a range of verbal commands in the use of digital software. • Can find information online on a range of familiar topics
<p>Independent Learning PI IL.1 Can set short and long term goals and employ autonomous learning strategies such as revision and reading for enjoyment PI IL.2 Can develop an effective study plan and demonstrate a commitment to it</p>	<ul style="list-style-type: none"> • Can articulate a learning goal related to the 4 macro skills and set an appropriate time frame • Can identify own strengths and weaknesses • Can complete set homework tasks to practise English outside class time • Can identify everyday opportunities to practise English outside class time • Can begin to conduct basic research using appropriate search terms • Can review and edit own work • Can use a growing range of functional expressions for everyday situations