

Guideline

- Listening
- Speaking
- Reading
- Writing

End of Year 2

	STANDARDS	SKILLS	SUB-SKILLS	EXAMPLES
1	Speak clearly to be heard and understood in simple interactions.	<p>Use stress and intonation to make speech comprehensible to peer.</p> <p>Articulate the sounds of English to be comprehensible to peer.</p>	<p>Awareness of syllable stress in familiar words.</p> <p>Place stress on key words in a sentence.</p> <p>Pronounce phonemes correctly to be comprehensible and to make meaning clear.</p>	<p>Ban<u>a</u>na, bro<u>th</u>er, ta<u>bl</u>e, etc.</p> <p>I want to go to play. Where did you go? Close the window!</p>
2	Ask questions to obtain specific information.	<p>Ask for personal details.</p> <p>Ask for clarification.</p>	<p>Understand and use a range of question words with correct intonation.</p> <p>Use the question form of the simple present tense of common verbs, using contractions where appropriate.</p> <p>Form questions with common modals.</p> <p>Demonstrate strategies for dealing with lack of understanding.</p>	<p>Why are you sad? When is your birthday? What's your sister's name? How do you spell Wednesday?</p> <p>Do you speak French? Do you live in Pamplona? Do you like cheese?</p> <p>Can you swim? Can you sing?</p> <p>Can you repeat that, please? Can you say that again, please? Can you write the word on the board, please?</p>

<p>3</p>	<p>Make statements of fact clearly.</p>	<p>Make simple statements of fact.</p> <p>Give personal information.</p> <p>Give a description.</p> <p>Deal with another person's misunderstanding.</p>	<p>Use suitable verb forms.</p> <p>Use suitable grammar forms.</p> <p>Make statements of fact within an interaction.</p> <p>Recognise request for simple personal information and respond in an appropriate way.</p> <p>Use common contracted forms.</p> <p>Spell some common words aloud.</p> <p>Provide simple personal information through an interaction.</p> <p>Use suitable grammar, e.g. prepositional phrases, indefinite article.</p> <p>Use common adjectives to describe people, places and things.</p> <p>Recognise misunderstanding and correct it.</p> <p>Use stress to make meaning clear.</p>	<p>I live in a flat/house. I go to X school. I have two sisters. I haven't got any brothers. Are you seven? Yes I am. No I'm not. Are you blonde? Yes I am. No, I'm not.</p> <p>I'm learning Basque. I've got two pets.</p> <p>B-double O-K (BOOK). F-I-S-H (FISH)</p> <p>There's a new girl in the other class. The scissors are next to the glue, over there. On Friday the chairs go on the tables. On Wednesdays we have to bring our homework. My coat is in the gym!</p> <p>My mother's short and has brown hair and brown eyes.</p> <p>T: So, you say your mother is short and has blonde hair. S: No, she has brown hair. T: So, is that what your father looks like. S: No, my mother.</p>
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<p>4</p>	<p>Speak and listen in simple exchanges and in everyday contexts.</p>	<p>Take part in social interaction.</p> <p>Express likes and dislikes and feelings</p>	<p>Greet and respond to a greeting.</p> <p>Express thanks.</p> <p>Take leave.</p> <p>Introduce one-self.</p> <p>Use appropriate grammar and vocabulary to express likes/dislikes and simple opinions.</p> <p>Express agreement and disagreement.</p>	<p>Hello. How are you? I'm fine/ok thanks, and you? I'm not well. Good morning/afternoon. Thank you. Thanks. Good bye. Bye-bye. See you later/ tomorrow/on Monday. Hi, my name's Karim. I'm eight.</p> <p>I like playing with my friends. I don't like peppers.</p> <p>Good idea! Me too. But I don't. You're right. You're wrong.</p>
<p>5</p>	<p>Listen for the gist of short explanations.</p>	<p>Listen for gist in short explanations and narratives.</p> <p>Listen for gist and respond in a face-to-face situation.</p>	<p>Identify key words. Respond to listening.</p> <p>Ask for clarification and repetition.</p>	<p>Sorry, I don't understand. Can you explain/say/ it again?</p>

9	Make simple oral presentations.	Get used to make simple oral presentations in front of the class that have been prepared previously.	Repeating teacher's instruction to carry out an activity in own words.	Rebeca said we have to read first and then cut the sentences.
10	Make requests using appropriate terms.	Make requests: ask for things or actions.	Make requests.	Can you pass me the rubber, please? Can you open the window, please?
11	Ask questions to obtain specific information.	Ask for information. Ask for location of a certain object. Ask for clarification.	Ask questions as above. Ask questions using <i>where</i> . Pronounce names of objects clearly. Check back to assure correct understanding. Demonstrate strategies for dealing with lack of understanding.	What day is the trip? Where are the reading books? Where's the glue? Where are the trays of crayons? On or in the cupboard? (after answered to) Sorry, I don't understand. One paper for every group or one paper for every child?
12	Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary.	Follow single-step instructions. Follow directions	Recognise a request for instruction and understand what information is required.	Understand instructions such as: First you must read the text. Then you have to underline the important words. After that you copy those words in your notebook. Understand directions such as: Turn left/right.

<p>13</p>	<p>Become increasingly willing to communicate in L2 with peers.</p>	<p>Become increasingly willing and able to communicate their experiences, ideas and opinions to others (peers), using familiar phrases and their increasing knowledge of English.</p>	<p>Increase communication in classroom tasks and other situations, such as corridors, playground, canteen, trips, etc. 1st By using known structures + vocabulary. 2nd Gradually moving onto more complex structures + vocabulary in more improvised exchanges, applying known structures to new situations.</p>	<p>Roberto, can you pass me the glue? What's for lunch today? Where's the soap? We have to wait here. The teacher said no running in the corridors!</p>
<p>14</p>	<p>Listen to different types of texts and show understanding through relevant physical responses.</p>	<p>Listen to different types of texts and show understanding through relevant physical responses or by asking/answering questions.</p>	<p>Stories. Simple poems Simple jokes. Non-fiction. Others.</p>	<p>Reacting physically to content: Nodding, shaking head, showing surprise, expectation, fear, etc. Giggling, laughing. Nodding/shaking head (yes/no)</p>
<p>15</p>	<p>Articulate the sounds of English to be comprehensible.</p>	<p>Become increasingly more accurate regarding the pronunciation of the English phonemes, in a way it does not hinder comprehension.</p>	<p>Articulate the sounds that belong exclusively to the English language.</p>	<p>z, sh, ng, u, th, j, etc.</p>

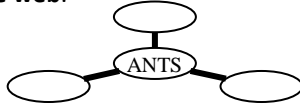
COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
Engagement	Selection of books	<p>Select “just right” texts from levelled sets for independent reading* with some guidance.</p> <p>Express likes/dislikes regarding literature.</p> <p>Understand purposes of reading materials (fiction and non-fiction).</p>	<p>Student needs guidance in selecting materials that are well matched to his/her ability. Teacher models and prompts student: -Will this book be too hard for me? -Are there five or more words on a page that I don't know, or am unsure of? -Is this book confusing and hard to understand by myself? -When I read it aloud, does it sound choppy and slow? If most of your answers were "yes," this book is too hard.</p> <p>Student tells about favourite books in general terms -One of my favourite books is <i>The Three Little Pigs</i>. -I like princess stories because... -I like books about dragons/monsters/sports/animals.</p> <p>Student listens to stories in class on a regular basis and discusses the definitions of fiction (make-believe) and nonfiction (real). <i>'Froggy goes to school'</i> and <i>'Life Cycle of a frog'</i> are books about frogs, but one is fiction and one is nonfiction. Look at the cover and think about whether the pictures are real or make-believe.</p>
	Sustained Reading	<p>Sustain independent reading for at least 5 minutes at a time.</p> <p>Actively engage in follow-up reading activities with purpose and understanding.</p>	<p>Student has a regular time to read for pleasure, takes books home to read and listen to the audio recording and is given direct access to reading materials in the class book corner.</p> <p>Follow-up activities ranged from the simple idea of talking about what the students have read to more project oriented activities including, art, music, science and drama. Students pair up for buddy reading. Student reads aloud to classmates, in whole-group and small-group contexts.</p>

*Three reading levels: **Frustration Reading Level** (too hard for the reader)
Instructional Reading Level (best level for learning new vocabulary)
Independent Reading Level (easy reading)

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Oral Reading Fluency and Accuracy</p>	<p>Word Skills</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read common high-frequency words by sight.</p> <p>Become increasingly aware of own mistakes and self-correct.</p>	<p><i>ee/ea</i> (bee, sea) <i>oo-oo</i> (book, moon) <i>th-th</i> (three, this) <i>ai/ay/a_e</i> (rain, say, game) <i>oa/o_e/ow</i> (boat, home, low) <i>ng</i> (ring) <i>s-sh-z</i> (sit, shit, zit) <i>h</i> (hot) <i>j-ch</i> (jam, chip) <i>v</i> (van) <i>f/ph</i> (fun, elephant)</p> <p>'I can't read this word.' (CAME). 'It looks like name and game, it has the same pattern, so it is possible that it rhymes with these words and I attempt to read it.</p> <p><i>The, of, to, you, she, my, is, are, do, does...</i></p> <p>'Pen is something that I use to write with, but if the sentence is: The hen ran to the pen, then it is not.'</p>
	<p>Expression</p>	<p>Read smoothly at times but most often slowly. Pay little attention to expression or volume; focus on getting through the text.</p> <p>Become increasingly aware of punctuation or pacing.</p> <p>Sometimes group words into meaningful phrases or chunks of text.</p>	<p>Students respond in echo reading situations with an appropriate intonation. <i>-My brother does judo on Wednesdays.</i> <i>-How many children are left with no cards?</i> <i>-Great job! You found the treasure!</i></p> <p>Student understands what a comma, exclamation mark, question mark, and period/full stop mean.</p> <p>Student makes oral reading of a role in a simple readers' theatre script after echo read and a choral read of the script that involves the entire class.</p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Comprehension</p>	<p>Text Features</p>	<p>Show awareness of how books work: front to back sequence, left to right print.</p> <p>Carry out left to right and top to bottom and return- sweep directionality on the printed page.</p> <p>Know the parts of a book.</p> <p>Distinguish fiction and non-fiction based on text features.</p> <p>Extract information from environmental print.</p> <p>Interpret linguistic information that appears in simple charts, tables or concept maps/graphic organizers.</p>	<p>Student uses “picture walk” strategy* to make connections between self, illustrations and the story.</p> <p>Student stops reading when something doesn’t make sense and goes back to re-read for better comprehension.</p> <p>Student names the different parts of a book: the front and back covers, title, author’s name, illustrator, pages, table of contents...</p> <p>Students were given a variety of books that were both fiction and nonfiction. They were asked to look them over and compare and contrast them. The class generated a list comparing fiction to nonfiction.</p> <p>Student associates meaning with the cues in logos, package designs, and labels in our everyday environment: post signs, symbols, bulletin boards, school timetables, menus, calendars...</p> <p>Locate parts of informational texts that give particular information including labelled diagrams and charts, e.g. Parts of a flower</p>
	<p>Preview Predict and Infer</p>	<p>Provide general information about a topic before reading.</p> <p>Generate predictions that are often spontaneous guesses related to personal experience rather than the text.</p> <p>Make inferences about text using textual evidence to support understanding.</p>	<p>Teacher activates any necessary background Knowledge, looking at the cover of the book</p> <p><i>-What do you know about polar bears?</i></p> <p><i>-I know that polar bears live in the Arctic.</i></p> <p>Teacher prompt: <i>‘The text tells us that the girl broke her brother’s toy airplane. Think about what you know about the boy so far. How do you think he is going to react? Is there information in the illustration that can help you make your prediction?’</i></p> <p>Teacher prompt: <i>‘A person takes your temperature. Another person listens to your heart and asks how you are feeling. Where are you?’ ‘What words helped you figure out where you are?’</i></p>

* The picture walk is the simple act of reviewing the pictures in a book prior to reading it.

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Comprehension</p>	<p>Restating Facts and details</p>	<p>Demonstrate understanding of a text by restating information/facts from the text and locating some specific details needed for a question or activity.</p> <p>Identify explicit information answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Student reads the text : <i>Ants are social insects that live in groups called colonies. Ants need other ants to build nests, gather food, and protect themselves. Ants use their senses of smell, touch, sound, and taste to communicate.</i></p> <p>Teacher asks to identify descriptive facts and details and models how to record them on a descriptive web.</p> 
	<p>Retelling*: Sequence of Events</p>	<p>Use picture clues to retell stories or events, including most of the important facts from the beginning, middle, and end, generally in sequence with 3 or 4 questions or prompts.</p> <p>Use sequence words such as first, next, then, last, and finally.</p> <p>Refer to most characters by name and includes some important details.</p> <p>Use language/vocabulary from the text; basic understanding of most key words/concepts.</p> <p>Infer the meaning of some unfamiliar words encountered using different types of cues.</p>	<p>Informational text: To make an apple first we need to peel the apples, etc.</p> <p>Narrative text: Includes most of the important events from the beginning, middle, and end, generally in sequence, with visual aid. First.....Next....Last/finally</p> <p>George is the brother and he likes jumping in muddy puddles.</p> <p>Participate in creating class word banks. E.g. to describe a character (adjectives: beautiful, ugly, tall, fantastic... verbs: write, play, sing, dance, run...)</p> <p>Teacher prompt: <i>'It looks right and sounds right, but does it make sense?'</i></p>

*Retelling can involve having students orally reconstruct a story that they have read or ordering the events of a story by sequencing sentences.

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p>Comprehension</p>	<p>Interpretation and Reflection</p>	<p>Distinguish between fact and opinion.</p> <p>Identify favourite part of book/character and may have difficulty explaining why.</p> <p>Express personal thoughts and feelings about what has been read.</p> <p>Extend understanding of texts by connecting the ideas in them to their own knowledge and experience to other familiar texts, and to the world around them.</p>	<p>Teacher prompts: <i>'Is this a fact or an opinion?'</i> <i>-Today is Wednesday.</i> <i>-Chocolate is the best!</i></p> <p><i>-My favourite part is when the girl finds her puppy.</i> <i>-My favourite character is the fox because he is clever.</i></p> <p>E.g., through role playing, drama, visual arts, music, discussion...</p> <p>Student identifies personally significant events in stories such as, losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips. Teacher prompts: <i>'What does this text remind you of in your life?'</i></p>

	STANDARDS	SKILLS	SUB-SKILLS	EXAMPLES
1	Present information/ideas.	<p>Compose a very simple text to communicate basic information:</p> <ul style="list-style-type: none"> - personal information/ideas. - general information. <p>Transfer information from e.g.: wall-chart to form true/appropriate (to the task) sentences.</p>	Use common written words and phrases to compose simple personal narratives.	<p>My name is Jon. I am seven. I have two sisters. I go to X school. I like to play with my friends.</p> <p>Today it is raining and it is cold.</p> <p>The book is on the table.</p>
2	Construct simple sentences.	<p>Construct simple sentences using basic word order and verb form.</p> <p>Transfer information from e.g.: wall-chart to form true/appropriate (to the task) sentences.</p>	Follow a: SUBJECT – VERB – (ADJ) – OBJECT order.	<p>I have a (white) cat. I have a brother. She reads a book. He eats chocolate ice-creams.</p>
3	Punctuate a simple sentence.	Use basic punctuation to aid understanding of where sentences begin and end.	<p>Use capital letter to begin a sentence.</p> <p>Use of final full stop or question/exclamation mark to end a sentence.</p> <p>Use capital letters for people’s names.</p> <p>Use a capital letter for personal pronoun ‘I’: Remember that ‘I’ is always in capitals, no matter what part of the sentence it appears in.</p>	<p>He is a tall boy.</p> <p>She likes red tomatoes. He loves bananas! Do you watch TV on Saturdays?</p> <p>Maider’s favourite ice-cream is strawberry.</p> <p>I go swimming on Mondays.</p> <p>My friend and I play basketball.</p>

4	Extend the use of capitals where necessary.	Become increasingly aware of the difference in the use of capital between the Spanish and the English language.	Extend the use of capitals where necessary: Proper nouns, days of the week, months of the year and people's names, towns and cities, countries, etc.	Mónica, Aimar, Wednesday, April, Paris, Tafalla, Navarre, Australia, Christmas, Olentzero, etc.
5	Recognise and use some connectors to make simple compound sentences.	Recognise and use the most common connectors.	And, but, because First, then, later, etc.	I am sad because my sister hit me. I like fish but I don't like meat. I am a student and my favourite subject is P.E. <i>In a story:</i> Later , the frog went to the pond.
6	Spell correctly some personal key words and familiar words.	Use and spell correctly some personal key words and familiar words: - nouns - adjectives	Spell correctly some high frequency and meaningful words that appear in a word bank/list on classroom wall. (possibility of checking)	Family/home/school/environment/ Ourselves (body, feelings , clothes) /jobs/transport/etc.
6	Express possession.	Use and spell correctly some possessive pronouns and possessive nouns.	My, your, his, her. Noun's	My class is big. Maider's banana is brown.
7	Write some commonly used verbs in the past and future tense.	Use verbs to write about past activities future plans.	Use some high frequency and meaningful verbs in the past simple and future (going to) tense.	I went to the cinema. I saw my friend. I played with my cousins. I'm going to my village next Sunday.

<p>9</p>	<p>Write some commonly used verbs in present tense.</p> <p>Use simple imperatives in the written form.</p>	<p>Use verbs to write about regular actions, facts, habits, things that are generally true.</p> <p>Become increasingly aware of the difference in use between the present tense and the present continuous.</p> <p>Write imperatives with words that are needed in the right order, becoming increasingly aware of differences with other forms of speech.</p>	<p>Use some high frequency and meaningful verbs in the present simple tense.</p> <p>Start distinguishing when we need to use P. Simple or P. Continuous.</p> <p>Use imperatives that appear in labels around the classroom, signs in the street, etc.</p>	<p>I sleep 9 hours. A lion has four legs. I brush my teeth every day. It is hot in the summer. I watch TV (every weekend) Vs I'm watching TV right now.</p> <p><u>Don't stand on grass</u> Vs You mustn't stand on the grass, Elvira.</p>
<p>10</p>	<p>Recognise and use some common spelling patterns. (e.g. -s for plurals, -ing endings) and sometimes use in own writing.</p>	<p>Recognise and use some of common spelling patterns that appear in reading books,</p>	<p>Recognise and use patterns such as:</p> <p>-s for plurals.</p> <p>-ing for endings (present continuous or noun)</p>	<p>I have two dogs.</p> <p>I'm cutting the paper.</p> <p>Eating healthy is good.</p>
<p>11</p>	<p>Recognise and start writing different text types and their purposes (guided writing). Teacher has modelled and offered a frame of work beforehand + wordbank. (See annex)</p>	<p>Recognise and start writing (with guide) some of the most common text types they will encounter at their age.</p>	<p>1. Simple narratives (fiction and non-fiction). 2. Simple descriptions (expository text). 3. Lists. (discontinuous text) 4. Procedural texts: E.g.: 4.1. Recipes.</p>	<p>1. Yesterday I went to the park and I saw my friend Susana. We played hide-and-seek. 2. Tigers are big animals. They are orange with black stripes. 3. Shopping lists/ lists of material to carry out a certain activity. 4.1. Lemonade. - Ingredients - Method/Directions</p>

			<p>4.2. Instructions on how to do a science experiment.</p> <p>5. Short poems: Fill gaps in short poems with rhyming words and attempt parallel writing of a new, self created poem (with help of word bank).</p>	<p>4.2. Bend a bone with vinegar</p> <ul style="list-style-type: none"> - You will need: - What to do: - How does it work? <p>5. Teacher: (Little) Dragon</p> <p>If you see a (dragon) Sitting in a (boat), Scare that little (dragon) By saying her (boat) won't (float)!</p> <p>Children: (Huge) monster</p> <p>If you see a (monster) Sitting in a (tree), Scare that little (monster) By saying the (tree) has (bees)!</p>
12	Recognise and use some connectors to make simple compound sentences.	Recognise and use the most common connectors	And, but, because First, then, later, etc.	I am sad because my sister hit me. I like fish but I don't like meat. I am a student and my favourite subject is P.E.
13	Extend the use of capitals where necessary.	Become increasingly aware of the difference in the use of capital between the Spanish and the English language.	Extend the use of capitals where necessary: Proper names, days of the week, months of the year and people's names, towns and cities, countries, etc.	Mónica, Wednesday, April, Paris, Tafalla, Navarre, Australia, etc.