

# Guideline

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- Listening
- Speaking
- Reading
- Writing

## End of Year 4

	STANDARDS	SKILLS	SUB-SKILLS	EXAMPLES
1	Speak clearly to be heard and understood in straightforward exchanges.	<p>Use stress and intonation to make speech comprehensible and meaning understood.</p> <p>Articulate the sounds of English to make the meaning understood.</p>	<p>Understand that in sentences the most important words are often stressed and place stress correctly.</p> <p>Make distinction between stressed and unstressed syllables.</p> <p>Pronounce phonemes correctly to make meaning clear.</p>	<p>I have lunch at <b>seven</b> o'clock.</p> <p>Beautiful /'bjʊ-tɪ-fʊl/, Window /'wɪn-dəʊ/ Ship-sheep, live-leave, sit-seat Cut-cat, sell-shell</p>
2	Make requests and ask questions to obtain information in everyday contexts.	<p>Ask for personal details</p> <p>Ask for factual information (present, past, future)</p> <p>Ask for description of people, places and things.</p>	<p>Form wh- and close questions with proper intonation.</p> <p>Use the question form of the simple present and simple past of common verbs and verbs <i>be, do and have</i>.</p> <p>Be able to use modal verbs and other forms in order to make a polite request.</p> <p>Be aware that the chosen form can depend on the relationship between people and the nature of the request.</p> <p>Form questions correctly, using appropriate verb forms and time markers to refer present, past and future tense.</p>	<p><b>Do you go</b> to school everyday? <b>What time</b> do you get up?</p> <p>What <b>did</b> you have for dinner yesterday?</p> <p>When <b>did</b> the game finish last Saturday?</p> <p>May I go to the toilet please?</p> <p>I would like a cup of coffee please. Daddy, I need to be there soon.</p> <p>What time are you <b>going to</b> finish your homework this afternoon?</p> <p>What was she like? She was friendly. Was she <b>better than</b> her sister?</p>

			Use questions forms + like. Create comparative questions.	
3	Express clearly statements of fact and short accounts and descriptions.	Express statements of fact.  Give personal information.  Give an explanation	Use grammatical forms suitable for the level.  Recognise requests of information and be able to respond properly with a short or long answer.  Recognise a request for explanation and indicate willingness to explain	I worked in a hospital for 2 years. I have been in London 3 times. In the <b>afternoon</b> I went to the <b>park</b> , later I did the <b>homework</b> , after that I had <b>dinner</b> .  <b>T:</b> Did you enjoy the book? <b>S:</b> Yes, very much. <b>S:</b> Yes, I did. <b>S:</b> Yes, it was really funny.  <b>T:</b> Why didn't you come to class yesterday? <b>S:</b> Because I was sick.
4	Listen for and follow the gist of explanations, instructions and narratives.	Listen for gist in a conversation.  Listen for gist and respond in face-to-face situations.  Listen for detail and respond in face-to-face situations.	Be able to follow a natural conversation about a common topic.  Understand that key words are stressed to highlight important points in a conversation.  Show your understanding and/or appreciation and interest of the conversation through short responses.	"aha", "I see", "go on" or "um hum", "really?"

		<p>Listen for lexical detail.</p> <p>Listen for grammatical detail.</p>	<p>Ask for clarification using a good intonation.</p>	<p>Could you explain that again please? Can you repeat the question? Sorry, I didn't get it, would you mind...?</p>
5	<p>Listen for detail in short explanations, instructions and narratives.</p>	<p>Listen for phonological detail</p>	<p>Notice, when listening, key grammatical features appropriate for the level.</p> <p>Be aware that noticing grammatical features can help in identifying register.</p>	<p>Listen to a teacher explaining where to go, what to bring, etc. for a group outing or work experience</p> <p>I see, yes...</p> <p>continuous forms (such as present continuous)...</p> <p>a more formal text may have more complex constructions.</p> <p>Formal or scripted texts, there may be more similarity to written grammar than with informal speech.</p> <p>"We have a wide range of sofas for sale, <u>from</u> only 250e"</p> <p>"From" meaning most will be more than 250e.</p>

			<p>Realise that identifying stress within a word can aid recognition of the word, and apply this understanding when listening.</p> <p>Notice where stress varies in words of the same family.</p> <p>Know that stress can vary in sentences, and recognise where a change of stress changes meaning.</p>	<p>Will you take our <b>photograph</b>? Meet Mike, he's a <b>photographer</b>.</p> <p>Have they received their <b>contracts</b>? When glass cools, it <b>contracts</b>.</p> <p>Where do you <b>live</b>? In London. Where do <b>you</b> live?</p>
6	Respond to straightforward questions.	Respond appropriately to requests for information about familiar things. Understand that questions can come in different forms, which affect the kind of response required.	<p>Understand that an adequate answer will depend on the type of question.</p> <p>Recognise questions of the <i>wh-</i> and <i>yes/no</i> types.</p> <p>Understand ways of making appropriate positive and negative responses to questions.</p> <p>Recognise verb forms and time markers to understand the time to which the speaker is referring and respond appropriately.</p>	<p><b>Who</b> (asks for a name or person) Vs <b>Whose</b> (asks about the owner). Are you hungry? VS Why did you like the book?</p> <p>Yes, I am/ No, I am not. Yes I do/ No I don't, yes I did/ No I didn't.</p> <p>Do you like football? Yes, but I prefer basketball. Not really.</p> <p><b>When</b> are you going to finish the homework? Where <b>did</b> you go <b>yesterday</b>? <b>Were</b> you in class <b>last week</b>?</p>

			Be able to respond to comparative questions.	Is Pamplona bigger than Madrid? No, It's not.
7	Listen to and identify simply expressed feelings and opinions.	Take part in more formal interaction.	<p>Recognise and respond to greetings, offers and requests for information.</p> <p>Recognise familiar language used to express positive and negative feelings and opinions.</p> <p>Understand that non-verbal communication can help to indicate a speaker's feelings and opinions</p>	<p>Can you tell me about your favourite film? Yes, it's...</p> <p>I feel..., I like/don't like..., I think that..., I believe that...</p> <p>Gesture, facial expression, sigh...</p>
8	Express clearly statements of fact and short accounts and descriptions.	<p>Give a short account.</p> <p>Give an explanation.</p>	<p>Be able to sequence the account to make the meaning clear and use time markers.</p> <p>Make use of stress and intonation to emphasise the main point and create interest.</p> <p>Use grammatical forms suitable for the level to express:</p> <ul style="list-style-type: none"> <li>-past time</li> <li>-obligation and need</li> </ul>	I had to leave early because my parents called me.

		Give a short description.	-cause and effect  Know that a description can be an expression of fact or opinion.	The school trip lasted 4 hours and we visited 2 museums and many monuments but I didn't like it at all, it was very boring.
9	Speak clearly to be heard and understood in straightforward exchanges.	Use stress and intonation to make speech comprehensible and meaning understood.  Articulate the sounds of English to make meaning understood.	Understand that in sentences the most important content words are often stressed and place stress appropriately. Make a distinction between stressed and unstressed syllables.  Distinguish between similar sounding phonemes to make meaning clear.	Could I have a glass of <u>water</u> please?
10	Ask questions to clarify understanding.	Ask for clarification and explanation.		What do you mean by...? Do you mean...? Could you say that again, please? Could you repeat please? Could you explain what you mean by...? Could you give us an example? I wonder if you could say that in a different way.
11	Listen for and identify the main points of short explanations or presentations.	Extracts the main points of an explanation in a face-to-face situation and respond.	Listen on different occasions to different types of interaction, with awareness of the purpose of listening. Be aware of a variety of ways of expressing key information.	Listen to radio and TV news Listen to TV documentaries, e.g. on science and nature, different countries, or topical issues.  Listen to a recorded narrative or explanation Listen to an explanation by a

		Extract straightforward information for a specific purpose	Listen specifically for the information required and pay less attention to other information	<p>teacher or a schoolmate at school.</p> <p>Listen to a teacher explaining the procedure to registering in a website account/use of bookcorner, etc.</p> <p>Listen to a classmate talking to a small group about the customs of their country</p>
12	Listen to and follow short Straightforward explanations and Instructions.	Listen to follow and respond to explanations, directions and instructions.	<p>Understand some deictic markers</p> <p>Understand key grammatical forms and recognise them in their spoken form.</p> <p>Recognise the order of events in an explanation.</p> <p>Recognise and respond to sequence markers, to understand the order of a set of instructions.</p>	<p>Here, there, this, that...</p> <p>Imperative, negative imperative and must in instructions(e.g. Use the knife to spread butter; The buttered side must go on top of the jam)</p> <p>First you go along the main road, then, when you get to the traffic lights, turn left and carry on for about, I don't know, about 100 metres...</p> <p>e.g. first, then, finally,</p>

			<p>Recognise discourse markers, especially those indicating cause, effect and result, e.g. <i>because of, so, as a result...</i></p> <p>Demonstrate understanding by a verbal response, or by taking appropriate action.</p>	<p>You need to switch it off when you're not using it, so that the battery doesn't run down.</p>
13	<p>Follow the main points and make appropriate contributions to the discussion.</p>	<p>Take part in social interaction.</p>	<p>Know different ways of opening and closing a social conversation by greeting, responding to greeting and leave-taking.</p> <p>Use intonation patterns appropriate for friendly social interaction.</p>	<p>Greet: Hi, how are you-? - Respond to a greeting: Fine thanks, and you? - Introduce others: This is Joe and this is Sam. They're brothers. - Invite and offer: Would you like a sandwich? Yes, please. - Accept and decline invitations and offers: Would you like a ham sandwich? No thanks, I'm sorry, I don't eat ham. Which do you want? Tea or coffee? Tea, please. Orange or apple juice? I'm sorry, I don't drink juices. - Express thanks: Thanks, thank you very much - Take leave: Bye, see you tomorrow.</p>

		<p>Express likes and dislikes, feelings, wishes and hopes.</p>	<p>Express degrees of liking /disliking, and use intonation to reflect the strength of the feeling expressed.</p> <p>Use a range of adjectives to express feeling, with appropriate intonation.</p> <p>Express personal wishes and hopes for the future, using forms such as would like and time markers with future reference.</p> <p>Elaborate, giving reason or result.</p> <p>Use simple phrases to introduce an opinion.</p> <p>Follow up an opinion by giving a reason or expressing a result.</p> <p>Distinguish clearly between a statement of fact and an expression of opinion.</p>	<p>I really like/ I don't like very much... I hate/ I love...</p> <p>I am really tired I am very happy about... I am really angry about...</p> <p>I would like to get a puppy for Christmas. I hope he gets better soon.</p> <p>I like Pamplona because... I don't like Madrid, so we don't go there very often.</p> <p>I believe he's too busy... I think Mrs. Smith's a good teacher.</p> <p>I think she's a good teacher, because she listens to us. I think it's horrible so I don't go there very often.</p> <p>He is 1.80 metres tall vs she is very pretty.</p>
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		<p>Express views and opinions.</p> <p>Relate to other speakers.</p>	<p>- Understand the main points made by other speakers, and make contributions relevant to the discussion topic and the points made by other speakers.</p> <p>Indicate agreement or disagreement with other speakers.</p> <p>Contribute to a discussion by inviting contributions from other speakers using appropriate phrases.</p> <p>Introduce, when appropriate, a new topic of discussion, for example, by asking for opinion, likes and dislikes.</p>	<p>That's right./ I think so too. Mmm, yes, but... I don't really think so</p> <p>Do you like it too? Do you think in the same way?</p> <p>What do you think about...? What about...? What do you feel about...?</p>
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<p>14</p>	<p>Listen to and identify simply Expressed feelings and opinions.</p>	<p>Listen to and identify simply expressed feelings and opinions.</p>	<p>Recognise familiar language used to express positive and negative feelings and opinions.</p> <p>Identify common lexical phrases used in expressing different feelings and emotions.</p> <p>Identify common lexical phrases used in expressing different opinions.</p> <p>Recognise how intonation and pitch carry meaning( e.g. new' information = fall tone; 'shared' knowledge = 'fall-rise')</p>	<p>e.g. I feel, I like/don't like, I think that, I believe that...</p> <p>How do you like your new school? Oh, I love it. I look forward to going in to class every morning. That's great. I don't like mine as much.</p> <p>What are your favourite cartoons? Hmm, I like..... Oh, I don't like....I prefer</p> <p>SK: Can I help you? C: I'd like a chocolate (fall) ice-cream. SK: One chocolate (fall-rise) ice-cream. Anything else? C: One strawberry (fall) ice-cream. SK: One chocolate (fall), one strawberry (fall). Anything else? C: Yes. One chocolate (fall), one strawberry (fall), and one vanilla (fall-rise)</p>
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<p>15</p>	<p>Follow the gist of discussions.</p>	<p>Follow the gist of discussions.</p>	<p>Recognise the topic and purpose of a discussion and understand that discussions can serve different purposes such as:</p> <p>Make contributions relevant to the topic under discussion.</p>	<p>Follow a discussion in class between the teacher and the group, understand the conclusions reached, and act on them if necessary.</p> <p>In my opinion... My opinion is that... I think that...</p>
<p>16</p>	<p>Follow the main points and make appropriate contributions to the discussions.</p>	<p>Follow the main points of discussions.</p>	<p>Listen and be able to distinguish the main points from the detail</p> <p>Be able to link their own contribution to that of other speakers by using discourse markers.</p>	<p>e.g. Follow the main points in a class discussion and make a relevant contribution.)</p> <p>It is true what you say but... of course... certainly... but... however... besides... Another thing... In any case...</p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p><b>Engagement</b></p>	<p><b>Select books</b></p>	<p>Select “just right” reading materials from levelled sets for independent reading most of the time.</p> <p>Read a selection of comics, adventure stories, science fiction stories and fables.</p> <p>Understand purposes of a variety of genres.</p>	<p>Student picks a book and with <b>an overview</b> decides whether he is <b>capable of reading</b> it or not.  <i>‘How do you decide what book to read?’</i>  <i>‘I recognize most of the words on the page, but there are some words to work on.’</i></p> <p>Student is encouraged to <b>put a book down</b> and choose a new one if he/she <b>doesn’t like</b>.</p> <p>Student understands that:</p> <ul style="list-style-type: none"> <li>- <b>poems</b> are for <b>enjoyment</b></li> <li>- <b>newspaper articles</b> are to <b>inform</b></li> <li>- <b>letters and e-mails</b> are for <b>personal communication</b> to inform, request or inquire.</li> </ul>
	<p><b>Sustained Reading</b></p>	<p>Sustain independent reading for at least 10-15 minutes at a time.</p> <p>Read stories to peers and/or younger children.</p>	<p>Student has a <b>regular time to read for pleasure</b>, is allowed to check out books to take home and is given direct access to books, magazines, comics, newspapers, and other reading materials.</p> <p>Students pair up for <b>buddy reading</b>.</p> <p><b>Cross-age tutoring</b> is pairing students at different grade levels to read aloud together as “book buddies.” The older student may read to the younger student, the younger student may read to the older student, or the two students may read aloud together.</p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p><b>Oral Reading Fluency and Accuracy</b></p>	<p><b>Word Skills</b></p>	<p>Use a variety of decoding strategies to recognize new words when reading age-appropriate material.</p> <p>Read an increasing number of common sight words.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Illustrations, phonics, word patterns such as onset and rime, context clues).                      ‘I can’t read this word.’ (FIGHT). ‘It looks like, <b>night and light</b>, it has the same pattern, so it is possible that it rhymes with these words and I attempt to read it.’</p> <p><i>Afraid, enough, together, everything...</i></p> <p>Child reads <b>/boot/</b> in a sentence such as: ‘Sam was in a <b>boat</b> on the lake’ and rereads as finds boot <b>does not match the context.</b></p>
	<p><b>Expression</b></p>	<p>Uses expression and volume that is appropriate to conversational language and the content of the text; sometimes hesitates when unsure of text.</p> <p>Occasionally halts or runs sentences together when challenged by words or sentence structure.</p> <p>Usually reads at a suitable pace and attends to most punctuation with appropriate pausing and intonation; halts at times when unsure.</p> <p>Usually groups words into meaningful phrases or chunks of text.</p>	<p>Student notes that <b>teacher’s pitch rises and falls.</b>                      ‘Did you notice how my voice rose at the end of the sentence ‘This is amazing!’</p> <p>Student makes <b>oral reading</b> of a role in a simple readers’ <b>theatre script</b> and uses punctuation and other print cues to support reading (e.g., exclamation marks, question marks, captions).</p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p><b>Comprehension</b></p>	<p><b>Text Features</b></p>	<p>Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.</p> <p>Know the parts of nonfiction books or magazines (Index, glossary, heading, subheading, keywords, labels...).</p> <p>Identify a variety of text features and explain how they help readers understand texts.</p>	<p><b>Titles</b> tell us what we'll be reading about</p> <p><b>Captions</b> are found underneath illustrations or photographs and explain what's in the picture. <b>Headings</b> are often written in bold print, large print or colourful text.</p> <p>Table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu, etc.</p>
	<p><b>Preview Predict and Infer</b></p>	<p>Use illustrations and prior knowledge to predict.</p> <p>Make reasonable predictions rather than guesses.</p>	<p><b>Teacher</b> thinks aloud before reading a book to students, <b>modelling</b> the process of <b>predicting</b> before reading.  <i>'I found an interesting book at the library and by looking at the cover I am guessing or predicting the story will be about _____ and _____.'</i></p> <p>Teacher prompt: <i>'How do you think the other characters <b>will</b> react to the actions of the main character?</i></p> <p><i>-Maybe the wolf <b>will</b> run away.</i>  <i>-The knight <b>will</b> kill the dragon.</i></p>

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p><b>Comprehension</b></p>	<p><b>Restating Facts and details</b></p>	<p>Work on comprehension questions or tasks is clear, accurate, complete, and based on information in the selection; provides some detail and support.</p> <p>Give accurate information presented graphically.</p>	<p>-Why is Bill upset? - What time is the last bus from London to Oxford?</p> <p>Students know how to use <b>graphic organizers</b> to locate information and present facts and ideas.</p>
	<p><b>Scaffolded Summary*</b></p>	<p>Go back into the text for specific information to include in the summary.</p> <p>Sequence story illustrations and write short paragraphs to match.</p> <p>Complete simple book reports after reading to give a simple summary of the story, identify main characters and give an opinion.</p> <p>Think about the character’s feelings / thoughts / actions.</p> <p>Create a bank of key words to describe the characters in a story that they are going to write and use these words in their story.</p>	<p>Include all important <b>characters, events, and details</b> from the <b>beginning, middle, and end</b> with the help of the illustrations.</p> <p>Student writes a <b>summary</b> of the story in <b>own words</b> using <b>picture clues</b>. Includes the important characters, events, and details.</p> <p>Student may use the book and the words below to help him/her write his/her summary. <b>In the beginning/Next/Then, After that...</b> <i>‘What do you think is the most important event in this story?’</i></p> <p>-I think Andrew was sad because... -The witch made a spell to find...</p> <p><b>Brainstorm adjectives</b> that describe a <b>character</b>. This could be done in mind map format covering appearance (ugly, tall, handsome, pretty...), personality traits (horrible, nasty, friendly, kind, selfish...).</p>

\*Summaries can be spoken or written

COMPONENTS	SUBCOMPONENTS	STANDARDS	EXAMPLES
<p><b>Comprehension</b></p>	<p><b>Interpretation and Reflection</b></p>	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Determine their central message, lesson, or moral.</p> <p>Tell whether he likes or dislikes a selection and can give a reason.</p>	<p>When her dad calls her 'tiger', he is using <b>figurative language</b>, because he is not actually a tiger.</p> <p>Teacher prompts: <b>'Would you recommend this book?'</b>  <i>-I liked this story because...</i>  <i>-This story was funny/boring/sad</i>  <i>-I knew this story before</i>  <i>-It was like...</i></p>

	STANDARDS	SKILLS	SUB-SKILLS	EXAMPLES
1	Use written words and phrases to record or present information.	Compose simple text, selecting appropriate format for the purpose.	<p>Understand the concepts of purpose and audience: Plan to write to someone: tone, style and vocabulary used will vary accordingly.</p> <p>Generate ideas for writing, deciding what to include as appropriate to the purpose and audience.</p>	<p>I am writing this text because... I am writing to... Email to grandma wishing Merry Christmas VS letter to the Mayor asking to fix the playground swings.</p> <p>Is it appropriate to ask the Mayor about his children? Would you start the letter to your grandma saying: Dear Mrs...?</p> <p>If I have to write about animals, which ideas are relevant and which are not ...? Their food, habitat, physical description...</p>
2	Construct simple and compound sentences.	Construct simple and compound sentences using common conjunctions to connect two clauses.	<p>Combine simple sentences to make compound sentences by using conjunctions.</p> <p>Use appropriate word order in simple and compound sentences.</p>	<p>My brother likes watching television <b>but</b> he doesn't like going to the cinema.</p> <p>We can go for a walk <b>or</b> we can watch a film.</p> <p>Subject-verb-(object) + <b>and/but</b></p>

			<p>Use simple tenses appropriately to signify past or present time and adverbial time references.</p> <p>Understand where it is and is not necessary to write in full sentences.</p>	<p>+ subject-verb-(object) I work in a school <b>but</b> my sister works in a hospital.</p> <p>I am doing my homework <b>now</b>. <b>Yesterday</b>, I went to the doctor to...</p>
3	Construct simple, compound and complex sentences	Construct simple, Compound and complex sentences	<p>Simple sentences with there was/were.</p> <p>Verb + infinitive with or without to Verb + ing</p> <p>Write complex sentences using questions words: when, what time, how often, why and how</p> <p>A complex sentence consists of a main clause and one or two subordinates</p>	<p><b>There were</b> many people in the stadium. <b>There was</b> a huge bear in the cave.</p> <p>We <b>went running</b> to the school yesterday. I <b>want to buy</b> a new TV. I <b>heard a boy scream</b> in class.</p> <p>Can you tell me <b>how often</b> you play sports? Could you explain <b>why</b> you are sad?</p> <p>I was hungry <b>so</b> I ate a sandwich. I am going to bed <b>because</b> I am tired.</p>

4	Create questions.	Create questions using wh-words, extending the complexity of the questions	<p>What Where When Why Who Whose How</p>	<p><b>What</b> did you say? <b>Where</b> were you yesterday? <b>When</b> will you come? <b>Why</b> do you have to go? <b>Who</b> didn't finish the homework? <b>Whose</b> are these pencils?</p>
5	Use punctuation correctly.	Use punctuation correctly to aid understanding.	<p>Understand that capital letters and full stops are boundary markers.</p> <p>Use commas correctly in a list.</p>	<p>I have made a new toy. It is a little car. The car is red.</p> <p>I like eating bananas, oranges, apples and peaches.</p>
6	Use capital letters for proper nouns.	Use capital letters for proper nouns.	Understand when capital letters are used.	<p>Days, months, names of people and places, <i>etc</i>: <b>November, Monday, Halloween London, Peter.</b></p>
7	Spell correctly the majority of personal details and familiar common words.	Spell correctly the majority of personal details and familiar common words.	Understand that adding -s to nouns is a common way of indicating more than one, and know the term plural.	<p>Extend and secure their knowledge of the spelling of common regular words, including: Common spelling patterns for long vowel phonemes (<b>e.g./i:/see, sea, /e:/burn, bird, world</b>).</p> <p>Common spelling patterns for short vowel phonemes: (<b>e.g. /e/ red, head, said; /i/ sit, give, busy</b>).</p> <p>Plurals ending in -s (<b>e.g.</b></p>

			<p>Understand that -ed and -ing are common spellings at the end of words, used to show the past and present forms of verbs.</p> <p>Understand that many words follow regular spelling patterns which correspond to certain sounds.</p>	<p><i>horses, lights, calendars...</i>) Verbs with <i>-ed</i> and <i>-ing</i> endings(e.g.; <b>played, wanted, finished, saying, recording, practicing</b>)</p> <p>Familiar compound words (<b>e.g. football, teaspoon</b>) Words with common prefixes (e.g. <i>un-</i>, <i>dis-</i>, to indicate the negative) <b>unfriendly, dislike...</b></p>
8	Organize narrative writing in paragraphs.	Use paragraphs in story writing to organize and sequence the story	<p>Know narrative order, identify and plan the main stages of the story.</p> <p>Understand how paragraphs are used to collect, order and build up ideas.</p>	Introduction/build-up/conflicts/resolutions.
9	Write different text types and their purposes (guided writing). Teacher has modeled and offered a frame of work beforehand.	Write with the help of a graphic organizer the most common text types they will encounter at their age.	<p>Narratives</p> <p>Descriptions</p> <p>Instructional texts</p> <p>Discontinuous texts</p> <p>Argumentative texts</p>	<p>Fiction and non-fiction</p> <p>People, places, objects</p> <p>Recipes, games, how to...</p> <p>Ads, menus, brochures...</p> <p>Opinion (support a point of view), persuasion (convince your parents of something that you want) , arguments (claims), etc.</p>

<p>10</p>	<p>Express possession.</p>	<p>Use and spell correctly some possessive pronouns and possessives.</p>	<p>Mine, yours, hers</p> <p>Use the apostrophe accurately to mark possession</p>	<p>That book is <b>mine</b>. You should give the money to Sally, it's <b>hers</b>. There is a car badly park, that is <b>Peter's</b>. <b>Mary's</b> house is next to mine. The <b>teachers'</b> cars. <b>Children's</b> playground is dirty.</p>
<p>11</p>	<p>Use adjectives.</p>	<p>Use adjectives with an increasing degree of complexity.</p>	<p>Use adjectives to extend Information by adding detail to a noun and convey writer's attitude.</p> <p>Know and use some common adjectives to describe people, places, feelings or objects.</p> <p>Understand word order of adjectives.</p> <p>Know and use the comparative form of regular and irregular adjectives.</p>	<p>I was in a <b>small, quiet</b> and <b>remote</b> village close to London. I was scared when I watched the movie.</p> <p>He is a <b>handsome</b> boy. She is feeling <b>upset</b> today. The meadow was <b>quiet</b>. The tablet is <b>broken</b>.</p> <p>Adjective + noun: A <b>tiny</b> car, a <b>gigantic</b> whale, a <b>huge</b> house, an <b>attractive</b> girl. A <b>large black</b> horse, a <b>new blue</b> shirt.</p> <p>Tall-taller, big-bigger, good-<b>better</b>, intelligent-more intelligent</p>

			Write properly comparative questions.	She is prettier than her sister. Is she <b>taller</b> than you? Who is <b>more intelligent</b> than her?
12	Use object and reflexive pronouns.	Use and spell correctly some object and reflexive pronouns	Him, her, me Yourself, himself, ourselves	I gave <b>her</b> my pencil. We enjoy <b>ourselves</b> very much.
13	Increase the number of verbs in present tense with frequency adverbs and phrases.	Use verbs and frequency adverbs to write about regular actions, facts, habits, things that are generally true.  Use verbs in present continuous tense to write about activities happening now.	Use and spell correctly several verbs in the present simple tense and also frequency adverbs  Use and spell correctly several verbs in the present continuous tense.	The children <b>often eat</b> peaches. She <b>always finishes</b> school at 5. I <b>see</b> him everyday.  What <b>are you doing</b> ? I <b>am reading</b> a book. She <b>is watching</b> a movie.
14	Increase the number of regular verbs and some common irregular in the past with time markers.	Use regular and irregular verbs to write about past activities with time markers.	Use and spell correctly several verbs in the past simple tense with time markers.	They <b>went</b> to the hospital yesterday. I <b>saw</b> him three weeks <b>ago</b> .
15	Use of the future time.	Use and spell correctly different verb forms to write about future activities.	Use going to, will and time markers to write about future activities.	I <b>am going to</b> wash my car tomorrow morning. I <b>will</b> call you in two weeks. <b>Next week, in two days time...</b>

<p>16</p>	<p>Use of modal verbs.</p>	<p>Use and spell correctly different modal verbs.</p>	<p>Use must, mustn't, could, couldn't and have to write about obligation, prohibition, needs, requests and possibilities.</p>	<p>I <b>must</b> go to school tomorrow.                  I <b>have to</b> go to the doctor.                  You <b>mustn't</b> jump in the class.  <b>Could</b> you help me to finish the homework?                  I <b>couldn't</b> go to school yesterday because I was sick.                  I <b>need</b> more glue to fix the jar.                  Let's stop, we <b>don't need to</b> finish today.</p>
<p>17</p>	<p>Use of adverbs and prepositional phrases.</p>	<p>Use and spell correctly some adverbs and prepositional phrases to structure an argument.</p>	<p>Use and spell correctly some prepositions and prepositional phrases of place and time.</p> <p>Use and spell correctly some adverbs and simple adverbial phrases to structure an argument.</p> <p>Use of simple modal adverbs.</p> <p>Use of adverbs to indicate sequence in a text.</p> <p>Use of intensifiers.</p>	<p><b>Until</b> tomorrow, <b>by</b> next month,  <b>By</b> the window, <b>at</b> midday, <b>at once</b>.</p> <p>-Sequencing: <b>First of all, second After that, last ...</b>                  -Time and place: <b>in the afternoon, at the bus station...</b>                  -Frequency: <b>Always, never, often, sometimes...</b>                  -Manner: <b>carefully, quickly, correctly, clearly, easily...</b></p> <p><b>Possibly, probably, perhaps, maybe, etc.</b></p> <p><b>First, then, after, later, next, finally, etc.</b></p> <p><b>Really, quite, so.</b></p>