



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

# **FRENCH**

K-12 LEARNING OUTCOMES & BENCHMARKS



## Learning Outcomes and Benchmarks

Below you will find the Learning Outcomes and Benchmarks for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme at ISS.

This document covers the Learning Outcomes and Benchmarks that will be covered from Kindergarten to Grade 12 at ISS.

It is an important document in ensuring that the students at ISS have a World Class education. An education that provides an ever deepening level of understanding of the world from when they join us to when they leave.

### **Explanation of terms:**

Different curriculum use the terms Outcomes and Benchmarks in slightly different ways. At ISS we use the terms to mean:

**Learning Outcomes:** the concepts, skills, attributes and knowledge that a student in the relevant Grade Level is expected to understand, demonstrate and apply.

Learning outcomes complete the statement: students will be able to .....

**Benchmarks:** specific performance indicators for each grade level

Benchmarks complete the statement: students will be able to show their understanding by .....

***It is important to note that a Learning Outcome is not a limitation. Through differentiated teaching teachers ensure that all students are given the maximum opportunity to reach the Learning Outcomes for their Grade Level and to extend those who are capable of surpassing the Learning Outcomes.***

## Learning Outcomes and Benchmarks

Subject: LANGUAGE B (FRENCH)

Strand: LISTENING AND SPEAKING

12 & 11	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>· Understand complex recorded or spoken information on the topics studied.</li><li>· Communicate orally in order to explain in detail a point of view.</li><li>· Describe in detail and accurately experiences and events, as well as abstract ideas and concepts.</li><li>· Demonstrate interaction that flows coherently with a degree of fluency and spontaneity.</li><li>· Engage coherently in conversations in most situations.</li><li>· Demonstrate some intercultural engagement with the target language and culture(s).</li><li>· Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding</li><li>· Use language appropriate to a range of interpersonal and/or cultural contexts</li><li>· Use language to express and respond to a range of ideas with accuracy and fluency</li><li>· Organize ideas on a range of topics, in an clear, coherent and convincing manner</li><li>· Interact in the target language within the context of different situations.</li></ul>	<p><b>Students will be able to show their understanding through Internal Assessment by:</b></p> <ul style="list-style-type: none"><li>· Listening to and speaking on a variety of topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology</li><li>· Interacting orally in classroom activities such as debates, discussions, presentations, role plays, and interviews</li><li>· Listening to recorded material such as announcements, broadcast news and entertainment, debates and discussions, dialogues and conversations, instructions, podcasts and other electronic material, songs, and speeches, ;lectures and presentations.</li><li>· Speaking, describing, and reacting to a visual stimulus, responding to questions and engaging in a general conversation using appropriate interactive skills in the Individual Oral Assessment</li><li>· Having an excellent command of spoken language</li><li>· Producing language that is fluent and generally authentic</li><li>· Using language that is varied and idiomatic</li><li>· Using intonation that enhances communication</li><li>· Expressing complex ideas that are understood very well and having interaction that is excellent</li><li>· Expressing complex ideas and opinions that are presented clearly, coherently and effectively.</li></ul>
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		<ul style="list-style-type: none"> <li>· Conducting conversation that flows coherently in a natural manner</li> </ul>
4	<p><b>At the end of Phase 4 student will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand, interpret and respond to a range of spoken texts</li> <li>· Communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>· Request and provide information in a range of spoken contexts</li> <li>· Use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>· Use appropriate register in formal and informal oral communication</li> <li>· Use language accurately</li> <li>· Engage actively in oral production using comprehensible pronunciation and intonation / correct tone.</li> </ul>	<p><b>Phase 4 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Following main points in an announcement</li> <li>· Listening to others responsively by asking questions about some concrete and abstract topics</li> <li>· Listening to a story told and shows understanding by anticipating or predicting events and ideas</li> <li>· Expressing and defending a point of view</li> <li>· Beginning to paraphrase and summarize</li> <li>· Verbalizing thinking and explaining reasons for a story or information heard about topics of personal and some of global significance</li> <li>· Giving a talk or presentation to small and large groups (about a book read or a film watched) and answering unprepared questions posed by the audience.</li> </ul>
3	<p><b>At the end of Phase 3 the students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand and respond to a limited range of spoken texts</li> <li>· Communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations</li> <li>· Request and provide information in familiar and some unfamiliar situations</li> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> </ul>	<p><b>Phase 3 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Following multi-step directions</li> <li>· Listening and speaking in small-group and whole-class interactions and short talks</li> <li>· Interacting in pair work, information gap and role-play activities</li> <li>· Picking out main points in a story, song, or short informational text told</li> <li>· Retelling a story or event shared</li> </ul>

	<ul style="list-style-type: none"> <li>· Use appropriate register in formal and informal oral communication</li> <li>· Use language accurately</li> <li>· Interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone</li> </ul>	<ul style="list-style-type: none"> <li>· Using vocabulary for a specific situation or purpose (an invitation, a telephone call)</li> <li>· Using language to explain, inquire and compare</li> <li>· Expressing thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life</li> <li>· Making a presentation and answering some follow-up questions posed by the audience.</li> </ul>
2	<p><b>At the end of Phase 2 the students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand and respond to simple spoken texts</li> <li>· Communicate information containing relevant ideas and some details in a limited range of familiar situations</li> <li>· Request and provide information in a limited range of familiar situations</li> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>· Use some aspects of register in formal and informal oral communication</li> <li>· Use basic language accurately</li> <li>· Interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p><b>Phase 2 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Following classroom routines and two-step instructions</li> <li>· Participating in a dialogue/role play about a familiar situation, without the use of a model</li> <li>· Listening and shows understanding of the meaning of a song or a simple story told</li> <li>· Expressing feelings and opinions</li> <li>· Describing personal experiences and exchanging ideas about topics of personal interest and everyday life</li> <li>· Understanding phrases and expressions for familiar situations and using them to interact</li> <li>· Making a presentation with the help of a model or questions and answering some simple questions posed by the audience</li> </ul>

1	<p><b>At the end of Phase 1 the students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand and respond to simple, short spoken texts</li> <li>· Communicate information in a limited range of everyday situations</li> <li>· Request and provide information in a limited range of everyday situations</li> <li>· Use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>· Use some aspects of register in formal and informal oral communication</li> <li>· Use basic vocabulary accurately</li> <li>· Interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p><b>Phase 2 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Following classroom directions and routines</li> <li>· Understanding basic phrases and expressions and using them to interact</li> <li>· Participating in a dialogue about an everyday situation using a model</li> <li>· Using gestures, actions, body language and/or words to communicate</li> <li>· Recognizing some signs and symbols</li> <li>· Naming familiar objects, people and uses words for classroom, school and home routines</li> <li>· Using appropriate forms of address, gestures and greetings</li> <li>· Making simple statements to describe family members, everyday routines</li> <li>· Making a simple presentation with the help of visual aids and a model</li> </ul>
K2		
K1		

## Learning Outcomes and Benchmarks

Subject: LANGUAGE B (FRENCH)

Strand: READING

Grade / Phase	Learning Outcomes	Benchmarks
12 & 11	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"><li>· Understand and analyse a range of complex authentic written texts related to the topics studied</li><li>· Appreciate and understand (but not analyse) literary works in the target language</li><li>· Understand language appropriate to a range of interpersonal and/or cultural contexts</li><li>· Understand language used to express a range of ideas</li></ul>	<p><b>Students will be able to show their understanding through Paper 1 by:</b></p> <ul style="list-style-type: none"><li>· Reading and understanding a variety of text types on the following topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology</li><li>· Reading and understanding the following text types: article; column; blog; brochure, leaflet, flyer, pamphlet or advertisement; essay; interview in any form; news report; report; review; set of instructions or guidelines; short story, novel, poem; or written correspondence</li><li>· Developing the following receptive skills:<ul style="list-style-type: none"><li>▪ Understanding of overall meaning</li><li>▪ Scanning texts for details</li><li>▪ Understanding structural features of a text</li><li>▪ Understanding functioning in context</li><li>▪ Identifying communicative purposes</li></ul></li><li>· Answer reading questions such as:<ul style="list-style-type: none"><li>▪ Choosing which of a number of sentences are true according to the text</li><li>▪ Gap-filling</li><li>▪ Identifying clear inference from concepts</li></ul></li></ul>

		<ul style="list-style-type: none"> <li>▪ Identifying precise references of key phrases or structures</li> <li>▪ Identifying related ideas that are in different parts of the text</li> <li>▪ Identifying specific content items</li> <li>▪ Identifying whether an explanation or definition is true or false, and finding the evidence for this in the text</li> <li>▪ Identifying who says what in a text or a series of short texts</li> <li>▪ Justifying an interpretation by locating evidence or key phrases</li> <li>▪ Matching summary sentences with different paragraphs of the text</li> <li>▪ Matching words or phrases from the text with definitions</li> <li>▪ Multiple-choice questions</li> <li>▪ Short-answer questions</li> </ul> <p><b>Students will be able to show their understanding through the Written Assignment by:</b></p> <ul style="list-style-type: none"> <li>· Reading and reflecting upon two works of literature</li> </ul>
Phase 4	<p><b>At the end of Phase 4 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Interpret specific information, ideas, opinions and attitudes, presented in written texts</li> <li>· Interpret main ideas and supporting details, and draw conclusions from written texts</li> <li>· Interpret aspects of format and style in written texts</li> <li>· Understand, interpret and respond to a range of written texts.</li> </ul>	<p><b>Phase 4 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Showing an understanding of a range of texts by reading and responding to questions or completing activities about the texts</li> <li>· Reading texts and, for example, paraphrasing, summarizing, restating, predicting, interpreting, illustrating, reporting, concluding</li> <li>· Reading text of 800–900 words and interpreting specific information, ideas, opinions and attitudes.</li> </ul>



Phase 3	<p><b>At the end of Phase 3 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand specific information, ideas, opinions and attitudes, presented in written texts</li> <li>· Understand main ideas and supporting details, and draw conclusions from written texts</li> <li>· Understand aspects of format and style in texts</li> <li>· Understand and respond to a limited range of written texts.</li> </ul>	<p><b>Phase 3 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Showing an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts</li> <li>· Reading text and, for example, giving examples, explaining, illustrating, interpreting, comparing, retelling</li> <li>· Reading text of 600–700 words and understanding specific information, ideas, opinions and attitudes</li> </ul>
Phase 2	<p><b>At the end of Phase 2 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand basic facts in written texts</li> <li>· Understand main ideas and supporting details, and draw some conclusions from written texts</li> <li>· Recognize basic aspects of format and style</li> <li>· Understand and respond to simple written texts.</li> </ul>	<p><b>Phase 2 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Showing an understanding of simple texts by reading and responding to questions or completing activities about the texts</li> <li>· Reading text and, for example, classifying, describing, explaining, sequencing, giving examples</li> <li>· Reading text of 400–500 words and answering questions about main ideas and supporting details.</li> </ul>
Phase 1	<p><b>At the end of Phase 1 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Identify basic facts in simple written texts</li> <li>· Identify main ideas and supporting details in written texts</li> <li>· Recognize basic aspects of format and style</li> <li>· Understand and respond to simple written texts.</li> </ul>	<p><b>Phase 1 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Showing an understanding of short simple texts by reading and responding to questions or completing activities about the texts</li> <li>· Maybe needing to read multiple times</li> <li>· Reading text and, for example, lists, defining, labelling, drawing, locating, selecting, matching, stating information</li> <li>· Reading text of 200–300 words and answering simple questions about it.</li> </ul>
K1		

## Learning Outcomes and Benchmarks

Subject: LANGUAGE B (FRENCH)

Strand: VIEWING

	Learning Outcome	Benchmarks
G12 & G11	<p><b>HL G12 &amp; G11 Students will be able to:</b></p> <ul style="list-style-type: none"><li>· Understand complex videos or movies on the topics studied.</li><li>· Describe and analyse print media and photographs based on the topics studied</li><li>· Reacting and responding to visual stimulus</li></ul>	<p><b>HL G12 &amp; G11 students will be able to show their understanding through Internal Assessment by:</b></p> <ul style="list-style-type: none"><li>· Viewing print or digital media on the following topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology</li><li>· Reacting and responding to a range of viewing material related to the English-speaking culture studied such as: films, TV programmes, news broadcasts, advertisements, music videos, and other relevant digital media.</li><li>· Speaking, describing, and reacting to a visual stimulus (photograph), responding to questions and engaging in a general conversation using appropriate interactive skills in the Individual Oral Assessment</li></ul>
Phase 4	<p><b>At the end of Phase 4 students will be able to:</b></p> <ul style="list-style-type: none"><li>· Construct meaning from information presented in visual texts</li><li>· Construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li><li>· Interpret specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li><li>· Interpret visual conventions used in texts</li><li>· Understand, interpret and respond to a range of visual texts.</li></ul>	<p><b>Phase 4 students will be able to show their understanding by:</b> Using images to help make meaning of oral and/or written text</p> <ul style="list-style-type: none"><li>· Explaining why some of the features of the text have been chosen for a particular purpose and audience, and explaining how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites)</li><li>· Finding his or her own examples to share understanding</li><li>· Making inferences from explicit and implicit information.</li></ul>

Phase 3	<p><b>At the end of Phase 3 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand information presented in visual texts</li> <li>· Understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>· Understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>· Understand visual conventions used in texts</li> <li>· Understand and respond to a limited range of visual texts.</li> </ul>	<p><b>Phase 3 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Using images to help make meaning of oral and/or written text</li> <li>· Making links between the images and the purpose of the text</li> <li>· Identifying some of the features of the text chosen for a purpose</li> <li>· Finding his or her own examples to share understanding</li> <li>· Understanding meaning of informational texts using visual images (for example, in brochures, news items, posters) and explaining the effect and purpose of the visual elements</li> <li>· Identifying a point of view in the text.</li> </ul>
Phase 2	<p><b>At the end of Phase 2 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Understand messages presented in visual texts</li> <li>· Understand main ideas and supporting details in visual texts presented with spoken and/or written text understand specific information, ideas, opinions and attitudes, presented in visual texts with spoken and/or written text</li> <li>· Recognize visual conventions used in texts</li> <li>· Understand and respond to simple visual texts.</li> </ul>	<p><b>Phase 2 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Using images to help make meaning of oral and/or written text</li> <li>· Making simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements)</li> <li>· Listing some features of the visual text (for example, colour, text layout, sound effects, shape, sequence)</li> <li>· Finding his or her own examples to share understanding.</li> </ul>
Phase 1	<p><b>At the end of Phase 1 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Identify basic messages presented in simple visual texts</li> <li>· Identify main ideas and supporting details in simple visual texts presented with spoken and/or written text</li> <li>· Identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text</li> <li>· Recognize basic visual conventions used in texts</li> <li>· Understand and respond to simple visual texts.</li> </ul>	<p><b>Phase 1 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Using images to help make meaning of oral and/or written text</li> <li>· Making simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages</li> <li>· Listing some features of the visual text (for example, colour, text layout, sound effects)</li> <li>· Finding his or her own examples to share understanding.</li> </ul>

**Learning Outcomes and Benchmarks**

**Subject: LANGUAGE B (FRENCH)**

**Strand: WRITING**

Grade / Phase	Learning Outcomes	Benchmarks
12 & 11	<p><b>HL G12 &amp; G11 Students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Describe in detail and accuracy experiences, events, as well as abstract ideas and concepts in a range of topic areas and genres.</li> <li>· Produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose.</li> <li>· Produce clear and convincing arguments in support of a point of view</li> <li>· Demonstrate some intercultural engagement with the target language and culture(s)</li> <li>· Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding</li> <li>· Use language appropriate to a range of interpersonal and/or cultural contexts</li> <li>· Use language to express and respond to a range of ideas with accuracy and fluency</li> </ul>	<p><b>HL G12 &amp; G11 students will be able to show their understanding through Paper 2 by:</b></p> <ul style="list-style-type: none"> <li>· Writing a variety of text types on the following topics: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, science and technology</li> <li>· Writing the following text types in 250-400 words: article; blog or diary entry; brochure, leaflet, flyer, pamphlet or advertisement; essay; debate, speech, talk, or presentation; interview; news report; official report; proposal; review; set of instructions or guidelines; short story; written correspondence</li> <li>· Writing a personal response of 150-250 words to a stimulus text</li> <li>· Writing with a very effective command of the language: <ul style="list-style-type: none"> <li>▪ Writing a wide range of vocabulary accurately and effectively, with very few errors</li> <li>▪ Writing complex sentence structures that are clear and effective</li> </ul> </li> <li>· Communicating their message very well: <ul style="list-style-type: none"> <li>▪ Writing ideas that are relevant and effective</li> <li>▪ Developing ideas that are coherent and thorough, using supporting details that are highly appropriate</li> </ul> </li> </ul>

- Organize ideas in a range of topics, in a clear, coherent and convincing manner
- Understand, analyse and respond to a range of written and spoken texts
- Write about works of literature in the target language

- Writing a text type that is clearly recognizable and appropriate:
  - Writing with appropriate conventions that are effective and evident to the text type
- Writing a convincing argument that has a very good and methodical development of ideas:
  - Writing with a consistently coherent and organized structure
  - Writing ideas that are very well expressed, relevant and engaging

**HL G12 & G11 students will be able to show their understanding through the Written Assignment by:**

- Writing a creative piece of 500-600 words plus a 150-250 word rationale, based on one or both of the literary texts read
- Writing a rationale that clearly and fully explains how the creative piece of writing is connected to the literary text(s) and explaining what his or her aims are and how he or she intends to achieve them.
- Writing a chosen text type for the creative piece of writing that is appropriate to the audience and purpose stated in the rationale, and is applying this consistently.
- Writing ideas that are organised and developed effectively
- Using language that is appropriate and effective
  - Showing a good range of vocabulary that is used appropriately
  - Using clear and effective complex sentence structures
  - Using effectively varied rhetorical devices

Phase 4	<p><b>At the end of Phase 4 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>· Request and provide information in a range of written contexts</li> <li>· Use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>· Understand and use language conventions accurately</li> <li>· Use appropriate register in formal and informal written communication.</li> </ul>	<p><b>Phase 4 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Writing 200-250 words</li> <li>· Writing a book report, a review or a simple cause-effect essay, newspaper article</li> <li>· Expressing thoughts and explaining reasons about topics of personal and some of global significance</li> <li>· Writing a formal letter</li> </ul>
Phase 3	<p><b>At the end of Phase 3 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Communicate information containing relevant ideas and some details in familiar and some unfamiliar situations</li> <li>· Request and provide information in familiar and some unfamiliar situations</li> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> <li>· Understand and use language conventions accurately</li> <li>· Use appropriate register in formal and informal written communication.</li> </ul>	<p><b>Phase 3 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Writing 200–250 words</li> <li>· Writing short narratives or recounts</li> <li>· Keeping a journal or diary</li> <li>· Expressing thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.</li> </ul>
Phase 2	<p><b>At the end of Phase 2 students will be able to:</b></p> <ul style="list-style-type: none"> <li>· Communicate information containing relevant ideas and some details in a limited range of familiar situations</li> <li>· Request and provide information in a limited range of familiar situations</li> </ul>	<p><b>Phase 2 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Writing 100–150 words</li> <li>· Writing a dialogue/role play about a familiar situation, with and without a writing frame or model</li> </ul>

	<ul style="list-style-type: none"> <li>· Use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>· Understand and use basic language conventions accurately</li> <li>· Use some aspects of register in formal and informal written communication.</li> </ul>	<ul style="list-style-type: none"> <li>· Expressing feelings and opinions in writing in simple format such as postcard, letter, email</li> <li>· Describing personal experiences and ideas about topics of personal interest and everyday life.</li> </ul>
Phase 1	<p><b><i>At the end of Phase 1 students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>· Communicate information in a limited range of everyday situations</li> <li>· Request and provide information in a limited range of everyday situations</li> <li>· Use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>· Understand and use basic language conventions accurately</li> <li>· Use some aspects of register in formal and informal written communication</li> </ul>	<p><b>Phase 1 students will be able to show their understanding by:</b></p> <ul style="list-style-type: none"> <li>· Writing 100–150 words</li> <li>· Writing simple phrases and sentences about an everyday situation using a model</li> <li>· Labelling familiar objects, people and writing words for classroom, school and home routines</li> <li>· Making simple statements to describe family members, everyday routines.</li> </ul>
4		
3		
2		
1		
K2		
K1		