



GSE TEACHER MAPPING BOOKLET

Alignment with the Global Scale of English
and the Common European Framework of Reference



GSE, Rise and Shine Learn to Read Level 1 – Published 2021



Build, Grow and Shine

Rise and Shine empowers every child to reach their potential and shine.

Built-in GSE Learning Objectives allow teachers to track, plan and measure each learner's progress. Child-friendly charts show their personal learning journey, promoting autonomy and responsibility. With a rigorous approach to formative assessment, every lesson is designed to help each child achieve their learning goals.

Appealing stories and real-life content create a world that young learners can relate to in their own lives. Well-structured activities develop future skills, such as collaboration and teamwork, communication, critical and creative thinking, and self-management.

Rise and Shine's unique mix of printed and digital components is designed for use in inclusive classrooms. Support for individual learning needs ensures learners grow in confidence and achieve their best, preparing them to become global citizens of tomorrow.

What's great about *Rise and Shine*?

- Clear progress and accessible learning outcomes
- Measurable progress that learners can see. Syllabus built off the GSE YL, which helps learners to understand exactly what they are learning and why.
- *I can shine* activity encourages learners to think about their progress against the key learning outcome for the unit stage.
- A step-by-step approach **builds confidence** in using English through a learning cycle of exposure, recognition, controlled practice and freer practice.
- **Supporting every learner to achieve and shine** through carefully planned lessons and character helpers.
- **Targeted support for teachers** to help all learners achieve their learning goals, while recognising that this will look different for different learners.

Plus

- 360° online games
- Assignable digital activities and tests
- Our World videos and story animations
- Themes from the Sustainable Development Goals

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardised scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR¹). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the topic area in which a language skill may surface but bearing in mind the context of the learner themselves. For example, the GSE Learning Objectives for Young Learners have been rated by Young Learner experts to demonstrate what can be expected of a Young Learner at that level, recognising that in most cases they will have had less exposure to authentic language and less opportunity to practice it in authentic contexts to the same depth/breadth as many adult learners. Also recognising that some topics will have more or less relevance for them compared to adult learners according to their daily routines and experience. All GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the same single scale.

This document provides an overview of the learning objectives that are covered in *Rise and Shine*. As the learning objectives focus specifically on language skills, some learning objectives will be used and practised multiple times, a reflection of the fact that in order for a learner to successfully learn and internalise a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter that skill in a variety of contexts. The content of *Rise and Shine* is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill but each skill is only listed once.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

- (C2018_A) CEFR – Companion Volume descriptor adapted or edited © Council of Europe
- (CSE_A) Eiken descriptor from the CSE, adapted or edited
- (P) New Pearson English descriptor

Rise and Shine is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEFR <A1 to A2+ (10–42 on the Global Scale of English). Each lesson guides learners to a ‘Can Do’ goal in line with the Global Scale of English and the Common European Framework ‘Can Do’ statements.

GSE	10	20	30	40	50	60	70	80	90	
Level 6										
Level 5										
Level 4										
Level 3										
Level 2										
Level 1										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Visit [pearsonenglish.com/gse](https://www.pearsonenglish.com/gse) to learn more about the Global Scale of English.

1 Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

The GSE in *Rise and Shine*

The four skills - listening, reading, speaking, and writing - are systematically developed within each level and across the course. *Rise and Shine* focuses on communication with simultaneous development of reading and writing skills. Special emphasis is placed on joining communicative competences to process and produce oral and written texts.

Key progress indicator chart

GSE range for Level 1: 10–22 (stretch 26)	Development indicator:
Speaking <i>Working towards: taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences.</i>	Talk about myself and my world
Learners can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (19)	Use a few single words to name or describe familiar people or objects or express basic opinions.
Learners can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (19)	Recognise familiar words in phrases, sentences and texts.
Learners can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (21)	Use simple words to take part in brief informational, instructional or transactional exchanges and/or conversations.
Learners can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (29)	Use a few words to briefly participate in a narrow range of everyday social exchanges.

To bridge any potential gaps and to facilitate learners' learning path, speaking skills have been broken down into **development indicators**. They capture discrete learning objectives that learners are aiming to acquire (e.g., *Recognise familiar words in phrases, sentences and texts.*). In *Rise and Shine* Teacher's Book, the development indicators have been listed alongside more granular learning objectives for every unit in the **key progress indicator charts**.

Breaking the skills down supports the development of related skills that build on one another and are at the right level, giving learners the best chance to learn and achieve.

Skills development

In *Rise and Shine*, the skills syllabus has been developed using the Global Scale of English (GSE) Learning Objectives and the GSE Skill Development Framework for Young Learners, which provides structured scaffolding to support teachers and learners.

At Level 1 LtR, the GSE range covered is 10–22 as **core** but includes learning objectives as high as 26 as a **stretch**.

Lesson 1 - Vocabulary

<p>Objectives</p> <ul style="list-style-type: none"> • Lesson aim: to recognise and name toys • Target language: ball, car, doll, elephant, robot, tablet, teddy bear, train • Recycled language: blue, brown, green, orange, red, yellow; It's (blue). • Receptive language: toy box <p>GSE</p> <ul style="list-style-type: none"> • Productive: Speaking: Can name a few everyday objects. • Receptive: Reading: Can recognise single, familiar, everyday words if supported by pictures. • Receptive: Listening: Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.
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Across the course, skills have been categorised into **receptive** and **productive**. In the Teacher's Book, each lesson starts with an **objectives box** where specific GSE learning objectives for that lesson are listed.

Having the Can-Do statements easily accessible helps teachers monitor their learners' progress and inform planning and teaching. In close connection to that, the Can-Do statements support assessment offering tools to effectively diagnose and apply remediation and/or stretch.

Remediation and stretch

Each stage of the unit has a clear and measurable outcome that learners can demonstrate in the *I can shine* task. These activities are specifically designed to consolidate learning from the stage. The *I can shine* tasks demonstrate to learners what they have learnt and how what they are learning contributes to the unit project. Using the **Achieve, Adjust, Exceed** guidelines, teachers can support every learner to shine:

- assess learners' performance in the *I can shine* task;

- if the learners need more support and practice, check the appropriate **GSE Learning Objectives list** on page 9 of this booklet.

I can shine! **Assess**

ACHIEVE The learner can ask a question *What's this?* And answer *It's a/an...*

ADJUST The learner can attempt part of the question and answer.

EXCEED The learner can add additional information about the toy in their answers, e.g. *It's a red car.*

- Refer to the lower spectrum of the GSE range (e.g. 10–15 in *Rise and Shine LtR Level 1*) to offer **remediation** and to review any problematic learning points;
- if the learners can complete the task successfully and if they demonstrate skills outside of the core GSE range, it is worth referring to the higher spectrum (e.g., 22–26 in *Rise and Shine LtR Level 1*) to provide **stretch**, and to ensure individual continuous progress over time.

The example below demonstrates how learners build towards the communicative goal of the *I can shine* task, i.e., asking and answering questions about animals. This goal is in line with the overall goal of Level 1 *LtR Speaking*, i.e., *Working towards: taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences.* (see Teacher's Book 1 Key progress indicator chart). Through carefully scaffolded activities, learners also develop their reading and writing skills along with speaking.

Lesson 4

1 Listen and find. 2 Listen and number. Say.

3 Listen and say.

Chant

Look at the flower. What can you see?
Is it a ladybird? No, it isn't.
Is it a bee? Yes, it is!

4 Draw, circle and write. Ask a friend.

1 bee / butterfly 2 _____

68 Vocabulary and structures Insects. Is it an (ant)? Yes, it is. / No, it isn't.

Lesson 5

1 Listen and tick (✓).

1 butterfly 2 ant 3 ladybird
 owl bee ant

2 Look and play.

What can you see?
Is it a butterfly?

No, it isn't.
I can see an owl.

3 Listen and say.

My sounds

s **f**

seven smiling frogs sitting by a flower!

I can shine!

4 Cut out and guess the animals.

It's small. It's red.

Yes, it is!

Is it an ant?

I can ask and answer about animals.

69 Communication Asking about animals, sounds s and f

Example from PB1 *LtR*, page 58–59: Working towards communication goal with gentle development of reading and writing skills.

- In Lesson 4 Activity 1, learners are presented with vocabulary in the context of a dialogue. Listening skills support the development of reading, in line with the GSE Reading LO: *Can combine single letter sounds to read simple words (18).*
- In Activity 2, listening supports the development of early writing as learners listen and number. More confident learners can trace words in line with the GSE Writing LO: *Can trace the lower-case letters of the alphabet (10) and Can trace and draw lines or words, particularly from left to right. (19).* Learners start working on their speaking skills by attempting to say (or repeat) the target vocabulary. This task fulfils the GSE Speaking LO: *Learners can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures (19).*

- In Activity 3, reading, listening and speaking are brought together for a fun practice task: learners can practise the target language in the safe environment of a chant.
- Activity 4 provides further speaking practice. Learners attempt to say the target question form with a view to master the GSE Speaking LO: *Can ask about the identity of an object using a basic phrase (e.g., 'What is it?') (21)*. In each activity, learners develop the skills needed to achieve their communicative goal in the *I can shine* task. Writing is developed gently and introduced with ample scaffolding, in line with the GSE Writing LOs list, the goal in this lesson being *Can copy some short familiar words presented in standard printed form (10)*, where opportunities for mark-making and tracing precede attempts at copying familiar words. The activity also provides reading practice as the learners move up the GSE Reading LOs list: *Can demonstrate understanding of a word by matching it to a picture (20)*.
- In Lesson 5 Activity 1, reading and early writing are further developed with support of listening. The level of difficulty is increased through an increased number of vocabulary items. Activity 2 and 3 provide further speaking and pronunciation practice so that learners feel more confident when they attempt to complete the final communicative task: asking and answering questions. This final task provides opportunity to work towards the GSE Speaking LOs: *Learners can produce very short, fixed expressions, using gestures and asking for help when necessary (21)* and *Can answer simple questions about objects (e.g., colour, size) (22)*.

Assessment

The *Rise and Shine* in-course assessment measures learners' ability to demonstrate mastery of the language and skills taught in the Pupil's / Student's Books in relation to specific GSE learning objectives. To ensure that learners are making progress through *Rise and Shine*, teachers can make use of regular formative testing to check learners have mastered learning outcomes and modify plans accordingly. The assessment tasks are rooted in learning outcomes from the corresponding units and can be used in tandem with the core course components to measure the extent to which learners have achieved these. The course offers an online assessment pack that enables teachers to check pre-requisite learning at the start of the course, provide feedback on the learner's level of achievement against learning outcomes, and identify misconceptions or areas where further remediation is needed. Based on learners' performance on the in-course tests, the remediation and stretch method can also be applied using the GSE Learning Objectives defined for *Rise and Shine LtR* Level 1 on page 9 of this booklet.

English Benchmark

Young Learners

Teachers, parents and learners value reliable means of measuring concrete progress in learning over time. *Rise and Shine LtR* Level 1 End of Level test includes key skills and activity types covered in English Benchmark Young Learners in order to prepare learners to take it the following year. As learners learn with *Rise and Shine*, English Benchmark Young Learners tests can be used to measure their progress over time. English Benchmark Young Learners is based on the Global Scale of English, helping teachers see and track learners' progress more easily. After learners have taken their test, recommendations are available on areas to focus on, to support improvement.

Tips for using the GSE with *Rise and Shine*

Please see some ideas on how to use the GSE when teaching with *Rise and Shine*:

- It is advisable to do the *Rise and Shine* diagnostic test at the start of the course. The test result provides a point of reference and helps to identify individual strengths and needs for support.
- The GSE Teacher Toolkit is an immensely helpful tool if more support is needed in any given skill at any stage of the course. The filtering and searching functions of the toolkit help to find which learning objectives to focus on and how to scaffold them for young learners within specific skill. For instance, if support is needed around speaking in *Rise and Shine Level 1 Ltr*, select the lower spectrum of the GSE range (e.g., 10–15). You will be presented with discrete learning objectives arranged according to the level of difficulty on the GSE scale. Take a moment to locate your target learning objective, e.g. *Can say how old they are using a basic phrase (12)*. Look at the learning objectives that are available as support, e.g. *Can use cardinal numbers up to ten (10)* and then: *Can introduce themselves using a basic phrase (11)*. With the GSE Teacher Toolkit, there is a number of support and remediation steps available that help achieve the chosen goal.

The screenshot shows the 'Choose category' interface of the GSE Teacher Toolkit. It features four tabs: 'Learning Objectives', 'Grammar', 'Vocabulary', and 'Text Analyzer'. The 'Learning Objectives' tab is active. Below the tabs, there are filters for 'Who are you teaching?' (set to 'Young Learners (6-14)'), 'Choose a range on the GSE / CEFR' (a scale from 10 to 90 with markers for <A1, A1, A2, A2+, B1, B1+, B2, B2+, C1, C2), 'Choose Skill' (set to 'Speaking'), and a search bar. The 'Show results' button is visible. Below the filters, the selected filters are displayed: 'Learner: Young Learners (6-14)', 'GSE: 10-15', and 'Skills: Speaking'. The 'Search results' section shows 16 results. A table lists the results with columns for 'LEARNING OBJECTIVES', 'SKILL', 'GSE', and 'CEFR'. The results are as follows:

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can use cardinal numbers up to ten. ⓘ	Speaking	10	<A1 (10-21)
<input type="checkbox"/> Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). ⓘ	Speaking	10	<A1 (10-21)
<input type="checkbox"/> Can name a few everyday objects. ⓘ	Speaking	10	<A1 (10-21)
<input type="checkbox"/> Can repeat single words if spoken slowly and clearly. ⓘ	Speaking	10	<A1 (10-21)
<input type="checkbox"/> Can use basic fixed expressions to greet people politely. (e.g. 'Good morning', 'Good evening'). ⓘ	Speaking	10	<A1 (10-21)
<input type="checkbox"/> Can say the letters of the alphabet. ⓘ	Speaking	10	<A1 (10-21)
<input type="checkbox"/> Can respond to a simple question with a gesture (e.g. a shake of the head) or yes/no answer. ⓘ	Speaking	11	<A1 (10-21)
<input type="checkbox"/> Can introduce themselves using a basic phrase (e.g. 'My name's ...'). ⓘ	Speaking	11	<A1 (10-21)
<input type="checkbox"/> Can ask someone their name using a basic phrase. ⓘ	Speaking	12	<A1 (10-21)
<input type="checkbox"/> Can say how old they are using a basic phrase. ⓘ	Speaking	12	<A1 (10-21)

At the bottom of the results section, there are 'Download' and 'Find coursebook' buttons, and a pagination control showing '1' and '2' with a 'Next page' link.

Similarly, if an extra challenge is needed for a fast finisher or a learner exceeding expectations, select the higher spectrum of the GSE range (e.g., 22–26). Take a moment to locate a starting point, i.e., a learning objective already mastered by your learner, e.g. *Can answer simple questions about objects (22)*. Look for learning objectives with a higher value in order to provide stretch / extra challenge, e.g. *Can describe the size of everyday objects using a basic phrase (23)*.

Choose category

Learning Objectives | Grammar | Vocabulary | Text Analyzer

Who are you teaching?
 Young Learners (6-14)

Choose a range on the GSE / CEFR
 10 22 26 30 36 43 51 59 67 76 85 90

Choose Skill
 Filter search results with a word or phrase...

Hide filters (3) | Clear all filters | Show results

Learner: Young Learners (6-14) | GSE: 22-26 | Skills: Speaking

Search results 39

Download | Find coursebook

LEARNING OBJECTIVES	SKILL	GSE	CEFR
<input type="checkbox"/> Can sing a basic song from memory.	Speaking	22	A1 (22-29)
<input type="checkbox"/> Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold').	Speaking	22	A1 (22-29)
<input type="checkbox"/> Can name items of clothing if supported by pictures.	Speaking	22	A1 (22-29)
<input type="checkbox"/> Can tell the time of day to within five minutes.	Speaking	22	A1 (22-29)
<input type="checkbox"/> Can take part in basic games that use fixed expressions or rhymes.	Speaking	22	A1 (22-29)
<input type="checkbox"/> Can answer simple questions about objects (e.g. colour, size).	Speaking	22	A1 (22-29)
<input type="checkbox"/> Can sing a simple song, if supported by pictures.	Speaking	22	A1 (22-29)
<input type="checkbox"/> Can ask someone the time.	Speaking	23	A1 (22-29)
<input type="checkbox"/> Can describe the size of everyday objects using a basic phrase (e.g. 'It's big').	Speaking	23	A1 (22-29)
<input type="checkbox"/> Can reproduce words from taught vocabulary lists.	Speaking	23	A1 (22-29)

1 | 2 | 3 | 4 | Next page

GSE Learning objectives

In this and the following pages of this book all of the key GSE Learning Outcomes for *Rise and Shine* have been grouped together and mapped against each lesson in the level. This is for ease of reference to see what areas you might want to focus on most for your teaching and your learners' learning and development. These tables are followed by a Progress Indicator reference table highlighting a particular skill.

Pupil's / Student's Book tables

Welcome to *Rise and Shine* Towers

GRAMMAR: Hi! / Hello! What's your name? I'm... / My name's... • It's a... It's + adjective.

VOCABULARY: numbers 1–10 • colours • classroom objects • classroom language

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	5, 6, 8, 9
	Can hear the initial sound in simple words. (P)	10	<A1 (10–21)	7
	Can follow short, basic classroom instructions, if supported by pictures or gestures. (P)	13	<A1 (10–21)	7, 9
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	7
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	7
	Can understand simple questions about personal information (e.g. name or age) if spoken slowly and clearly. (C2018A)	20	<A1 (10–21)	4
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	6
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	4
	Can use cardinal numbers up to ten. (P)	10	<A1 (10–21)	5
	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)	10	<A1 (10–21)	9
	Can introduce themselves using a basic phrase (e.g. 'My name's ...'). (P)	11	<A1 (10–21)	4
	Can ask someone their name using a basic phrase. (P)	12	<A1 (10–21)	4
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	7
	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10–21)	8, 9
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	7

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	6
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	5, 6, 9
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	8
	Can sing a basic song from memory. (P)	22	A1 (22–29)	5
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	7

Unit 1 Old toys, new toys

GRAMMAR: What's this? It's a / an... It's + adjective.

VOCABULARY: toys • adjectives

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	11, 15, 16, 17, 18
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	10, 14
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	15
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	14
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	12, 19
	Can get the gist of a simple song, if supported by gestures. (P)	21	<A1 (10–21)	12
	Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?'). (P)	22	A1 (22–29)	11, 13
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	12
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	14
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	10
	Can name a few everyday objects. (P)	10	<A1 (10–21)	10
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	14
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	16
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	12, 19
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	11, 12, 13, 19
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	14, 15, 16, 18
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	15
	Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018 _A)	21	<A1 (10–21)	17
	Can sing a basic song from memory. (P)	22	A1 (22–29)	11
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	19

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Speaking <i>Continued</i>	Can name everyday objects from spoken descriptions, if supported by pictures. (C2018 _A)	23	A1 (22–29)	15
	Can make a few basic requests related to immediate personal needs (e.g. 'Can I go to the toilet?', 'Can I have a pen, please?'). (P)	29	A1 (22–29)	17, 19
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (P)	29	A1 (22–29)	17

Unit 2 All kinds of families - Review 1

GRAMMAR: Who's this? This is my... • I've got (BrE) / have (AmE)

VOCABULARY: family • pets

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	20, 24, 26
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	25
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	24
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	25, 30
	Can understand short, simple instructions addressed slowly and clearly. (P)	20	<A1 (10–21)	30
	Can understand simple language related to naming and describing family members. (P)	21	<A1 (10–21)	21, 26, 27
	Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?'). (P)	22	A1 (22–29)	23
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	22
	Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures. (P)	26	A1 (22–29)	22
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	20, 26
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	25
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	24
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	28, 29
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	23, 30
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	24, 25, 29
	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)	19	<A1 (10–21)	27
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	21, 30
	Can give someone something using a basic fixed expression (e.g. 'Here you are.'). (P)	21	<A1 (10–21)	27
	Can sing a basic song from memory. (P)	22	A1 (22–29)	21

Unit 3 Amazing bodies

GRAMMAR: I've got (BrE) / have (AmE) • I can / can't

VOCABULARY: body parts • actions

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	36, 37, 38, 39
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	32
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	37
	Can recognise familiar words and phrases in short, simple songs or chants. (P)	18	<A1 (10–21)	36
	Can understand simple spoken commands as part of a game. (P)	18	<A1 (10–21)	39, 40
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	33
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	34
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	38
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	38
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	37
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	36
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)	16	<A1 (10–21)	39
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	35
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	37
	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	36, 38, 40, 41
	Can sing a basic song from memory. (P)	22	A1 (22–29)	33
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	33, 39, 40
	Can name common parts of the body. (P)	23	A1 (22–29)	32
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	40

Unit 4 Let's eat up - Review 2

GRAMMAR: I like / don't like • Do you like...? Yes, I do. / No, I don't.

VOCABULARY: food

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	42, 48
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	47
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	42, 43, 46
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	49, 52
	Can understand short, simple instructions addressed slowly and clearly. (P)	20	<A1 (10–21)	53
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	45, 47
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	44
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	48
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018A)	21	<A1 (10–21)	50
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	42, 48
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	47
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	46
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	42, 46
	Can say what food or drink they would like using single words and gestures. (P)	19	<A1 (10–21)	43, 46, 47, 48, 49, 50, 51, 52
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	45
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	47
	Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018A)	21	<A1 (10–21)	49, 50, 51
	Can sing a simple song, if supported by pictures. (P)	22	A1 (22–29)	43
	Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)

Unit 5 Nature around us

GRAMMAR: What can you see? I can see... • Is it a / an...? Yes, it is. / No, it isn't.

VOCABULARY: animals • mini-beasts

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	54
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	59
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	54, 58, 60
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	55, 59, 61
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	56
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	60
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018A)	21	<A1 (10–21)	54, 61, 62
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22–29)	57
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	54
	Can say how many things there are, up to ten. (P)	13	<A1 (10–21)	55
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	59
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	58
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	54, 55, 58
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	57, 60
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	63
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	59, 63
	Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018A)	21	<A1 (10–21)	63
	Can sing a basic song from memory. (P)	22	A1 (22–29)	55
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	59, 62
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	61
Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (P)	29	A1 (22–29)	61	

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	62
	Can write some familiar words. (P)	20	<A1 (10–21)	62

Unit 6 Let's dress up - Review 3

GRAMMAR: I'm wearing... • I'm + adjective.

VOCABULARY: clothes • feelings

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	64
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	69
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	64, 65, 68
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	69
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	70
	Can understand simple language related to naming and describing people's clothes. (P)	26	A1 (22–29)	66, 69, 70, 71, 74
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018A)	21	<A1 (10–21)	64, 74
	Can recognise simple words and phrases related to familiar topics if supported by pictures. (P)	23	A1 (22–29)	71
	Can recognise key words and basic phrases in short, simple cartoon stories. (P)	24	A1 (22–29)	66, 67
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	71
	Can understand simple sentences, given prompts. (P)	24	A1 (22–29)	75
Speaking	Can repeat single words if spoken slowly and clearly. (P)	10	<A1 (10–21)	64, 70
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	69
	Can recite a short, simple rhyme or chant. (P)	16	<A1 (10–21)	68
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	67, 74
	Can name items of clothing if supported by pictures. (P)	22	A1 (22–29)	64, 65, 69, 70, 71, 73, 75
	Can sing a basic song from memory. (P)	22	A1 (22–29)	65
	Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). (P)	22	A1 (22–29)	68, 69, 72
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	69

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	71, 74
	Can write some familiar words. (P)	20	<A1 (10–21)	68, 72
	Can write simple facts about themselves (e.g. name, age), given prompts or a model. (P)	22	A1 (22–29)	72
	Can write simple phrases with appropriate spacing between words. (P)	22	A1 (22–29)	73

Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	76
Speaking	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10–21)	77
	Can sing a basic song from memory. (P)	22	A1 (22–29)	77

Seasons

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	78, 79, 80, 81
Speaking	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	78, 79, 80, 81
	Can sing a basic song from memory. (P)	22	A1 (22–29)	78, 79, 80, 81

Progress Indicator table

Pupil's / Student's Book

PROGRESS INDICATOR	UNITS	PAGE(S)
Response to Spoken Prompts - Personal Response and Evaluation (Listening)	Welcome	7, 9
Listening Accuracy - Early Listening, Decoding, Phonics	Welcome, Unit 1, 2, 3, 4, 5, 6	7, 15, 25, 37, 47, 59, 69
Listening Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye	4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 32, 33, 34, 36, 37, 38, 39, 42, 43, 44, 45, 46, 47, 48, 49, 52, 54, 55, 56, 58, 59, 60, 61, 64, 65, 66, 68, 69, 70, 71, 74, 76, 78, 79, 80, 81
Listening Development - Genre and Style	Welcome, Unit 2, 3, 4	7, 30, 39, 40, 53
Reading Comprehension - Literal Comprehension	Unit 4, 5, 6	50, 54, 57, 61, 62, 64, 66, 67, 71, 74, 75
Spoken Acts - Functional Language	Welcome, Unit 2, Goodbye	4, 8, 9, 17, 19, 27, 68, 69, 72, 77
Spoken Acts - Responding and Evaluating	Unit 1	12, 19
Spoken Acts - Transactional Language	Welcome, Unit 1, 2, 4, 5	4, 8, 15, 17, 21, 27, 30, 47, 59, 61, 63
Spoken Processes and Strategies - Compensatory, Performing and Participatory	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Seasons	5, 7, 11, 14, 19, 21, 24, 33, 36, 39, 40, 43, 46, 55, 58, 65, 68, 69, 77, 78, 79, 80, 81
Spoken Production - Complexity of Speech	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Seasons	4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 28, 29, 30, 32, 35, 36, 38, 37, 39, 40, 41, 42, 43, 46, 47, 48, 45, 49, 50, 51, 52, 54, 55, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 71, 73, 74, 75, 78, 79, 80, 81
Written Accuracy and Appropriacy - Handwriting and Presentation	Unit 4, 5, 6	48, 50, 62, 71, 73, 74
Written Product - Text Complexity	Unit 5, 6	62, 68, 72

Activity Book / Workbook tables

Welcome to *Rise and Shine* Towers

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand the main information when people introduce themselves (e.g. name, age, where they are from). (P)	19	<A1 (10–21)	2
Speaking	Can give key information to introduce themselves (e.g. name, age, where they are from). (P)	15	<A1 (10–21)	2, 3
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	2
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	3

Unit 1 Old toys, new toys

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	8
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	5
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	7
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	6
Reading	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects). (P)	23	A1 (22–29)	4
Speaking	Can name a few everyday objects. (P)	10	<A1 (10–21)	4, 5
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	5, 6
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	6, 7, 8, 9, 10
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	9, 11
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	9
	Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018 _A)	21	<A1 (10–21)	10

Unit 2 All kinds of families - Review 1

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	16
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	16
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	18, 20, 21
	Can understand short, simple instructions addressed slowly and clearly. (P)	20	<A1 (10–21)	21
	Can understand simple language related to naming and describing family members. (P)	21	<A1 (10–21)	13
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly. (P)	24	A1 (22–29)	15
	Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures. (P)	26	A1 (22–29)	14
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	16
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)	17	<A1 (10–21)	14
	Can name everyday objects, animals or people around them or in pictures using single words. (P)	18	<A1 (10–21)	17, 19
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	13, 14, 15, 20
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)	19	<A1 (10–21)	13, 14
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	21
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	20
	Can answer simple questions about things they have, in a basic way. (P)	24	A1 (22–29)	16
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (P)	29	A1 (22–29)	21

Unit 3 Amazing bodies

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)	15	<A1 (10–21)	26
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	26
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	23
	Can follow basic instructions to colour, draw or make something. (P)	19	<A1 (10–21)	28
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	24
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	26
	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	23, 29
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	24
	Can use language related to basic actions (e.g. clap, stamp, jump, walk). (P)	21	<A1 (10–21)	26, 27, 28
	Can name common parts of the body. (P)	23	A1 (22–29)	22
	Can talk about things they can or can't do using a simple fixed expression. (P)	28	A1 (22–29)	25, 26

Unit 4 Let's eat up - Review 2

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	34
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)	19	<A1 (10–21)	31, 34
	Can understand simple phrases about likes and dislikes. (P)	23	A1 (22–29)	36
	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P)	24	A1 (22–29)	44
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)	25	A1 (22–29)	38
Reading	Can recognise simple words and phrases related to familiar topics if supported by pictures. (P)	23	A1 (22–29)	31
	Can understand simple sentences, given prompts. (P)	24	A1 (22–29)	39
	Can understand basic information about people's likes and dislikes, if supported by pictures. (P)	26	A1 (22–29)	38
Speaking	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	34
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	30, 35
	Can say what food or drink they would like using single words and gestures. (P)	19	<A1 (10–21)	31, 32, 33, 34, 35, 36, 37, 38
	Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018 _A)	21	<A1 (10–21)	35
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	30, 31, 33, 36, 38, 39

Unit 5 Nature around us

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	44
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	41, 44
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018A)	21	<A1 (10–21)	40, 45
	Can recognise simple words and phrases related to familiar topics if supported by pictures. (P)	23	A1 (22–29)	43
Speaking	Can say how many things there are, up to ten. (P)	13	<A1 (10–21)	41
	Can say the sounds of the alphabet, if supported by pictures. (P)	13	<A1 (10–21)	44
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)	18	<A1 (10–21)	40
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)	19	<A1 (10–21)	45, 47
	Can describe objects in a basic way (e.g. colour, size). (P)	25	A1 (22–29)	41, 42
	Can describe the position of objects or people in a basic way, using pictures or gestures. (P)	26	A1 (22–29)	45
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.')	29	A1 (22–29)	45
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	43, 46
	Can trace individual letters. (P)	10	<A1 (10–21)	44
	Can write some familiar words. (P)	20	<A1 (10–21)	40, 43

Unit 6 Let's dress up - Review 3

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)	16	<A1 (10–21)	52
	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	49, 52, 56
Reading	Can recognise single, familiar everyday words if supported by pictures. (C2018A)	21	<A1 (10–21)	48, 54
	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects). (P)	23	A1 (22–29)	48
	Can recognise simple words and phrases related to familiar topics if supported by pictures. (P)	23	A1 (22–29)	49, 56
	Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)	24	A1 (22–29)	51, 57
Speaking	Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures. (P)	19	<A1 (10–21)	50, 52
	Can say single sounds represented by combinations of letters. (P)	20	<A1 (10–21)	52
	Can name items of clothing if supported by pictures. (P)	22	A1 (22–29)	49, 50, 52, 53, 57
	Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). (P)	22	A1 (22–29)	54
	Can take part in basic games that use fixed expressions or rhymes. (P)	22	A1 (22–29)	55, 56
Writing	Can copy some short familiar words presented in standard printed form. (P)	10	<A1 (10–21)	51, 53
	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	54
	Can write some familiar words. (P)	20	<A1 (10–21)	48, 55, 56, 58
	Can write simple phrases with appropriate spacing between words. (P)	22	A1 (22–29)	50
	Can write simple facts about themselves (e.g. name, age), given prompts or a model. (P)	22	A1 (22–29)	57

Goodbye

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can identify everyday objects, people or animals in their immediate surroundings or in pictures from short, basic descriptions (e.g. colour, size), if spoken slowly and clearly. (P)	19	<A1 (10–21)	58
Reading	Can understand the relationship between words from the same vocabulary set (e.g. colours, foods, classroom objects). (P)	23	A1 (22–29)	58
	Can recognise simple words and phrases related to familiar topics if supported by pictures. (P)	23	A1 (22–29)	58
Speaking	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)	10	<A1 (10–21)	59
	Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)	21	<A1 (10–21)	59
	Can answer simple questions about objects (e.g. colour, size). (P)	22	A1 (22–29)	59
	Can sing a basic song from memory. (P)	22	A1 (22–29)	59
Writing	Can label simple pictures related to familiar topics by copying single words. (P)	16	<A1 (10–21)	59

Seasons

SKILL	GSE DESCRIPTOR	GSE	CEFR	PAGE(S)
Listening	Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly. (P)	10	<A1 (10–21)	60, 61
	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)	16	<A1 (10–21)	61
Writing	Can trace individual letters. (P)	10	<A1 (10–21)	60, 61

Progress Indicator table

Activity Book / Workbook

PROGRESS INDICATOR	UNITS	PAGE(S)
Response to Spoken Prompts - Personal Response and Evaluation (Listening)	Unit 2, 3	21, 28
Listening Accuracy - Early Listening, Decoding and Phonics	Unit 2, 3, 4, 5, 6	16, 26, 34, 44, 52
Listening Comprehension - Literal Comprehension	Welcome, Unit 1, 2, 3, 4, 5, 6, Goodbye, Seasons	2, 5, 6, 7, 8, 13, 14, 15, 16, 18, 20, 21, 23, 24, 26, 31, 34, 36, 38, 41, 44, 49, 52, 56, 58, 60, 61
Reading Comprehension - Literal Comprehension	Unit 4, 5, 6, Goodbye	31, 38, 39, 40, 43, 45, 48, 49, 51, 54, 56, 57, 58
Reading Development - Vocab and Language Development	Unit 1, 6, Goodbye	4, 48, 58
Spoken Acts - Functional Language	Welcome, Goodbye	2, 3, 59
Spoken Acts - Responding and Evaluating	Unit 1, 2	5, 6, 14
Spoken Acts - Transactional Language	Welcome, Unit 1, 2, 5, Goodbye	2, 9, 13, 14, 16, 20, 21, 45, 59
Spoken Processes and Strategies - Participatory	Unit 6	55, 56
Spoken Processes and Strategies - Performing	Goodbye	59
Spoken Production - Complexity of Speech	Welcome, Unit 1, 2, 3, 4, 5, 6	3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 44, 45, 47, 49, 50, 52, 53, 54, 57
Written Accuracy and Appropriacy - Handwriting and Presentation	Unit 4, 5, 6, Goodbye, Seasons	30, 31, 33, 36, 38, 39, 43, 44, 46, 50, 51, 53, 54, 59, 60, 61
Written Product - Text Complexity	Unit 5, 6	40, 43, 48, 55, 56, 57, 58

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