

Global Scale of English Learning Objectives



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The GSE Learning Objectives for Young Learners are truly ground-breaking. They closely reflect the world of young language learners, allowing them and those who work with them to set aims and track progress in a motivating and instructive way.”

*Angela Hasselgreen,
Professor of Language Didactics,
University of Bergen, Norway*

Global Scale of English Learning Objectives: making learning more effective

This document introduces the Global Scale of English (GSE) Learning Objectives for Young Learners. These Learning Objectives have been developed by Pearson English over a number of years in collaboration with teachers, ELT authors and language experts from around the world. They form the backbone of our mission to ensure that our products and services have a positive and measurable impact on learners' lives.

In order to learn English as effectively and efficiently as possible, a learner needs to know three things:

- What level is my English?
- Am I making progress?
- What should I aim to learn next to meet my long-term goals?

To answer these three questions, learners and teachers need the following as part of an overall English learning ecosystem:

- A clear and precise definition of what it means to be at a particular 'level' of proficiency
- English teaching and learning materials which are aligned to the 'level' definitions
- An assessment tool designed to profile a learner's proficiency across all four skills: reading, writing, speaking and listening

The GSE Learning Objectives form part of the first point above: providing an accurate definition of what it means to be at a particular 'level' on a scale of English language proficiency.



The Global Scale of English represents the most significant advance in performance-based approaches to language learning, teaching and assessment since the development of the Common European Framework of Reference.”

David Nunan Ph.D., Professor Emeritus of Applied Linguistics, University of Hong Kong

Five sets of GSE Learning Objectives have been developed to meet the needs of specific audiences: Pre-Primary (aged under 6 years old), Young Learners (6-14), General Adult Learners, learners of Academic English and Professional English.

For more information about our work in this field, please visit pearsonenglish.com/gse.

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving more granular insight into learning progress.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of proficiency levels.

The GSE Learning Objectives are mapped to the Global Scale of English and describe what a learner can do at different levels of proficiency on the scale. Using the Global Scale of English, teachers can match a student to the right course materials to suit their exact level and learning goals.

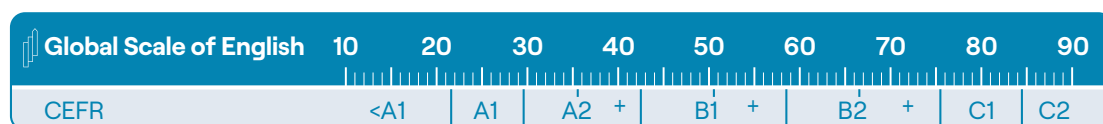
For more information about how using the Global Scale of English can support planning and teaching, assessment of your learners, and in creating additional materials to supplement your core programme please go to pearsonenglish.com/gse.

Extending the CEFR to Young Learners

The project to develop GSE Learning Objectives builds upon the research carried out by Brian North (North, 2000) and the Council of Europe in creating the Common European Framework of Reference for Languages (CEFR, Council of Europe, 2001). This research targeted adult and young adult learners and provides a solid framework for extending the set of learning objectives to include additional learning objectives (Can Do statements) specific to particular adult audiences. As part of the GSE project, we have developed additional GSE Learning Objectives for both Academic and Professional English.

The CEFR, however, was never created with the youngest learners in mind, although many have tried to adapt it with varying degrees of success. This is why we at Pearson English have carried out new research, following the model of the CEFR, to create a similar proficiency framework that specifically targets learners aged 6–14.

The Global Scale of English itself has been aligned to the CEFR following the psychometric principles and procedures used in developing the CEFR – and all new GSE Learning Objectives for Young Learners are given a GSE value on this same scale. In this way, learners can chart their proficiency and progress across ages and stages of development – from primary school to higher education and learning in the workplace.



In developing the GSE Learning Objectives for Young Learners, we have created learning objectives that support a granular definition of language proficiency – enabling teachers to establish clear learning goals for their students, parents to understand more clearly what their children are learning, and perhaps most importantly, ensuring that learners are aware of the small increases being made in their proficiency. All students – and especially young learners – are much more motivated when they can see that progress is being made.

Creating a proficiency framework for Young Learners

The research project to create a proficiency framework for young learners has focused on the age group 6–14 studying English as a second language in the classroom environment. This document outlines our findings to date and forms part of an ongoing research project.

We are aware that many tasks are inaccessible to young learners not only until they reach a certain level of English but also until they reach a certain stage of cognitive development. Moreover, there isn't a simple correspondence between chronological age and stage of cognitive development – it varies from individual to individual. The current findings reported in this document do not take into account cognitive development in young learners. Our initial research, however, suggests a high degree of correlation between the difficulty of a learning objective on the Global Scale of English and the age at which teachers think that children can perform the task. This makes intuitive sense, given that cognitive development largely equates with greater ability to think in an abstract and symbolic way, and that the higher-level descriptors are usually related to abstract and symbolic, rather than concrete tasks. This is, however, an area that still requires further research.



Pearson's CEFR-based descriptors of what young learners can do are a unique contribution to assessing young learners. The professional community now has the opportunity to apply them to see how they can help advance the field."

Professor Marianne Nikolov, Director of the Doctoral School of Linguistics, University of Pécs, Hungary

Young and adult learners: similarities and differences

The GSE Learning Objectives for Young Learners are aimed at learners of English aged from 6 to 14 who are studying English as a foreign language and/or using English as a medium of instruction for one or more school subjects. They are generic, in the sense that they are applicable to all learners in the domain of primary and secondary education, whether the learners are studying English as a subject in itself or as a medium of instruction for other subjects.

The GSE Learning Objectives for Young Learners differ from the CEFR and the three sets of GSE Learning Objectives for Adults in two important ways:

1. The learners are developing intellectually and cognitively at the same time as they are learning English, unlike adult learners, who have already reached full cognitive development when they start.
2. Whilst adults can use English in the same contexts as they use their native languages (work, travel, socialising, entertainment, etc.), children mainly use English in the classroom – particularly if they are studying in a country where English is not widely spoken, and their parents do not speak English.

Context of use: classroom v. real world

Following the intentions of the CEFR, two practical assumptions guided the creation of the GSE Learning Objectives for adult learners:

- i. that learners generally have goals for their language learning and aim to apply their skills in the real world, even though these skills may be acquired in a classroom, and
- ii. that the development of the ability to function effectively in an English-speaking setting is one of learners' main underlying motivations – if not their only motivation.

This means that for adult learners the classroom setting can be treated for both instruction and assessment purposes as a surrogate for the real world. Adults already have all the extra-linguistic knowledge, experience and skills needed to perform a wide range of real-world tasks; they just have to 'graft on' the necessary second language skills.

For young learners, however, the classroom does not function as a surrogate for real-world language use, at least initially, and is generally the main context in which they use English. Classroom activities like games and songs form a large part of the initial curriculum for the youngest learners (before they move on to more real-world surrogate activities), and teachers often look at their pupils' performance in these when assessing their progress.

Early language development and 'scaffolding'

It has been widely accepted since the days of Vygotsky (1978) and Wood, Bruner & Ross (1976) that children require active support and engagement from adults in order to develop in terms of language and cognition. Teachers will generally 'scaffold' tasks for younger children; creating structures and frameworks around them which are progressively removed or loosened as the child grows in proficiency. This detailed support, which young learners need and which adults can generally do without, is reflected in the GSE Learning Objectives for Young Learners.

This support can take many forms, according to the child's age and level of English and the nature of the language task; for example, step-by-step prompts to support a dialogue, or texts with gaps for completion. We have avoided using generic terms like 'support' and 'scaffolding' in the descriptors, choosing instead to specify the support involved (e.g. "if provided with pictures", "given a model"). The degree and nature of support becomes a factor in assessing the difficulty of the task and hence the level of English required to perform it. The same task may occur several times, with several different degrees of 'support'. This accurately reflects the way in which young learners progressively acquire mastery of English.



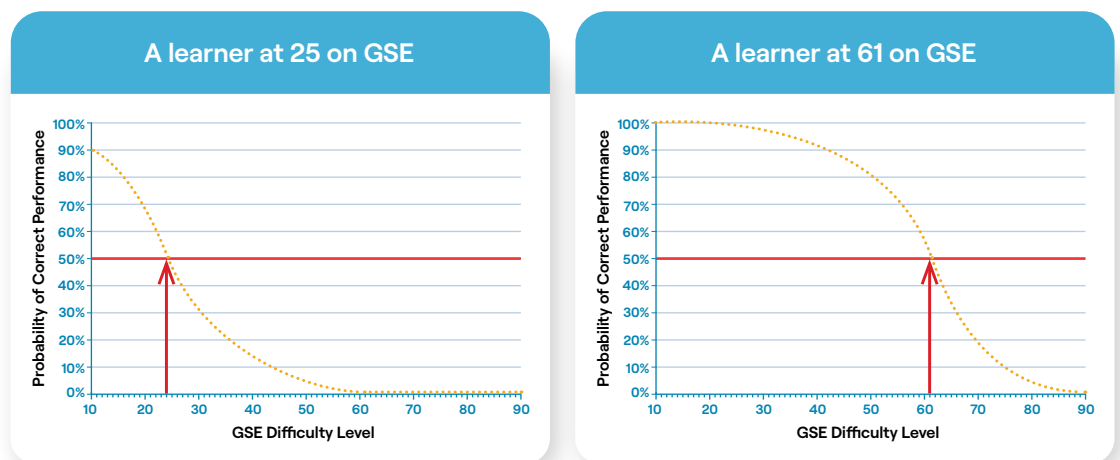
The GSE for Young Learners is a major breakthrough in the world of ELT, both for teaching and assessing students, since it clearly shows how Young Learners make progress in their different learning paths."

Leonor Corradi, Lecturer in English Language Education at the IES en Lenguas Vivas Juan Ramón Fernández and ISP Joaquín V. González, Buenos Aires, Argentina

What it means to be at a level

Learning a language is not like learning mathematics or electrical engineering, where each topic builds upon a previous one in a sequence. Language learning is not necessarily sequential, and a learner might be strong in one area, where they have had a lot of practice or a particular need or motivation, but quite weak in another.

For that reason, to say that a learner is 'at' a certain level on the Global Scale of English does not mean they have necessarily mastered every GSE Learning Objective for every skill up to that point. Neither does it mean that they have mastered none at a higher GSE value. If a student is assessed as being at 61 on the scale, **it means s/he has a 50% probability of being able to perform GSE Learning Objectives at that level**, a greater probability of being able to perform GSE Learning Objectives at a lower level, and a lower probability of being able to perform GSE Learning Objectives at a higher level. Language learning is unique to every individual.



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Young Learners descriptors will not only be an indispensable assessment tool for young learners but also a powerful instructional tool for them as well.”

Yuko Goto Butler, Associate Professor of Educational Linguistics, University of Pennsylvania, and the Director of Teaching English to Speakers of Other Languages (TESOL) Program

Informing teaching materials

Authors, editors and teachers are increasingly aware of the need to be learner-focused and to create syllabuses and courses that reflect learner needs and expectations. The GSE Learning Objectives for Young Learners constitute a detailed and graded model of student target performance across a range of skills and domains.

Pearson content writers are using the GSE Learning Objectives for Young Learners as the foundation for the development of all new teaching and learning materials. The GSE range of the learning objectives used to create the core book content is shown on the back of the coursebooks.

In the example below, taken from *Rise and Shine* (Level 2), the GSE Learning Objectives have been used as follows:

Lesson 4

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

play tennis ☐ play football ☐

play the guitar ☐ play a board game ☐

3 Listen, read and say.

Chant

Can he play tennis? Yes, he can. / No, he can't.

Can she play tennis? Yes, she can!
Can he play football? No, he can't!
But he can play the guitar. Yes, he can!

4 Ask and answer. Complete. Then say.

My friend

Can he / she play football? _____

Can he / she play a board game? _____

46 Vocabulary and structures Activities with play; Can (he) play (tennis)? Yes, (he) can. / No, (he) can't.

Lesson 5

1 Listen and tick (✓) or cross (x). Say.

2 Look and play. Add one more.

3 Listen, write and say.

My sounds

She can't ride a bike but she can play a game!

I can shine!

4 Cut out, write and play.

Can you skip? Yes, I can! Can he skip?

No, he can't but he can climb!

I can ask and answer about what others can do.

47 Communication Talking about what people can do; sounds a and i

Example from Pupil's Book 2, pages 46–47: Working towards a communication goal with simultaneous development of reading and writing skills.

- In Lesson 4, Activities 1 and 2, learners are presented with vocabulary in the context of a dialogue. Listening skills are supported by pictures, in line with the GSE Learning Objective for Listening: *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 writing and speaking practice. Learners attempt to answer the questions in writing with a view to mastering the GSE Learning Objective for Listening: *Can copy short sentences containing only familiar words, if presented in standard printed form (13).*
- In Lesson 5 Activity 1, further listening skills are developed with the support of pictures: *Can understand what people say they can or can't do from simple sentences spoken slowly and clearly (28).*

GSE Summary Descriptions

The following summary descriptions describe what a young learner can be expected to know at different levels on the GSE. These descriptions were used to support teachers who were rating new GSE Learning Objectives for Young Learners.

GSE 10–21 (below A1)

The Global Scale of English 10–21 is equivalent to the pre-A1 level on the CEFR. At this level learners are developing awareness of the sound system of English as distinct from the sound system of their first language; of sound-symbol relationships in English; of the alphabet and print conventions in English (e.g. capitalisation and basic punctuation) and spelling of simple words.

They need extensive support in the form of simplified input, slow clearly articulated speech, repetition, and help with meaning, e.g. pictures, objects, gestures or translation.

At this level, learners

- Can understand very short simple utterances related to immediate needs, basic personal details or topics of immediate personal relevance, when spoken slowly and clearly.
- Can communicate using a basic range of memorised words and short phrases as well as gestures and actions.
- Can use basic social formulae e.g. greetings, thanks and apologies.
- Can copy familiar words and short phrases.

GSE 22–29 (A1)

The Global Scale of English 22–29 is equivalent to the A1 level on the CEFR. At this stage, learners begin to generate basic language independently, rather than relying solely on memorised chunks. They have a basic repertoire of mostly concrete words, simple phrases and functional language related to personal details, routine everyday situations, and very familiar topics, including topics related to school subjects. As Basic users, they are dependent on simplified input, clear, slow speech and structured support e.g. visuals, cues, prompts, written models etc.

At this level, learners

- Can understand and use a basic range of words, simple phrases and everyday standard expressions related to personal information and very familiar topics.
- Can follow slow, clearly articulated speech, with pausing and repetition by the other person.
- Can understand most of what is said if delivered clearly, slowly and directly in simple routine everyday exchanges.
- Can communicate using simple phrases, basic sentence patterns and fixed expressions.
- Can answer simple questions on familiar topics using a few words or short sentences.
- Can interact in a simple way provided the other person talks slowly, repeats or paraphrases as necessary and helps them to formulate what they want to say.
- Can write phrases and simple isolated sentences and very short, simple texts on familiar topics.

GSE 30–35 (A2)

The Global Scale of English 30–35 is equivalent to the A2 level on the CEFR. As Basic users, learners still need simplified language input and structured support as they broaden their knowledge and understanding of English. They continue to be mostly dependent on the other speaker modifying their speech in terms of speed and clarity in order to make comprehension and meaningful interaction possible, but show increasing control and confidence.

At this level, learners

- Can understand and use a range of simple phrases and expressions that they hear or read related to areas of personal relevance, familiar topics and topics related to other subjects of study.
- Can follow short, simple social exchanges spoken slowly and clearly.
- Can communicate limited information related to everyday situations.
- Can ask and answer questions about everyday life and activities in a simple way.
- Can describe people, places and possessions in simple terms.
- Can produce very simple paragraph-length connected texts on familiar topics (up to 50 words).

GSE 36–42 (A2+)

The Global Scale of English 36–42 is equivalent to the higher end of A2 level on the CEFR, or A2+. At the A2+ level, learners are on the verge of being classed as Independent users, and are becoming less dependent on the other speaker to modify their language to make communication possible. What distinguishes A2+ level is the ability to participate more actively in simple, predictable routine social exchanges, although some help is still necessary, and the ability to sustain longer monologues. They can make themselves understood, exchange information and express ideas on familiar topics in simple terms using a limited range of grammar structures and sentence patterns, with less need for support.

At this level, learners

- Can understand and use simple language related to aspects of their environment, past activities and experiences and general topics.
- Can understand slow, clear standard speech on familiar matters, with some repetition or reformulation by the other person.
- Can initiate, maintain and close simple, restricted face-to-face conversations in predictable everyday situations.
- Can exchange information and express ideas on familiar topics in simple terms, provided the other person helps if necessary.
- Can write simple structured paragraphs and short, simple texts of more than one paragraph.

GSE 43–50 (B1)

The Global Scale of English 43–50 is equivalent to B1 level on the CEFR. At this stage, learners are becoming increasingly independent. Key features at this level are the ability to maintain interaction and communicate what they want to in a range of contexts, and to cope in less predictable situations. They can produce longer, more complex sentences and together with a growing lexical range, they are developing the grammatical and lexical means to organise discourse.

At this level, learners

- Can understand the main points of clear standard speech on familiar matters regularly encountered in school, free time etc.
- Can enter unprepared into conversation, express personal opinions on familiar topics and interact in predictable everyday situations.
- Have a sufficient range of language to describe experiences and events, dreams, hopes and ambitions in some detail, and briefly give reasons and explanations for statements, opinions and plans.
- Can follow much of everyday conversation if speakers avoid very idiomatic usage.
- Can talk about a prepared topic and cope with limited questions.
- Can produce simple, connected texts with basic structure on a range of topics that are familiar or of personal interest.

GSE 51–58 (B1+)

The Global Scale of English 51–58 is equivalent to the higher end of B1 level on the CEFR, or B1+. What distinguishes the B1+ level is that learners can deal with a wider range and greater quantity of information. This is because they are developing a growing range of structures and vocabulary with which they can express themselves.

At this level, learners

- Can understand a large part of many TV programmes on familiar topics.
- Can summarise and give their opinion about a short story, article, talk or discussion, and answer further questions about details.
- Can exchange information on routine and non-routine matters.
- Can write short, simple essays with basic structure on familiar topics.

GSE 59–67 (B2)

The Global Scale of English 59–67 is equivalent to B2 level on the CEFR. Some younger learners at the higher end of B1+ may be able to perform some skills at B2 level with appropriate support.

Learners at this level can:

- Understand main ideas of increasingly complex texts on both concrete and abstract topics.
- Interact with a greater degree of fluency and spontaneity.
- Produce clear, detailed text on a range of subjects.
- Explain a viewpoint on a topical issue and give some advantages and disadvantages of different options.

Sources and origins of the Learning Objectives

Most of the communicative descriptors that make up the GSE Learning Objectives for Young Learners were created for this project, following the model of the descriptors contained in the CEFR (Council of Europe, 2001). Some, however, are adapted versions of learning objectives from other sources.

The GSE Learning Objectives for Young Learners are coded for purposes of copyright and to show their origin:

(C _A)	Common European Framework descriptor, adapted or edited, © Council of Europe
(C2018 _A)	CEFR – Companion Volume descriptor adapted or edited, © Council of Europe
(CSE _A)	Eiken descriptor from the CSE, adapted or edited. CSE is the Common Scale for English developed by the Eiken foundation of Japan
(P)	Pearson descriptor

GSE Learning Objectives

Reading

GSE 10–21/Below A1: Reading

10	Can identify some known letters in words. (P)
	Can recognise the use of a question mark to signal a question. (P)
	Can recognise the letters of the alphabet in upper and lower case. (P)
12	Can read cardinal numbers up to ten written as words. (P)
13	Can point to the title of a book on a cover. (P)
	Can recognise cardinal numbers up to ten when written as words in short texts. (P)
14	Can read a text in the correct direction, from left to right and from the top of the page to the bottom. (P)
	Can identify the initial sound in simple words. (P)
15	Can recognise some words that are similar in their first language. (P)
17	Can understand basic sentences introducing someone (e.g. 'name', 'age'). (P)
	Can recognise a range of basic everyday nouns and adjectives (e.g. 'colours', 'numbers', 'classroom objects'). (P)
18	Can combine single letter sounds to read simple words. (P)
	Can recognise cardinal numbers up to 50 written as words. (P)
	Can recognise different basic words or phrases used for a similar purpose (e.g. 'hi' / 'hello') to greet someone. (P)
19	Can understand basic time words e.g. 'days of the week', 'months of the year.' (P)
	Can recognise familiar names, words and very basic phrases on simple notices and signs. (P)
20	Can demonstrate understanding of a word by matching it to a picture. (P)
	Can recognise basic plural forms of common nouns (e.g. 'cars', 'books'). (P)
	Can understand some simple, everyday signs (e.g. 'car park', 'station', 'bathroom'). (C2018 _A)
	Can understand very short, simple, instructions on everyday signs (e.g. 'No parking', 'No food or drink'). (C2018 _A)
21	Can recognise some frequent everyday words. (P)
	Can recognise basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)
	Can identify the individual vowel and consonant sounds in simple words, if supported by pictures. (P)
	Can recognise single, familiar everyday words if supported by pictures. (C2018 _A)

GSE 22–29/A1: Reading

22	Can recognise some familiar words related to themselves and their family (e.g. 'girl', 'brother'). (P)
	Can recognise ordinal numbers up to 20 written as words. (P)
	Can understand simple contractions (e.g. 'I'm', 'he's', 'we're'). (P)

- 23 Can read sentences correctly from left to right. (P)
- Can understand basic written instructions for classroom activities (e.g. 'Read and match'). (P)
- Can identify familiar words in short, simple texts. (P)
- Can recognise cardinal numbers up to 100 written as words. (P)
- Can understand the relationship between words from the same vocabulary set (e.g. 'colours', 'foods', 'classroom objects'). (P)
- Can understand short, simple descriptions of familiar places, if supported by pictures. (P)
- Can guess the meaning of a word from an accompanying picture. (C2018_A)
- Can recognise simple words and phrases related to familiar topics if supported by pictures. (P)
- 24 Can use knowledge of alphabetical order to find words in a dictionary. (P)
- Can understand basic sentences naming familiar everyday items, if supported by pictures. (P)
- Can understand simple sentences, given prompts. (P)
- Can recognise key words and basic phrases in short, simple cartoon stories. (P)
- Can find proper names (e.g. 'people', 'places', 'nationalities') in short, simple texts by looking for capital letters. (P)
- Can understand basic phrases in short, simple texts. (P)
- 25 Can recognise words or phrases that are repeated in a short text or poem. (P)
- Can understand a simple text if supported by pictures. (P)
- Can understand a few simple phrases related to familiar, everyday activities. (P)
- Can distinguish between a negative statement and a positive statement. (P)
- Can understand simple sentences about the weather, if supported by pictures. (P)
- Can identify individual sounds within simple words. (P)
- 26 Can identify repeated words or phrases in a short text. (P)
- Can understand basic sentences describing someone's physical appearance, (e.g. 'eye/hair colour', 'height'), if supported by pictures. (P)
- Can understand basic sentences about things people have, if supported by pictures. (P)
- Can link letters and sounds when reading words. (P)
- Can follow simple dialogues in short illustrated stories, if they can listen while reading. (P)
- Can understand basic information about people's likes and dislikes, if supported by pictures. (P)
- 27 Can follow short, simple written directions (e.g. 'go from X to Y'). (C2018_A)
- Can guess what a story or text is about from the pictures. (P)
- Can understand short, simple descriptions of objects, people and animals if supported by pictures. (P)
- Can understand the information in a simple school timetable giving days and times of classes. (P)
- Can understand basic sentences describing familiar everyday items (e.g. 'colour', 'size'), if supported by pictures. (P)
- Can understand simple informational material containing familiar words, if supported by pictures (e.g. 'a menu with pictures of food'). (C2018_A)
- Can understand basic sentences about where things, animals or people are. (P)

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- 28 Can recognise familiar words on product labels. (P)
-
- Can get the gist of a very simple illustrated story. (P)
-
- Can read the time when written as words. (P)
-
- Can follow basic instructions for making something (e.g. 'a mask', 'a clock'), if supported by pictures. (P)
-
- 29 Can combine a range of letter sounds to read some common words (e.g. 'sing', 'high'). (P)
-
- Can guess what happens next in a story from the pictures. (P)
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- Can infer basic information about a character's preferences from pictures. (P)
-
- Can understand short, simple messages about when and where to meet. (C2018_A)
-
- Can understand short, simple illustrated narratives about everyday activities. (C2018_A)
-
- Can recognise ordinal numbers up to 50 written as words. (P)
-
- Can translate simple words and phrases with the help of a bilingual dictionary. (C2018_A)
-
- Can understand basic key words in short notes or messages. (P)
-

GSE 30–35/A2: Reading

- 30 Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures. (P)
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- Can understand simple information on everyday signs in a public building. (P)
-
- Can understand the main idea in a short, simple picture story. (P)
-
- Can understand basic factual statements relating to pictures or simple texts. (P)
-
- Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)
-
- Can understand a short, simple description of a house or flat (e.g. 'rooms', 'furniture'), if supported by pictures. (P)
-
- Can understand simple feedback from a teacher or classmate. (P)
-
- Can identify the main information for an event (e.g. 'day', 'time, place'). (C2018_A)
-
- 31 Can identify key information in a text to answer simple yes/no questions. (P)
-
- Can follow a simple dialogue about familiar, everyday activities. (P)
-
- Can follow basic instructions on how to play a simple board game, if supported by pictures. (P)
-
- Can understand short, simple descriptions of someone's typical day, if supported by pictures. (P)
-
- Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat'. (P)
-
- Can follow a short, familiar, traditional story, if supported by pictures. (P)
-

-
- 32 Can understand simple notes. (P)
-
- Can understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat' (P)
-
- Can identify the number of syllables in a word. (P)
-
- Can identify key buildings on a plan or key features on a map. (P)
-
- Can follow the sequence of events in short, simple cartoon stories that use familiar key words. (P)
-
- Can understand a simple written dialogue on a familiar topic. (P)
-
- Can understand everyday written signs and notices found in public places (e.g. 'rules', 'directions'), if supported by the context. (P)
-
- Can understand some simple details about a holiday from a postcard, if supported by pictures. (P)
-
- 33 Can understand key information about time and place in short, simple messages from family or friends. (P)
-
- Can identify key information in short, simple factual texts from the headings and illustrations. (P)
-
- Can get the gist of short, simple texts on familiar topics, if supported by pictures. (P)
-
- Can identify the overall theme of a simple illustrated story, if guided by questions or prompts. (P)
-
- Can follow the sequence of events in a short text on a familiar, everyday topic (P)
-
- Can understand a key to locate buildings or simple features on a map. (P)
-
- 34 Can understand some simple details in a short text. (P)
-
- Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions. (P)
-
- Can identify key information in short, simple, factual texts. (P)
-
- Can recognise the use of simple linking words e.g. 'and', 'so', or 'but' to connect ideas in a short phrase or sentence. (P)
-
- Can understand short, simple notes from family or friends communicating information of immediate relevance. (P)
-
- Can understand basic details in simple informational texts (e.g. 'brochures', 'leaflets'). (C2018_A)
-
- Can understand short paragraphs on subjects of personal interest (e.g. 'sports', 'music', 'travel') if written using simple language and supported by pictures. (C2018_A)
-
- Can extract specific information (e.g. 'facts and numbers') from simple informational texts related to everyday life (e.g. 'posters', 'leaflets'). (P)
-
- Can use a simple contents page to locate information. (P)
-
- Can understand safety instructions if expressed in simple language and supported by pictures. (P)
-
- 35 Can use key words or captions to find information in a simple text. (P)
-
- Can identify specific information in a simple story, if guided by questions. (P)
-
- Can understand the main ideas in simple informational texts, if supported by pictures. (P)
-
- Can understand information about someone's personal details in a simple paragraph or short text. (P)
-
- Can follow simple stories with basic dialogue and simple narrative. (P)
-
- Can identify the context of a short, simple text related to familiar situations. (P)
-

GSE 36–42/A2(+): Reading

- | | |
|----|---|
| 36 | Can understand the main themes of a simplified story. (P) |
| | Can follow a simple series of written instructions to carry out a task. (P) |
| | Can follow instructions and feedback in a computer game. (P) |
| 37 | Can understand the main information in basic diagrams related to familiar topics. (P) |
| | Can understand the correct sequence of events in a simple story or dialogue. (P) |
| | Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures. (P) |
| | Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. (P) |
| | Can recognise the use of simple linking words to connect ideas in short paragraphs. (P) |
| | Can identify specific information related to a familiar topic in a short, simple text. (P) |
| | Can identify basic biographical information in short simple texts about other people. (P) |
| | Can find the correct meaning of a word in a bilingual dictionary. (C2018 _A) |
| | Can understand likes and preferences in short, simple personal texts (e.g. 'diary entries' or 'emails'). (P) |
| | Can understand the meaning of short texts using information they already know. (P) |
| 38 | Can find appropriate words or phrases to describe a picture. (P) |
| | Can identify words and phrases from different places in a simple text to support their answers. (P) |
| | Can understand a simple text about a past event. (P) |
| | Can identify which people or objects are being referred to in a text. (P) |
| | Can recognise familiar words in unfamiliar contexts in descriptive texts and stories. (P) |
| | Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures. (P) |
| | Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation. (P) |
| | Can identify the main topic of a simple structured text. (P) |
| | Can identify key parts of simple stories (e.g. 'beginning', 'middle', 'end'). (P) |
| | Can recognise basic fixed expressions used to start or end an email. (P) |
| | Can follow simple recipes, if supported by pictures. (P) |
| | Can understand the main ideas in short, simple stories on familiar topics. (P) |
| | Can follow basic instructions in order to complete a simple shared online task, provided they can ask for help when necessary. (C2018 _A) |
| 39 | Can understand short school-related messages in emails, text messages and social media postings. (P) |
| | Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts. (P) |
| | Can understand the main points in simple descriptive texts on familiar topics. (P) |
| | Can recognise the use of 'because' to signal the relationship between an opinion and a reason. (P) |
| | Can recognise different phrases used for a similar purpose (e.g. 'Let's' / 'Shall we') to make a suggestion. (P) |
| | Can find specific information about typical free-time activities for young people in simple illustrated information leaflets. (P) |
| | Can extract specific information in short texts on familiar topics. (P) |

-
- 40 Can make simple inferences about a character's feelings in a familiar story, if supported by questions or prompts. (P)
-
- Can recognise some basic features of short non-fiction texts (e.g. 'a heading'). (P)
-
- Can guess the meaning of a new word from knowledge of part of it (e.g. 'children' / 'child', 'your/you', 'going/go'). (P)
-
- Can recognise most frequent everyday words, including those with regular prefixes and suffixes. (P)
-
- Can make basic inferences from simple information in a short text. (P)
-
- Can understand short, simple texts giving information about important places in a town, with the support of a map. (P)
-
- Can understand who a simple text was written for. (P)
-
- Can extract factual details from a simple text. (P)
-
- Can extract key information from advertisements for familiar products, if guided by questions or prompts. (P)
-
- 41 Can understand basic opinions related to familiar topics, expressed in simple language. (P)
-
- Can get the gist of short factual school texts. (P)
-
- Can understand the order in which events happen (e.g. 'in diary entries' or 'a story'). (P)
-
- Can scan a simple text to find specific information. (P)
-
- Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions. (P)
-
- 42 Can identify a point of view in a short, simple narrative text. (P)
-
- Can read a short text and predict what they think will happen next. (P)
-
- Can follow the sequence of events in simple narrative texts by recognising common linking words/phrases. (P)
-
- Can identify key vocabulary and expressions in unfamiliar texts related to school subjects. (P)
-
- Can identify the parts of some short, non-fictional text types (e.g. 'notes', 'captions', 'blogs', 'instructions'). (P)
-
- Can identify the differences between two similar versions of a text, if guided by questions. (P)
-

GSE 43–50/B1: Reading

-
- 43 Can identify some common features of traditional stories. (P)
-
- Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts. (P)
-
- Can identify the connections between short phrases by recognising common linking words. (P)
-
- Can identify connected ideas in a short paragraph. (P)
-
- Can get the gist of news stories where the main information is in the form of numbers and names. (P)
-
- Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions. (P)
-
- Can understand some details in longer texts on everyday topics, if guided by questions or prompts. (P)
-
- Can use an index to locate key information in a text. (P)
-
- Can skim a short text to get a general idea of the content. (P)
-

-
- 44 Can find a word in a sentence that has the same meaning as another given word or phrase. (P)
-
- Can guess the meaning of unknown words by linking them to words they already know. (P)
-
- Can understand the purpose of some common features of non-fiction texts, e.g. 'headings.' (P)
-
- Can recognise who a piece of writing was written for, if guided by questions. (P)
-
- Can recognise words that have the same sound but different meanings. (P)
-
- Can identify facts and opinions in a simple text when explicitly stated. (P)
-
- Can understand the humour in a simple story. (P)
-
- Can follow detailed instructions to complete a task. (P)
-
- Can make basic predictions about factual text content from headings, titles or headlines. (P)
-
- Can follow extended stories and texts written in simple, familiar language, if supported by pictures. (P)
-
- Can compare different facts or ideas in simple texts. (P)
-
- Can summarise the main information from short simple texts. (P)
-
- 45 Can understand the main information in a description of a simple process (e.g. 'making paper'), with the support of a flow chart or diagram. (P)
-
- Can recognise the use of a range of basic linking words/phrases to introduce additional information in simple connected text (e.g. 'also', 'as well as', 'too'). (P)
-
- Can draw simple conclusions about the information given in a factual text on a familiar topic. (P)
-
- Can make some basic inferences about the context or purpose of a text from the information that is given. (P)
-
- Can identify the topic sentence in simple structured paragraphs on familiar topics, if supported by questions or prompts. (P)
-
- 46 Can identify the problem or dilemma in a story. (P)
-
- Can guess the meaning of unknown words in simple texts from the context. (P)
-
- Can understand basic problem solution relationships in a simple structured text (P)
-
- Can understand the main points of a simple factual report. (P)
-
- Can infer information from the labels on basic diagrams (e.g. 'bar charts', 'timelines') in simple informational texts. (P)
-
- 47 Can identify the writer's purpose in writing a short text e.g. 'to arrange a specific time to meet', 'to give specific information' etc. (P)
-
- Can identify different points of view in a simple text. (P)
-
- Can make simple inferences about a character's motives and feelings in short narratives. (P)
-
- Can understand who a text was written for. (P)
-
- Can get the gist of short texts on a range of topics. (P)
-
- Can find evidence in a simple text to explain their predictions about what might happen next. (P)
-
- Can scan several short, simple texts on the same topic to find specific information. (P)
-
- 48 Can understand how common prefixes or suffixes change the meaning of words. (P)
-
- Can find the meaning of an unknown word using a range of strategies (e.g. 'from the context' or 'a dictionary'). (P)
-
- Can scan extended stories and texts written in simple, familiar language, to find specific information.(P)
-
- Can make simple inferences about how ideas are related based on information in a text. (P)
-
- Can extract information from newspaper headlines, if guided by questions. (P)
-

-
- 49 Can identify literary techniques such as the repetition of the same sound in simple texts, if guided by questions or prompts. (P)
-
- Can understand the purpose of some common features of a text if prompted by questions. (P)
-
- Can recognise some key features of common story types (e.g. 'fairy tales'). (P)
-
- Can recognise cause and effect relationships between ideas in simple connected text. (P)
-
- Can distinguish between fact and opinion in a simple text. (P)
-
- Can use knowledge of word types (noun, verb, adjective) to work out the meaning of a new word. (P)
-
- Can understand some details in a series of messages or a longer text. (P)
-
- 50 Can understand why a particular word has been used in a text, if guided by questions. (P)
-
- Can identify words or phrases used to persuade the reader. (P)
-
- Can identify links between events in a text to explain why they happened. (P)
-
- Can skim a text to identify specific ideas. (P)
-
- Can get the gist of short encyclopaedia entries. (P)
-
- Can identify the key characteristics and structure of a limited range of factual text types (e.g. 'articles', 'instructions'). (P)
-

GSE 51–58/B1(+): Reading

- 51 Can distinguish between factual information and fictional content in a text. (P)
-
- Can predict a character's response to events and other characters based on their previous behaviour or events. (P)
-
- Can identify the main idea of each paragraph in extended structured texts on familiar topics. (P)
-
- Can identify the writer's overall purpose in straightforward texts on familiar topics. (P)
-
- 52 Can compare information or viewpoints in different texts on the same topic, if guided by questions. (P)
-
- Can guess the meaning of unfamiliar words from prefixes and suffixes. (P)
-
- Can make simple inferences about characters' motives and feelings in straightforward narrative texts. (P)
-
- Can identify the main ideas in straightforward, structured magazine articles on familiar topics. (P)
-
- Can connect the information in a text with the information given in charts, graphs or diagrams. (P)
-
- Can identify the purpose of a range of common text types, e.g. to 'instruct', 'entertain' or 'persuade'. (P)
-
- Can follow the sequence of messages on a social media website. (P)
-
- 53 Can understand key details in fiction and non-fiction texts. (P)
-
- Can identify specific information in detailed written dialogues. (P)
-
- Can understand why an author has chosen a title from the way it relates to the information in a text. (P)
-
- Can compare different points of view in a narrative, if guided by questions. (P)
-
- Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts. (P)
-

-
- 54 Can use evidence from a story to justify predictions about its possible endings. (P)
-
- Can find an alternative word or phrase with a similar meaning using a thesaurus. (P)
-
- Can distinguish between semi-formal and informal style in simple letters. (P)
-
- Can identify the main features of appropriate register in basic formal letters. (P)
-
- Can link the main ideas in a text to similar ideas in other texts. (C2018A)
-
- 55 Can find evidence in a text to justify an opinion about an event or character. (P)
-
- Can find relevant Internet texts on specific topics and extract the most important information, e.g. 'for school projects'. (P)
-
- Can skim straightforward extended texts with a clear structure to get a general idea of the content. (P)
-
- 56 Can find specific information in extended informational texts using text features such as headings and captions. (P)
-
- 57 Can use knowledge of other books or films with similar themes to predict what might happen at the end of a story. (P)
-
- Can scan several short informational texts on the same theme to find relevant information. (P)
-
- Can identify evidence that supports the writer's point of view in extended texts on a familiar topic. (P)
-
- 58 Can identify the key events in the written plot of a film or play. (P)
-

GSE 59–66/B2: Reading

-
- 59 Can identify why a choice of words in a text is effective, if guided by questions or prompts. (P)
-
- Can evaluate how effectively an author has created a particular mood in a text, if guided by questions. (P)
-
- Can understand a character's ideas, thoughts and feelings in extended texts in some detail. (P)
-
- 60 Can identify evidence from multiple texts that compare and contrast points of view on a familiar topic. (P)
-
- 61 Can use evidence about a character's viewpoint or reactions to predict what might happen to another character. (P)
-
- 62 Can use information about the purpose, audience and context of a piece of writing to better understand a text. (P)
-
- Can make inferences about a character's feelings, thoughts and motives based on evidence in the text. (P)
-
- 63 Can distinguish between the main and secondary points in extended informational texts related to general topics. (P)
-
- 65 Can identify the writer's attitude and opinions in extended texts presenting thoughts, feelings and ideas. (P)
-
- 66 Can identify the key structural characteristics of a range of text types. (P)
-
- Can understand the writer's choice of words in descriptive texts to create particular effects. (P)
-

GSE 67–75/B2(+): Reading

-
- 68 Can understand the main points of extended texts on abstract or complex topics. (P)
-

Listening

GSE 10–21/Below A1: Listening

10	Can hear the initial sound in simple words. (P)
	Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly. (P)
	Can recognise the letters of the alphabet by their sounds. (P)
	Can respond to a request for a simple evaluation with a gesture (e.g. 'thumbs up'). (P)
	Can understand the letters of the alphabet by their names. (P)
	Can recognise a few familiar everyday nouns and adjectives (e.g. 'colours', 'numbers', 'classroom objects'), if spoken slowly and clearly. (P)
11	Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry'). (C2018 _A)
12	Can understand a simple evaluation (e.g. 'yes/no', 'good/bad'). (P)
13	Can follow short, basic classroom instructions, if supported by pictures or gestures. (P)
	Can understand basic expressions for greeting and leave-taking, if supported by gestures. (P)
15	Can understand basic action words (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)
16	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures. (P)
	Can understand simple negative instructions related to everyday situations (e.g. 'Don't run'), if supported by gestures. (P)
	Can hear the individual vowel and consonant sounds in simple words, if supported by pictures. (P)
17	Can recognise familiar expressions used to signal the beginning and end of activities in the classroom. (P)
18	Can understand a few basic words and phrases in a story that is read aloud to them. (P)
	Can recognise familiar words and phrases in short, simple songs or chants. (P)
	Can understand simple spoken commands as part of a game. (P)
	Can understand the time of day when expressed in full hours. (P)
19	Can understand the main information when people introduce themselves (e.g. 'name', 'age', 'where they are from'). (P)
	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)
	Can follow basic instructions to colour, draw or make something. (P)
	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures. (P)
20	Can understand simple questions about personal information (e.g. 'name' or 'age') if spoken slowly and clearly. (C2018 _A)
	Can understand short, simple instructions addressed slowly and clearly. (P)
21	Can understand simple language related to naming and describing family members. (P)
	Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. 'colour', 'size'), if addressed slowly and clearly. (P)
	Can get the gist of a simple song, if supported by gestures. (P)

GSE 22–29/A1: Listening

- | | |
|----|---|
| 22 | Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g. 'What's this?'). (P) |
| | Can recognise basic time words (e.g. 'days', 'months') in simple phrases or sentences. (P) |
| 23 | Can distinguish between 'can' and 'can't'. (P) |
| | Can understand the time of day when expressed to the quarter hour. (P) |
| | Can understand simple phrases about likes and dislikes. (P) |
| | Can understand short, simple questions related to basic personal information, if spoken slowly and clearly. (P) |
| | Can understand simple feedback from a teacher. (P) |
| | Can understand simple contractions (e.g. 'I'm', 'he's', 'we're'). (P) |
| | Can understand the time of day when expressed to within five minutes. (P) |
| 24 | Can recognise familiar key words and phrases in short, basic descriptions (e.g. of 'objects', 'people' or 'animals'), if spoken slowly and clearly. (P) |
| | Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly. (P) |
| | Can understand basic phrases or sentences about things people have if supported by pictures. (P) |
| | Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures. (P) |
| | Can understand basic phrases about the weather, if spoken slowly and clearly. (P) |
| | Can recognise ordinal numbers up to 50, if spoken slowly and clearly. (P) |
| 25 | Can understand basic questions about personal details if spoken slowly and clearly and supported by pictures. (C2018 _A) |
| | Can understand simple directions, if spoken slowly and clearly. (C2018 _A) |
| | Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P) |
| | Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures. (P) |
| | Can understand the time of day when expressed to the half hour. (P) |
| | Can understand basic expressions or questions related to immediate personal needs, if delivered slowly and clearly. (C2018 _A) |
| 26 | Can identify the day and date in short, simple dialogues, if spoken slowly and clearly and supported by pictures or gestures. (P) |
| | Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures. (P) |
| | Can understand simple language related to naming and describing people's clothes. (P) |
| | Can identify a caller's name and phone number from a short, simple telephone conversation. (P) |

-
- 27 Can understand straightforward instructions, if spoken slowly and clearly. (P)
-
- Can recognise words or phrases that are repeated in a short dialogue or poem. (P)
-
- Can understand simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures. (P)
-
- Can understand simple questions and answers about people's likes and dislikes. (P)
-
- Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly. (P)
-
- Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes. (P)
-
- Can recognise key information (e.g. 'place', 'time') about everyday events, if spoken slowly and clearly. (C2018_A)
-
- 28 Can identify common objects from descriptions, if spoken slowly and clearly. (P)
-
- Can understand simple sentences on familiar topics if spoken slowly and clearly and with pauses. (C2018_A)
-
- Can understand what people say they can or can't do from simple sentences spoken slowly and clearly. (P)
-
- Can follow a short, familiar traditional story, if supported by gestures and repetition. (P)
-
- 29 Can understand basic information in short passages about everyday activities or routines, if spoken slowly and clearly and supported by prompts. (P)
-
- Can understand basic information about prices, times, and dates in familiar contexts, if spoken slowly and clearly. (C2018_A)
-

GSE 30–35/A2: Listening

-
- 30 Can identify people in their immediate surroundings or in pictures from a short, simple description of where they are and what they are doing. (P)
-
- Can follow an animated cartoon of a familiar type, if provided with written support. (P)
-
- Can understand basic information about someone's house or flat (e.g. 'rooms', 'furniture'), if spoken slowly and clearly and supported by pictures. (P)
-

- 31 Can follow a simple conversation between two people or characters, if supported by pictures. (P)
- Can understand some unfamiliar words in a short description, if supported by pictures. (P)
- Can identify objects, places or people from short descriptions. (P)
- Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures. (P)
- Can identify key information (e.g. 'places', 'times') from short audio recordings, if spoken slowly and clearly. (C2018_A)
- Can identify how much something costs in short, simple dialogues about the price of something e.g. 'in a shop', 'if speech is slow and clear.' (P)
- Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts. (P)
- Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. (C2018_A)
- Can understand how people are feeling if they use simple language and speak slowly and clearly. (P)
- Can understand a simple instruction containing a qualifying clause (e.g. 'If your birthday is in March, stand here.') (P)
- Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures. (P)
- Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly. (P)
- Can understand simple comparisons between objects or people, if spoken slowly and clearly. (P)
- 32 Can identify the context of short, simple dialogues related to familiar everyday situations. (P)
- 33 Can recognise simple phrases related to familiar topics in slow, clear speech. (P)
- Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly. (P)
- Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures. (P)
- Can identify key information (e.g. 'day', 'date', 'location') in short announcements about events, if spoken slowly and clearly. (P)
- 34 Can get the gist of a short weather forecast, if delivered slowly and clearly and supported by pictures. (P)
- Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing. (P)
- Can recognise the use of simple linking words e.g. 'and', 'so', or 'but' to connect ideas in a short phrase or sentence. (P)
- Can understand excuses if expressed in simple language. (P)
- Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map. (P)
- Can identify key information in short conversations on school-related topics e.g. 'subjects', 'timetables', 'homework.' (P)

-
- 35 Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly. (P)
-
- Can identify key information about future plans in short, simple dialogues. (P)
-
- Can understand simple comparisons between two places, if spoken slowly and clearly. (P)
-
- Can identify the context in which an everyday conversation is taking place. (P)
-
- Can identify numbers relating to height, weight, length etc. in simple descriptions of objects, animals or buildings, if guided by questions. (P)
-
- Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions. (P)
-

GSE 36–42/A2(+): Listening

-
- 36 Can identify the main points in short talks on familiar topics, if delivered slowly and clearly. (P)
-
- Can identify activities occurring in the past in short, simple dialogues. (P)
-
- Can follow the sequence of events in a simple story or narrative, if told slowly and clearly. (P)
-
- Can understand people's likes in informal conversations, if the speakers talk slowly and clearly. (P)
-
- Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly. (P)
-
- Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly. (P)
-
- 37 Can follow multi-step instructions if given slowly and clearly. (P)
-
- Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (P)
-
- Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly. (P)
-
- Can understand simple directions on how to get somewhere by public transport, with reference to a map. (P)
-
- 38 Can identify key details (e.g. 'name', 'number') in factual talks on familiar topics, if spoken slowly and clearly. (P)
-
- Can identify key information in a short passage or description, if supported by prompts or questions. (P)
-
- Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly. (P)
-
- Can identify the key information in short, simple recorded phone messages related to everyday situations (e.g. 'what's on at the cinema'). (P)
-
- Can understand specific information in a short, simple phone call. (P)
-
- 39 Can understand the main idea of a simple news story, with visual support. (P)
-
- Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts. (P)
-
- Can make basic inferences about simple information in a short conversation or passage. (P)
-
- Can understand a limited range of basic language related to common symptoms and illnesses. (P)
-
- Can understand the meaning of short conversations or passages using information they already know. (P)
-
- Can recognise simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases. (P)
-

-
- 41 Can follow detailed instructions to complete familiar tasks. (P)
-
- Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech. (P)
-
- Can identify simple information in a short conversation or passage that isn't explicitly stated. (P)
-
- Can understand differences between the information given in short conversations or passages on similar topics. (P)
-
- Can understand similarities between the information given in short conversations or passages on similar topics. (P)
-
- 42 Can guess the meaning of new words from a familiar vocabulary set by relating them to known words in the same set. (P)
-
- Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts. (P)
-
- Can identify basic biographical information in short simple talks about famous people from the past, if delivered slowly and clearly. (P)
-
- Can understand simple conversations about things that have happened in the past. (P)
-
- Can identify ideas that are connected in a short conversation or passage. (P)
-
- Can guess the meaning of simple, unknown words in short dialogues on familiar topics. (P)
-

GSE 43–50/B1: Listening

-
- 43 Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures. (P)
-
- Can understand the humour in a simple story. (P)
-
- Can understand the main points of a short, informal interview on a familiar topic. (P)
-
- Can identify key information in a short commentary on a sporting event. (P)
-
- Can understand key information well enough to be able to pass it on to someone else. (C2018A)
-
- 44 Can identify key details in a song if guided by questions. (P)
-
- Can make simple inferences about the speaker's feelings or motives in a short conversation or passage. (P)
-
- Can make simple inferences based on stated and unstated information in a short conversation or passage. (P)
-
- Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives. (P)
-
- Can recognise the use of common linking words/phrases (e.g. 'firstly', 'also') to list similar ideas in simple talks on familiar topics. (P)
-
- Can recognise that a joke has been made, even if the meaning is not fully understood. (P)
-
- Can understand the reasons for someone's actions or choices. (P)
-
- 45 Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing. (P)
-
- Can understand differences in meaning created by word intonation or stress patterns in simple phrases or sentences. (P)
-
- Can summarise key information from a short conversation or passage. (P)
-
- 46 Can understand some details in extended dialogues on familiar everyday topics. (P)
-
- 48 Can identify the key information from video interviews about people's lives, if the speakers use clear standard language. (P)
-

-
- 49 Can identify the main points of short, clear factual talks or presentations on familiar topics. (P)
-
- 50 Can get the gist of TV or video programmes on topics of personal interest, if delivered in clear, standard speech. (P)
-
- Can follow detailed instructions given by an unfamiliar voice. (P)
-
- Can recognise the use of common linking words/phrases to signal the speaker's return to the main topic (e.g. 'anyway', 'anyhow'), in simple narratives or conversations on familiar topics, with prompts. (P)
-
- Can understand some details in extended dialogues on a range of non-technical topics. (P)
-

GSE 51–58/B1(+): Listening

- 51 Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech. (P)
-
- 52 Can extract the key details from extended informational monologues, if delivered in clear standard speech. (P)
-
- 53 Can recognise language expressing agreement and disagreement in extended informal discussions, if the speakers use clear standard speech. (P)
-
- Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech. (P)
-
- Can understand the main information from dialogues on unfamiliar topics. (P)
-
- Can identify the purpose of a recorded advertisement. (P)
-
- 54 Can recognise the relationship between a main point and supporting examples in extended informational talks on familiar topics, if signalled by common linking words. (P)
-
- Can make inferences based on stated and unstated information in a conversation or passage. (P)
-
- Can guess the meaning of unknown words from similarities with other words they know. (P)
-
- Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech. (P)
-
- 55 Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics. (P)
-
- Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech. (P)
-
- 56 Can identify specific information in detailed spoken dialogues. (P)
-
- Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech. (P)
-
- Can distinguish between the main and secondary points in extended informational talks related to general topics, if delivered in clear standard speech. (P)
-
- Can compare and contrast information from spoken texts or conversations. (P)
-
- 57 Can understand the main points of a talk or presentation in order to give their own opinions. (P)
-
- Can synthesise key information from a range of conversations or passages on similar topics. (P)
-

Speaking

GSE 10–21/Below A1: Speaking

10	Can say the letters of the alphabet. (P)
	Can name a few everyday objects. (P)
	Can repeat single words if spoken slowly and clearly. (P)
	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye'). (P)
	Can use basic fixed expressions to greet people politely, (e.g. 'Good morning', 'Good evening'). (P)
	Can use cardinal numbers up to ten. (P)
11	Can respond to a simple question with a gesture (e.g. 'a shake of the head') or yes/no answer. (P)
	Can introduce themselves using a basic phrase (e.g. 'My name's ...'). (P)
12	Can say how old they are using a basic phrase. (P)
	Can ask someone their name using a basic phrase. (P)
13	Can say how many things there are, up to ten. (P)
	Can say the sounds of the alphabet, if supported by pictures. (P)
	Can say what nationality they are using a basic phrase. (P)
14	Can ask people how they are using a basic phrase. (P)
15	Can say what day of the week it is using a basic phrase. (P)
	Can give key information to introduce themselves (e.g. 'name', 'age', 'where they are from'). (P)
16	Can say what country they are from using a basic phrase. (P)
	Can repeat phrases and short sentences, if spoken slowly and clearly. (P)
	Can tell the time of day in full hours. (P)
	Can recite a short, simple rhyme or chant. (P)
17	Can say how many things there are, up to twenty. (P)
	Can give a simple evaluation, using a fixed expression (e.g. 'Yes/No', 'Good/Bad'). (P)
18	Can use cardinal numbers up to twenty. (P)
	Can say single words related to familiar topics, if supported by pictures or gestures. (P)
	Can name everyday objects, animals or people around them or in pictures using single words. (P)
19	Can say what food or drink they would like using single words and gestures. (P)
	Can answer short, simple questions related to basic personal information, using a single word or phrase. (P)
	Can use a few simple words to describe objects (e.g. 'colour', 'number'), if supported by pictures. (P)
	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you'). (P)
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (P)
20	Can say single sounds represented by combinations of letters. (P)
	Can use ordinal numbers up to twenty (P)
	Can use formal titles (e.g. 'Mr', 'Mrs') to show politeness when speaking to adults they don't know. (P)
	Can read aloud familiar single words. (P)

- 21 Can produce very short fixed expressions, using gestures and asking for help when necessary. (C2018_A)
- Can use cardinal numbers up to fifty. (P)
- Can use language related to basic actions (e.g. 'clap', 'stamp', 'jump', 'walk'). (P)
- Can give someone something using a basic fixed expression (e.g. 'Here you are.'). (P)
- Can ask about the identity of an object using a basic phrase (e.g. 'What is it?'). (P)
- Can ask about the colour of an object using a basic phrase. (P)

GSE 22–29/A1: Speaking

- 22 Can sing a basic song from memory. (P)
- Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold'). (P)
- Can sing a simple song, if supported by pictures. (P)
- Can name items of clothing if supported by pictures. (P)
- Can tell the time of day to within five minutes. (P)
- Can answer simple questions about objects (e.g. 'colour', 'size'). (P)
- Can take part in basic games that use fixed expressions or rhymes. (P)
- 23 Can reproduce words from taught vocabulary lists. (P)
- Can name everyday objects from spoken descriptions, if supported by pictures. (C2018_A)
- Can name common parts of the body. (P)
- Can ask someone the time. (P)
- Can get someone's attention using a fixed expression. (P)
- Can ask someone for their phone number. (C2018_A)
- Can say when their birthday is (day, month). (P)
- Can describe the size of everyday objects using a basic phrase (e.g. 'It's big.'). (P)
- 24 Can ask for the spelling of a word, using a basic phrase. (P)
- Can talk about common everyday objects using single words, if supported by pictures. (P)
- Can tell the time of day to the quarter hour. (P)
- Can answer simple questions about things they have, in a basic way. (P)
- Can describe someone's physical appearance using one or two words. (P)
- Can answer simple questions about where people or things are, using basic phrases. (P)
- 25 Can introduce themselves in a basic way, giving simple information about where they live, their family etc. (P)
- Can say a range of basic numbers, quantities and prices. (P)
- Can give a phone number using standard conventions. (P)
- Can ask about the price of something using simple language. (P)
- Can give a simple warning of immediate danger using a fixed expression. (P)
- Can say how much something costs using simple language. (P)
- Can describe objects in a basic way (e.g. 'colour', 'size'). (P)

- 26 Can talk about personal possessions (e.g. 'toys', 'pets'), using simple language. (P)
- Can read aloud numbers greater than fifty. (P)
- Can talk about familiar people and places using single words. (C2018_A)
- Can answer simple questions about their family and friends, using basic phrases. (P)
- Can ask someone the date. (P)
- Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen'). (P)
- Can identify things that belong to them and to other people using simple language. (P)
- Can establish basic social contacts with simple, polite greetings and farewells. (C2018_A)
- Can ask simple questions about numbers of objects using a basic phrase (e.g. 'how many?'). (P)
- Can show interest in an idea using simple language and gestures. (C2018_A)
- Can describe the position of objects or people in a basic way, using pictures or gestures. (P)
- 27 Can accept a simple invitation, using fixed expressions. (P)
- Can ask basic questions about objects (e.g. 'colour', 'size'). (P)
- Can say what the weather is like using basic phrases. (P)
- Can link two simple sentences using 'and', given prompts or a model. (P)
- Can ask simple questions about other people (e.g. their 'name', 'age', 'where they live', 'things they have'). (C2018_A)
- Can say how someone is feeling using single words, if guided by questions or prompts. (P)
- Can ask about the location of an object using a basic phrase. (P)
- Can say simple tongue-twisters and other types of playful language. (P)
- Can use cardinal numbers up to fifty. (P)
- Can use ordinal numbers up to fifty. (P)
- Can start and end a simple phone call to family or friends using basic informal fixed expressions. (P)
- 28 Can respond to simple statements or questions related to immediate personal needs. (C2018_A)
- Can ask for things using basic language. (C2018_A)
- Can ask basic questions to find out what possessions others have got. (P)
- Can start and end a simple conversation using basic fixed expressions. (C_A)
- Can talk about things they can or can't do using a simple fixed expression. (P)
- Can use cardinal numbers to 100. (P)
- Can answer simple questions about things people have. (P)
- Can talk about things they have using a basic phrase. (P)
- Can draw simple conclusions about people in pictures (e.g. 'he's happy'), using a limited range of fixed expressions. (P)
- Can make an apology using basic polite fixed expressions. (P)

29	Can say what someone's job is, using familiar common job names. (P)
	Can talk about their immediate family members in a basic way, if guided by questions or prompts. (P)
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.'). (P)
	Can read aloud short, familiar phrases with intelligible pronunciation. (P)
	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)
	Can ask someone simple questions about how they are feeling. (P)
	Can ask for repetition and clarification when they don't understand, using simple fixed expressions. (P)
	Can respond politely when introduced to someone, using simple fixed expressions. (P)
	Can answer simple questions about their daily routines using gestures and short, fixed expressions. (C2018 _A)
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts. (P)
	Can express likes and dislikes in relation to familiar topics in a basic way. (P)
	Can give the location of an object in a basic way. (P)
	Can say who objects belong to. (P)
	Can answer simple questions about very familiar topics, if delivered slowly and clearly. (C2018 _A)
	Can ask someone about their likes and dislikes in a basic way. (P)

GSE 30–35/A2: Speaking

- 30 Can ask simple questions about someone's family and friends, using basic phrases. (P)
- Can read aloud a familiar short text. (P)
- Can respond to a simple apology using a few basic informal fixed expressions (e.g. 'That's alright', 'No problem'). (P)
- Can give basic compliments, using simple fixed expressions. (P)
- Can say what people are doing at the time of speaking, if supported by pictures or gestures. (P)
- Can say that an object is missing from a location, using simple language. (P)
- Can say how they and others get to school every day in a simple way. (P)
- Can answer simple questions about other people (e.g. 'where they live', 'who they know') in a limited way. (C2018_A)
- Can tell the time of day to the nearest half hour. (P)
- Can answer simple questions about things they have using fixed expressions. (P)
- Can ask others if they can do everyday activities using basic language and supported by pictures or prompts. (P)
- Can ask simple questions about very familiar topics. (C2018_A)
- Can agree to simple requests using a few informal fixed expressions. (P)
- Can describe their daily routines in a simple way. (P)
- Can give dates using standard formats (day and month). (P)
- Can introduce people using simple language. (P)
- Can make simple requests to have or do something in relation to common everyday activities. (P)
- Can describe someone's likes or dislikes in a simple way. (P)
- Can describe where they live in a simple way. (P)
- Can link groups of words in a sentence using 'and'. (P)
- 31 Can make a simple invitation, using fixed expressions. (P)
- Can decline a simple invitation, using fixed expressions. (P)
- Can describe common everyday objects using simple language. (P)
- Can ask for a translation or paraphrase when they don't know the meaning of a word or phrase. (P)
- Can ask basic questions to find out who things belong to. (P)
- Can describe where someone lives in a basic way. (P)
- Can tell someone what another person needs using simple words and gestures. (C2018_A)
- Can say a few sentences about something they like or are interested in. (P)
- Can answer simple questions about habits and daily routines. (P)
- Can express ability or lack of ability in relation to basic everyday actions. (P)
- Can act out parts of a picture story using simple actions and words. (P)

- 32 Can take part in a very simple conversation on a familiar topic (e.g. their 'home', 'family', 'school') if the other speaker repeats questions as necessary and speaks slowly and clearly. (C2018_A)
- Can briefly say what they like or dislike about a simple story. (P)
- Can tell the time of day to within ten minutes. (P)
- Can talk about furniture and rooms using simple language. (P)
- Can say what's in a town (e.g. 'buildings', 'places') using basic words and phrases. (P)
- Can express preference for familiar items (e.g. 'foods', 'toys', 'stories') using simple fixed expressions. (P)
- Can talk about habits or daily routines in a simple way, given prompts or a model. (P)
- Can give a classmate instructions to complete a task using simple language. (P)
- Can ask simple questions relating to someone's personal information, given prompts or a model. (P)
- Can refuse simple requests using appropriate polite language. (P)
- Can express years using a standard format (e.g. '1996', '2013'). (P)
- Can read aloud their own writing, given time to prepare. (P)
- 33 Can respond to offers or suggestions, using fixed expressions. (P)
- Can ask basic questions about everyday activities (e.g. 'when they occur'). (P)
- Can describe someone's clothes using simple language. (P)
- Can answer simple questions about times and events (e.g. 'in a schedule', 'timetable' or 'calendar'). (P)
- Can give a short description of a family member or friend. (P)
- Can express surprise or shock, using a simple fixed expression. (P)
- Can give simple instructions to a classmate to complete a task. (P)
- Can ask simple questions about habits and routines. (P)
- Can describe the appearance of a person or animal using simple language. (P)
- Can express agreement using simple fixed expressions. (P)
- Can ask someone to explain the meaning of something, using simple language. (C2018_A)
- 34 Can ask basic questions about quantities and amounts. (P)
- Can talk about their hobbies and interests, using simple language. (P)
- Can talk about their everyday life using basic words and phrases. (C2018_A)
- Can talk about everyday activities using simple language. (P)
- Can describe basic differences between common objects or animals (e.g. 'colour', 'size', 'position'), given a model. (P)
- Can express very basic contrast using 'but', given a model. (P)
- Can describe a picture showing a familiar scene or activity using simple language, if prompted by questions. (P)
- Can pass on basic information from short, simple, illustrated texts. (C2018_A)
- Can pass on information about times and places using simple language. (C2018_A)
- Can describe where an animal lives in a simple way. (P)
- Can order food and drink in a café or restaurant, using simple language. (P)

-
- 35 Can ask about the location of places in a town, using simple language. (P)
-
- Can answer simple personal questions in an interview, if delivered slowly and clearly. (C2018A)
-
- Can read aloud a short, simple story in a way that can be understood. (P)
-
- Can give simple reasons to explain preferences, given a model. (P)
-
- Can respond to suggestions to do something using a fixed expression. (P)
-
- Can ask simple questions about times and events (e.g. in a 'schedule', 'timetable' or 'calendar'). (P)
-
- Can make basic excuses, using simple fixed expressions. (P)
-
- Can ask for directions on how to get somewhere on foot or by public transport using simple language. (P)
-
- Can talk about a familiar place in a basic way. (P)
-
- Can talk about activities that are happening at the time of speaking. (P)
-
- Can connect ideas using a few simple linking words. (P)
-
- Can show consideration using basic fixed expressions. (P)
-
- Can ask simple questions about people or things in their immediate surroundings or in pictures. (P)
-

GSE 36–42/A2(+): Speaking

- 36 Can talk about their favourite book or possession in a simple way. (P)
-
- Can describe weather conditions in their country using simple language. (P)
-
- Can ask someone simple questions about their life and experiences. (P)
-
- Can talk about when or how often people do things. (P)
-
- Can compare their own and others' possessions using simple language. (CA)
-
- Can give simple feedback to a classmate. (P)
-
- Can ask a range of questions in guessing games to find the answer. (P)
-
- Can give basic information about an event (e.g. 'party' or 'school event') using simple language. (P)
-
- Can talk about common jobs using simple language. (P)
-
- Can use simple linking words (e.g. 'and', 'so', or 'but') to connect ideas in a short phrase or sentence. (P)
-

- 37 Can describe everyday activities in town (e.g. 'buying food at the supermarket', 'borrowing a book from the library') using simple language. (P)
- Can use a limited range of fixed expressions to describe objects, possessions or products (e.g. 'size', 'shape', 'use', 'material'). (P)
- Can ask where others were in the past, using was/were, given a model. (P)
- Can talk about basic personal experiences, using simple linking words. (P)
- Can answer simple questions about their life and experiences. (P)
- Can introduce themselves and ask to speak to someone on the phone using basic informal language. (P)
- Can give simple directions using a map. (P)
- Can give the order of things using simple language (e.g. 'first', 'second', 'third'). (P)
- Can express disagreement using basic fixed expressions. (P)
- Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). (P)
- Can check that a classmate has understood information, using simple language. (P)
- Can give a simple excuse for something they have done wrong (e.g. 'arriving late to class'). (P)
- Can describe basic symptoms to a doctor, using gestures to support the meaning. (C2018_A)
- Can ask people how often they do common everyday activities. (P)
- Can read aloud simple sentences with correct pronunciation, stress and intonation. (P)
- 38 Can repeat back what has been said to confirm understanding. (P)
- Can make simple, direct comparisons between two people or things using common adjectives, given a model. (P)
- Can give the location of common shops or amenities in a town, using simple language, with reference to a map. (P)
- Can make suggestions about doing common everyday activities, using a basic fixed expression. (P)
- Can act out a short dialogue or role play, given prompts. (P)
- Can talk about plans for the near future in a simple way. (P)
- Can ask for basic information about an event (e.g. 'a concert' or 'football match'), using simple language. (P)
- Can describe basic similarities between common objects, given a model. (P)

-
- 39 Can contribute to simple discussions when asked a question by the teacher. (P)
-
- Can talk about something they like or dislike and give reasons, if guided by questions. (P)
-
- Can make simple predictions about a text from the pictures. (P)
-
- Can give a short, basic description of a special event if guided by questions or prompts. (P)
-
- Can describe basic differences between two pictures showing familiar activities, using simple language. (P)
-
- Can talk about how something tastes, feels, sounds or smells using simple language. (P)
-
- Can talk about their country in a simple way. (P)
-
- Can re-tell a familiar story, given prompts or a model. (P)
-
- Can describe someone's personality in a basic way, if guided by prompts. (P)
-
- Can make simple arrangements to meet or do something. (P)
-
- Can talk about an event in the past using fixed expressions, given a model. (P)
-
- Can describe how common everyday objects feel using a range of basic adjectives. (P)
-
- Can respond to excuses using basic fixed expressions. (P)
-
- Can pass on a series of short, simple instructions if the original instructions are given clearly and slowly. (C2018_A)
-
- Can pass on the main points made in short, simple messages, instructions or announcements, if these are spoken slowly and clearly. (C2018_A)
-
- 40 Can express a range of feelings using fixed expressions. (P)
-
- Can express sympathy using basic fixed expressions (e.g. 'I understand', 'Are you okay?'). (C2018_A)
-
- Can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts. (P)
-
- Can role-play being a teacher, doctor etc. using simple language related to jobs. (P)
-
- Can say what their favourite part of a story is and explain why in a simple way. (P)
-
- Can give simple definitions for familiar words. (P)
-
- Can say where they and others were in the past, if supported by questions or prompts. (P)
-
- Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions. (P)
-
- Can ask basic questions about things that happened in the past. (P)
-
- Can give simple directions on how to get somewhere on foot or by public transport, with reference to a map. (P)
-
- Can say how they or someone else feels, giving a brief reason. (P)
-
- Can pass on the main points of a short, simple everyday conversation, provided the speakers talk slowly and clearly. (C2018_A)
-

-
- 41 Can express their opinions on familiar topics, using simple language. (P)
-
- Can tell a simple story. (CA)
-
- Can answer questions about a simple text or story, using evidence from the text to support their answer. (P)
-
- Can act out a simple role-play or dialogue with correct intonation. (P)
-
- Can talk about past events or experiences, using simple language. (P)
-
- Can talk about common past activities, using simple linking words. (P)
-
- Can ask simple questions in an interview. (P)
-
- Can correct simple mistakes in their own speech. (P)
-
- Can suggest taking turns to a classmate. (P)
-
- Can ask someone for their news, using a range of fixed expressions. (P)
-
- 42 Can make simple predictions about the future, given a model. (P)
-
- Can describe physical symptoms to a doctor in a simple way. (P)
-
- Can answer simple questions after giving a presentation on a school topic. (P)
-
- Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?'). (P)
-
- Can answer simple questions appropriately in a short interview. (P)
-
- Can give basic biographical information in a short talk about another person. (P)
-
- Can describe how a character in a simple story or text feels based on their words or actions. (P)
-
- Can briefly say what they think will happen next in a simple story or play. (P)
-
- Can introduce new information in a simple conversation. (P)
-
- Can make a complaint using simple language. (P)
-

GSE 43–50/B1: Speaking

- 43 Can briefly say why something is a problem. (P)
-
- Can give simple instructions on how to use a device or product. (P)
-
- Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back'). (P)
-
- Can give simple advice, using fixed expressions. (P)
-

- 44 Can introduce a new topic into a simple conversation or discussion. (P)
- Can give simple reasons for a personal opinion about an event or character. (P)
- Can give a short, simple prepared talk on a topic of personal interest. (P)
- Can describe the performance of a classmate in a task or activity, given a model. (P)
- Can re-tell a simple or familiar story using their own words. (P)
- Can re-tell a simple story following the original sequence of events. (P)
- Can give simple examples to support their point in a short talk on a familiar topic. (P)
- Can describe differences between people's appearance in some detail. (P)
- Can give a brief commentary on something that is happening at the time of speaking (e.g. a 'sporting event'). (P)
- Can describe similarities between people's appearance in some detail. (P)
- Can explain the rules of a familiar game or sport, using simple language. (P)
- Can ask simple questions about opinions or beliefs. (P)
- Can say how a book or painting makes them feel using simple language. (C2018A)
- 45 Can say how a problem in a story could be solved, using simple language. (P)
- Can describe pictures, graphs etc on familiar topics using simple language. (P)
- Can briefly describe a funny or exciting personal experience, if guided by questions or prompts. (P)
- Can retell a joke using simple language. (P)
- 46 Can invite others to give their opinions in a classroom discussion. (P)
- Can explain why some events in a story or text are important. (P)
- Can ask questions during structured classroom discussions. (P)
- Can talk about a book or text using words relating to its structure e.g. 'title', 'line', 'page.' (P)
- Can paraphrase simply when they don't know the correct word or phrase. (P)
- Can paraphrase what someone else has said using simple language. (P)
- Can state personal learning goals, given a model. (P)
- Can brainstorm ideas for a short talk. (P)
- Can communicate their ideas when they don't know all the necessary language, using words and phrases that have a similar meaning. (P)
- Can give an opinion in a structured discussion, if guided by questions. (P)
- 47 Can give a short description with logically connected facts, given a model. (P)
- Can give a short talk and include some details. (P)
- Can talk about risks or dangers using simple language. (P)
- Can describe past events or experiences, using simple descriptive language to add interest. (P)
- Can talk about someone they admire, if guided by questions or prompts. (P)
- Can suggest possible outcomes to an event or situation, given a model. (P)
- Can role-play a character from a short story they have read in class. (P)
- Can make suggestions about what to do using a range of expressions (e.g. 'How about...?'). (P)

-
- 48 Can briefly say which of a selection of simple text types they prefer and why. (P)
-
- Can suggest possible reasons why a situation or event has happened, if guided by questions and prompts. (P)
-
- Can talk about environmental problems in a simple way. (P)
-
- Can give brief reasons for their opinions on familiar topics. (P)
-
- Can pass on the main points of a TV or radio programme on a familiar topic, provided the information is delivered slowly and clearly. (C2018_A)
-
- Can describe the key themes and characters in short narratives on familiar everyday topics, written in standard language. (C2018_A)
-
- Can give informal advice on everyday matters, using a range of fixed expressions. (P)
-
- 49 Can make suggestions during structured classroom discussions. (P)
-
- Can add detail to descriptions of everyday topics (e.g. 'people', 'places', 'experiences') using a range of nouns and verbs. (P)
-
- Can answer questions about what they have done recently in some detail. (P)
-
- Can invite others to give their opinions in a discussion, using a range of fixed expressions. (P)
-
- 50 Can describe the differences between the customs of two cultures, using simple language. (P)
-
- Can give their opinions on general topics, using a range of fixed expressions. (P)
-
- Can explain the meaning of a word or phrase. (P)
-
- Can make comments and ask questions to show that they are following a discussion, using simple language. (C2018_A)
-
- Can organise ideas for a short talk using simple strategies such as listing or categorising. (P)
-

GSE 51–58/B1(+): Speaking

- 51 Can express tentative agreement politely, using a range of fixed expressions. (P)
-
- Can talk about matters of personal information and interest in some detail. (P)
-
- Can give reasons for a choice or course of action. (P)
-
- Can express tentative disagreement politely, using a range of fixed expressions. (P)
-
- Can repeat the main points of a simple text or conversation, using different words to help someone else understand it. (C2018_A)
-
- Can choose a few simple words or phrases that will have a specific effect on the listener. (P)
-
- 52 Can explain the main points of an idea or problem. (P)
-
- Can describe a task in basic terms in a group discussion and ask others to contribute their knowledge and opinions. (C2018_A)
-
- Can pass on information in a way that demonstrates understanding of the original meaning. (C2018_A)
-
- 53 Can take part in a discussion on a topic of general interest, given time to prepare. (P)
-
- Can explain a new idea by giving examples that relate it to something familiar. (C2018_A)
-
- 54 Can re-tell the main points of an extended story in their own words. (P)
-
- Can summarise the key information in basic diagrams, e.g. 'bar charts', 'timelines.' (P)
-
- Can ask someone to explain their opinions as part of a group discussion. (C2018_A)
-
- 55 Can use some simple persuasive language in presentations and discussions. (P)
-

-
- 56 Can add interest to a story using a range of descriptive nouns, verbs and adjectives. (P)
-
- Can talk about the key details they have understood in fiction and non-fiction texts. (P)
-
- Can list the advantages of a course of action in some detail, using a range of fixed expressions. (P)
-
- Can give reasons for their ambitions and aspirations in some detail. (P)
-
- Can express different degrees of certainty and doubt. (P)
-
- 57 Can describe the plot of a book, play or film in some detail. (P)
-
- 58 Can deliver a talk, presentation or performance, given time to rehearse and revise the material. (P)
-
- Can take part in classroom discussions, adding to the ideas and opinions of previous speakers. (P)
-

GSE 59–66/B2: Speaking

-
- 59 Can summarise the main points of several related texts. (P)
-
- Can describe differences between customs in two cultures in some detail. (P)
-
- 60 Can compare the advantages and disadvantages of different options using a range of complex linking words/phrases. (P)
-
- 61 Can express understanding and appreciation of different ideas, feelings and viewpoints. (P)
-
- 64 Can discuss the effect that a particular choice of word has on the reader or listener. (P)
-
- Can discuss reasons for and against a particular point of view or argument and suggest a solution or compromise. (C2018_A)
-
- 65 Can explain different possible interpretations of events in a text or programme. (P)
-

GSE 67–76/B2(+): Speaking

-
- 68 Can ask people to think about and react to each other's ideas, feelings and viewpoints in order to encourage appreciation and understanding. (P)
-

Writing

GSE 10–21/Below A1: Writing

-
- | | |
|-------|---|
| 10 | Can write their own name with the correct use of capital letters. (P) |
| | Can write the letters of the alphabet in lower case. (P) |
| | Can trace individual letters. (P) |
| | Can write the letters of the alphabet in upper case. (P) |
| | Can copy some short familiar words presented in standard printed form. (P) |
| | Can copy individual letters. (P) |
| <hr/> | |
| 13 | Can use appropriate spacing within and between words. (P) |
| | Can copy short sentences containing only familiar words, if presented in standard printed form. (P) |
| <hr/> | |
| 14 | Can join letters together when writing simple words. (P) |
| <hr/> | |
| 16 | Can label simple pictures related to familiar topics by copying single words. (P) |
| <hr/> | |
| 17 | Can write basic personal information (e.g. 'name', 'age') with support. (P) |
| <hr/> | |
| 19 | Can signal the end of a sentence using a full stop. (P) |
| <hr/> | |
| 20 | Can write some familiar words. (P) |
| | Can use capital letters for names and titles (e.g. of 'people', 'places'). (P) |
| <hr/> | |
| 21 | Can write some basic words and phrases to show politeness (e.g. 'Please', 'Thank you'). (P) |
-

GSE 22–29/A1: Writing

-
- | | |
|-------|--|
| 22 | Can write simple phrases with appropriate spacing between words. (P) |
| | Can use a question mark to indicate a question. (P) |
| | Can use appropriate spacing between lines of text. (P) |
| | Can write simple facts about themselves (e.g. 'name', 'age'), given prompts or a model. (P) |
| <hr/> | |
| 23 | Can spell most simple regular words of 3 or 4 letters. (P) |
| | Can write their name, address, nationality and other personal details. (C2018 _A) |
| | Can write words with appropriate use of upper and lower case. (P) |
| | Can link letters to sounds when writing basic words. (P) |
| <hr/> | |
| 24 | Can spell a range of common words (e.g. 'names', 'greetings', 'colours'). (P) |
| <hr/> | |
| 25 | Can write dates using numbers and words. (P) |
| | Can write cardinal numbers up to twenty as words. (CSE _A) |
| | Can list simple information (e.g. 'names', 'numbers', 'prices') from short illustrated texts on familiar topics. (C2018 _A) |
| <hr/> | |
| 26 | Can use an apostrophe when writing contractions (e.g. 'I'm', 'We're'). (P) |
| | Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model. (P) |
-

-
- 27 Can use capital letters and end punctuation correctly in simple sentences. (P)
-
- Can write basic sentences referring to everyday items (e.g. 'classroom objects'), given prompts or a model. (P)
-
- Can write basic sentences identifying immediate family members, given prompts or a model. (P)
-
- 28 Can spell words in which letters of the alphabet combine to produce single sounds, e.g. 'sh', 'igh'. (P)
-
- Can write a single basic sentence about daily routines and activities. (P)
-
- Can link two words or phrases in a sentence using 'and'. (P)
-
- Can write a standard greeting in a card (e.g. 'a birthday card'), given a model. (P)
-
- Can write lists for specific purposes (e.g. 'shopping lists', 'gift lists') using memorised words, if supported by pictures. (P)
-
- Can write basic sentences describing everyday items (e.g. 'colour', 'size'), given prompts or a model. (P)
-
- 29 Can complete a simple form with basic personal details. (CA)
-
- Can write basic sentences about what they and others possess (e.g. 'everyday items', 'pets'), given prompts or a model. (P)
-
- Can link two simple sentences using 'and', given prompts or a model. (P)
-
- Can write basic, single-clause sentences, given a model. (P)
-
- Can write simple sentences about what they or other people can or can't do. (P)
-

GSE 30–35/A2: Writing

- 30 Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. 'food'), given prompts or a model. (P)
-
- Can post simple greetings or messages online using basic fixed expressions. (C2018A)
-
- Can write short answers to questions about what or where people or things are, using simple language. (P)
-
- Can write simple sentences using familiar words, given prompts. (P)
-
- 31 Can link groups of words in a sentence with 'and'. (P)
-
- Can use an apostrophe to show possession. (P)
-
- Can write simple sentences about what they and others are wearing, given prompts or a model. (P)
-
- Can list simple information (e.g. 'names', 'numbers', 'prices') given in a spoken passage, if spoken slowly and clearly and includes some repetition. (C2018A)
-
- 32 Can write simple sentences describing someone's physical appearance, (e.g. 'eye/hair colour', 'height'), given a model. (P)
-
- Can write simple sentences describing their own physical appearance, (e.g. 'eye/hair colour', 'height'), given a model. (P)
-
- Can write simple sentences about everyday objects. (P)
-
- Can write simple sentences to describe an animal's appearance. (P)
-
- Can write simple sentences about familiar things, given prompts or a model. (P)
-

-
- 33 Can write two or three related sentences on a familiar topic. (P)
-
- Can write simple sentences about someone's likes or dislikes. (P)
-
- Can use and to join two simple phrases or sentences. (P)
-
- Can write simple sentences about what they/ other people are doing. (P)
-
- Can post short, simple statements about themselves online if they can select options from a menu. (C2018A)
-
- Can answer simple questions in writing about people or things using basic words or phrases. (P)
-
- Can describe choices using and/or. (P)
-
- 34 Can write simple sentences to describe what's happening in a sequence of pictures. (P)
-
- Can write a few simple sentences about something that interests them. (P)
-
- Can link two simple sentences using 'but' to express basic contrast, given prompts or a model. (P)
-
- Can write a few basic sentences to introduce someone and give basic personal information about them. (P)
-
- Can write simple texts using a computer keyboard. (P)
-
- Can use simple words or emojis to ask for clarification in online communication, eg. in chat messages. (P)
-
- 35 Can write words correctly using a range of letter-sound patterns. (P)
-
- Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. 'family', 'animals', 'possessions'), given a model. (P)
-
- Can write a short, simple message (e.g. 'a text message') to a friend to ask or tell them something. (P)
-
- Can write correctly structured questions with question marks. (P)
-
- Can write short, basic descriptions of everyday activities, given prompts or a model. (P)
-
- Can write very short, simple notes to family or friends relating to matters of immediate need, given prompts or a model. (P)
-
- Can describe the position of things in a picture using simple fixed expressions, e.g. 'in the front', 'at the back', given a model. (P)
-
- Can write short, simple messages relating to everyday matters. (P)
-

GSE 36–42/A2(+): Writing

- 36 Can make a note of key information (e.g. 'names', 'number', 'prices') given in a spoken message, provided it is delivered slowly and clearly and with some repetition. (C2018A)
-
- Can spell some common words in which the same sounds can be written as different letters. (P)
-
- Can write simple sentences about common jobs. (P)
-
- Can write a simple text (e.g. 'an invitation to a party') containing key information, given a model. (P)
-
- Can write simple sentences to describe how they or others are feeling. (P)
-
- Can use simple words or emojis to keep someone's interest in online communication, eg. in chat messages. (P)
-

- 37 Can use basic punctuation including capital letters, end punctuation, speech marks and commas correctly. (P)
- Can use common adjectives to add detail to simple phrases or sentences. (P)
- Can use appropriate standard greetings and closings in simple informal personal messages (e.g. 'postcards' or 'emails'). (P)
- Can exchange simple information with someone in online communication, eg. in chat messages. (P)
- Can write a short, simple description of a familiar place e.g. 'room', 'house', or 'apartment.' (P)
- Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model. (P)
- Can write about a past event or activity in a basic way (e.g. 'I went...'). (P)
- Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. (P)
- 38 Can add common suffixes (e.g. '-ed', '-s', '-er') to simple regular words. (P)
- Can correct spelling mistakes in their own writing, with support. (P)
- Can summarise the main information in a picture or picture story using simple words or phrases. (P)
- Can write short, simple personal messages giving information of immediate relevance, given prompts or a model. (P)
- Can take part in online communication using a few basic fixed expressions. (P)
- Can write a few simple sentences about someone's routines or habits, given prompts or a model. (P)
- Can describe their home town or city using simple language. (P)
- Can write simple factual descriptions of animals (e.g. 'habitat', 'abilities'), given prompts or a model. (P)
- Can write a very simple story, given prompts or a model. (P)
- Can write short, simple texts about topics of personal relevance, given prompts or a model. (P)
- Can write simple captions for pictures. (P)
- 39 Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures. (P)
- Can write a short, simple text on a familiar topic, if guided by questions. (P)
- Can write basic instructions (e.g. 'how to draw' or 'colour something'). (P)
- Can write simple sentences about what they would like to do or be in the future. (P)
- Can write a sequence of simple instructions if supported by pictures. (P)
- Can write a short story using simple sentences, if supported by pictures. (P)

-
- 40 Can write simple sentences about future plans using fixed expressions. (P)
-
- Can make simple comparisons between people, places or things. (P)
-
- Can write short, simple personal emails/letters about familiar topics, given prompts or a model. (P)
-
- Can work online with a partner to complete a simple task, if provided with visuals as support. (C2018_A)
-
- Can make short comments online about a text, picture or video using simple language, provided they can use internet tools to support them. (C2018_A)
-
- Can write about past activities using simple language, given a model. (P)
-
- Can link two simple sentences using 'or' to indicate a choice between two alternatives, given prompts or a model. (P)
-
- Can write short, simple texts on familiar topics in linked sentences. (P)
-
- Can write a short description of a person they know well. (P)
-
- Can describe someone's personality or emotions using simple language. (P)
-
- Can write down some key words to include in a short written text on a familiar topic. (P)
-
- 41 Can write a story, linking simple sentences together in a sequence. (P)
-
- Can write a short description of an event they have taken part in, or are familiar with, given a model. (P)
-
- Can write a short text of 3–4 compound sentences. (P)
-
- Can state the intended purpose of an action, if guided by questions or prompts. (P)
-
- Can write simple sentences about a future trip or event. (P)
-
- Can write short, simple descriptive texts about familiar places using basic connectors, given a model. (P)
-
- Can begin and end a simple story using an appropriate fixed expression. (P)
-
- Can post reactions to a simple online posting using basic fixed expressions. (P)
-
- Can select key words and phrases from a short simple text and use them in their own writing. (C2018_A)
-
- Can identify the key information in a short text on a familiar topic by highlighting, underlining etc. (C2018_A)
-
- 42 Can add one or two interesting details to a simple text. (P)
-
- Can spell a range of irregular common words. (P)
-
- Can write simple facts about a topic on a planning sheet. (P)
-
- Can write a short list of instructions for using or doing something (e.g. 'playing a game'), given a model. (P)
-
- Can describe similarities between two things (e.g. 'two sports') in simple connected text, given a model. (P)
-
- Can write about the key information they have read in a short paragraph. (P)
-
- Can describe similarities between two people (e.g. 'appearance', 'personality', 'interests') in simple connected text, given a model. (P)
-

GSE 43–50/B1: Writing

-
- 43 Can add text to speech bubbles in a cartoon story. (P)
-
- Can write a short description of a trip or event. (P)
-
- Can write a simple plan for an activity. (P)
-
- Can make simple notes about the key points of a familiar topic. (P)
-
- Can describe differences between two people (e.g. 'appearance', 'personality', 'interests') in simple connected text, given prompts or a model. (P)
-
- Can write a simple story describing the main events, if supported by pictures. (P)
-
- Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model. (P)
-
- Can write short, simple explanations, given a model. (P)
-
- Can write a simple story in the form of a dialogue between characters. (P)
-
- Can write short, simple structured paragraphs on familiar topics, given prompts or a model. (P)
-
- 44 Can write a short text to explain something. (P)
-
- Can write simple texts or emails making arrangements to meet, given a model. (P)
-
- Can write short, simple notices giving information about events or activities (e.g. 'place', 'time', 'day') using appropriate layout, given a model. (P)
-
- Can write a few sentences to apologise for something. (P)
-
- Can write short online postings on familiar topics, giving simple key details. (P)
-
- Can correct simple mistakes in their own writing. (P)
-
- 45 Can write a simple narrative with a beginning, middle and end. (P)
-
- Can write a title or headline for a story or article. (P)
-
- Can write a simple report of a real or fictional event, if supported by pictures. (P)
-
- Can reuse words from a text they have read in their own writing. (P)
-
- Can introduce additional information in simple connected text, using basic linking words/phrases (e.g. 'also', 'as well as', 'too'), given a model. (P)
-
- Can state personal learning goals, given a model. (P)
-
- Can use commas to separate clauses in a sentence. (P)
-
- Can write simple letters with appropriate paragraph breaks, given a model. (P)
-
- Can write a few sentences advising someone to do something. (P)
-
- Can use common connectors to tell a story or describe an event in writing. (P)
-
- Can create a poster to advertise an event or product, given a model. (P)
-
- Can write short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model. (P)
-
- Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model. (P)
-
- Can write short online posts or blogs about everyday topics, activities and feelings, giving simple key details. (C2018A)
-
- Can write simple sentences using information from diagrams, charts etc. (P)
-

- 46 Can describe an event in writing using common connectors to link sentences together. (P)
- Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model. (P)
- Can rewrite a short text following feedback. (P)
- Can give a reason for an action in an informational text, given a model. (P)
- Can write a simple structured paragraph giving their opinion on a familiar topic, given a model. (P)
- Can show similarity between two ideas in simple connected text using common linking words (e.g. 'both', 'like', 'too'), given a model. (P)
- Can describe the plot of a film or book very briefly, using simple language. (P)
- Can describe how something is used (e.g. 'it's a machine for...'). (P)
- Can write short, simple personal emails/letters describing future plans, given prompts or a model. (P)
- Can write a few sentences to complain about something. (P)
- Can edit and improve a sentence of their own writing, with support. (P)
- Can use a basic outline when preparing to write a simple text, given a model. (P)
- 47 Can add common prefixes (e.g. 'un-', 'dis-') to simple regular words. (P)
- Can use linking words such as "when", "if", "that" and "because" to join clauses and sentences together. (P)
- Can write a simple story with a clear sequence of events. (CA)
- Can signal direct speech in connected text using speech marks, given a model. (P)
- Can create simple language puzzles for classmates to solve. (P)
- Can write a short, simple guide to their town/city with appropriate sub-headings, given a model. (P)
- 48 Can spell most words correctly, using knowledge of spelling rules. (P)
- Can write a short story containing a brief description of the characters and/or setting. (P)
- Can brainstorm ideas for a piece of writing. (P)
- Can add more detail to a description of a person or place, following feedback. (P)
- Can write an email/letter of apology, given a model. (P)
- Can briefly narrate a familiar historical event, given prompts or a model. (P)
- 49 Can use a range of adjectives to add detail to a simple description. (P)
- Can write a simple narrative that contains a main action or problem and a resolution. (P)
- Can write a short text to report something. (P)
- Can write a simple description of their personal history with appropriate paragraph breaks, given a model. (P)
- Can write simple texts with appropriate paragraph breaks, given prompts or a model. (P)
- Can re-read their own writing and make small changes to improve it. (P)
- Can provide simple details supporting the main idea of a basic structured paragraph, given prompts or a model. (P)
- Can write about what they have done recently in some detail. (P)
- Can create a new version of a familiar story by changing some details, if supported by prompts. (P)
- Can write a basic summary of a simple text, following the structure of the original. (P)
- Can contribute to an online discussion on a familiar topic using simple language, provided they have time to prepare and can use internet tools to support them. (C2018A)

-
- 50 Can introduce the main idea of a simple structured paragraph using a topic sentence, given prompts or a model. (P)
-
- Can clearly end a simple structured paragraph on a familiar topic with an appropriate final sentence. (P)
-
- Can describe the key themes and characters in short narratives on familiar everyday topics, written in standard language. (C2018_A)
-
- Can communicate their ideas when they don't know all the necessary language, using words and phrases that have a similar meaning. (P)
-
- Can describe visible changes over time (e.g. 'in nature'), given a model. (P)
-

GSE 51–58/B1(+): Writing

- 51 Can edit and improve a piece of writing following feedback from a teacher. (P)
-
- Can make a note of ideas in preparation for a piece of writing. (P)
-
- Can use simple cohesive devices such as pronouns, conjunctions etc. to structure a text. (P)
-
- Can write a short text, explaining why someone has done or chosen something. (P)
-
- Can write a simple email/letter asking for everyday factual information, given a model. (P)
-
- 52 Can write a simple description or report using information taken from other texts. (P)
-
- Can expand on a written answer to a question, following feedback. (P)
-
- Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model. (P)
-
- Can illustrate a general statement by giving specific examples. (P)
-
- 53 Can use a range of nouns, verbs, adjectives and adverbs to add detail. (P)
-
- Can contrast two ideas in simple connected text using a range of common linking words/phrases (e.g. 'but', 'although', 'on the other hand'). (P)
-
- Can use some simple persuasive language in their writing. (P)
-
- Can exchange information and ideas with someone when communicating online in real-time. (P)
-
- Can organise ideas into a logical sequence in a piece of writing. (P)
-
- 54 Can write a short text in a style appropriate to the intended audience. (P)
-
- Can paraphrase short written passages following the original ordering. (C2018_A)
-
- Can choose a few simple words or phrases that will have a specific effect on the reader. (P)
-
- Can use dialogue within a narrative text to add interest. (P)
-
- Can integrate numerical information into an informational text to give more precise details, given a model. (P)
-
- Can describe the steps in a simple technical process, clearly signalling the sequence of actions. (P)
-
- Can use a range of common fixed expressions to introduce opinions in an informal written text. (P)
-

-
- 55 Can write simple conclusions linked to previous statements or arguments. (P)
-
- Can improve the meaning of a text by changing or moving some words or phrases. (P)
-
- Can write a simple review of a film or book with appropriate paragraph breaks, given a model. (P)
-
- Can organise ideas around a theme and in a logical sequence. (P)
-
- Can write a short persuasive text (e.g. 'a leaflet'), given a model. (P)
-
- Can negotiate role-play in a computer game via online text chat. (P)
-
- Can write simple personal recommendations related to cultural topics (e.g. 'books', 'films', 'concerts'). (P)
-
- Can write an email/letter of complaint, given a model. (P)
-
- 56 Can take notes on the information contained in fiction and non-fiction texts. (P)
-
- Can write an ending for a narrative text which links to the beginning. (P)
-
- Can write a simple text using formal language. (P)
-
- 57 Can choose the most appropriate word from a group of similar words to convey meaning accurately. (P)
-
- Can organise related ideas in a structured piece of writing. (P)
-
- Can develop a simple argument stating their reasons for or against a point of view. (P)
-
- Can write short, simple structured argument essays on familiar topics. (P)
-
- Can write a simple text summarising key facts they have found when researching a topic. (P)
-
- 58 Can develop a hypothesis, given a model. (P)
-
- Can add interest to a story by including some details or descriptions. (P)
-
- Can write about the similarities and differences between information in a range of texts on similar topics. (P)
-

GSE 59–66/B2: Writing

- 59 Can add precision to a description using topic-specific vocabulary. (P)
-
- Can improve the choice of vocabulary in a piece of writing, using a thesaurus. (P)
-
- Can use stylistic techniques such as alliteration to make a heading or headline more memorable, given a model. (P)
-
- Can write short, simple structured opinion essays on familiar topics, supporting their opinions with reasons. (P)
-
- 60 Can introduce contrasting ideas in a short, simple structured argument essay, using a range of common linking words/phrases. (P)
-
- 61 Can use appropriate grammar and vocabulary to give cohesive structure to a text. (P)
-
- Can review and edit their own writing to make it more effective. (P)
-
- Can write simple texts in a range of non-fiction genres, using appropriate structural and language features. (P)
-
- Can list reasons for or against a point of view in a short, simple structured argument essay, using a range of common linking words/phrases. (P)
-
- Can choose appropriate words to convey specific meaning or effect. (P)
-
- Can signal time sequence in a longer narrative text about a real or imagined event, using a range of language. (P)
-

62	Can maintain cohesion in their writing through consistent and correct use of tense. (P)
	Can use a range of descriptive language to add interest to descriptions of settings, characters and plots. (P)
	Can write a straightforward structured email/letter of advice about typical problems, providing reasons for their suggestions. (P)
	Can write emails, letters and online postings responding to personal news and views in detail. (P)
	Can write a very simple play-script with appropriate layout and features (e.g. 'stage directions'). (P)
63	Can rewrite a familiar story in a different format, e.g. 'as a play.' (P)
64	Can use a range of sentence structures for effect e.g. 'short sentences for drama.' (P)
66	Can compare and contrast information from different sources. (P)

GSE 67–74/B2(+): Writing

67	Can develop an argument with relevant points and supporting examples. (P)
68	Can write texts for different purposes using a range of features appropriate to the text type. (P)
70	Can understand and summarise key information from long conversations or narratives. (P)

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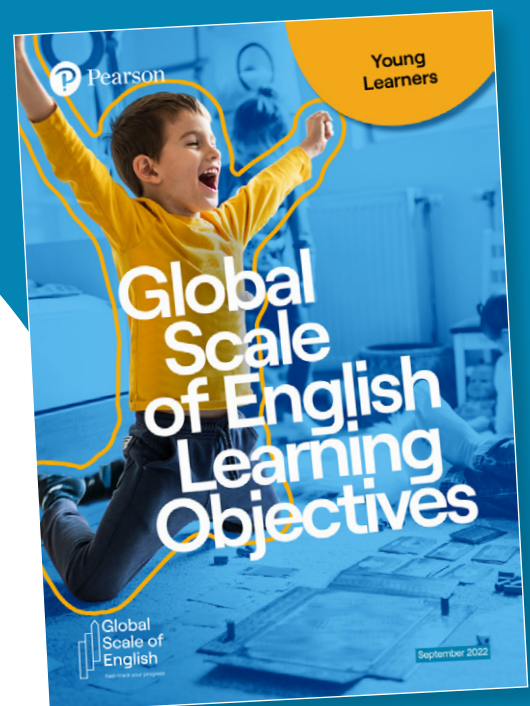
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