

ESSP 2 Learning Outcomes	
Learning Outcomes	Enabling skills
<p>Speaking</p> <p>I S.1 Can participate in informal conversations / discussions on various topics</p> <p>I S.2 Can express opinions on various topics, giving reasons and evidence</p> <p>I S.3 Can plan and deliver a talk / oral presentation on a specific topic (5 – 10 minutes)</p> <p>I S.4 Can demonstrate general verbal accuracy using correct pronunciation most of the time</p>	<ul style="list-style-type: none"> • Can open and close conversations appropriately and use turn taking strategies • Can express insightful opinions and give reasons for agreement and disagreement • Can ask and answer questions to seek information and clarification • Can use a range of vocabulary to describe and explain • Can use a growing range of tenses • Can plan and organize an oral presentation (5 - 10 minutes) • Can express intended meaning and use discourse markers • Can demonstrate developing control of most phonemes and letter-sound associations
<p>Listening</p> <p>I L.1 Can listen to a range of spoken texts for gist</p> <p>I L.2 Can listen for specific information</p> <p>I L.3 Can determine mood, attitude and purpose of speaker(s)</p>	<ul style="list-style-type: none"> • Can employ predictive listening skills • Can use discriminatory listening strategies to identify main ideas and specific details and supporting information • Can identify speaker's mood and attitude through tone and expressions • Can use inference to determine speaker's purpose • Can identify aspects of pronunciation used to convey specific meaning
<p>Reading</p> <p>I R.1 Can read a range of written texts for gist</p> <p>I R.2 Can read for specific information</p> <p>I R.3 Can apply some critical reading skills such as using inference to draw conclusions, understand word meaning in context, distinguish fact and opinion, and determine the writer's purpose and intended audience</p> <p>I R. 4 Can use a range of reading strategies such as decoding, chunking, and letter-sound association to read unfamiliar words and phrases</p>	<ul style="list-style-type: none"> • Can employ predictive reading skills • Can identify text types and purposes of a range of texts • Can identify main ideas in texts • Can identify and recall specific details and supporting information • Can identify and distinguish opinions and facts in texts • Can begin to draw conclusions by selecting appropriate evidence from a text • Can generally understand word meaning by evaluating context and making reasonable guesses • Can use evidence to elucidate the author's purpose and audience • Can read aloud, demonstrating a good command of letter-sound association and general level of fluency
<p>Writing</p> <p>I W.1 Can write a range of informal texts, such as summaries and reflections, to support language learning</p> <p>I W.2 Can write formal texts such as academic paragraphs, essays, science reports and narratives, to demonstrate language learning</p>	<ul style="list-style-type: none"> • Can demonstrate growing flexibility in using a range of sentence structures • Can use cohesive devices within and between sentences and paragraphs • Can demonstrate increasing control over the development of paragraphs • Can notice and use appropriate formats for a range of texts such as science reports and essays • Can edit own writing to correct spelling and punctuation • Can demonstrate expanded range of vocabulary and grammar • Can use referencing and substitution skills
<p>Grammar and Vocabulary</p> <p>I G. 1 Can demonstrate growing control over a range of structures to express intended meaning</p> <p>I V.1 Can demonstrate the use of an expanded range of vocabulary to suit a variety of contexts and themes</p>	<ul style="list-style-type: none"> • Can avoid ambiguity by using correct tenses, verb patterns, prepositions, pronouns • Can demonstrate developing control of verb tense conjugation beyond simple and continuous, and including perfect and perfect continuous. • Can demonstrate developing control of conditionals • Can use synonyms and antonyms to expand vocabulary and avoid repetition

	<ul style="list-style-type: none"> • Can use a range of phrasal verbs, idioms and less common expressions • Can notice and use a growing repertoire of collocations for talking about issues, etc. • Can notice and use a growing range of academic and subject specific vocabulary
Independent learning I IL.1 Can set short and long term goals and identify preferred learning styles and strategies and reflect on own learning I IL.2 Can develop an effective study plan to improve time management, do independent study and maintain an assessment portfolio I IL.3 Can conduct independent research to support language learning I IL.4 Can locate, summarise and discuss news stories on familiar topics	<ul style="list-style-type: none"> • Can identify own strengths and weaknesses • Can set realistic time frames and a balance of social, work and study activities • Can apply a range of autonomous language learning strategies and research skills • Can identify and utilize everyday opportunities to practise English • Can identify and examine reasons for communication breakdowns • Can discuss the influence of culture within language learning • Can maintain records of assessments and independent study • Can locate, summarise, present, discuss and answer questions about news stories on less familiar topics
Digital Literacies I DL.1 Can participate in online discussions I DL.2 Can respond to a range of verbal commands in the use of digital software. I DL.3 Can find information online on a range of familiar topics.	<ul style="list-style-type: none"> • Can participate in online discussions using language for agreement and disagreement with errors that do not impede meaning. • Can respond to a range of verbal commands in the use of digital software. • Can find information online on a range of unfamiliar topics