Global Scale of English Learning Objectives

for Young Learners

GSE — Global Scale of English

Pearson

> **"**
> 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.

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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

Our research has been tailored to meet the needs of different types of learner. In addition to this set of GSE Learning Objectives for Young Learners, we have also created versions for Adult Learners of General English, Academic English, and Professional English. For more information about our work in this field, please visit **English.com/gse**.

We welcome feedback from teachers and ELT practitioners who have experience of working with young learners. Please let us know your thoughts here: **English.com/gse/contact**.

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 accurately demonstrating step-by-step progress. Using the Global Scale of English, teachers can match a student to the right course materials to suit their exact level and learning goals.

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. Visit **English.com/gse** to learn more.

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.

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.

Global Scale of English	10	20	30	40	50	60	70	80	90
CEFR		<A1	A1	A2 $^+$	B1 $^+$	B2 $^+$	C1	C2
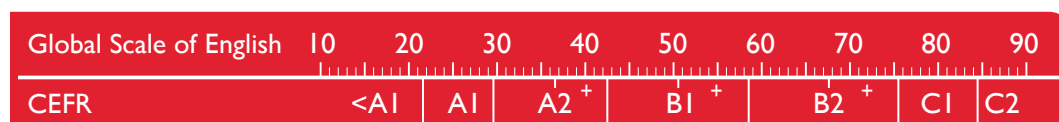
In developing the GSE Learning Objectives for Young Learners, we have created learning objectives that support a granular definition of language proficiency – enabling teachers to establish clear learning goals for their students, parents to understand more clearly what their children are learning, and 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.

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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.

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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.

A learner at 25 on GSE
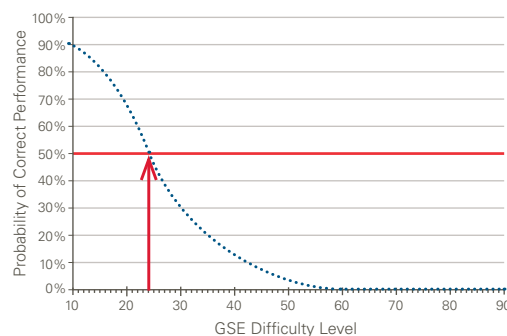
A learner at 61 on GSE
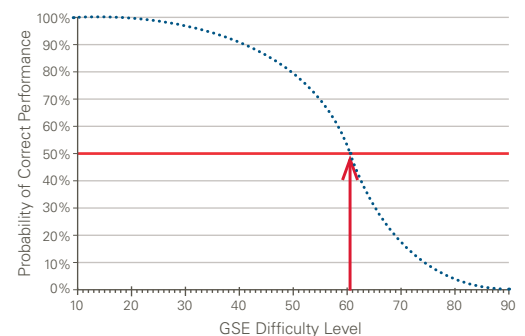
> 66
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> Young Learners descriptors will not only be an indispensable assessment tool for young learners but also a powerful instructional tool for them as well."

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.

In the example below, taken from Poptropica English (Level 2), the following GSE Learning Objectives for Young Learners have been used to inform the objectives of the lesson and activities:

26	Can follow simple dialogues in short illustrated stories, if they can listen while reading.
26	Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures.

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)

Below A1, learners are developing awareness of the sound system of English as distinct from the sound system of L1; 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 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 Learning Objectives
Listening

GSE 10–21/Below A1: Listening

10	Can respond to a request for a simple evaluation with a gesture (e.g. thumbs up).
	Can understand the letters of the alphabet by their names.
	Can recognise the letters of the alphabet by their sounds.
	Can recognise cardinal numbers up to 10 in short phrases and sentences spoken slowly and clearly.
12	Can understand a simple evaluation (e.g. 'yes/no', 'good/bad').
13	Can follow short, basic classroom instructions, if supported by pictures or gestures.
	Can understand basic expressions for greeting and leave-taking, if supported by gestures.
16	Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.
	Can understand simple negative instructions related to everyday situations (e.g. 'Don't run'), if supported by gestures.
17	Can recognise familiar expressions used to signal the beginning and end of activities in the classroom.
18	Can understand simple spoken commands as part of a game.
	Can understand the time of day when expressed in full hours.
	Can recognise familiar words and phrases in short, simple songs or chants.
19	Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures.
	Can understand the main information when people introduce themselves (e.g. name, age, where they are from).
	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.
21	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.
	Can understand simple language related to naming and describing family members.

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?').
23	Can understand the time of day when expressed to within five minutes.
	Can understand short, simple questions related to basic personal information, if spoken slowly and clearly.
	Can understand simple feedback from a teacher.
	Can understand the time of day when expressed to the quarter hour.
24	Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.
	Can understand basic phrases about the weather, if spoken slowly and clearly.
	Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
	Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.

25	Can get the gist of short, simple stories, if told slowly and clearly and supported by pictures or gestures.
	Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
26	Can understand simple language related to naming and describing people's clothes.
	Can identify a caller's name and phone number from a short, simple telephone conversation.
	Can understand basic information about someone's immediate family, if spoken slowly and clearly and supported by pictures or gestures.
	Can identify the day and date in short, simple dialogues, if spoken slowly and clearly and supported by pictures or gestures.
27	Can identify the names of people or places in short, simple dialogues, if spoken slowly and clearly.
	Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
28	Can follow a short, familiar traditional story, if supported by gestures and repetition.

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.
	Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures.
	Can follow an animated cartoon of a familiar type, if provided with written support.
31	Can understand simple expressions about likes and dislikes in short, simple stories or dialogues, if spoken slowly and clearly.
	Can understand the main information in short, simple dialogues about someone's daily routines, if spoken slowly and clearly and supported by pictures.
	Can understand basic information about common jobs, if spoken slowly and clearly and supported by pictures.
	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.
	Can understand a simple instruction containing a qualifying clause (e.g. 'If your birthday is in March, stand here.')
	Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts.
32	Can identify the context of short, simple dialogues related to familiar everyday situations.
33	Can identify key information (e.g. day, date, location) in short announcements about events, if spoken slowly and clearly.
	Can understand the main information in short, simple dialogues about someone's hobbies and interests, if spoken slowly and clearly and supported by pictures.
	Can recognise simple phrases related to familiar topics in slow, clear speech.
	Can identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly.
34	Can get the gist of a short weather forecast, if delivered slowly and clearly and supported by pictures.
	Can understand simple directions for how to get somewhere on foot, if spoken slowly and clearly and using a map.
	Can identify specific information in short, simple dialogues, if there is some repetition and rephrasing.

35   Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions.

Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.

Can identify the context in which an everyday conversation is taking place.

Can identify numbers relating to height, weight, length etc. in simple descriptions of objects, animals or buildings, if guided by questions.

Can understand simple comparisons between two places, if spoken slowly and clearly.

GSE 36–42/A2(+): Listening

36   Can follow the sequence of events in a simple story or narrative, if told slowly and clearly.

Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly.

Can identify specific information about people's personalities in short, simple dialogues, if spoken slowly and clearly.

Can identify the main points in short talks on familiar topics, if delivered slowly and clearly.

37   Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly.

Can understand simple directions on how to get somewhere by public transport, with reference to a map.

Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.

38   Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly.

Can identify the key information in short, simple recorded phone messages related to everyday situations (e.g. what's on at the cinema).

39   Can extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts.

Can understand a limited range of basic language related to common symptoms and illnesses.

Can recognise simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

41   Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech.

42   Can understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts.

Can identify basic biographical information in short simple talks about famous people from the past, if delivered slowly and clearly.

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.

Can understand the humour in a simple story.

Can understand the main points of a short, informal interview on a familiar topic.

Can identify key information in a short commentary on a sporting event.

44   Can recognise a range of common linking words/phrases signalling the sequence of events in short, simple narratives.

45	Can infer the meaning of simple unknown words from familiar, concrete contexts, if there is some repetition or rephrasing.
46	Can understand some details in extended dialogues on familiar everyday topics.
48	Can identify the key information from video interviews about people's lives, if the speakers use clear standard language.
49	Can identify the main points of short, clear factual talks or presentations on familiar topics.
50	Can understand some details in extended dialogues on a range of non-technical topics.
	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.
49	Can identify the main points of short, clear, well-structured factual talks or presentations on familiar topics.

GSE 51–58/B1(+): Listening

52	Can extract the key details from extended informational monologues, if delivered in clear standard speech.
53	Can understand the main points in extended factual talks on topics of general interest, if delivered in clear standard speech.
	Can recognise language expressing agreement and disagreement in extended informal discussions, if the speakers use clear standard speech.
	Can identify the purpose of a recorded advertisement.
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.
	Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech.
55	Can recognise how details relate to the main ideas in clear, well-structured talks or discussions on familiar topics.
	Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech.
56	Can understand the details of extended talks or interviews about people's lives and experiences, if delivered in clear standard speech.
	Can distinguish between the main and secondary points in extended informational talks related to general topics, if delivered in clear standard speech.

Reading

GSE 10–21/Below A1: Reading

10	Can recognise the letters of the alphabet in upper and lower case.
12	Can read cardinal numbers up to ten written as words.
13	Can recognise cardinal numbers up to ten when written as words in short texts.
17	Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects).

GSE 22–29/A1: Reading

23	Can understand short, simple descriptions of familiar places, if supported by pictures.
	Can understand basic written instructions for classroom activities (e.g. 'Read and match').
24	Can understand basic sentences naming familiar everyday items, if supported by pictures.
	Can understand basic phrases in short, simple texts.
	Can find proper names (e.g. people, places, nationalities) in short, simple texts by looking for capital letters.
	Can recognise key words and basic phrases in short, simple cartoon stories.
26	Can understand basic sentences about things people have, if supported by pictures.
	Can understand basic sentences describing someone's physical appearance, (e.g. eye/hair colour, height), if supported by pictures.
	Can follow simple dialogues in short illustrated stories, if they can listen while reading.
27	Can understand the information in a simple school timetable giving days and times of classes.
	Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures.
28	Can follow basic instructions for making something (e.g. a mask, a clock), if supported by pictures.

GSE 30–35/A2: Reading

30	Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures.
	Can understand a short, simple description of a house or flat (e.g. rooms, furniture), if supported by pictures.
	Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance and clothes.
31	Can understand short, simple descriptions of someone's typical day, if supported by pictures.
	Can follow basic instructions on how to play a simple board game, if supported by pictures.
32	Can understand some simple details about a holiday from a postcard, if supported by pictures.
	Can identify key buildings on a plan or key features on a map.
	Can understand everyday written signs and notices found in public places (e.g. rules, directions), if supported by the context.
	Can follow the sequence of events in short, simple cartoon stories that use familiar key words.
33	Can identify key information in short, simple factual texts from the headings and illustrations.
	Can get the gist of short, simple texts on familiar topics, if supported by pictures.

34	Can understand short, simple notes from family or friends communicating information of immediate relevance.
	Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).
	Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions.
	Can understand safety instructions if expressed in simple language and supported by pictures.
35	Can follow simple stories with basic dialogue and simple narrative.

GSE 36–42/A2(+): Reading

36	Can follow instructions and feedback in a computer game.
	Can follow a simple series of written instructions to carry out a task.
37	Can understand the main information in basic diagrams related to familiar topics.
	Can guess the meaning of unfamiliar words in short, simple stories, if supported by pictures.
	Can identify specific information related to a familiar topic in a short, simple text.
	Can understand likes and preferences in short, simple personal texts (e.g. diary entries or emails).
	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.
38	Can understand simple details in short animal factfiles containing some unfamiliar language, if supported by pictures.
	Can recognise the use of 'because' to signal the relationship between an action and a reason or explanation.
	Can follow simple recipes, if supported by pictures.
	Can recognise familiar words in unfamiliar contexts in descriptive texts and stories.
39	Can extract specific information in short texts on familiar topics.
	Can find specific information about typical free-time activities for young people in simple illustrated information leaflets.
	Can understand the main points in simple descriptive texts on familiar topics.
	Can understand short school-related messages in emails, text messages and social media postings.
	Can recognise the use of 'because' to signal the relationship between an opinion and a reason.
40	Can extract key information from advertisements for familiar products, if guided by questions or prompts.
	Can understand short, simple texts giving information about important places in a town, with the support of a map.
41	Can get the gist of short factual school texts.
	Can understand basic opinions related to familiar topics, expressed in simple language.
42	Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.
	Can follow the sequence of events in simple narrative texts by recognising common linking words/ phrases.
	Can identify the differences between two similar versions of a text, if guided by questions.
	Can identify a point of view in a short, simple narrative text.

GSE 43–50/B1: Reading

43	Can identify the connections between short phrases by recognising common linking words.
	Can get the gist of news stories where the main information is in the form of numbers and names.
	Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.
	Can guess the meaning of a few unknown words in a story from the context, if guided by questions or prompts.
	Can use an index to locate key information in a text.
44	Can follow extended stories and texts written in simple, familiar language, if supported by pictures.
	Can follow detailed instructions to complete a task.
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.
	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').
	Can identify the topic sentence in simple structured paragraphs on familiar topics, if supported by questions or prompts.
	Can draw simple conclusions about the information given in a factual text on a familiar topic.
46	Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts.
47	Can scan several short, simple texts on the same topic to find specific information.
48	Can extract information from newspaper headlines, if guided by questions.
49	Can distinguish between fact and opinion in a simple text.
	Can recognise cause and effect relationships between ideas in simple connected text.
50	Can get the gist of short encyclopaedia entries.

GSE 51–58/B1(+): Reading

51	Can identify the main idea of each paragraph in extended structured texts on familiar topics.
	Can identify the writer's overall purpose in straightforward texts on familiar topics.
52	Can identify the main ideas in straightforward, structured magazine articles on familiar topics.
	Can make simple inferences about characters' motives and feelings in straightforward narrative texts.
	Can connect the information in a text with the information given in charts, graphs or diagrams.
53	Can compare different points of view in a narrative, if guided by questions.
54	Can identify the main features of appropriate register in basic formal letters.
	Can distinguish between semi-formal and informal style in simple letters.
55	Can skim straightforward extended texts with a clear structure to get a general idea of the content.
	Can find relevant Internet texts on specific topics and extract the most important information, e.g. for school projects.
56	Can find specific information in extended informational texts using text features such as headings and captions.
57	Can identify evidence that supports the writer's point of view in extended texts on a familiar topic.
	Can scan several short informational texts on the same theme to find relevant information.

Speaking

GSE 10–21/Below A1: Speaking

10	Can use cardinal numbers up to five.
	Can use basic informal expressions for greeting and leave-taking (e.g. 'hello', 'hi', 'bye').
11	Can introduce themselves using a basic phrase (e.g. 'My name's …').
12	Can ask someone their name using a basic phrase.
	Can say how old they are using a basic phrase.
13	Can say what nationality they are using a basic phrase.
14	Can ask people how they are using a basic phrase.
15	Can say what day of the week it is using a basic phrase.
16	Can recite a short, simple rhyme or chant.
	Can say what country they are from using a basic phrase.
	Can tell the time of day in full hours.
18	Can use cardinal numbers up to twenty.
19	Can answer short, simple questions related to basic personal information, using a single word or phrase.
	Can use a few basic words and phrases to show politeness (e.g. 'please', 'thank you').
	Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts.
20	Can use formal titles (e.g. 'Mr', 'Mrs') to show politeness when speaking to adults they don't know.
	Can read aloud familiar single words.

GSE 22–29/A1: Speaking

22	Can sing a basic song from memory.
	Can say how they feel, using a limited range of common adjectives (e.g. 'happy', 'cold').
	Can tell the time of day to within five minutes.
	Can take part in basic games that use fixed expressions or rhymes.
23	Can say when their birthday is (day, month).
24	Can answer simple questions about where people or things are, using basic phrases.
	Can ask for the spelling of a word, using a basic phrase.
	Can tell the time of day to the quarter hour.
25	Can give a phone number using standard conventions.
	Can give a simple warning of immediate danger using a fixed expression.
26	Can answer simple questions about their family and friends, using basic phrases.
	Can express immediate needs using simple language (e.g. 'I want a drink', 'I need a pen').
	Can describe the position of objects or people in a basic way, using pictures or gestures.

27	Can start and end a simple phone call to family or friends using basic informal fixed expressions.
	Can say simple tongue-twisters and other types of playful language.
	Can say what the weather is like using basic phrases.
	Can use cardinal numbers up to fifty.
28	Can make an apology using basic polite fixed expressions.
	Can ask basic questions to find out what possessions others have got.
29	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?').
	Can give the location of an object in a basic way.
	Can respond politely when introduced to someone, using simple fixed expressions.
	Can ask people to do things with them, using a fixed expression (e.g. 'Let's play.')
	Can read aloud short, familiar phrases with intelligible pronunciation.
	Can ask for repetition and clarification when they don't understand, using simple fixed expressions.
	Can say what someone's job is, using familiar common job names.
	Can express likes and dislikes in relation to familiar topics in a basic way.
	Can describe someone's physical appearance in a basic way, if guided by questions or prompts.
	Can talk about their immediate family members in a basic way, if guided by questions or prompts.

GSE 30–35/A2: Speaking

30	Can ask others if they can do everyday activities using basic language and supported by pictures or prompts.
	Can make simple requests to have or do something in relation to common everyday activities.
	Can say what people are doing at the time of speaking, if supported by pictures or gestures.
	Can introduce people using simple language.
	Can respond to a simple apology using a few basic informal fixed expressions (e.g. 'That's alright', 'No problem').
	Can agree to simple requests using a few informal fixed expressions.
	Can give basic compliments, using simple fixed expressions.
	Can say that an object is missing from a location, using simple language.
	Can give dates using standard formats (day and month).
	Can say how they and others get to school every day in a simple way.
	Can describe their daily routines in a simple way.
31	Can ask basic questions to find out who things belong to.
	Can ask for a translation or paraphrase when they don't know the meaning of a word or phrase.
	Can express ability or lack of ability in relation to basic everyday actions.
	Can describe common everyday objects using simple language.
32	Can refuse simple requests using appropriate polite language.
	Can briefly say what they like or dislike about a simple story.
	Can express years using a standard format (e.g. 1996, 2013).

33	Can give simple instructions to a classmate to complete a task.
	Can express surprise or shock, using a simple fixed expression.
34	Can talk about their hobbies and interests, using simple language.
	Can order food and drink in a café or restaurant, using simple language.
	Can describe basic differences between common objects or animals (e.g. colour, size, position), given a model.
	Can express very basic contrast using 'but', given a model.
35	Can ask about the location of places in a town, using simple language.
	Can ask for directions on how to get somewhere on foot or by public transport using simple language.
	Can give simple reasons to explain preferences, given a model.

GSE 36–42/A2(+): Speaking

36	Can ask someone simple questions about their life and experiences.
	Can ask a range of questions in guessing games to find the answer.
	Can describe weather conditions in their country using simple language.
37	Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month').
	Can check that a classmate has understood information, using simple language.
	Can talk about basic personal experiences, using simple linking words.
	Can ask people how often they do common everyday activities.
	Can give a simple excuse for something they have done wrong (e.g. arriving late to class).
	Can give simple directions using a map.
	Can introduce themselves and ask to speak to someone on the phone using basic informal language.
38	Can make suggestions about doing common everyday activities, using a basic fixed expression.
	Can ask for basic information about an event (e.g. a concert or football match), using simple language.
	Can talk about plans for the near future in a simple way.
	Can give the location of common shops or amenities in a town, using simple language, with reference to a map.
39	Can describe basic differences between two pictures showing familiar activities, using simple language.
40	Can give simple directions on how to get somewhere on foot or by public transport, with reference to a map.
	Can ask for directions on how to get somewhere on foot or by public transport, using simple polite questions.
41	Can express their opinions on familiar topics, using simple language.
	Can ask someone for their news, using a range of fixed expressions.
	Can talk about common past activities, using simple linking words.

42	Can answer simple questions after giving a presentation on a school topic.
	Can make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?').
	Can briefly say what they think will happen next in a simple story or play.
	Can make simple predictions about the future, given a model.

GSE 43–50/B1: Speaking

43	Can describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/background', 'at the back').
44	Can give a short, simple prepared talk on a topic of personal interest.
	Can describe the performance of a classmate in a task or activity, given a model.
	Can describe similarities between people's appearance in some detail.
	Can explain the rules of a familiar game or sport, using simple language.
	Can describe differences between people's appearance in some detail.
45	Can retell a joke using simple language.
	Can briefly describe a funny or exciting personal experience, if guided by questions or prompts.
46	Can paraphrase simply when they don't know the correct word or phrase.
	Can give an opinion in a structured discussion, if guided by questions.
	Can state personal learning goals, given a model.
47	Can suggest possible outcomes to an event or situation, given a model.
	Can describe past events or experiences using simple descriptive language to add interest.
48	Can give informal advice on everyday matters, using a range of fixed expressions.
	Can give brief reasons for their opinions on familiar topics.
49	Can answer questions about what they have done recently in some detail.
	Can invite others to give their opinions in a discussion, using a range of fixed expressions.
50	Can give their opinions on general topics, using a range of fixed expressions.
	Can describe the differences between the customs of two cultures, using simple language.

GSE 51–58/B1(+): Speaking

51	Can express tentative disagreement politely, using a range of fixed expressions.
	Can express tentative agreement politely, using a range of fixed expressions.
	Can talk about matters of personal information and interest in some detail.
53	Can take part in a discussion on a topic of general interest, given time to prepare.
54	Can re-tell the main points of an extended story in their own words.
	Can summarise the key information in basic diagrams, e.g. bar charts, timelines.
56	Can give reasons for their ambitions and aspirations in some detail.
	Can list the advantages of a course of action in some detail, using a range of fixed expressions.

Writing

GSE 10–21/Below A1: Writing

10	Can write the letters of the alphabet in upper case.
	Can write the letters of the alphabet in lower case.
	Can copy some short familiar words presented in standard printed form.
	Can write their own name with the correct use of capital letters.
13	Can copy short sentences containing only familiar words, if presented in standard printed form.
16	Can label simple pictures related to familiar topics by copying single words.
20	Can write some familiar words.

GSE 22–29/A1: Writing

22	Can write simple facts about themselves (e.g. name, age), given prompts or a model.
23	Can complete simple forms with basic personal details. (CA)
26	Can write a few basic sentences introducing themselves and giving basic personal information, given prompts or a model.
	Can use an apostrophe when writing contractions (e.g. 'I'm', 'We're').
27	Can write basic sentences identifying immediate family members, given prompts or a model.
	Can write basic sentences referring to everyday items (e.g. classroom objects), given prompts or a model.
28	Can write basic sentences describing everyday items (e.g. colour, size), given prompts or a model.
	Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures.
	Can write a standard greeting in a card (e.g. a birthday card), given a model.
	Can write a single basic sentence about daily routines and activities.
29	Can link two simple sentences using and, given prompts or a model.
	Can write basic sentences about what they and others possess (e.g. everyday items, pets), given prompts or a model.

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.
31	Can link groups of words in a sentence with 'and'.
	Can write simple sentences about what they and others are wearing, given prompts or a model.
32	Can write simple sentences about familiar things, given prompts or a model.
	Can write simple sentences describing their own physical appearance, (e.g. eye/hair colour, height), given a model.
	Can write simple sentences describing someone's physical appearance, (e.g. eye/hair colour, height), given a model.
34	Can link two simple sentences using 'but' to express basic contrast, given prompts or a model.

35	Can write very short, simple notes to family or friends relating to matters of immediate need, given prompts or a model.
	Can write short, basic descriptions of everyday activities, given prompts or a model.
	Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, animals, possessions), given a model.

GSE 36–42/A2(+): Writing

| 36 | Can write a simple text (e.g. an invitation to a party) containing key information, given a model. |
37	Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic.
	Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails).
	Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.
38	Can write short, simple texts about topics of personal relevance, given prompts or a model.
	Can write a few simple sentences about someone's routines or habits, given prompts or a model.
	Can write short, simple personal messages giving information of immediate relevance, given prompts or a model.
	Can write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model.
39	Can write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures.
40	Can write about past activities using simple language, given a model.
	Can write short, simple personal emails/letters about familiar topics, given prompts or a model.
	Can write short, simple texts on familiar topics in linked sentences.
	Can link two simple sentences using or to indicate a choice between two alternatives, given prompts or a model.
41	Can begin and end a simple story using an appropriate fixed expression.
	Can write short, simple descriptive texts about familiar places using basic connectors, given a model.
	Can state the intended purpose of an action, if guided by questions or prompts.
42	Can describe similarities between two people (e.g. appearance, personality, interests) in simple connected text, given a model.
	Can describe similarities between two things (e.g. two sports) in simple connected text, given a model.
	Can write a short list of instructions for using or doing something (e.g. playing a game), given a model.

GSE 43–50/B1: Writing

43	Can describe differences between two people (e.g. appearance, personality, interests) in simple connected text, given prompts or a model.
	Can write short, simple structured paragraphs on familiar topics, given prompts or a model.
	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.
44	Can write short, simple notices giving information about events or activities (e.g. place, time, day) using appropriate layout, given a model.

45	Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model.
	Can state personal learning goals, given a model.
	Can introduce additional information in simple connected text, using basic linking words/phrases (e.g. 'also', 'as well as', 'too'), given a model.
	Can create a poster to advertise an event or product, given a model.
	Can write simple letters with appropriate paragraph breaks, given a model.
	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.
46	Can describe the plot of a film or book very briefly, using simple language.
	Can describe how something is used (e.g. 'it's a machine for...').
	Can give a reason for an action in an informational text, given a model.
	Can write short, simple personal emails/letters describing future plans, given prompts or a model.
	Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.
	Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.
	Can rewrite a short text following feedback.
	Can show similarity between two ideas in simple connected text using common linking words (e.g. 'both', 'like', 'too'), given a model.
47	Can write a short, simple guide to their town/city with appropriate sub-headings, given a model.
	Can create simple language puzzles for classmates to solve.
	Can signal direct speech in connected text using speech marks, given a model.
48	Can write an email/letter of apology, given a model.
	Can add more detail to a description of a person or place, following feedback.
	Can briefly narrate a familiar historical event, given prompts or a model.
49	Can write a simple description of their personal history with appropriate paragraph breaks, given a model.
	Can provide simple details supporting the main idea of a basic structured paragraph, given prompts or a model.
	Can create a new version of a familiar story by changing some details, if supported by prompts.
	Can write simple texts with appropriate paragraph breaks, given prompts or a model.
50	Can introduce the main idea of a simple structured paragraph using a topic sentence, given prompts or a model.
	Can clearly end a simple structured paragraph on a familiar topic with an appropriate final sentence.
	Can describe visible changes over time (e.g. in nature), given a model.

GSE 51–58/B1(+): Writing

51	Can write a simple email/letter asking for everyday factual information, given a model.
52	Can illustrate a general statement by giving specific examples.
	Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.
	Can expand on a written answer to a question, following feedback.
53	Can contrast two ideas in simple connected text using a range of common linking words/phrases (e.g. 'but', 'although', 'on the other hand').
54	Can use a range of common fixed expressions to introduce opinions in an informal written text.
	Can integrate numerical information into an informational text to give more precise details, given a model.
	Can describe the steps in a simple technical process, clearly signalling the sequence of actions.
	Can use dialogue within a narrative text to add interest.
55	Can write a short persuasive text (e.g. a leaflet), given a model.
	Can write simple personal recommendations related to cultural topics (e.g. books, films, concerts).
	Can write a simple review of a film or book with appropriate paragraph breaks, given a model.
	Can write an email/letter of complaint, given a model.
	Can negotiate role-play in a computer game via online text chat.
57	Can develop a simple argument stating their reasons for or against a point of view.
	Can write short, simple structured argument essays on familiar topics.
58	Can develop a hypothesis, given a model.
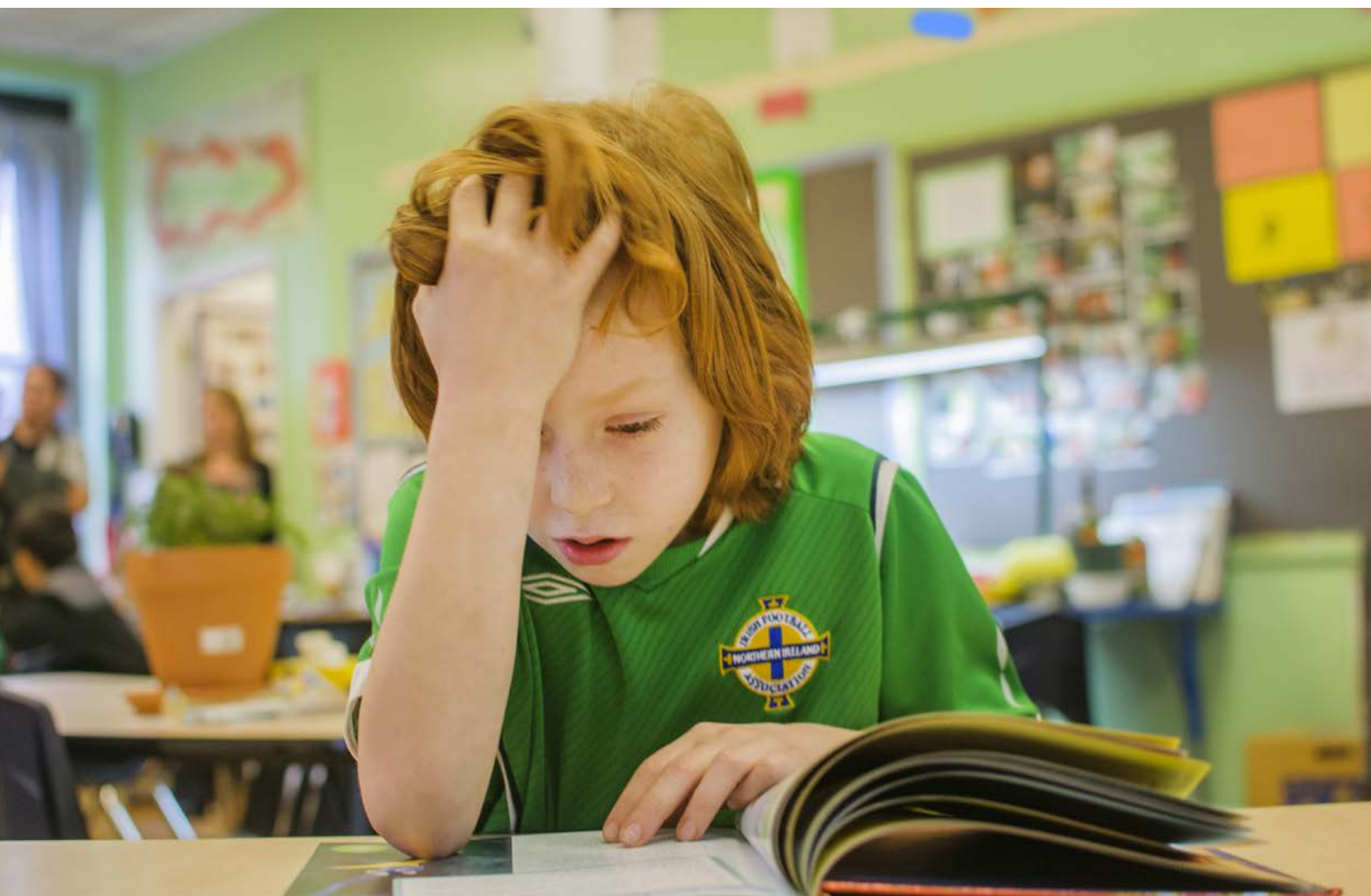
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