

Progression Overview—Speaking, Listening and Communication

It is essential to remember that each level builds on and subsumes the requirements of all previous levels. Therefore, requirements are not necessarily repeated at each level. For example, it is clear that at entry 2 learners are expected to punctuate accurately using capital letters, full stops and question marks. Accuracy in these is still expected at entry 3, level 1 and level 2, although in addition, by level 2, learners are expected to also use commas, apostrophes and inverted commas accurately.

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Listen and respond	Speaking and listening	Speaking and listening	Speaking and listening	Speaking and listening
Listen for gist SLlr/E1.1 Listen for and follow the gist of short explanations	At this level, learners can: SLlr/E2.1 Listen for and follow the gist of narratives, descriptions and conversations	At this level, learners can: SLlr/E3.1 Listen for and follow the gist of explanations, instructions, narratives and conversations in different contexts	At this level, learners can: SLlr/L1.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics SLlr/L1.2 Listen for and understand explanations, instructions and narratives on different topics in a range of contexts	At this level, learners can: SLlr/L2.1 Listen for and identify relevant information from extended explanations or presentations on a range of topics SLlr/L2.2 Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts
Listen for detail SLlr/E1.2 Listen for detail using key words to extract some specific information SLlr/E1.3 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary	Participate in and understand the main points of a simple discussion/exchange that is familiar with another person. SLlr/E2.2 Listen for detail in short explanations and instructions SLlr/E2.3 Listen for and identify the main points of short explanations or presentations	Participate in and understand the main points of simple discussions/exchanges that are familiar, making active contributions, with more than one person. SLlr/E3.2 Listen for detail in explanations, instructions, narratives, and conversations in different contexts SLlr/E3.3 Listen for and identify relevant information and new information from discussions, explanations and presentations	Take full part in formal and informal discussions/exchanges that may be unfamiliar. Prepare for formal discussion of opinions and ideas. Be flexible in discussion, making different kinds of contributions Present information/points of view clearly and in appropriate language.	Make a range of contributions to discussions in a wide range of contexts, including unfamiliar audiences. Listen to complex information, giving relevant, cogent responses. Make effective presentations in a wide range of contexts. Present information persuasively. Adapt contributions.
Clarify and confirm		SLlr/E3.4 Use strategies to clarify and confirm understanding, e.g. facial expressions or gesture	SLlr/L1.3 Use strategies to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts SLlr/L1.4 Provide feedback and confirmation when listening to others	
Respond SLlr/E1.4 Listen and respond to requests for personal information SLlr/E1.5 Listen to and identify simply expressed feelings and opinions SLlr/E1.6 Respond to straightforward questions	SLlr/E2.4 Listen to and follow short, straightforward oral instructions	SLlr/E3.5 Listen to and respond appropriately to other points of view SLlr/E3.6 Respond to a range of questions about familiar topics	SLlr/L1.5 Make contributions relevant to the situation and the subject SLlr/L1.6 Respond to questions on a range of topics	SLlr/L2.3 Respond to detailed or extended questions on a range of topics SLlr/L2.4 Respond to criticism and criticise constructively
Speak to communicate				
Speak clearly and appropriately SLc/E1.1 Speak clearly to be heard and understood in simple exchanges SLc/E1.4 Make statements of fact clearly	SLc/E2.1 Speak clearly to be heard and understood in straightforward exchanges SLc/E2.3 Express clearly statements of fact and short accounts and descriptions	SLc/E3.1 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing SLc/E3.2 Use formal language and register when appropriate SLc/E3.3 Express clearly statements of fact and give short explanations, accounts and descriptions	SLc/L1.1 Speak clearly in a way which suits the situation SLc/L1.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions	SLc/L2.1 Speak clearly and confidently in a way which suits the situation SLc/L2.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions, using appropriate structure, style and vocabulary
Make requests and ask questions SLc/E1.2 Make requests using appropriate terms SLc/E1.3 Ask questions to obtain specific information	SLc/E2.2 Make requests and ask questions to obtain information in everyday contexts SLc/E2.4 Ask questions to clarify understanding	SLc/E3.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts	SLc/L1.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts	SLc/L2.2 Make requests and ask questions to obtain detailed information in familiar and unfamiliar contexts
Present information			SLc/L1.4 Present information and ideas in a logical sequence and include detail and develop ideas where appropriate	SLc/L2.4 Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding
Engage in discussion				
Follow and contribute SLd/E1.1 Speak and listen in simple exchanges and everyday contexts	SLd/E2.1 Follow the gist of discussions SLd/E2.2 Follow the main points and make appropriate contributions to the discussion	SLd/E3.1 Follow and understand the main points of discussions on different topics SLd/E3.2 Make contributions to discussions that are relevant to the subject	SLd/L1.1 Follow and contribute to discussions on a range of straightforward topics	SLd/L2.1 Make relevant contributions and help to move discussions forward SLd/L2.2 Adapt contributions to discussions to suit audience, context, purpose and situation
Use appropriate language and strategies		SLd/E3.3 Respect the turn-taking rights of others during discussions	SLd/L1.2 Respect the turn-taking rights of others during discussions SLd/L1.3 Use appropriate phrases for interruption	SLd/L2.3 Use appropriate phrases for interruption and change of topic SLd/L2.4 Support opinions and arguments with evidence SLd/L2.5 Use strategies intended to reassure, e.g. body language and appropriate phrasing

Progression Overview—Reading

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	Entry 1	Entry 1	Entry 2	Entry 2	Entry 3	Entry 3	Level 1	Level 1	Level 2
Comprehension									
Follow and understand	Rt/E1.1 Follow a short narrative on a familiar topic or experience	Reading At this level, learners can:	Rt/E2.1 Trace and understand the main events of chronological and instructional texts	Reading At this level, learners can:	Rt/E3.1 Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph	Reading At this level, learners can:	Rt/L1.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts, e.g. a holiday brochure	Reading At this level, learners can:	Rt/L2.1 Trace and understand the main events of continuous descriptive, explanatory and persuasive texts, e.g. a job description
Recognise purpose	Rt/E1.2 Follow the different purposes of text at this level	Read and understand short, simple texts on familiar topics that explain, describe and narrate on paper and on screen.	Rt/E2.2 Recognise the different purposes of texts at this level, e.g. <i>personal letter, recipe</i>	Read and understand straightforward texts including chronological and instructional texts. Use alphabetical order to locate information.	Rt/E3.2 Recognise the different purposes of texts at this level, e.g. <i>newspaper, website</i> Rt/E3.4 Identify the main points and ideas and predict words from context	Read and understand straightforward texts, independently and for a purpose in different formats. Understand main points made in texts, including diagrams and graphical representations. Written texts are more than one paragraph long. Use strategies to read including detailed reading and scanning texts.	Rt/L1.2 Recognise how language and other textual features are used to achieve different purposes Rt/L1.3 Identify the main points and specific detail and infer meaning from images which is not explicit in the text	Read and understand the main points and ideas within a range of texts and text types, including reports, instructional, explanatory and persuasive texts. Take appropriate action.	Rt/L2.2 Identify the purpose of a text and infer meaning which is not explicit Rt/L2.3 Identify the main points and specific detail
Identify main points and detail									
Use organisational features			Rt/E2.4 Use illustrations and captions to locate information		Rt/E3.3 Recognise and understand the organisational features and typical language of instructional texts Rt/E3.5 Understand and use organisational features to locate information Rt/E3.9 Relate an image to print and use it to obtain meaning		Rt/L1.4 Use organisational and structural features to locate information		Rt/L2.6 Use organisational features and systems to locate texts and information
Use reading strategies			Rt/E2.3 Identify common sources of information		Rt/E3.6 Skim read title, headings and illustrations to decide if materials is of interest Rt/E3.7 Scan texts to locate information Rt/E3.8 Obtain specific information through detailed reading		Rt/L1.5 Use different reading strategies to find and obtain information, e.g. <i>to find a specific piece of information from a printed catalogue</i>		Rt/L2.4 Read an argument and identify the points of view Rt/L2.5 Read critically to evaluate information, ideas and opinions from different sources Rt/L2.7 Use different reading strategies to find and obtain information, e.g. <i>for an essay</i> Rt/L2.8 Summarise information from longer documents
Summarise									
Grammar and punctuation									
Use knowledge of grammar	Rs/E1.1 Read and recognise simple sentence structures		Rs/E2.1 Read and understand linking words and adverbials in instructions and directions Rs/E2.2 Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning Rs/E2.3 Apply own life experience and knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words		Rs/E3.1 Recognise and understand the organisational features and typical language of instructional texts, e.g. <i>use of imperatives</i> Rs/E3.2 Use implicit and explicit knowledge of different types of word, of word order and of possible plausible meanings, to help decode unfamiliar words and predict meaning, e.g. <i>linking words</i>		Rs/L1.1 Use implicit and explicit grammatical knowledge		Rs/L2.1 Use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text
Use knowledge of punctuation and capitalisation			Rs/E2.4 Use punctuation and capitalisation to aid understanding, e.g. <i>full stops, questions marks</i>		Rs/E3.3 Use punctuation and capitalisation to aid understanding, e.g. <i>speech marks, bullet points</i>		Rs/L1.2 Use punctuation to help their understanding, e.g. <i>apostrophes in contracted words</i>		Rs/L2.2 Use punctuation to help interpret the meaning and purposes of texts, e.g. <i>colon, semi-colon</i>
Vocabulary, word recognition and phonics									
Recognise and understand a range of words	Rw/E1.1 Possess a limited, meaningful sight vocabulary of words, signs and symbols		Rw/E2.1 Recognise high frequency words and words with common spelling patterns		Rw/E3.1 Recognise and understand relevant specialist key words Rw/E3.2 Read and understand words and phrases commonly used on forms		Rw/L1.2 Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning		Rw/L2.1 Read and understand technical vocabulary Rw/L2.3 Recognise and understand vocabulary associated with texts of different levels of accessibility, formality, complexity and of different purpose
Decode	Rw/E1.2 Decode simple, regular words		Rw/E2.2 Use context cues and own knowledge and experience to predict unknown words						
Use reference sources	Rw/E1.3 Recognise the letters of the alphabet in both upper and lower case		Rw/E2.3 Use a simplified dictionary to find the meaning of unfamiliar words		Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words		Rw/L1.1 Use reference material to find the meaning of unfamiliar words		Rw/L2.2 Use reference materials to find the meaning of unfamiliar words research a subject or topic
Apply reading strategies			Rw/E2.4 Use initial letters to find and sequence words in alphabetical order		Rw/E3.4 Use first and second place letters to find and sequence words in alphabetical order Rw/E3.5 Use a variety of reading strategies to help decode an increasing range of unfamiliar words		Rw/L1.3 Recognise and understand an increasing range of vocabulary applying knowledge of word structure, related words, word roots, derivations, borrowings		

Progression Overview—Writing

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Composition					
Compose and plan	<u>Wt/E1.1</u> Use written words and phrases to record or present information, e.g. <i>a shopping list, a note to a friend</i>	<u>Wt/E2.1</u> Use written words and phrases to record words and phrases to record or present information, e.g. <i>a simple story, an email to a friend</i>	<u>Wt/E3.1</u> Plan and draft writing, e.g. <i>a letter to a teacher</i>	<u>Wt/L1.1</u> Plan and draft writing, e.g. <i>an article for a college news-sheet</i> <u>Wt/L1.2</u> Judge how much to write and the level of detail to include e.g. <i>a birthday speech</i>	<u>Wt/L2.1</u> Plan and draft writing, e.g. <i>an assignment for studies</i> <u>Wt/L2.2</u> Judge how much to write and the level of detail to include, e.g. <i>plan draft and write a formal letter</i>
Organise and present text structure			<u>Wt/E3.2</u> Organise writing in short paragraphs <u>Wt/E3.3</u> Sequence: chronological writing	<u>Wt/L1.3</u> Present information to a logical sequence, using paragraphs where appropriate <u>Wt/L1.5</u> Use format and structure for different purposes	<u>Wt/L2.3</u> Present information to a logical or persuasive sequence, using paragraphs where appropriate <u>Wt/L4</u> Use format and structure to organise writing for different purposes
Use language, style and purpose				<u>Wt/L1.4</u> Use language suitable for purpose and audience	<u>Wt/L2.5</u> Use formal and informal language appropriate to purpose and audience <u>Wt/L2.6</u> Use different styles of writing for different purposes
Proofread			<u>Wt/E3.4</u> Proofread and correct writing for grammar and writing	<u>Wt/L1.6</u> Proofread and revise writing for accuracy and meaning, e.g. <i>in a letter</i>	<u>Wt/L2.7</u> Proofread and revise writing for accuracy and meaning, e.g. <i>an assignment</i>
Grammar and punctuation					
Apply grammar	<u>Ws/E1.1</u> Construct a simple sentence	<u>Ws/E2.1</u> Construct simple and compound sentences, using common conjunctions to connect two clauses, e.g. <i>as, and, but</i> <u>Ws/E2.2</u> Use adjectives	<u>Ws/E3.1</u> Write in complete sentences, e.g. <i>with one or more clauses in familiar forms of written communication</i> <u>Ws/E3.2</u> Use correct basic grammar, e.g. <i>appropriate verb tense, subject-verb agreement</i> <u>Ws/E3.3</u> Use pronouns so that their meaning is clear	<u>Ws/L1.1</u> Write in complete sentences, e.g. <i>use a range to suit the text type</i> <u>Ws/L1.2</u> Use correct grammar, e.g. <i>subject-verb agreement, correct use of tense</i>	<u>Ws/L2.1</u> Construct complex sentences, e.g. <i>in a letter or a report</i> <u>Ws/L2.2</u> Use correct grammar, e.g. <i>subject-verb agreement, correct and consistent use of tense</i> <u>Ws/L2.3</u> Use pronouns so their meaning is clear, e.g. <i>understand how these link to the concept of first, second, and third person</i>
Apply punctuation and capitalisation	<u>Ws/E1.2</u> Punctuate a simple sentence with a capital letter and a full stop <u>Ws/E1.3</u> Use a capital letter for personal pronoun 'I'	<u>Ws/E2.3</u> Use punctuation correctly, e.g. <i>capital letters, full stops, questions marks</i> <u>Ws/E2.4</u> Use a capital letter for proper nouns	<u>Ws/E3.4</u> Use punctuation correctly, e.g. <i>capital letters, full stops, questions marks, exclamation marks, commas</i>	<u>Ws/L1.3</u> Punctuate sentences correctly and use punctuation so that meaning is clear, e.g. <i>use of colons and dashes</i>	<u>Ws/L2.4</u> Punctuate sentences correctly and use punctuation accurately, e.g. <i>commas, apostrophes, inverted commas</i>
Spelling and handwriting					
Apply strategies to spell correctly	<u>Ww/E1.1</u> Spell correctly some personal key words and familiar words <u>Ww/E1.3</u> Use basic sound-symbol association to help spelling, as appropriate for the needs of the learner <u>Ww/E1.4</u> Develop a variety of strategies to aid spelling, e.g. <i>using look, say, cover, write, check</i>	<u>Ww/E2.1</u> Spell correctly the majority of personal details and familiar common words <u>Ww/E2.2</u> Use knowledge of sound-symbol relationships and phonological patterns (e.g. <i>consonant clusters and vowel phonemes</i>) to help work out correct spellings	<u>Ww/E3.1</u> Spell correctly common words and relevant key words for work and special interest <u>Ww/E3.2</u> Use developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words	<u>Ww/L1.1</u> Spell correctly words used most often at work, in studies and daily life	<u>Ww/L2.1</u> Spell correctly words used most often at work, in studies and daily life, including familiar technical words
Form handwriting	<u>Ww/E1.2</u> Write letters of the alphabet using upper and lower case	<u>Ww/E2.3</u> Produce legible text, e.g. <i>a thank you letter</i>	<u>Ww/E3.3</u> Produce legible text, e.g. <i>handwrite a legible and reasonably neat letter to a family member</i>	<u>Ww/L1.2</u> Produce legible text, e.g. <i>handwrite a legible and neatly presented letter to someone outside the family</i>	<u>Ww/L2.2</u> Produce legible text, e.g. <i>handwrite legibly and with minimum alterations a piece of writing to be read by someone not known personally</i>