



Communication, Language, and Literacy

Communication and Language: Speaking and listening

Listening and attention

2CL.ESLc.01 Listen and respond appropriately using simple words in everyday situations and during simple conversations, for example, answering questions about their play, responding to the question *Is the cat black?* by saying *No. White*

2CL.ESLc.02 Begin to take turns when speaking with others in short, simple exchanges including during play.

2CL.ESLc.03 Experiment with the language that they hear by correctly pronouncing some sounds, words and rhythms, and replicating intonation, although acquisition of some English sounds may still be emerging.

2CL.ESLc.04 Enjoy and begin to listen attentively to short, simple stories, accompanied by pictures, to show appreciation of spoken language that does not include rhythm and rhyme (prose).

2CL.ESLc.05 Enjoy, listen and respond to simple rhymes and songs by joining in with repeated words and beginning to replicate elements of rhymes and songs during their play.

Understanding spoken text

2CL.ESLc.06 Show understanding of short, simple instructions with demonstration and support, by responding appropriately

2CL.ESLc.07 Show understanding of some specific information and detail of short, simple talk with the support of pictures, objects, sounds or actions.

2CL.ESLc.08 Show understanding of short, simple questions (with gestures, if needed) about their home and school experiences (e.g., *What colour is the bird?*) and respond using simple words.

2CL.ESLc.09 Show understanding of short, simple *how* and *why* questions and sometimes offer an appropriate answer through simple words and gestures.

2CL.ESLc.10 Show understanding of stories by describing the main characters from a story with simple words and short, simple phrases, for example, *Big tiger*.

2CL.ESLc.11 Show understanding of the main point of short, simple talk as they play, with the support of objects, sounds or actions.

2CL.ESLc.12 Ask *how* and *why* questions using the question word and at least one more word to communicate meaning, for example, *Why here?*

2CL.ESLc.13 Show understanding of new simple words that they encounter in their play from other learners.

2CL.ESLc.14 Show understanding of simple words with the support of pictures, objects, sounds or actions, for example, by pointing to the picture of a cat when you say *It is a cat*.

Speaking

2CL.ESLc.15 Make themselves understood in everyday situations, through rehearsed simple words and short, simple phrases, for example, *Crayon, please*.

2CL.ESLc.16 Begin to ask simple formulaic questions (that do not require spontaneous creative use of the language) about classroom activities and personal information, for example, *What is your name?*, *Where is it?*

2CL.ESLc.17 Begin to use some simple grammatical structures for communication, including during play and everyday situations, allowing for frequent, basic mistakes.

2CL.ESLc.18 Use *with* to indicate accompaniment, for example, *With friends*.

2CL.ESLc.19 Talk about days of the week using *on*, for example, *On Tuesday*.

2CL.ESLc.20 Talk about themselves using short, simple sentences, for example, *I am happy*.

2CL.ESLc.21 Begin to talk about their abilities, for example, *I can swim*.

2CL.ESLc.22 Use *I, you, he, she, it, we, they*, for example, *She is tall*.

2CL.ESLc.23 Describe people, places and objects, using simple words, including a range of colours.

2CL.ESLc.24 Begin to link simple words using *and*, for example, *Dog and cat*.

2CL.ESLc.25 Begin to talk about what is happening or what they are doing at the moment, for example, *I am reading*.

2CL.ESLc.26 Begin to talk about their own possessions using very simple phrases, for example, *My book*.

2CL.ESLc.27 Say where objects and people are located, including using *on, in, at*, for example, *On the table, At the park*.

2CL.ESLc.28 Use *here* and *there* to say where objects and people are located, for example, responding to a *Where is ... ?* question by saying *Here* or *There*.



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2CL.ESLc.29 Use common singular and plural nouns for friends and family to say what things or people are, for example, *My brother, My brothers.*

2CL.ESLc.30 Use *a, an* for familiar objects, for example, *a tree, an egg.*

2CL.ESLc.31 Talk about activities they like, using *like + verb + ing*, for example, *I like drawing.*

2CL.ESLc.32 Begin to use intonation to make their meaning clear, for example, for statements and questions.

2CL.ESLc.33 Use real and invented simple words in pretend play situations.

Communication and language: General reading skills

Appreciating Text

2CL.ESLc.34 Enjoy listening to different types of short, simple texts that are accompanied by pictures, responding using simple words.

2CL.ESLc.35 Handle books and other printed material with care and consideration, including choosing their favourite books with pictures, and looking at and commenting on pictures using simple words.

Showing understanding of text

2CL.ESLc.36 Recognize the relationship between words or short simple phrases and images on the page or screen to support meaning, for example, *Happy elephant.*

2CL.ESLc.37 Listen to and join in with short simple stories and poems, showing an understanding by responding to questions using simple words.

2CL.ESLc.38 Retell a short simple familiar story using drawing and simple words.

Communication and Language: General writing skills

Composing

2CL.ESLc.39 Incorporate writing as part of their role-play (e.g., messages, appointments, shopping lists), in the form of pictures with simple words with some recognisable letters.

2CL.ESLc.40 Begin to apply simple grammatical structures to writing in their role-play, allowing for frequent, basic mistakes.

2CL.ESLc.41 Write simple words to give personal and factual information, for example, age, name.

2CL.ESLc.42 Attribute meaning to what they have written, including when meaning is not immediately clear to the reader, for example, *This says 'Daddy'!*