Skills Development Tables – ISE A1 Reading

Task 1 – Long reading

Skills tested	How to practise these skills
Reading for the main idea	◗ Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which title best fits the text or paragraph. ◗ Make sure students discuss the reasons for their choices – why is the text more about one thing than another? How did they decide?
Reading carefully for facts or information	◗ Practise scanning texts for specific information – for example to complete a table of facts and figures.
Reading carefully for details	◗ Use gap-fill exercises to practise completing sentences. ◗ Identify words with the same or similar meaning.

Task 2 - Multi-text reading

Skills tested	How to practise these skills
Reading for the main ideas or the purpose	◗ Practise summarising the gist of texts or paragraphs, eg students choose from several options to decide which summary best fits the text or paragraph.
Reading carefully for facts or information	◗ Practise scanning texts for specific information – for example to complete a table of facts and figures.
Reading carefully for details, summarising what you have read	◗ Use gap-fill exercises to practise completing sentences. ◗ Identify words with the same or similar meanings. ◗ Students predict what words they think will complete a sentence. ◗ Summarise reading texts by choosing from a list of bullet points.

Skills Development Tables – ISE A1 Writing

Task 3 – Reading into writing

Skills tested	How to practise these skills
Reading for writing (How well can the student use information from different reading texts in a piece of writing?)	◗ Give students practice in reading for both gist and detail using a range of different types of texts. Practise gist first; encourage students to read quickly. ◗ Encourage students to highlight important and relevant facts in reading texts and to use this information in their writing. ◗ Give students practice in paraphrasing sentences.
Task fulfilment (Does the student do what is necessary in order to complete the tasks successfully?)	◗ Ask students to identify the main content points to cover in a writing task. ◗ Ask students to identify the target reader, ie who is the piece of writing for. ◗ Make sure students finish tasks within the suggested word counts and cover all relevant points.
Organisation and structure (Does the student's work show good planning and is it well-organised?)	◗ Give students practice in organising writing into clear paragraphs with a logical sequence. ◗ Give students practice in organising ideas within paragraphs. ◗ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg *and, then*. ◗ Check students understand the appropriate format for simple correspondence, eg starting an informal email with a suitable opening, '*Hi Jack,*' and finishing it with a suitable closing phrase, '*Bye, Helen*'.
Language control (Is the student's level of grammar and vocabulary good enough to communicate successfully?)	◗ Encourage students to use a range of simple grammatical items and structures in their writing, eg present simple, present continuous, adverbs of frequency, pronouns including possessives. ◗ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg personal details, rooms in the home, places in the local area, everyday activities. ◗ Check students are aware of common spelling mistakes, for example through proofreading exercises. ◗ Make sure students use basic punctuation correctly, eg using capital letters and full stops to show the beginning and end of sentences.

Skills Development Tables – ISE A1 Writing

Task 4 – Extended writing

Skills tested	How to practise these skills
Task fulfilment (Does the student do what is necessary in order to complete the tasks successfully?)	▶ Ask students to identify the main content points to cover in a writing task. ▶ Make sure students finish tasks within the suggested word counts and cover all relevant points.
Organisation and structure (Does the student's work show good planning and is it well-organised?)	▶ Give students practice in organising writing into clear paragraphs with a logical sequence. ▶ Give students practice in organising ideas within paragraphs. ▶ Encourage students to use connecting words or phrases to link ideas within sentences and between paragraphs, eg *and, then*.
Language control (Is the student's level of grammar and vocabulary good enough to communicate successfully?)	▶ Encourage students to use a range of simple grammatical items and structures in their writing, eg present simple, present continuous, adverbs of frequency, pronouns including possessives. ▶ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg personal details, rooms in the home, places in the local area, everyday activities. ▶ Check students are aware of common spelling mistakes, for example through proofreading exercises. ▶ Make sure students use basic punctuation correctly, eg using capital letters and full stops to show the beginning and end of sentences.