

# Stage 1 English Curriculum

**EN1-OLC-01** English oral language skills and communication at low  
communicate extended ideas or sentences using gestures, symbols, signs, in combination with or in place of speech, during dialogue  
external and extended ideas or sentences using gestures, symbols, signs, in combination with or in place of speech, during dialogue

## Road Map

Stage 1	11	12	13	14
<b>Listen for understanding</b>				
understand that oral language can be used in combination with nonverbal communication				
understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification				
follow extended instructions that contain connectives and conjunctions				
listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts				
respond to information by asking relevant questions to extend their own and others' knowledge				
<b>Social and learning interactions</b>				
initiate, listen and/or respond in partner and group conversations				
interact to evaluate ideas and refine meaning				
use a range of strategies for effective dialogue and manage discussion from a topic				
<b>Understanding and using grammar when interacting: Oral language</b>				
incorporate extended sentences (simple, compound, complex) during dialogue				
organise key ideas in logical sequence				
use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships				
use tense correctly to discuss past, present and future events				
link or compare ideas when interacting				
<b>Oral narrative</b>				
recite poems and rhymes				
recount narratives with key components				
adopt a narrative for a particular audience				
deliver a planned narrative to an audience for specific contents and purposes				
<b>Complementary content for alternative communication forms: Understanding and using grammar when interacting</b>				
communicate extended ideas or sentences using gestures, symbols, signs, in combination with or in place of speech, during dialogue				
communicate ideas in the past, present and future using gestures, symbols, signs, in combination with or in place of speech				
use gestures, symbols, signs, in combination with or in place of speech, to link or compare ideas				
<b>Complementary content for alternative communication forms: Oral narrative</b>				
use gestures, symbols, signs, in combination with or in place of speech, to engage with poems and rhymes				
recount a narrative with key components using gestures, symbols, signs, in combination with or in place of speech				
adopt a narrative for a particular audience using gestures, symbols, signs, in combination with or in place of speech				
use gestures, symbols, signs, in combination with or in place of speech to deliver a planned narrative to an audience for specific				

# English Old Curriculum Paperhg Second Language

**David Baud**



**English Old Curriculum Paperhg Second Language:**

The book delves into English Old Curriculum Paperhg Second Language. English Old Curriculum Paperhg Second Language is an essential topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into English Old Curriculum Paperhg Second Language, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
    - Chapter 1: Introduction to English Old Curriculum Paperhg Second Language
    - Chapter 2: Essential Elements of English Old Curriculum Paperhg Second Language
    - Chapter 3: English Old Curriculum Paperhg Second Language in Everyday Life
    - Chapter 4: English Old Curriculum Paperhg Second Language in Specific Contexts
    - Chapter 5: Conclusion
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  3. In chapter 2, this book will delve into the foundational concepts of English Old Curriculum Paperhg Second Language. This chapter will elucidate the essential principles that must be understood to grasp English Old Curriculum Paperhg Second Language in its entirety.
  4. In chapter 3, the author will examine the practical applications of English Old Curriculum Paperhg Second Language in daily life. The third chapter will showcase real-world examples of how English Old Curriculum Paperhg Second Language can be effectively utilized in everyday scenarios.
  5. In chapter 4, this book will scrutinize the relevance of English Old Curriculum Paperhg Second Language in specific contexts. This chapter will explore how English Old Curriculum Paperhg Second Language is applied in specialized fields, such as education, business, and technology.
  6. In chapter 5, the author will draw a conclusion about English Old Curriculum Paperhg Second Language. This chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of English Old Curriculum Paperhg Second Language.

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