

European Language Portfolio



Primary



Integrate
Ireland
Language &
Training

Learning the
language of
the host
community



The Council of Europe and the European Language Portfolio

Ireland is a member of the Council of Europe, which makes it part of a family of 45 countries stretching all the way from Iceland to Azerbaijan. The millions of young people who live in those countries share many experiences and interests, but also have different languages, cultures and histories.

The Council of Europe aims to help you to understand and respect other people and the things that make them different. Your European Language Portfolio is designed to help you learn new languages and understand new cultures.

The ELP allows you

- to record what you can do in languages, including your mother tongue
- to understand what you need to learn so that you can join in all the classes and activities in your school
- to record what you have learnt well and what you need to study more
- to organize your work so that you can use it to remind yourself about what you have already learnt
- to help you learn the English that you need for other school subjects
- to tell your class teacher what you are able to do in English
- if you change your school, to show your new teachers what you can already do in English

The ELP allows your teachers

- to see what languages you already know
- to help you plan what you need to learn

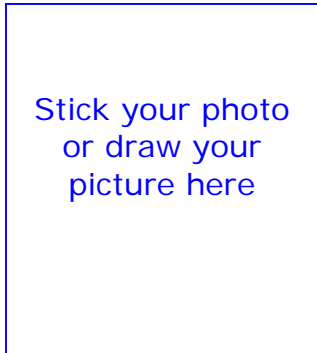
The ELP allows your parents

- to see how you are progressing in learning languages

This model conforms to common principles and guidelines.

Steering Committee for Education - European Validation Committee

My Language Passport



My name is:



I live at:



My birthday is:



My school is:



My hair is:



My eyes are:



Languages I know

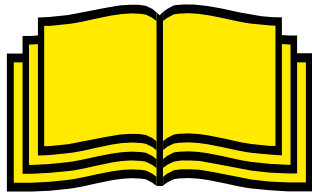
These are the languages I know:

I speak with my family

I speak in school

I also know

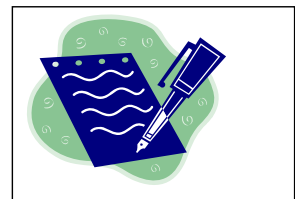
.....
.....



I can read in



.....

I can write in






.....

Global benchmarks of communicative proficiency – Listening and Reading (for details see Language Proficiency Benchmarks)




		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	I can understand words and phrases about myself, my family and school and simple questions and instructions.	I can understand most instructions given inside and outside school, can follow topics covered in the mainstream class, and can understand a simple story.	I can understand detailed instructions given in school, the main points of topics presented and stories read aloud in the mainstream classroom, and films about things I am familiar with. I can follow most conversations between other pupils without difficulty.
	Reading  <small>(if appropriate to the age of the pupil)</small>	I can recognize the letters of the alphabet and can understand signs and simple notices in the school and on the way to school. I can understand words on labels or posters in the classroom and some of the words and phrases in a new piece of text.	I can understand short texts on familiar subjects and can use the alphabet to find items in lists (e.g., a name in a telephone book).	I can understand descriptions of events, feelings and wishes and can use comprehension questions to find specific answers in a piece of text. I can also use key words, diagrams and illustrations to help me understand texts I am reading. I can follow written instructions for carrying out classroom activities.



Example:

	A1			A2			B1		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening 	15/9/2004	17/10/2004	14/11/2004	18/12/2004	15/2/2005	20/4/2005	17/5/2005	20/9/2005	19/10/2005

	A1			A2			B1		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Listening 									
Reading 									

Global benchmarks of communicative proficiency – Speaking and Writing (for details see Language Proficiency Benchmarks)

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
S P E A K I N G	Spoken Interaction 	I can say <i>hello</i> and <i>goodbye</i> , <i>please</i> and <i>thank you</i> , can ask for directions in the school, and can ask and answer simple questions.	I can answer questions about my family, friends, school work, hobbies and holidays. I can keep up a conversation with my classmates when we are working together, and can express my feelings.	I can talk fluently about school, my family, my daily routine and my likes and dislikes. I can take part in classroom discussions and can hold conversations with other pupils about things I am interested in. I can repeat what has been said and pass the information on to another person.
	Spoken Production 	I can give a simple description of where I live and people I know, especially members of my family.	I can describe my family, my daily routines and activities, and my plans for the immediate or more distant future.	I can retell a story that has been read in class or the plot of a film I have seen or a book I have read. I can describe a special family event (religious festival, birthday, new baby, etc.) and can explain my opinions and plans.
W R I T I N G	Writing  (if appropriate to the age of the pupil)	I can write my name and address and the name of the school. I can write labels on pictures and copy short sentences from the board.	I can write new words in my European Language Portfolio and can write short texts on familiar topics (e.g., what I like to do when I'm at home). I can write a short message (e.g., a postcard) to a friend.	I can write my daily news, a short letter, a summary of a book or film, an account of my feelings about an event or situation, and a short dialogue to be performed by puppets.

	A1			A2			B1		
	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help	With a lot of help	With a little help	With no help
Speaking 									
Writing 									

My Language Biography

I can use my Language Biography to help me learn the language I need for school and for the things I do every day.

It can help me to think about:

- **Where** I can learn language
- **How** I like to learn
- What **I have** learnt
- What **I need** to learn

WHERE I use and learn languages

When I get up in the morning I speak



On my way to school I hear



With my friends I speak



In my class I hear



At home I see



these things written:

in these languages:

On the street I see



these things written:

in these languages:

At home I hear



these things:

in these languages:






I speak



these languages:

in these places:

HOW I learn

<p>WORDS</p>	 When I want to learn and remember new words I ...	<input data-bbox="1230 533 1398 618" type="text"/>
<p>READING</p>	 When I want to read something I ...	<input data-bbox="1230 792 1398 882" type="text"/>
<p>LISTENING</p>	 When I want to understand what I am hearing I ...	<input data-bbox="1230 1106 1398 1196" type="text"/>
<p>SPEAKING</p>	 When I want to speak I ...	<input data-bbox="1230 1375 1398 1464" type="text"/>
<p>WRITING</p>	 When I want to write something I ...	<input data-bbox="1230 1733 1398 1823" type="text"/>

Write the date!



Myself



A1

I can understand questions about myself



I can understand when the teacher tells me to do something that I already know



I can find my name on a list or on the classroom wall



I can answer some questions about myself and my family and say if I like something



I can tell the teacher if I need something



I can copy words from the board



A2

I can understand what my friends are saying



I can read words that I already know



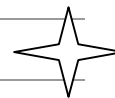
I can answer lots of questions about myself and my family



I can tell my parents about what I did in school



I can tell my teacher if I have a problem



I can talk about the colour of my hair and eyes and how tall I am



I can write a little about myself and my family and about things I like doing

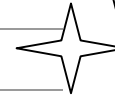


B1

I can easily understand my teachers and my friends



I can read stories about children in other places



I can answer questions about my life and what I like doing



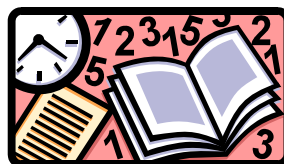
I can tell other people about something nice that happened to me



I can write about things that happen and the things I like and don't like

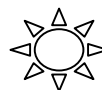


Our school

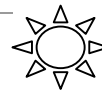


A1

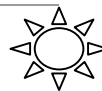
I can understand some of the things that the teacher says in class and the names for things in the school



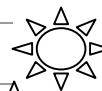
I can understand when my friends tell me how to play a game



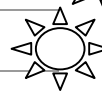
I can read the names and notices on the doors in my school and on the board



I can ask permission to go to the toilet

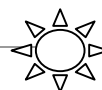


I can ask for things in the classroom

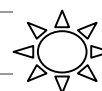


A2

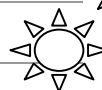
I understand what the teacher says in P.E.



I can understand things that I must tell my parents



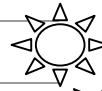
I can read words that I know in a book



I can give a message to the teacher or tell a teacher about a problem



I can tell the story of what I saw on television



I can write a little about my school and my friends

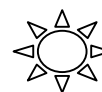


I can write a little about what we are doing in class



B1

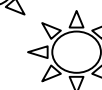
I can understand exactly what the teacher says to me



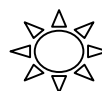
I can understand the other pupils in my class



I can read my textbooks in the class



I can ask the teacher questions in class



I can tell my class about things we are learning



I can write about my day at home or in school



I can write about my friends and what we do together

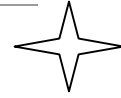


Food and clothes



A1

I can understand the names of the clothes I wear to school and the food that I eat in school



I can read the words for the clothes that I know and the food that I like and don't like



I can ask for things in shops and ask how much they cost



I can say what food and clothes I like and don't like



I can write words for different foods and for the clothes we wear



A2

I can understand when we need special clothes for school



I can understand what foods we are allowed to bring to school



I can read the names of foods in the supermarket or in a café



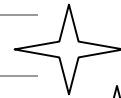
I can understand about clothes when I read a story



I can ask and answer questions about drinks and foods



I can describe a meal in my home



I can write a little about a special occasion in my home and the food that I like and don't like



B1

I can understand talk about food or clothes



I can read about food that is good or bad for me



I can talk with my friends about the clothes I like



I can write about making food

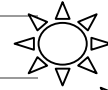


Colours, shapes and opposites

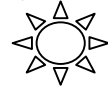


A1

I can understand the words for colours and shapes



I can find colours, shapes and opposites in the classroom



I can read the words for different colours and shapes



I can answer questions about the colours I am wearing



I can give the names for colours and shapes that I know

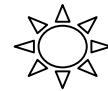


I can copy words for colours and shapes from the board



A2

I can understand instructions that include colours, shapes or opposites



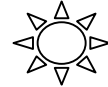
I can read the words for colours, shapes and opposites in a story



I can ask questions about colours, shapes, size and opposites



I can describe things by colour, size and shape



I can write about something using words for colour, size, shapes and opposites

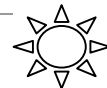


B1

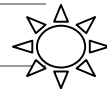
I can understand colours and shapes when the teacher reads a story



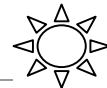
I can understand the difference between colours, shapes and opposites when I read a story or textbook



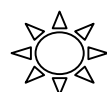
I can talk about the importance of colours



I can write news or a postcard using colours, size or shapes to describe something



I can write a description of my favourite things using words for colours and shapes



People who help us*



A1

I can understand the words for people who help us



I can read the words for people who help us



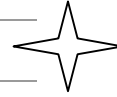
I can ask somebody for help if I am worried or lost



I can give my name and address and the name of my school to a person who is helping me



I can copy some sentences about people who help



A2

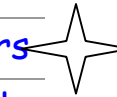
I can understand when I am told about people who can help me



I can understand when somebody who is helping me tells me what to do



I can read a short story about a person who helps others



I can ask questions about the jobs that people do to help us



I can talk to my teacher about people who have helped me

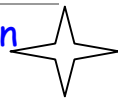


I can write a short story about what people do to help



B1

I can understand most of a talk or video about a person who helps us



I can read about different jobs



I can ask questions about people's jobs



I can talk about people who help us in the area where I live



I can write about the daily life of a person who helps us



*Introduction to Stay Safe Programme

Weather

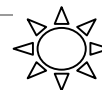


A1

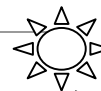
I can understand the words for different types of weather



I can read the words on a poster or picture about weather



I can answer simple questions about the weather



I can write words about weather



A2

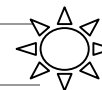
I can understand the main points when other people talk about weather



I can read about weather when there are pictures or diagrams to help me



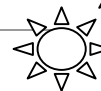
I can talk about the weather that I like



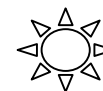
I can talk about the different clothes we wear for different kinds of weather



I can tell my teacher about the weather outside



I can write sentences about weather, the days I like and the clothes we need

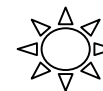


B1

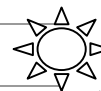
I can watch the weather forecast on TV and understand the main points



I can understand when the teacher tells us about weather



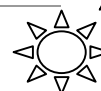
I can read about weather in my textbook



I can answer questions about weather



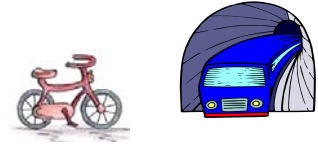
I can talk about weather in Ireland and in other countries



I can write a short letter describing the weather in Ireland and how we dress in different types of weather

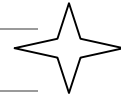


Transport and travel



A1

I can understand the main words about travelling



I can recognise words for different types of transport on a poster or in a book



I can tell the teacher how I came to school



I can describe buses, cars, trains and planes by size and colour



I can copy words about transport from the board



A2

I can understand when the teacher talks about transport



I can read the important words about transport



I can talk about how I like to travel and experiences I have had when travelling



I can ask questions about travelling



I can write sentences about travelling and transport and about a journey that I have had



B1

I can understand a story about a journey



I can find key words about transport in order to read a story or text



I can talk about travelling and tell people about my favourite journeys



I can talk about the transport I see outside the school



I can write a short letter or news about how I come to school every day

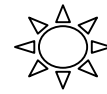


Seasons, holidays and festivals

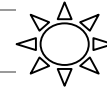


A1

I can understand the words for the holidays and festivals during the school year



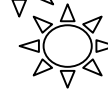
I can read the words for festivals and seasons



I can say the words for the seasons and for the weather in different seasons



I can say when the main festivals are in the year

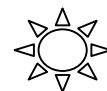


I can copy sentences about seasons and festivals from the board



A2

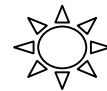
I can understand the main words about seasons and festivals when the teacher talks about them in class



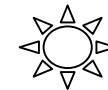
I can read about a season or festival and use pictures to help me understand



I can answer some questions about the important celebrations in my home



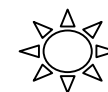
I can talk to my friends about festivals and celebrations



I can describe special celebrations to my teacher or class

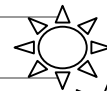


I can write news about a special event in school or in my home

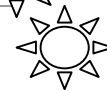


B1

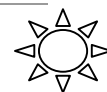
I can understand lessons about seasons and festivals



I can read about seasons, holidays and festivals in my reader or textbook



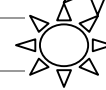
I can answer questions about the celebrations in my home



I can describe an important event in my family



I can write about a festival or celebration



The local and wider community



A1

I can understand the names for people who work and live in my town or area



I can point out on a map where different people work



I can read the names of buildings and places in my area



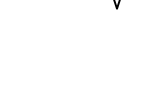
I can answer some questions about where I live



I can name the places I have been to in the area



I can write or copy words about the important places where I live



A2

I can understand talk or stories about different people's jobs



I can read important information about places where I live



I can ask about the buildings and activities in my area



I can explain why I like particular places or activities



I can write sentences or news about places and events in my area



B1

I can understand talks or videos about local places and events



I can read about things in my town or area



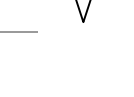
I can answer questions about places I have visited and what I did there



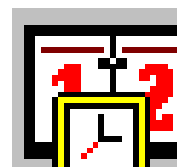
I can talk about a particular place that I visited



I can write about something I did in the area where I live

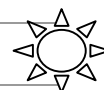


Time



A1

I can understand the days of the week



I can understand when I am told the time



I can read the day and month and the timetable for school



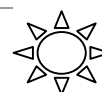
I can answer simple questions about what I do on different days



I can name the days of the week and the months of the year

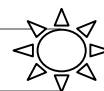


I can copy the days of the week and the months of the year from the board



A2

I can understand announcements in school



I can understand when the teacher is talking about something that happened in the past



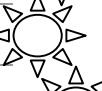
I can read a notice about something that will happen at a particular time and on a particular day



I can ask and answer questions about time and change



I can describe what happens at different times in school

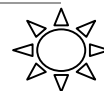


I can write about my favourite time

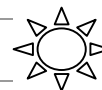


B1

I can understand the main points in a history lesson or video



I can read about the past in my reader or textbook



I can answer questions about what I would like to do in the future



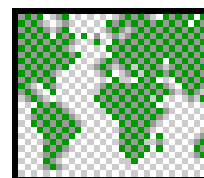
I can talk about the difference between the present and the past in my life



I can write about something that happened in history or might happen in the future



People and places in other countries



A1

I can recognise the names of other countries in the world



I can use pictures in a reader or textbook to identify different peoples and parts of the world



I can answer some questions about where my family came from



I can copy words about different places from a map, poster or book



I can draw a map of another country and copy or write the names of the places



A2

I can understand the main words in stories or classes about another country



I can read about another country using pictures to help me



I can talk to my friends about different countries



I can tell the teacher or class about the country my family came from



I can write some sentences about life in another country



B1

I can understand a lesson or video about another country



I can read in my textbook about another country and understand the main information



I can talk about the difference between countries in the world



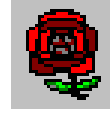
I can answer questions about my holidays in different places



I can write about living in Ireland or in another country in the world



Animals and plants



A1

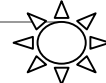
I can understand the names of some animals and plants



I can use pictures and posters to understand words about animals and plants



I can answer questions about keeping a pet



I can tell the names of all the animals I know

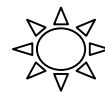


I can copy words to label pictures of animals



A2

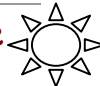
I can understand when the teacher is talking about animals or plants in the class



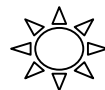
I can read about animals when there are pictures to help me



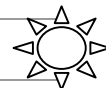
I can answer questions about animals and talk about the ones I like and don't like



I can tell my teacher and class about animals I have seen or kept as pets

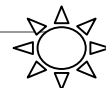


I can write some sentences about an animal or pet



B1

I can understand a lesson or video about nature



I can read about nature and use pictures to help me organise new words



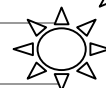
I can talk about a poster or video about the natural world



I can tell a story about animals



I can write a short story about an animal



Caring for my locality



A1

I can understand the words for the main places in the town or village where I live



I can read the words for the main places in my area



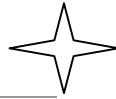
I can answer questions about where I have been in my area



I can give the names of the buildings in my area



I can copy the names of the buildings in my area and write what happens in them



A2

I can understand when the teacher talks about our area and the important things that are in it



I can understand when a book is about history, sport or wildlife



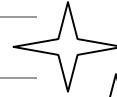
I can read about how we keep our area clean



I can answer questions about what we can do or find in different places



I can talk about my favourite place or activity



I can write news about what is happening in our area



B1

I can understand a talk or film about the area where I live



I can read information about wildlife, looking after our area and what we find there



I can talk to my friends about things in the area outside school



I can talk about what we can do or see in our area



I can write about wildlife or the activities that happen in our local area



My Dossier

In my dossier I keep examples of the work I have done, pictures I have drawn, and lists of my new words.

I can use the dossier to show my teachers and parents what I have learnt.

Contents

In my dossier I have -

	Description
1	
2	
3	
4	
5	
6	
7	
8	

Now I can talk about



My new words

My school



Draw a picture of your school

Write about your school

Myself and my family



Draw a picture of your family

Write about yourself

Things I like to do

Draw a picture to show your hobby or something that interests you

Write about your hobby

Time



Days of the week

✓ the days you go to school

M _ _ _ _ _

Tu _ _ _ _ _

Wed _ _ _ _ _

Th _ _ _ _ _

Fr _ _ _ _ _

Sat _ _ _ _ _

Sun _ _ _

My favourite day is _____

I like this day because

Time



Months of the year

1. Ja _ _ _ _ _

2. Feb _ _ _ _ _

3. Mar _ _

4. Ap _ _ _

5. M _ _

6. Jun _

7. Jul _

8. Aug _ _ _

9. Sep _ _ _ _ _

10. Oct _ _ _ _ _

11. Nov _ _ _ _ _

12. Dec _ _ _ _ _

My favourite month of the year is _____

I like this month because _____

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in areas where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.e	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

This version of the European Language Portfolio (ELP) was developed by **Integrate Ireland Language and Training** for use in Irish primary schools with non-English speaking pupils who are learning the language of the host community.

The self-assessment grid of the Common European Framework of Reference (© Council of Europe) on the previous page summarizes six levels of second/foreign language proficiency, from beginner to very advanced. Language support provided to non-English speaking pupils in primary education in Ireland is concerned with the first three levels (A1, A2 and B1).

This ELP was designed to reflect the English language demands of the Irish Primary Curriculum (2000). The graded curriculum for language support is set out in the **English Language Proficiency Benchmarks for non-English speaking pupils at primary level (2003)**, available on the Integrate Ireland Language and Training web site (www.iilt.ie).

