Skills Development Tables – ISE Foundation 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 summary 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 check whether statements are true or false, or to complete a table of facts and figures.
Reading carefully for details, deducing/working out meaning of unknown words	▶ Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word. ▶ Use gap-fill exercises to practise completing sentences. ▶ Identify words with the same or similar meanings.

Task 2 – Multi-text reading

Skills tested	How to practise these skills
Reading for the main ideas or the purpose	▶ Identify the genre of texts by looking at the style and layout as well as the language – for example how does text from a newspaper look different from an advert? What kind of words do they use? ▶ 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 check whether statements are true or false, or to complete a table of facts and figures.
Reading carefully for details, deducing/working out meaning of unknown words, summarising what you have read	▶ Practise guessing the meaning of unknown words in sentences by looking at the words around the unknown word. ▶ 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 into a list of bullet points.

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Skills Development Tables – ISE Foundation 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 and opinions in reading texts and to use this information in their writing. ▸ Give students practice in paraphrasing sentences from a range of different texts. ▸ Give students practice in summarising information from a range of texts, eg use one-sentence paragraph summaries.
Task fulfilment (Does the student do what is necessary in order to complete the tasks successfully?)	▸ Ask students to identify the purpose of a piece of writing in terms of what it is trying to do (eg complaining, suggesting, explaining). ▸ 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. ▸ Check students are aware of genre, eg letters, essays and emails. ▸ Make sure students finish tasks within the suggested word counts.
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 *first*, *after that*, *finally*. ▸ Check students understand the appropriate format for different genres, eg starting an informal email with a suitable opening, '*Hi Jack,*' and finishing it with a suitable closing phrase, '*See you soon, Helen*'.
Language control (Is the student's level of grammar and vocabulary good enough to communicate successfully?)	▸ Encourage students to use a range of grammatical structures in their writing, eg past simple, present perfect, future time (*will* and *going to*). ▸ Make sure students check for repeated errors in, for example, verb agreement, eg *She ~~have~~ has two brothers*. ▸ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg holidays, work and jobs, education. ▸ 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 Foundation 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 purpose of a piece of writing in terms of what it is trying to do (eg complaining, suggesting, explaining). ▶ 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. ▶ Check students are aware of genre, eg letters, essays and emails. ▶ Make sure students finish tasks within the suggested word counts.
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 *first*, *after that*, *finally*. ▶ Check students understand the appropriate format for different genres, eg starting an informal email with a suitable opening, '*Hi Jack*,' and finishing it with a suitable closing phrase, '*See you soon, Helen*'.
Language control (Is the student's level of grammar and vocabulary good enough to communicate successfully?)	▶ Encourage students to use a range of grammatical structures in their writing, eg past simple, present perfect, future time (*will* and *going to*). ▶ Make sure students check for repeated errors in, for example, verb agreement, eg *She ~~have~~ has two brothers*. ▶ Make sure students understand and can use a range of everyday vocabulary related to different topics, eg holidays, work and jobs, education. ▶ 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.