

Education des enfants roms en Europe
Education of Roma children in Europe



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Language Policy Division
Division des Politiques linguistiques



Evropakoro Forumo e Romengoro thaj e Phirutnengo
European Roma and Travellers Forum
Forum européen des Roms et des Gens du voyage

European Language Portfolio

Learning the Romani Language

Name _____

School _____

Address _____

Lower secondary
For students 11 – 16 years

The generous support of Finland for this project is gratefully acknowledged

Language Policy Division - www.coe.int/lang
Council of Europe, Strasbourg

The Council of Europe and the European Language Portfolio

The Council of Europe is a family of 47 states 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 similar and different. This European Language Portfolio is designed to help you learn the Romani language and understand both the Roma and other cultures.

The ELP allows you

- to record what you can do in different languages
- to understand what you need to learn so that you can join in all your Romani classes and activities
- 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
- if you change your school, to show your new teachers what you can already do in Romani

The ELP allows your teachers

- to see what you can do in Romani
- to help you plan what you need to learn

The ELP allows your parents

- to see how you are progressing in learning Romani and what you can already do through the Romani language

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Language Passport

I can use this part of my European Language Portfolio to:

- Describe myself
- Show what I can do in all the different languages that I know
- Explain my experiences in my own and other cultures

This is me



My name is: _____

My age is: _____

My family name is: _____

My group name is: _____

Other names in my family: _____

Colour of my eyes: _____ Colour of my hair: _____

I live in: _____

My birthday is: _____

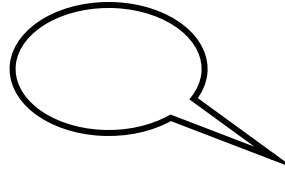
My school: _____

Things I like: _____

My new words from this page

Languages I know

These are the languages I speak







With my family

With my grandparents

With my friends
















In school






What I can do in my languages

			
I can speak in:	I can listen in:	I can read in:	I can write in:

My proficiency in different languages



Use the self-assessment grid on the next page to find out your levels of proficiency

		Self-assessment of proficiency					
		A1	A2	B1	B2	C1	C2
Language: Date:	Listening 						
	Reading 						
	Spoken interaction 						
	Spoken production 						
	Writing 						
Language: Date:	Listening 						
	Reading 						
	Spoken interaction 						
	Spoken production 						
	Writing 						
Language: Date:	Listening 						
	Reading 						
	Spoken interaction 						
	Spoken production 						
	Writing 						

		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 an area 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 skilfully to those of other speakers.	I can take part effortlessly in any conversation or 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.	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.



Self-assessment grid of the Common European Framework of Reference for Languages © Council of Europe

My progress in learning – Listening and Reading (see Curriculum Framework for Romani © for more detail)




		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD	B2 VANTAGE
U N D E R S T A N D I N G	Listening 	I can understand words and phrases about myself, my family, daily life and things I do. I can understand simple questions and instructions.	I can understand most instructions given in school. I can follow topics covered in the class, and can understand a simple or familiar story.	I can understand detailed instructions given in school, the main points of topics presented and stories read aloud in the classroom, and films about things I am familiar with. I can follow most conversations between other students without difficulty.	I can understand films, recordings or talks on familiar topics.
	Reading 	I can recognize the letters of the alphabet and can find my name in a list. 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.	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.	I can understand articles and reports in newspapers, magazines or on the internet. I can understand when attitudes, beliefs or concerns are expressed in texts.




Example:

	A1			A2		
	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 	15/9/20__	17/10/20__	14/11/20__	18/12/20__	15/2/20__	20/4/20__

	A1			A2			B1			B2		
	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 ***	With a lot of help *	With a little help **	With no help ***
Listening 												
Reading 												

My progress in learning – Speaking and Writing (see *Curriculum Framework for Romani*® for more detail)

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD	B2 VANTAGE
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> in the correct way. I 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 other people. I can express my concerns and how I am feeling.	I can talk fluently about school, my family, my daily routine and my likes and dislikes. I can hold conversations and discuss things that interest me with other people. I can repeat what has been said and pass the information on to another person.	I can take part in a conversation or discussion and can understand and respond to native speakers. I can make my point clearly and explain it, if necessary.
	Spoken Production 	I can give a simple description of where I live and the people I know, especially members of my family.	I can describe my family, my daily routines and activities, I can describe something I like doing. I can describe my plans for the immediate or more distant future.	I can retell a story that I have heard or the plot of a film I have seen or a book I have read. I can describe a special family event (celebration, festival, new baby, etc.) and can explain my opinions and plans.	I can give a clear, detailed description of an experience or event, explaining its importance to me or other people. I can explain my personal view and give my opinion with clear explanation of my reasons.
W R I T I N G	Writing 	I can write my name and address I can write labels on pictures and copy short sentences from the board. I can write some simple sentences.	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 or short e-mail) to a friend.	I can write a short letter or e-mail, a summary of a book or film, an account of my feelings about an event or situation, and a description of my experiences.	I can write text on many different subjects, particularly things of interest to me and things that affect my life. I can give my opinion and provide clear descriptions.

	A1			A2			B1			B2		
	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 ***	With a lot of help *	With a little help **	With no help ***
Spoken Interaction 												
Spoken Production 												
Writing 												

Thinking about cultures

Thinking and talking about important activities in our lives helps us to understand how people are sometimes the same and sometimes different. Make a note of your own ideas about the following things:

	Roma	Gadže	I don't know
	(Make a note here about Roma traditions and way of life.)	(Make a note here about Gadže traditions and way of life.)	(Put X here if you are not sure about this)
Our family			
Our important celebrations			
The jobs my parents do			
The stories and riddles that I hear			
The traditions of my family /group			

	Roma	Gadže	I don't know
	(Make a note here about Roma traditions and way of life.)	(Make a note here about Gadze traditions and way of life.)	(Put X here if you are not sure about this)
Daily life in my home			
Travelling to different places			
Food and clothes			

Three things I would like to tell you about my culture:

1 _____

2 _____

3 _____

Three things I would like to learn about another culture:

1 _____

2 _____

3 _____

My language and intercultural experiences

The new and interesting things I noticed when travelling or meeting other people.

Country:	Date From:	Staying with friends or family (√)	Travel (√)	Study (√)
Language:	To:			
Differences I noticed:				
Similarities I noticed:				
Country:	Date From:	Staying with friends or family (√)	Travel (√)	Study (√)
Language:	To:			
Differences I noticed:				
Similarities I noticed:				
Country:	Date From:	Staying with friends or family (√)	Travel (√)	Study (√)
Language:	To:			
Differences I noticed:				
Similarities I noticed:				

Language Biography

I can use this part of my European Language Portfolio to:

- Think about my own life and what I would like to do in the future
- Understand how I learn best
- Learn how to set my targets for learning
- Use checklists to discuss with my teacher what I should learn next and record what I have learnt

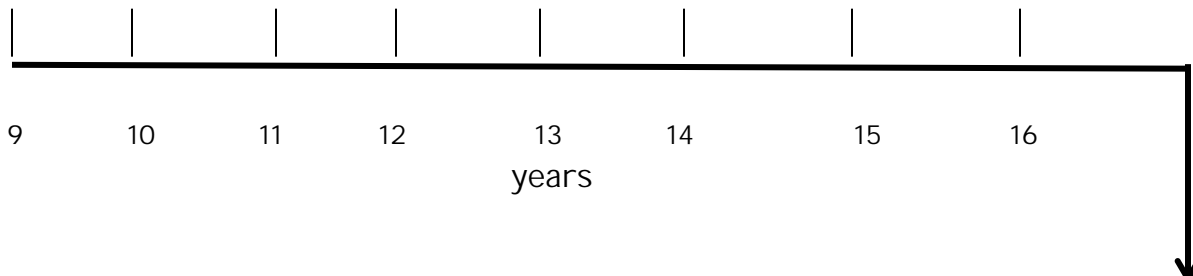
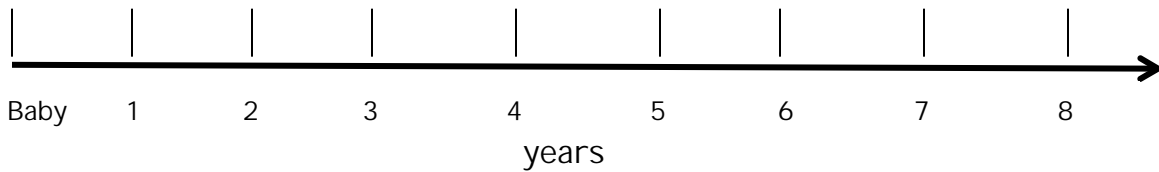
Things I have done and what I would like to do in the future

This line is recording the years of your life.

Talk to your teacher and your friends and try to remember different things that you did at different times in your life. Then mark the place on the line and write a label to show each important experience in your life.

Your experiences could include important celebrations, events in your family, things you really enjoyed doing, starting school, places or people you visited.

If you do not have enough space on this page, draw a line on a big piece of paper.



What I would like to do in the future

Learning new things

Think about how you learn new things like words, spelling and pronunciation. Put a note in the box beside each thing to remind you how you learn it best. For example, when you want to learn new words you could say them again and again, write them down, put them into a sentence or try to use them as soon as possible. You may have another way of learning.

New	How I learn and remember this
words and expressions	
spelling	
information (for example, information about people, places, events, customs, history or traditions)	
pronunciation	
writing	
story telling	

Managing and recording your language learning

5 steps

- 1 Find out what you have to learn. Look at the checklists with your language teacher and make notes about any difficulties you have in your classes



- 2 Write down your targets on the next page
- 3 Think about how you can learn these things best and note that on page 11
- 4 Then use your own 'best ways of learning' to achieve your targets
- 5 Record your progress on the checklists with your language teacher's help:

- * I can do this with a lot of help
- * * I can do this with a little help
- * * * I can do this with no help




Remember!

If you don't achieve a target, don't worry. What you don't know now can become part of your next target.













My learning targets











Topic	What I know now	What I need to learn	My target date 	Target achieved (date)
<i>Example: Roma crafts and occupations</i>	<i>Words for different crafts.</i>	<i>Some stories about Roma craftspeople</i>	<i>30/4/.....</i>	<i>21/05/...</i>























My learning targets











Topic	What I know now	What I need to learn	My target date	Target achieved (date)











Myself and my family					
Level	Skill		* Date	** Date	*** Date
A1		I can understand when the teacher asks me my name or my age or the names or ages of my brothers(s), sister(s) or friend(s). I can understand when the teacher or another person tells me to do something. I can understand when somebody is blessing me			
		I can find my name on a list. I can find the names of other people in my family.			
		I can tell my name and age when asked for this information. I can answer questions about what I like and don't like. I can say hello and goodbye to other people. I can answer questions about the names of other people in my family. I can ask a simple question.			
		I can say something about my family. I can describe myself.			
		I can write my name, address and the name of my school. I can write the names of other people in my family. I can write the name of the place where I live.			
A2		I can understand when my teacher tells me something new. I can understand what my friends are saying when we are doing something together. I can understand some of the conversation between adults in my family. I can understand some of the words in a blessing.			
		I can find my name or another name in a list or directory. I can read a children's story that I know already. I can read a Roma fairy story that I know already.			
		I can answer questions about the people in my family. I can answer questions about what I did yesterday, at the weekend, or during a holiday and I can tell my parents what I did in school. I can say hello and goodbye to different people in different places. I can tell the teacher or another adult if I am worried or feeling ill and I can answer questions about how I feel. I can ask a question if I don't understand something.			
		I can tell people about myself, my height, the colour of my eyes and my hair. I can talk about what I do every day and the things I like doing. I can talk about the things we do in my home. I can explain how I feel about things in school or in my family.			
		I can write about what I do every day and the things I enjoy. I can write about something I did or saw.			











Myself and my family					
Level	Skill		*	**	***
			Date	Date	Date
B1		I can understand what other people are talking about in and outside school . I can understand what adults are saying at home and I can understand all the words in a blessing given to me or another child.			
		I can read about the things that other people do every day and about how people live in other places. I can read about the difficulties of people from minority groups and the changes and challenges in Roma life today.			
		I can tell the teacher about what I did outside school. I can tell my parents about what I did in school and what I enjoyed. I can answer questions about my daily life and the life of my family. I can tell the teacher or my parents about things that are worrying me and why I am worried.			
		I can give a short talk to my class about what I do every day or about the important events in my life. I can talk about what I learn in my home and about how traditions or crafts are passed on in families.			
		I can write about the differences between life now and in the past. I can write a letter or e-mail describing an event in my family. I can compare my life now with my life when I was younger. I can write about how I feel.			
B2		I can understand a film or radio broadcast that I am interested in. I can understand discussions in my class, family or between friends. I can understand discussions about Roma life and activities and I can understand different blessings given by older people to children.			
		I can read about children in the past and about family life in different places. I can read an account of somebody's experiences. I can read about the lives and experiences of Roma children in the past. I can read about the difficulties of life today for young people.			
		I can talk about things that are worrying me. I can discuss many things related to my daily life and the life of my family. I can tell my family about all my school experiences. I can ask other people about their daily lives or their opinions. I can carry on a conversation with native speakers.			
		I can express my personal opinions. I can explain about the difficulties facing young people. I can present my own opinion or viewpoint on an issue and give my reasons.			
		I can write a letter or e-mail that describes and explains my experiences or interests in some detail. I can write a detailed text on a topic related to my life or the lives of my family members or about my interests or hobbies. I can express and explain my opinion of particular situations or events.			











The house/caravan and its activities					
Level	Skill		* Date	** Da te	*** Date
A1		I can understand the words for furniture and objects in my home. I can understand the words for the activities in my home. I can understand the importance of different activities in my home and who is responsible for them.			
		I can recognise the words for the rooms, areas, furniture and objects in my home. I can recognise the numbers on a street or in an address.			
		I can answer some questions about my home. I can say a telephone number.			
		I can say something about my home. I can say what I like and don't like doing at home. I can say what my parents ask me to do at home.			
		I can write words for different parts of my home. I can write words for the furniture and objects in my home.			
A2		I can understand a story about a family and their home. I can understand a story about the daily activities of a child. I can understand when I am told to do something in my home.			
		I can read a story about another person's daily life. I can read a story about a Roma family and their daily life.			
		I can answer questions about what I do in my home. I can answer questions about what other people in my family do in our home. I can answer questions about what I like and don't like doing in my home.			
		I can talk about what I usually do during the day. I can talk about what happens in my home in the morning and when I go home from school. I can talk about what my father, mother, brother or sister does every day.			
		I can write a card or short letter describing my home. I can write a letter about what I do in my home.			











The house/caravan and its activities					
Level	Skill		*	**	***
			Date	Date	Date
B1		I can understand a story or factual account of daily life in my own or another country. I can understand a story or factual account of daily life in the past. I can understand an account of the difference between daily life in the past and the present.			
		I can read stories about children and their lives. I can read stories about the lives and homes of Roma children at different times. I can read about the daily lifestyles of other people.			
		I can answer questions about what my family members did at the weekend. I can describe what I am expected to do in my home. I can describe the traditions in my home.			
		I can give a simple talk about the important rules of my family. I can describe a family activity that is important or special to me. I can tell a simple story that I have heard in my home.			
		I can write a short text about the activities of my home and the importance of particular rules. I can write an e-mail or letter describing a recent event in my family. I can write a short text about the important traditions in my family.			
B2		I can understand a detailed talk about family life in the past. I can understand detailed information about Roma family life and traditions.			
		I can understand longer stories, internet articles and historical texts about the homes and lives of people in the present and past.			
		I can take part in detailed discussions of family life and traditions and compare my home life with that of other pupils. I can discuss the importance of family values, expressing my own and other family members' attitudes and opinions. I can discuss the importance of learning, both at school and in the home, for young people today.			
		I can give a detailed talk about typical home life today, explaining how it is different to home life in the past. I can give a detailed talk about the routines and traditions of my home.			
		I can write in detail about my home life.			











My community					
Level	Skill		*	**	***
			Date	Date	Date
A1		I can understand the names for people who work and live in my community. I can point out on a map where different people work. I can understand when older people tell me what to do. I can understand the rules of my home or community.			
		I can read the names and signs where I live. I can read the words for the important rules about living in my community.			
		I can say "hello", "goodbye", "please" and "thank you" to people I meet. I can answer some questions about places in my area and what happens in them. I can answer some questions about what I do in different places. I can answer some questions about how I feel.			
		I can say something about my community and my favourite place.			
		I can write the names of places in my area. I can write some sentences about what happens in my local area or community. I can write some sentences about what I do in different places.			
A2		I can understand simple stories about what people do in their daily lives. I can understand a simple story about important behaviour or activities in my community.			
		I can read a notice about what is happening in my town or community. I can read a simple story about daily life in my community.			
		I can ask and answer questions about what happens in different places in my town or community. I can explain why I like particular places or activities in my local area. I can talk about what I like to do in my local area.			
		I can talk about my favourite place. I can talk about a place I don't like. I can talk about a famous or important person from my area.			
		I can write briefly about places that I like or don't like. I can write briefly about a place that I have visited. I can write briefly about what people do every day in my community. I can write briefly about something that happened in my local area or community.			











My community					
Level	Skill		*	**	***
			Date	Date	Date
B1		I can understand when the teacher talks about local places or events. I can understand a film or recording about a local event or situation. I can understand when I am told how to behave in a particular situation.			
		I can understand a leaflet or newspaper article about my local area or about something that is happening there.			
		I can discuss places that I have visited in my local area and answer questions about my visit. I can talk about what people do in different types of work. I can discuss the important buildings and places in my community.			
		I can give a short talk about a place that I have visited and about what people do in different places and the importance of their work to my community. I can give a short talk about a typical day in my community.			
		I can write a letter or e-mail about something I did in my home place. I can write about the work of particular people in my area. I can write a post card about a place that I have visited. I can write a brief description of the Roma community and how it is organised.			
B2		I can understand in detail a talk/ description of the local area or community. I can understand a detailed explanation of the Roma community structure. I can understand a public talk or film about an important person in the local area.			
		I can read books and articles about the history of the local area and about the lifestyles of people who lived there in the past. I can read newspaper articles that report on what is happening today in my area or community. I can read a newspaper or internet article about the events, activities or situation relating to Roma people in my area.			
		I can discuss the activities of my local area, expressing the opinions and attitude of others and myself. I can prepare a project relating to my local area. I can discuss in detail the activities of my local community and explain matters relating to Roma people there.			
		I can give an extended talk about the local area or about a particular activity that takes place or has taken place there. I can give an extended talk about a visit I made to an interesting or important place. I can give an extended talk about the life of people in a Roma community and indicate the important cultural differences between Roma and gadže. I can give an extended talk about the challenges facing Roma people in their communities. I can give an extended talk about an important person from the local area.			
		I can write a letter giving clear directions to a place in my area. I can write an account of the important structures in my local community.			











Roma crafts and occupations					
Level	Skill		*	**	***
			Date	Date	Date
A1		I can understand the words for different crafts and occupations. I can understand the words for the things that are made by different craftspeople.			
		I can recognise the words for different crafts and occupations. I can recognise the words for the things made by different craftspeople.			
		I can ask and answer very simple questions about the work that people do nowadays.			
		I can name the crafts and occupations of people in my local area in the past and present.			
		I can write the words for the crafts and occupations typical of Roma people in past and present and some sentences about these crafts.			
A2		I can understand a simple story about Roma craftspeople and what they did.			
		I can read a simple story that describes what Roma people did in their daily lives.			
		I can have a simple conversation about the typical activities of particular craftspeople. I can answer simple questions about different Roma craftspeople and their activities. I can answer simple questions about the activities of Roma people in my community today.			
		I can give a short description of a particular craft or occupation that is of particular interest to me. I can give a short description of a craftsperson at work.			
		I can write a short letter or text describing the crafts and occupations of Roma people in my area in the past. I can write briefly about the crafts and occupations of Roma people in different areas.			










Roma crafts and occupations					
<i>Level</i>	<i>Skill</i>		<i>* Date</i>	<i>** Date</i>	<i>*** Date</i>
B1		I can understand a talk about Roma traditional crafts. I can understand a film or radio broadcast that describes the work of a Roma person or group.			
		I can read a story or other text about a typical Roma craft past or present. I can read about a Roma person who became famous for a particular craft or activity.			
		I can ask and answer questions about the principal crafts and occupations of Roma people past and present. I can ask and answer questions about the importance of Roma crafts and occupations. I can ask and answer questions about the activities of Roma people today.			
		I can give a short talk about a famous Roma person. I can give a short talk about the different crafts and occupations of particular Roma groups.			
		I can write about the lifestyle of Roma craftspeople. I can write about different Roma groups and their particular crafts and occupations.			
B2		I can understand a detailed talk about Roma crafts and lifestyles. I can understand a career guidance talk about possible areas of activity for me today.			
		I can read detailed accounts of Roma crafts and activities in the past. I can read an account of the importance of a particular Roma craft or occupation to an area or region. I can read detailed information about how to enter a Roma craft or occupation today. I can read a biography of an important Roma craftspeople.			
		I can discuss the importance of crafts and occupations in Roma history in order to prepare a project. I can ask questions of a speaker who visits my school to talk about Roma crafts and occupations.			
		I can give a talk about the activities of Roma people in the past and explain the importance of their crafts and occupations to different areas. I can give a detailed talk about the occupations of Roma people today. I can give a talk comparing life in the past for Roma craftspeople with life in the present, explaining advantages and disadvantages. I can give a detailed talk about a famous Roma person and his/her impact on local or international life.			
		I can write a detailed account of Roma craft traditions and their importance. I can write about the importance of the Roma contribution to economic or social life.			











Festivals and celebrations					
Level	Skill		*	**	***
			Date	Date	Date
A1		I can understand the words for important festivals and celebrations in my local area. I can understand the words for festivals and celebrations in my family or community.			
		I can recognise the words for important festivals or celebrations when I see them on a chart, calendar or poster.			
		I can ask and answer simple questions about the main festivals in my local area. I can ask and answer simple questions about the important events in my family or community.			
		I can name the main festivals that take place during the school year. I can name the main celebrations that are important in my family or community and say at what time of year they occur.			
		I can copy or write the names for the important festivals or celebrations in my area. I can copy or write some sentences about the important events in my area or in my family and community.			
A2		I can recognise when an important festival or event is part of a story. I can recognise when the teacher talks about a particular festival, celebration or event. I can understand simple instructions for the preparation of an important event.			
		I can read a simple story about an important festival or celebration. I can read a simple text about how a family prepares for an important celebration.			
		I can ask and answer questions about festivals that appear in stories. I can ask my friends about how they celebrate in their homes. I can ask about a festival that is very important to my family or community.			
		I can give a very simple account of a festival or celebration in my home. I can give a very simple account of the important parts of a festival or celebration. I can give a simple description of a special event that I experienced.			
		I can write some sentences about a festival or celebration that I experienced. I can write some sentences about the reason for a particular celebration.			











Festivals and celebrations					
Level	Skill		* Date	** Date	*** Date
B1		I can understand information about a festival or celebration and the preparation and plans for the event. I can understand the main points of a film about a particular festival or celebration. I can understand the main points of a story or song about a particular festival, celebration or commemoration.			
		I can read and understand a written description of what takes place during a festival or celebration. I can understand the main points of a newspaper or internet article about a festival.			
		I can discuss and compare how events are celebrated in different communities and families. I can ask questions about celebrations in other places and related to purposes that are not familiar to me. I can explain how an event is celebrated in my own home or community.			
		I can describe an experience I had when participating in a festival or event in my home or community. I can describe what happened during a celebration and my feelings about the event. I can tell a story related to a particular event.			
		I can write a letter describing a festival or celebration in my family or area, expressing my feelings at different stages of the event.			
B2		I can understand a talk that gives the history or purpose of a particular festival or celebration. I can understand the details behind the activities of a festival or celebration (e.g., reason for festival, choice of food, important people, etc.).			
		I can read about festivals and understand their cultural or historical traditions.			
		I can discuss experiences of attending festivals or celebrations and give my own viewpoint and feelings about these events. I can discuss the plans when preparing for a festival or celebration and identify and explain the important aspects.			
		I can give a talk about a festival with details of the history and tradition related to the event. I can give a detailed talk about the importance of celebrations in our communities or lives. I can recite the words of a song that is important for a particular celebration or commemoration. I can tell a story that is typically told at a celebration or commemoration.			
		I can write an account of an important festival or celebration with detail about the reasons, purpose and specific points relating to the event. I can write a detailed comparison between typical festivals and celebrations.			











At school					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the rules of my school and classroom. I can understand the names for the different things in my classroom. I can understand when the teacher tells us to do something.			
		I can read the labels on posters or in my books. I can read the words and expressions that help me use the Romani language. I can read notices and signs. I can find my name on a class list. I can read my school timetable. I can read the days of the week and months of the year.			
		I can ask for permission in the classroom. I can ask the teacher for help. I can answer a question with "yes", "no" or a few words. I can ask for things in the classroom.			
		I can describe something that I am doing in class			
		I can copy or write words and phrases about the topic that I am learning. I can copy or write words into a grid.			
A2		I can understand instructions given by the teacher. I can understand information about the school. I can understand some of the information about a topic we are learning.			
		I can read about things we are studying in class when I have learnt the words in advance.			
		I can give a message to the teacher. I can talk to another student about an activity in class. I can explain a problem to the teacher.			
		I can say what I did for my homework. I can talk about a television programme or film that I have seen. I can describe the things that I do at home.			
		I can write a short essay about my school, the classroom, or what I am doing in class. I can write a few sentences about what we are studying in class.			











At school					
Level	Skill		* Date	** Date	*** Date
B1		I can understand instructions and information given in the class or in school generally. I can understand a presentation given by another person when I have studied the topic in advance. I can understand a film on a particular subject that is familiar to me.			
		I can read and understand school texts or stories when I study the difficult words or ideas in advance.			
		I can talk to other pupils in the class about what we are doing. I can discuss with my parents what we do in school. I can answer questions asked by the teacher or my parents.			
		I can explain my ideas for an activity or project. I can give a short talk about something that I am learning or that I do outside school.			
		I can write a short essay, letter or e-mail about my daily routine in school, giving details of the different activities. I can write a letter or e-mail about people that I know. I can write about the things that I like doing with my friends.			
B2		I can understand a speech or lecture about school, education or the experience of going to school in the past. I can understand a film or radio broadcast about school in the present or past.			
		I can read an article or report about school or education, understanding the different viewpoints expressed. I can read an article about the things that challenge young people during their years in school and understand the opinions being expressed.			
		I can discuss with native speakers things to do with school life, everyday activities and personal experiences. I can participate spontaneously and fluently in school discussions or debates.			
		I can talk about familiar activities in school, expressing my opinions and attitudes. I can give an extended talk about an event or activity in school. I can express and support my opinion about a matter related to school or education.			
		I can write a clear and detailed account of a classroom or other activity that takes place in school. I can write an essay about a particular subject that interests me. I can write a detailed account of an experience in school or in learning a particular subject. I can write a detailed account of a subject I am studying as part of a project.			











Transport and travel					
Level	Skill		* Date	** Date	*** Date
A1		I can understand the words for different forms of transport. I can understand the main words related to travelling.			
		I can recognise words for different types of transport on a poster or in a book.			
		I can answer simple questions about how I came to school today. I can answer simple questions about how my family travels.			
		I can name different ways of travelling. I can say how we travel to different places (e.g. train, aeroplane etc.) I can say how different people travel when I see pictures.			
		I can write the words for how we travel. I can write the words for how people travelled in the past.			
A2		I can understand when travelling is part of a story.			
		I can read the main points in a short story about travelling. I can read the main points in a short story about people moving to live in another place. I can read the main points in a story about people who must travel in order to work.			
		I can say how I like to travel. I can answer questions about an experience I had when travelling. I can ask other people about where they have travelled and their experiences.			
		I can describe how I come to school every day. I can describe how Roma people travel now and travelled in the past. I can talk about where I would like to travel in the future.			
		I can write a post card about a journey that I made.			











Transport and travel					
Level	Skill		*	**	***
			Date	Date	Date
B1		I can understand the main points in a story or account of a journey. I can understand the main points in films or radio broadcasts about travel and transport.			
		I can read an account of a journey using maps or diagrams. I can use key words to research information about people traveling. I can use key words to organise information in a text about travelling or a journey. I can use key words to understand a text about the migration of Roma people today.			
		I can discuss travelling and talk about what I like and don't like. I can discuss the differences between travelling now and in the past. I can find out about the experiences of other people when they were travelling.			
		I can give a short talk about travelling. I can give a short talk about the mobility of people nowadays. I can give a short talk about my personal experiences of travelling. I can give a short talk about the experiences of Roma people when travelling in the past.			
		I can write a letter describing my experiences of travelling. I can write about an event or incident that occurred when travelling (either personal experience or that of another person).			
B2		I can understand in detail a talk about travelling either in a modern or a historical context. I can understand an account of the experiences and traditions of Roma people when travelling.			
		I can read a story about a journey. I can read a historical text that describes the experiences and challenges of travelling in the past. I can understand a story or account of migration and the affect this has on families.			
		I can discuss experiences of travelling and its advantages and disadvantages. I can discuss the best way of presenting a project about travelling. I can discuss the significance of mobility for Roma people in the past and present. I can ask detailed questions in order to research travelling experiences of others.			
		I can give an extended talk about my personal experience of travelling. I can give an extended talk about how travelling affects young people today. I can give an extended talk about the differences for Roma people of travelling or settling. I can give an extended talk about the Roma traditions associated with travel.			
		I can write an account of travelling in the local area. I can write a detailed letter describing my experiences of travelling and expressing my feelings. I can write an account of the significance of travelling in Roma history and tradition.			











Food and clothes					
Level	Skill		*	**	***
			Date	Date	Date
A1		I can understand the words for different items of clothing. I can understand the words for the food that I eat at school or at home. I can understand if the teacher says something about food or clothes.			
		I can read the words for different types of food. I can read the words for different items of clothing.			
		I can ask for items of food or drink. I can ask for an item of clothing. I can ask how much an item costs. I can say if I like a particular type of food. I can say which colour I like best in an item of clothing.			
		I can say what food I like or do not like. I can say which colour or item of clothing I like or do not like.			
		I can write lists of different foods according to the category. I can write lists of clothing used for different reasons.			
A2		I can understand information about the type of clothing needed for a school outing or a sporting activity. I can understand information about types of foods and which are good or bad for me.			
		I can read a menu and understand the different types of food on offer. I can read the names of foods that we see in a shop or market. I can read the names of items of clothing that we see in a shop or market. I can read and understand when food or clothing is part of a story.			
		I can ask people about the food or drink that they like or that they had at a celebration or festival. I can ask and answer questions about food and drinks. I can discuss the clothes I like best and when I like to wear them. I can ask and answer questions about the clothes worn on particular occasions.			
		I can describe a meal that I had recently. I can describe my favourite food and my favourite meal. I can describe what happens at a special meal or celebration in my family. I can describe what I or other people wear for a special occasion.			
		I can write a short description of an event where I had a special meal. I can write a short description of my favourite clothes or clothes that I wear for a particular occasion.			











Food and clothes					
Level	Skill		*	**	***
			Date	Date	Date
B1		I can understand when people talk about particular foods. I can understand when people talk about clothing that they wish to buy or that we must wear for a particular occasion. I can understand a story about the importance of politeness and hospitality.			
		I can read about healthy eating and the foods we need to remain healthy. I can read about clothes that other people are wearing or styles and fashions. I can understand the description of what a person is wearing in a story or account.			
		I can repeat an instruction given by the teacher about clothes. I can pass on detailed information about food. I can discuss the clothing necessary for a particular occasion or purpose. I can talk about fashions in clothing and the food I like.			
		I can describe in detail how to make a particular meal. I can tell a friend what clothing is necessary for a particular purpose. I can talk about the style of clothing that has importance in my family or culture.			
		I can write a description of the food presented and the clothes worn at a celebration or special occasion. I can write the instructions for making a meal or dish. I can write about my personal likes and dislikes of food giving reasons.			
B2		I can understand in detail television or radio programmes about food. I can understand in detail television or radio programmes about clothes and fashions. I can understand detailed instructions for preparing a food. I can understand in detail stories or fairy tales about the importance of and traditions associated with politeness and hospitality.			
		I can read articles in magazines or newspapers about clothing and issues related to the production of clothes. I can read articles about food and fashion. I can read leaflets or reports on nutrition and health.			
		I can discuss with native speakers matters to do with food or the plans for a particular meal. I can engage spontaneously and fluently in conversations about clothing and fashion.			
		I can give an extended talk about the history and importance of particular styles of clothing to my family or culture. I can give an extended talk about the traditional importance of particular foods for celebration or other special occasions.			
		I can write a detailed account of the foods and clothes used for a particular occasion. I can write a detailed description of clothing and explain its cultural importance. I can express in writing my personal opinions of styles of clothing and issues related to the production and marketing of clothing.			











Time, seasons and weather					
<i>L</i>	<i>Skill</i>		<i>*</i> <i>Date</i>	<i>**</i> <i>Date</i>	<i>***</i> <i>Date</i>
<i>A</i> <i>1</i>		I can understand the words for the different types of weather. I can understand the words for the months of the year, seasons and time of the day.			
		I can recognise and understand words about weather or time on a chart or in a text. I can recognise and understand words about the seasons or times of the year in a text or on pictures, posters or flashcards.			
		I can answer questions about the heat, cold, sun, month or seasons. I can say if I like or do not like a particular kind of weather or time of year. I can say what the weather is like at different times of year. I can answer questions about the time.			
		I can say what the weather is like outside. I can say what season it is. I can say what month it is. I can say what time it was when something happened.			
		I can write the words for the months and seasons. I can write the words for different types of weather. I can write the time.			
<i>A</i> <i>2</i>		I can understand the main words about weather and seasons in class. I can understand when the season or the weather is part of a story.			
		I can understand the information about weather on a chart or in a book. I can find words about weather and seasons in a piece of text. I can read a short story about things we do at particular times of the year.			
		I can answer simple questions about the weather and the seasons. I can discuss the clothes we need for different times of the year. I can ask and answer questions about important events at different times of the year. I can ask some questions about weather or festivals that occur at particular times of the year.			
		I can describe the weather outside. I can describe what happens during the school holidays. I can describe my favourite time of the year.			
		I can write sentences about the different times of the year. I can write sentences about the weather now and at other times. I can write sentences about my favourite day or time of year.			

Time, seasons and weather					
Level	Skill		* Date	** Date	*** Date
B1		I can understand the main points of the weather forecast on the television. I can understand a talk about the time of year or season. I can understand a talk about a particular time of year and typical activities.			
		I can read and understand a story or text that has to do with weather. I can understand when weather or the time of year is important in a story.			
		I can ask and answer questions about weather and the way it affects our life. I can talk about what happens in my home during good or bad weather. I can discuss what I will do in the school holidays.			
		I can give a short talk about an experience I had at a particular time of the year. I can describe what I do outside school at a particular time of the year. I can describe the weather when I am talking about an event or experience.			
		I can write a short letter describing the weather or something I do/did at a particular time of year. I can write about what people do at different times of the year. I can write about how weather affects lifestyle in different parts of the world.			
B2		I can understand in detail a talk or presentation when weather or the seasons is an important element. I can understand in detail a television programme about weather problems, changes or dangers.			
		I can read articles about problems created by weather, evaluating the evidence presented. I can read articles or reports that explain in detail how weather influences life styles and activities. I can read news articles containing detailed information about weather or seasonal changes and problems. I can identify when weather or the season is a significant factor in a novel or poem.			
		I can discuss with others, including native speakers, the problems created by weather. I can discuss with others, including native speakers, plans and ideas for a particular season of the year. I can state my own opinions clearly and in detail in a discussion about the time of year or weather conditions.			
		I can give an extended talk about what I did during a particular period of weather. I can give a presentation about my holidays or a festival or event which takes place at a particular time of year. I can describe in detail how changes in seasons and weather can affect life style.			
		I can write a letter describing in detail an experience in which the weather played an important role. I can write a short story in which weather conditions are important. I can write a detailed weather report based on information collected over a period of time.			

Nature and animals					
Level	Skill		*	**	***
			Date	Date	Date
A1		I can recognise and understand the words for different animals and plants.			
		I can read the words for different animals and plants on a chart or in a book.			
		I can answer some simple questions about the animals we keep as pets and animals in the countryside. I can answer some simple questions about the different plants that grow in different situations (e.g. flowers, trees, crops etc.)			
		I can tell the names of the animals that I have seen. I can tell the names of animals that I see in a story book. I can tell the names of the animals that Roma people worked with in the past.			
		I can write the names of animals that I know. I can write the names of animals that are in stories.			
A2		I can understand when animals or plants are part of a story or an account of working with animals. I can understand when a person talks about a pet.			
		I can read short stories about animals in different parts of the world. I can read about animals in a fairy story.			
		I can ask and answer questions about the animals that I have seen and the ones that I like and don't like. I can ask and answer questions about the animals that are kept by my family. I can ask and answer questions about the animals that were kept by different Roma groups in the past.			
		I can talk about how to take care of an animal. I can talk about wild animals and where they live. I can talk about how Roma people worked with animals. I can talk about some beliefs people have about animals.			
		I can write some sentences about keeping a pet. I can write some sentences about the animals on a farm. I can write some sentences about the animals that were part of Roma life and activity.			

Nature and animals					
Level	Skill		*	**	***
			Date	Date	Date
B1		I can understand the main points in a film or radio broadcast about animals and working with animals.			
		I can understand the main points in a story or written account of crafts in which animals play an important role. I can understand an account of traditions and beliefs associated with animals.			
		I can ask and answer questions and discuss how to prepare a project on animals. I can ask questions about Roma occupations that are related to animals, as part of a project. I can ask and answer questions about beliefs associated with animals.			
		I can give a talk about the importance of the natural environment. I can give a talk about the importance of animals for Roma occupations and lifestyle. I can retell a story or account that includes reference to animals.			
		I can write an account of an incident that involved animals. I can write a summary of a story about animals. I can write a description of the relationship between different Roma groups and animal-related occupations.			
B2		I can understand a detailed story or account that is based on the natural world or the association of man and animals. I can understand in detail a talk about respect and protection for the natural environment. I can understand in detail a talk about the Roma traditions and crafts relating to animals and the natural world.			
		I can read a story in which the natural world plays an important part. I can understand a story in which beliefs and superstitions about animals are a significant feature.			
		I can discuss how to prioritise information for a project or presentation. I can ask questions to research information about the Roma associations with animals. I can discuss the importance of respect for the natural environment, giving reasons for my opinions.			
		I can give an extended talk about modern attitudes to the natural world. I can give an extended talk about the importance of preserving nature today. I can give a detailed talk about the importance of animals in Roma history and tradition. I can describe in detail some of the Roma crafts associated with animals and the lifestyles of the people who followed these occupations. I can retell a story or legend with all necessary detail referring to the natural world.			
		I can write a clear, detailed account of the natural world in my country. I can write a clear account of the challenges to the natural world from pollution etc. I can write a clear, account of the relationship between different Roma groups and the natural world. I can write a clear, detailed account of the Roma beliefs associated with the natural world.			

Hobbies and the arts					
Level	Skill		* Date	** Date	*** Date
A1		I can recognise the words for sports, hobbies and activities like drama and music. I can recognise the words for Roma music, songs, and dances. I can recognise the words for performing activities, such as circus performers. I can recognise the words for the leisure activities we do in our homes.			
		I can read and recognise the words for sports and hobbies on a chart or poster. I can recognise the words for music, drama, singing, dancing, art and performance on a chart or poster. .			
		I can say which sports, hobbies or other leisure activities I like and don't like. I can answer simple questions about my sports, hobbies or other leisure activities. I can answer simple questions about which leisure activities are popular in my home.			
		I can name the different activities I do in and outside school with my friends. I can name the different leisure activities I do in my home or community.			
		I can write the words for different sports and hobbies. I can write the words for music, singing, dancing and other types of performing. I can write the words for the sports and hobbies that I do in school.			
A2		I can understand the main points in a simple story about sport, performing or leisure activities. I can understand simple instructions for a game. I can understand simple instructions for a performance in the classroom. I can understand simple instructions for a physical activity such as a sporting game, tumbling etc.			
		I can read and understand a short, simple account in a newspaper or internet text that describes a sporting event, game or performance. I can read a short, simple text about the games that children played in the past. I can read a story about a Roma child whose family was involved in performing.			
		I can ask and answer simple questions about what happens at a game or performance. I can ask and answer simple questions about a film that I have seen. I can ask and answer simple questions about what I like to do outside school. I can answer questions about my family's leisure activities. I can ask and answer simple questions about the traditional activities of Roma children.			
		I can describe my favourite hobby or sport. I can describe the leisure activities that I have learned in my home.			
		I can write a post card about a sporting event, performance, or film. I can write some sentences about what I like to do after school. I can write some sentences about my favourite hobby at home.			

Hobbies and the arts					
Level	Skill		* Date	** Date	*** Date
B1		I can understand the main points in a talk about sports or the arts I can understand the main points in a film about a sports person or performer. I can understand the main points in a talk about the activities of Roma children in the past when they were learning to become sports people or performers.			
		I can read a report about a sporting or cultural event. I can read an account of the life of a famous Roma sports person or performer.			
		I can discuss my interests or hobbies and describe what I do. I can respond to questions about my particular interests or hobbies. I can ask questions about how another person trained in sports or the arts			
		I can talk about the preparations for a school sports event or performance. I can give a simple talk about my hobby or my activities outside school. I can give a simple account of a performance, sporting event or film. I can give a simple talk about the importance of Roma arts to European arts.			
		I can write a letter about my hobbies. I can write a description of a sporting or cultural event that I saw.			
B2		I can understand the details of a talk about a particular sport or cultural activity. I can understand a talk given by a well-known sports person or performer. I can understand a story based on the life of a person in sporting or cultural life. I can understand a talk about a person's interest in sporting or cultural activities and the influence that this has had on his/her life.			
		I can read an account of a sporting event in a newspaper or on the internet. I can read a biography of a person whose life involved sporting or cultural activity. I can read a story based on sporting or cultural life.			
		I can discuss the importance of hobbies, explaining my likes and dislikes. I can discuss different activities such as sport, music, drama I can answer questions about typical Roma sporting and performance activities. I can discuss information on the topic of sports and cultural activities in preparing a project or presentation.			
		I can give a detailed account of the activities that I enjoy. I can give an account of how Roma children develop skills in sports and performing. I can give a detailed account of how Roma arts have influenced European arts. I can give a talk about a Roma person famous for sporting or cultural activity.			
		I can write about a sporting or leisure activity that I enjoy. I can write an account of a personal experience in a sporting or cultural context. I can write an account of a typical or traditional Roma cultural or sporting activity. I can write about the contribution of Roma people to sports and the arts. I can write about a Roma person or a person of Roma origin who has become famous in a sporting, artistic, or performance area.			

Dossier

I can use this part of my European Language Portfolio to:

- Organize my learning
- Collect important information that I can use in the future (word lists, expressions, examples and so on)
- Keep good examples of my own work such as e-mails, letters, stories and projects

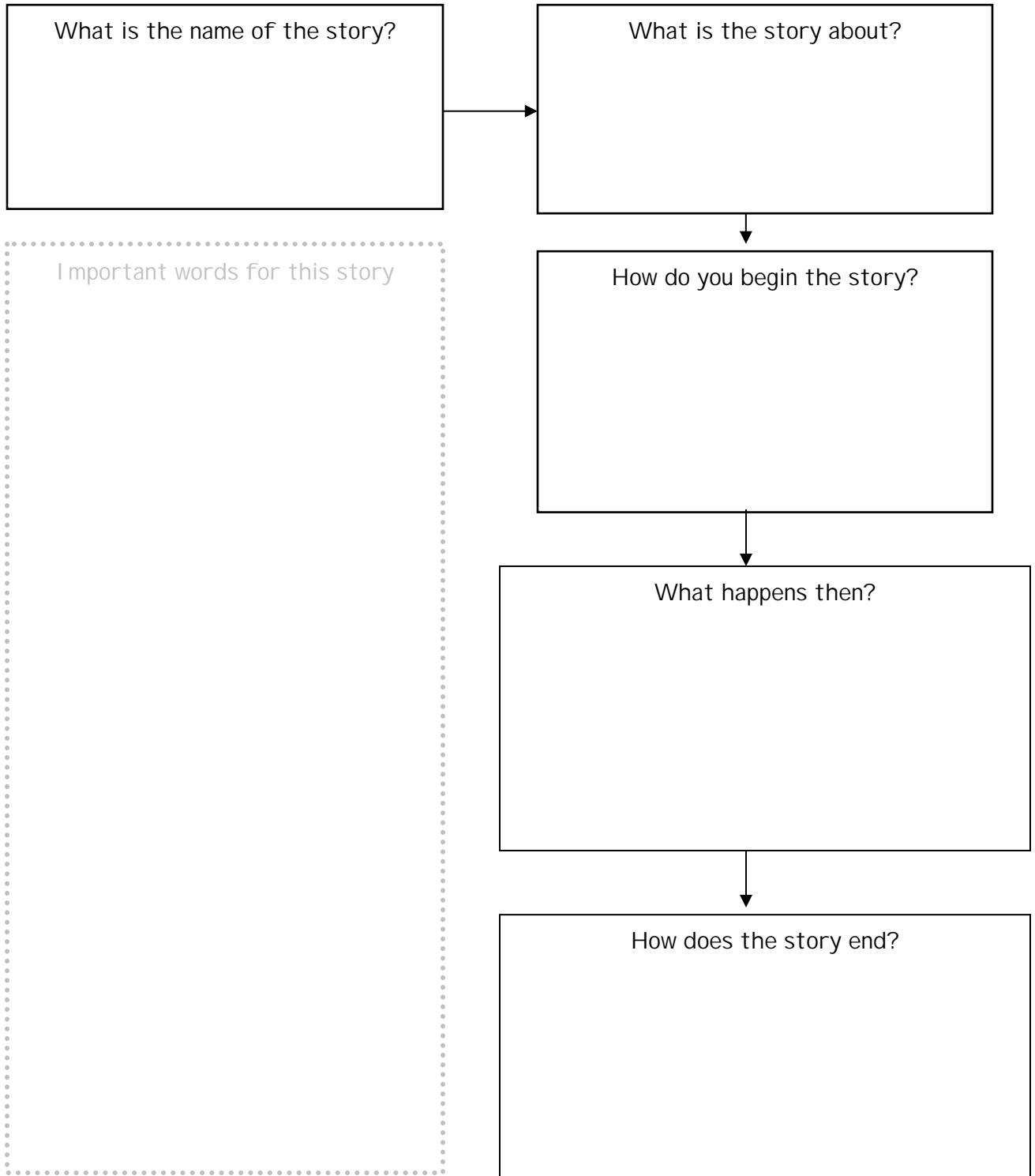
Contents of my Dossier

If you organize your Dossier you will find it easier to use and to find things when you need them. It's a good idea to divide the Dossier into different sections. Here you can make a note of the contents of the sections. Sections might include, for example, word lists, samples of your writing, information about useful websites for research, plans for stories with the important words and phrases. You can decide which sections will be useful for you.

Section 1	
Section 2	
Section 3	
Section 4	
Section 5	
Section 6	
Section 7	

Planning to tell stories to other people

Story telling is an important way of passing information between people. In this way romanipe has been passed from grandparents to parents to children for a long, long time. It's good to think about stories and how you could tell a story to other people. This will help you to plan your stories.



Word wall

When you hear a story or learn about a new thing, organize your new words into the word wall.

Title or topic of story _____

Stories and riddles

My notes about stories and riddles to remind me of the main points and important language.

Story or riddle	What the story/riddle is about	Where I learnt this story/riddle	Important words or phrases for the story/riddle

Planning a written text

This will help you to plan a writing activity such as a description, account of an experience or event, letter or e-mail.

Topic or subject of writing activity _____

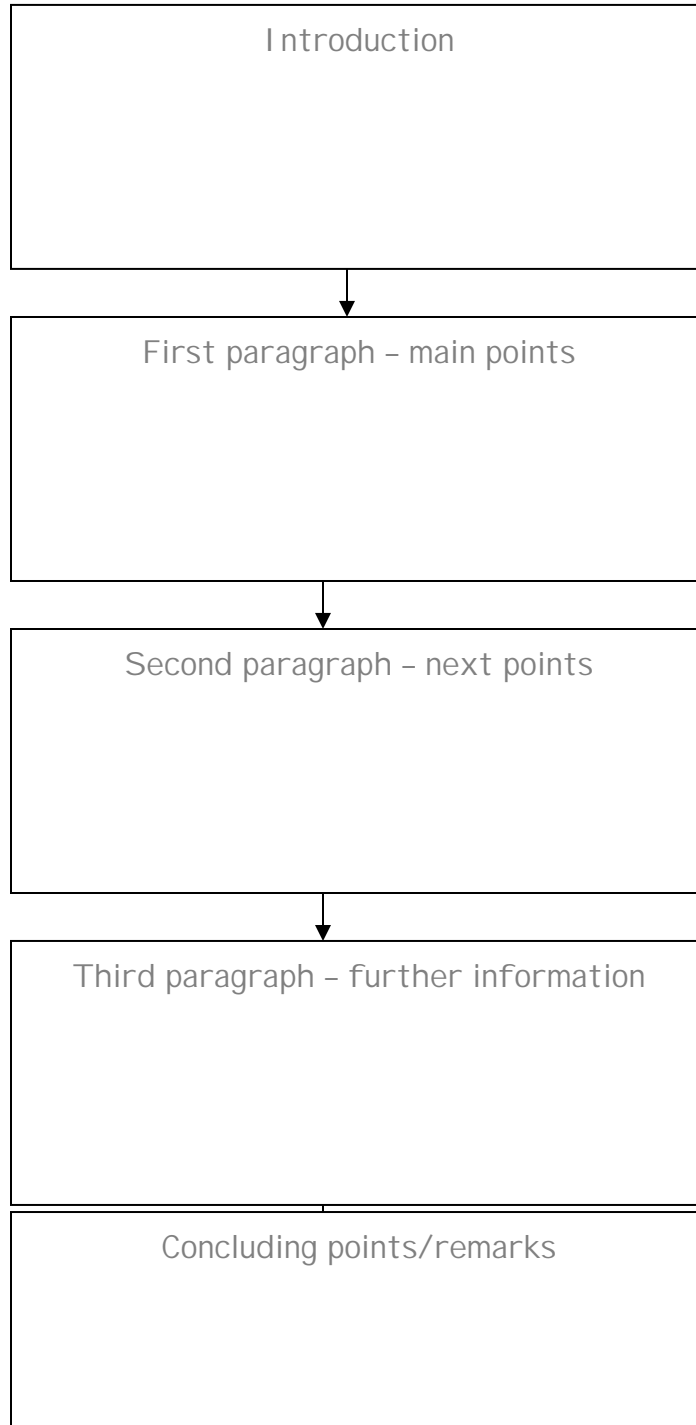
Circle the words that you will use to connect your text:

then
next
after that
later
finally

as a result of
because of
due to

on the other hand

Other connecting words:



Notes