ELEMENTS OF COMMUNICATIVE COMPETENCE
COMPOSANTES DE LA COMPETENCE COMMUNICATIVE

End of level ISCED 1 – End of primary - Fin du niveau CITE 1 - Fin du primaire	
A. LINGUISTIC COMPETENCES - LA COMPOSANTE LINGUISTIQUE	
CODE	1. Lexical competence - La compétence lexicale
001	- master a vocabulary that is adequate to express knowledge, experience, perceptions, emotions and personal opinions. - talk abut how the choice of words, the use of ones voice and intonation create different meaning in a text (competence aim after Year 2)
002	- understand written and oral instructions of reasonable difficulty - distinguish standard words and their non-standard forms
003	- écrire convenablement du point de vue de l'orthographe, en utilisant la ponctuation, avec un vocabulaire approprié et une syntaxe correcte
004	- To identify processes of lexical enrichment of the Portuguese language - To identify word formation irregular processes and lexical innovation - To deduce the meaning of words from their context
005	- Express oneself orally through texts which present knowledge, facts and opinions coherently - Narrate, explain, describe, summarise, and present opinions and information in written texts related to everyday and school situations in an ordered and satisfactory way NB: *Notice that there is not explicit lexicon in our curriculum as it is related with oral and written expression in meaningful contexts*
006	- identify vocabulary - words and their word-forms - form words from given common syntactic roots/stems (word formation) - are able to use lexical aids (dictionaries, glossaries, thesauruses) in written and electronic form
007	- utiliser un vocabulaire précis, varié et adapté - mobiliser ses connaissances lexicales et grammaticales

2. Grammatical competence - La compétence grammaticale	
001	- describe language and the use of language, parts of speech and their functions. - vary syntax
002	- identify the root, suffix, prefix and ending in a word - distinguish parts of speech in their basic form - master basic examples of morpho-syntactic agreement
003	- remarquer au sein des contextes les concordances fondamentales entre les mots et organiser graduellement ces remarques dans des schémas morphologiques (flexions, modifications) - écrire convenablement du point de vue de l'orthographe, en utilisant la ponctuation, avec un vocabulaire approprié et une syntaxe correcte
004	- To identify the immediate constituents of sentences - To classify relations between immediate constituents of sentences and their syntactic functions - To differentiate the main syntactic processes of articulation between complex sentences
005	- Understand and use basic grammatical and linguistic terminology in activities of text production and comprehension. Conceptualization of grammatical elements that allow the use of dictionaries - Narrate, explain, describe, summarise, and present opinions and information in written texts taking care with grammar and spelling rules and formal aspects, whether on paper or in digital format. - Recognise narrative, instructive, descriptive and explanatory structures for comprehension and composition NB: *Grammatical competence in our curriculum includes contents related to reflection on language and the acquisition of some concepts and of a grammar terminology. The presence of grammar is justified by the fact that the acquisition of language and communication skills requires reflection on different aspects of language and grammar content should be taken into account in order to improve skills in the use of the language.*
006	- they are able to formulate sentences from words, groups of sentences from sentences by observing semantic and formative relations - they rid of “critical points” in their practical mastery of grammar - identify individual parts of sentence
007	- Associer les unités lexicales et grammaticales au sein des phrases - Utiliser le temps des verbes, les connecteurs et/ou marqueurs de relation afin de repérer la chronologie des événements - Phrase interrogative avec génitif (Wessen ?) ; Genre des noms et des adjectifs (accusatif, datif, génitif) ; Prépositions avec génitif (wegen, trotz, statt, während, …) ; Présent, passé composé, imparfait, impératif, futur, infinitif ; Verbes faibles et forts ; Verbes modaux ; Verbes composés

3. Semantic competence - La compétence sémantique	
001	- express thoughts on language, characters and plots in texts from daily life and from fiction from various times and cultures. - recognise and use linguistic techniques such as repetition, contrast and simple metaphors and images.
002	- compare word meanings, particularly synonyms or partial synonyms, and homonyms and polyseme - recognise the main ideas and details in a text suitable to the given age, take notes on the main ideas
003	- être attentif aux correspondances sémantiques et lexicales entre les parlers locaux, les patois, proches de la langue
004	- To identify different meanings of the same word in different contexts - To set relations between different lexical and grammatical categories - To identify the aim of the speaker in a utterance, considering the context
005	- Compare various syntactical structures to observe their semantic equivalents and potential changes in meaning - Explore the possibilities of joining sentences in different ways (cause, consequence, purpose, contrast, condition...) in relation to text composition
006	- are able to explain the meaning of the given word/word phrase from the text - are able to select appropriate and effective vocabulary corresponding to the meaning (when producing texts) - they are aware that the meaning of the word affects the meaning of the text
007	- Élaborer et consulter des outils collectifs et/ou individuels de référence (liste de mots, règles…) - réviser ses textes, s'il est renseigné sur les aspects perfectibles de son texte, en mobilisant ses connaissances lexicales, syntaxiques et orthographiques essentielles
4. Orthographic competence - La compétence orthographique	
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002	- write simple types of communication correctly both in terms of content and form - write i/y correctly in words after ambiguous consonants - master basic examples of morpho-syntactic agreement
003	- posséder autant que possible les éléments et les règles fondamentales de l'orthographe - écrire convenablement du point de vue de l'orthographe, en utilisant la ponctuation, avec un vocabulaire approprié et une syntaxe correcte
004	- To use orthographic and punctuation rules appropriately - To disambiguate meanings resulting from the sound and the spelling of a word - To use punctuation to represent types of sentences
005	Use of common spelling rules and the resolution of doubts about spelling by using the appropriate tools (dictionaries, notes …), whether it be on paper or digital.
006	- observe spelling, technical accuracy of syntax in phrases, clauses, sentences, texts and note deviations from standards - use spelling and punctuation aids (in written and electronic form)
007	Orthographier correctement un capital mots de grande fréquence en relation avec les thèmes travaillés en classe (Schreibwortschatz)

5. Phonological competence - La compétence phonologique	
001	describe similarities and differences between a selection of spoken varieties of the Norwegian language
002	- recognise a word's phonetic and graphic forms, segment words into phonemes, distinguish between long and short vowels - select proper intonation, stress, pauses and pace depending on the focus of his/her communicative intent - distinguish between standard and non-standard pronunciation and use it properly depending on the situation
003	(*) La programmation didactique doit consacrer une place importante aux activités de formation et production de sons, à la recherche et à l'exploration de timbres de la voix, à l'emploi de la voix d'après différents modèles d'expression. C'est un ensemble d'activités à réaliser compte tenu de l'apprentissage de deux langues et donc: - des traits phonologiques de chacune d'elles; - de la priorité, attestée et reconnue, des traits mélodiques dans la formation bilingue (intonation, rythme, accent); - des interférences linguistiques dérivant de différentes structures d'intonation, de la caractérisation verbale, de l'articulation, de la syllabation et de l'accentuation de chaque langue. NB : tiré du paragraphe consacré à *Education au son et à la musique*
004	- To pronounce sounds correctly - To understand the way different sounds can link into each other to form words - To identify the smallest sound units which can make a difference to meaning
005	Show an interest in expressing oneself through speaking with appropriate pronunciation and expression
006	- practise and master pronunciation of formal language (words, sentences and texts) - try to speak as formally as possible in conversation and during the intercourse with their teachers - try to speak as formally as possible in conversation and during the intercourse with their teachers
007	- articuler clairement et correctement pour assurer une bonne intelligibilité - Recourir à des éléments prosodiques, mimiques et gestuels

B. SOCIOLINGUISTIC COMPETENCE – LA COMPOSANTE SOCIOLINGUISTIQUE	
001	- explain how a person might offend others through language use - describe language and the use of language, parts of speech and their functions
002	- adhere to basic communication rules in a conversation - select suitable verbal as well as non-verbal means of expression in everyday situations both at school and outside of school - distinguish communicative sentence types in a text and form them using proper linguistic and phonetic means
003	- être attentif aux correspondances sémantiques et lexicales entre les parlers locaux, les patois, proches de la langue - distinguer les différences d'accent présentes dans la classe et dans son entourage social immédiat
004	- To distinguish geographical, social and historical contexts which origin different varieties of the Portuguese language - To identify features of standard language - To speak fluently and accurately in most situations, using verbal and non-verbal resources, with a complexity appropriate to the situations of communication
005	- Positive awareness of the linguistic variety in the school and wider social context. - Know the locations of Spain's languages and show a positive evaluation of this linguistic richness, avoiding prejudices about the languages and their speakers - Use non-discriminatory language which respects differences
006	- they monitor their own and other communication in Slovene in different contexts and evaluate appropriatness in the given contexts - they detect and identify their own and other stylistic mistakes, reduce them and support their corrections with arguments - they use different speech techniques (the same oral activity in different ways), appreciate/evaluate politeness
007	- Respecter les règles de la politesse (ne pas interrompre les autres, écouter) - Valoriser les propos d'autrui (signes de tête, gestes supportants)
C. PRAGMATIC COMPETENCES - LA COMPOSANTE PRAGMATIQUE	
1. Discursive competence - La compétence discursive	
001	- lay out a text with a heading, an introduction and a conclusion.
002	- create an outline of a narration and prepare a short oral or written expression based on it while preserving chronological sequence - use appropriate connectives and vary them as required by the utterance
003	- rendre les conversations et les discours intéressants - avoir un discours cohérent et dialoguer avec efficacité
004	- To combine utterances in coherent and cohesive texts - To use a range of words which are relevant for the subject - To explain the meaning of figurative expressions
005	Ability to express oneself clearly in an organised, coherent way, according to the genre and communicative situation. Students should be able to select the relevant contents and express them using the lexis and formulas appropriate to these situations, such as tone of voice, body language and gestures
006	identify parts of text (paragraphs)
007	- Suivre le développement du texte, sa structure, repérer des étapes, des passages importants dans un texte - Résumer des passages, créer soi-même une structure en créant de nouveaux titres intermédiaires - Identifier les traces de la structure du texte (p.ex. en soulignant des titres et des sous-titres, les mots de liaison…)

2. Functional competence - La compétence fonctionnelle	
001	write stories, poems, letters and factual prose
002	- express oneself according to the communication situation: greetings, addressing, apologies, requests, messages, announcements, narration, polite presentation, descriptions, - congratulations, invitation,
003	- produire des textes axés sur la description, le récit, l'argumentation et la spontanéité - (*) On écrit en fonction des besoins: les élèves prennent des notes, rédigent des rapports, font des interviews et des sondages, organisent des recherches (selon les contenus des différentes matières).
004	- To ask for information and complementary explanation - To ask questions, to make requests, to give an opinion, to justify a point of view
005	Use non-discriminatory language which respects differences
006	- identify visual and audio non-verbal elements that accompany speech, present their role in speaking activity /conversation and their impact on listeners/interlocutors - compare non-verbal elements that accompany speech in conversations and talks - observe non-verbal written messages (pictograms, graphs, maps, photographs), and present their intelligibility and effectiveness
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3. Interactive competence - La compétence interactionnelle	
001	- assess and compare his or her own texts and those of others
002	- correctly conduct a dialogue, a telephone conversation, leave a message on an answering machine (on voicemail) - select suitable verbal as well as non-verbal means of expression in everyday situations both at school and outside of school
003	- communiquer par écrit avec des interlocuteurs différents d'une manière toujours plus articulée et complète, dans le contenu et dans la forme - considérer dans son ensemble la pensée de ses interlocuteurs et y découvrir tout ce qu'elle recèle d'ordinaire, d'essentiel, d'original
004	- To interact spontaneously and confidently in informal communicative situations - To contribute effectively to class or group work in gradually formal situations
005	- Ability to establish satisfactory social relationships with others, as well as ability to initiate, sustain and end conversations with peers - Valuing and respecting the rules of oral interaction: turn-taking, different roles in the exchange, appropriate tone of voice, body language and gestures - Use non-discriminatory language which respects differences. Adopt a critical attitude toward any message which implies any kind of discrimination
006	adapt the same texts to different listeners and explain their adaptations
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CODE	Any comments - Commentaires éventuels
001	There seems to be considerable overlap between the C sub-categories . We have therefore chose not to break down the assessment of Pragmatic competences (pour le tableau 2.2.2.)
003	*L'emploi de* la couleur rouge *intervient lorsqu'un même descripteur est répété sous diverses « rubriques » et elle indique la partie, pour chaque rubrique, ce qui la concerne directement.* *La couleur bordeaux est utilisée pour signaler dans les descripteurs (ou similaires) en langues une référence aux autres matières.* *(*) Ce signe n'indique pas de descripteurs véritables, mais des citations repérées dans les programmes. Il a été décidé de les signaler car elles pourraient facilement être transformées en descripteurs.*
004	Communicative competence does not seem to be the most accurate term (there is communication in all the other competences). The division into Linguistic Competence, Sociolinguistic Competence and Pragmatics Competence could be reconsidered – the two last ones are part of the linguistic competence, not separate competences at the same level. Also, within the Linguistic competence, there seems to be mixed plans: grammar competence is not at the same level of the others (lexical, semantic, orthographic, and phonological). Grammar is about the knowledge of the norms concerning these levels and others. We have norms for the lexis, the semantics, the orthography and the phonology. And what about syntax and morphology? We recommend that this organization to be reviewed by a linguistic. We can recommend a Portuguese researcher with a very strong curriculum – Professor João Costa - jcosta@fcsh.unl.pt .
005	The following descriptors are adjusted to the curricula aims and goals for each triennium
006	Compétence fonctionnelle et interactionnelle : L'introduction du Plan d'études spécifie que toutes les activités langagières doivent s'inscrire dans un contexte concret, en relation avec le vécu des apprenants.