CURRICOLO VERTICALE – LINGUE

ISTITUTO
FRANCESCO
VENTORINO

IL PERCORSO

Il raccordo tra i tre ordini della scuola nasce dalla consapevolezza dell'importanza dell'apprendimento linguistico nella maturazione globale degli alunni e dalla necessità di potenziare l'apprendimento delle lingue anche nell'ottica della dimensione europea dell'educazione/formazione. Il nostro curricolo va inteso quindi come un «cammino da fare insieme, anziché un tracciato predefinito», un percorso dinamico in continua evoluzione che inizia dalla scuola dell'infanzia e si sviluppa fino alla scuola secondaria di I grado, caratterizzato da una continuità in verticale dei processi di insegnamento/apprendimento. Il termine "continuità" assume soprattutto la valenza di omogeneità nell'approccio metodologico e nel modo di intendere l'apprendimento delle lingue straniere fra insegnanti di ordini di scuola diverse

TRAGUARDI PER LO SVILUPPO DELLE COMPETENZE

Al termine della scuola primaria l'alunno è in grado di:

- comprendere brevi messaggi orali e scritti relativi ad ambiti familiari
- descrivere oralmente e per iscritto, in modo semplice, aspetti del proprio vissuto e del proprio ambiente ed elementi che si riferiscono a bisogni immediati
- interagire nel gioco; comunicare in modo comprensibile, anche con espressioni e frasi memorizzate, in scambi di informazioni semplici e di routine
- svolgere i compiti secondo le indicazioni date in lingua straniera dall'insegnante chiedendo eventualmente spiegazioni
- individuare alcuni elementi culturali e cogliere rapporti tra forme linguistiche e usi della lingua straniera

LE COMPETENZE CHIAVE EUROPEE

Le competenze chiave sono una combinazione di conoscenze, abilità e attitudini che permettono di adattarsi ai costanti cambiamenti della società. La Raccomandazione sulle competenze chiave definisce la competenza come la "combinazione di conoscenze, abilità e attitudini adeguate per affrontare una situazione particolare". Attraverso l'acquisizione di esse gli individui saranno in grado di analizzare, ragionare e comunicare in modo efficiente nel momento in cui propongono e interpretano i problemi nei diversi ambiti. Allo stesso tempo le competenze chiave sono quelle di cui tutti gli individui hanno bisogno per la realizzazione, lo sviluppo personale[1], la cittadinanza attiva , l'inclusione sociale e l'occupazione. Esse servono come base per un apprendimento permanente e perciò dovranno essere acquisite durante il periodo obbligatorio di istruzione e formazione.

SCUOLA PRIMARIA

Classe: Prima

Ore settimanali: 2

Obiettivi		Contenuti	Funzioni Comunicative	Strumenti e Metodologie
Comprensione Orale (Listening)	Ascoltare e comprendere singoli vocaboli e brevi istruzioni familiari di uso quotidiano, pronunciati chiaramente e lentamente, relativi ad argomenti familiari o studiati in classe.	**<u>Lessico</u>** Shapes* Colors Classroom objects Pets (animals) Parts of the body Toys Family Clothing Weather and seasons Numbers (1-10) **<u>Grammatica</u>** Plural form Can/can't Like/don't like Prepositions (in, on, under, etc.) Verb (to be – I, you, he, she, it etc.) Adjectives (big, small, etc.) Feelings (happy, sad, worried, etc.) Basic sentence structure Classroom related verbs and commands (stand up, sit down, open the book, etc.) ***Grammar not explicitly taught – only presented in context.**	Greetings someone Introducing themselves and two friends Asking and answering basic personal information (name, age, phone number, how they are, and where they are from) Asking for help Asking permission to go to the bathroom and to drink Identifying content vocabulary Asking for and answering simple information about an object (position and color) Asking and answering, 'who is it?' *Roleplay: Buying ice cream	Use of key words Video & multimedia support Phonological awareness Modelling Dramatization and roleplay Language reinforcement Scaffolding Flashcard usage
Produzione Orale (Speaking)	Produrre singole parole riferite ad oggetti, persone e situazioni note. Interagire con i compagni utilizzando parole memorizzate adatte alla situazione.			
Comprensione Scritta (Reading)	Identificare singole parole memorizzate (numeri, colori, oggetti della classe).			
Produzione Scritta (Writing)	Scrivere singole parole memorizzate, attinenti alle attività svolte in classe.			

SCUOLA PRIMARIA

Classe: Seconda

Ore settimanali: 2

Obiettivi		Contenuti	Funzioni Comunicative	Strumenti e Metodologie
Comprensione Orale (Listening)	Ascoltare e comprendere vocaboli, istruzioni familiari e brevi messaggi di uso quotidiano, pronunciati chiaramente e lentamente, relativi ad argomenti familiari o studiati in classe.	**<u>Lessico</u>** Greetings The weather The world around us Outdoor activities Food Farm and wild animals People (man, woman, child) Types of homes, rooms, etc. School facilities Days, months, seasons, parts of the day Colors, shapes, numbers (1-20) Alphabet Free-time activities Holiday vocabulary **<u>Grammatica</u>** Word order (basic sentence structure) Adjectives Basic verbs Can/can't Have/has got Haven't/hasn't got Like/likes/ don't/doesn't like	*All communicative functions from the first year Identifying content vocabulary Expressing abilities and possibilities Expressing possession (*have, haven't got*) Expressing likes and dislikes Asking and answering questions about: Location (where is) Quantity (how many) Color (what color is…) Attendance (what class are you in, what school do you go to, what year are you in?) *Roleplay: At the toyshop	Use of key words Video & multimedia support Phonological awareness Modelling Dramatization and roleplay Language reinforcement Scaffolding Flashcard usage Peer collaboration
Produzione Orale (Speaking)	Produrre brevi frasi riferite ad oggetti, persone e situazioni note. Interagire con un compagno per presentarsi e/o giocare, utilizzando frasi memorizzate adatte alla situazione.			
Comprensione Scritta (Reading)	Comprendere biglietti e brevi messaggi, accompagnati da supporti visivi o sonori, cogliendo parole e frasi già acquisite o memorizzate a livello orale.			
Produzione Scritta (Writing)	Scrivere parole e semplici frasi memorizzate, attinenti alle attività svolte in classe e ad interessi personali.			

SCUOLA PRIMARIA

Classe: Terza

Ore settimanali: 3

Obiettivi di apprendimento		Contenuti	Funzioni Comunicative	Strumenti e Metodologie
Comprensione Orale (Listening)	Ascoltare e comprendere vocaboli, istruzioni, messaggi ed espressioni familiari e di uso quotidiano, pronunciati chiaramente e lentamente relativi a se stesso, ai compagni, alla famiglia.	**<u>Lessico</u>** Places The playground The Park Different types of shops Types of weather Clothes Parts of the body Family The clock Countries Nationalities Numbers 1-100 Rooms of the house Furniture **<u>Grammatica</u>** Pronouns To be (all pronouns) To have (all pronouns) There is/There are Can/Can't Present Simple Prepositions Like / likes + verb/noun (I like to swim, I like swimming) Adjectives Basic verbs (ING form) 'Wh' questions	*All communicative functions from the first and second year Describing what someone is wearing Telling time (quarter, half, o'clock) Distinguishing between countries and nationalities Expressing preferences (my favourite…) *Roleplay: At the restaurant	Use of key words Video & multimedia support Phonological awareness Modelling Dramatization and roleplay Language reinforcement Scaffolding Flashcard usage Peer collaboration
Produzione Orale (Speaking)	Produrre frasi significative riferite ad oggetti, luoghi, persone, situazioni note. Interagire con un compagno per presentarsi e/o giocare, utilizzando espressioni e frasi memorizzate adatte alla situazione.			
Comprensione Scritta (Reading)	Comprendere cartoline, biglietti e brevi messaggi, accompagnati preferibilmente da supporti visivi o sonori, cogliendo parole e frasi già acquisite a livello orale.			
Produzione Scritta (Writing)	Scrivere parole e semplici frasi di uso quotidiano attinenti alle attività svolte in classe e ad interessi personali e del gruppo.			

SCUOLA PRIMARIA

Classe: Quarta

Ore settimanali: 3

Obiettivi		Contenuti	Funzioni Comunicative	Strumenti e Metodologie
Comprensione Orale (Listening)	Comprendere brevi dialoghi, istruzioni, espressioni e frasi di uso quotidiano se pronunciate chiaramente e identificandone le caratteristiche generali. Comprendere brevi messaggi multimediali identificando parole chiave e il senso generale.	**<u>Lessico</u>** School subjects The weather and the seasons Sports & leisure time activities Morning routine Clothing Animals **<u>Grammatica</u>** To be Have got Like/love/hate + ING This, that, these, those Question words (when, where, what, etc.) Question / answer (do you… yes, I do/no I don't) Present simple Present continuous	*All communicative functions from the first, second, and third year Asking where something is Asking what time it is Asking someone what they are wearing Asking and answering questions regarding favourite hobbies and activities Talking about daily routines Describing what they are doing in a specific moment Describing the weather	Class discussion Use of key words Charts Mind maps Spider grams Video & multimedia support Phonological awareness Modelling Peer learning Dramatization and roleplay Flipped Classroom Task-based language learning Technology Integration Language reinforcement Scaffolding Exam-preparation strategies (*INVALSI & Cambridge YLE*)
Produzione Orale (Speaking)	Descrivere persone, luoghi e oggetti familiari utilizzando parole e frasi già incontrate ascoltando e/o leggendo. Interagire in modo comprensibile con un compagno utilizzando espressioni e frasi adatte alla situazione.			
Comprensione Scritta (Reading)	Leggere e comprendere brevi e semplici testi e dialoghi, accompagnati preferibilmente da supporti visivi o sonori, identificando il tema principale, nonchè parole e frasi familiari.			
Produzione Scritta (Writing)	Scrivere in forma comprensibile messaggi semplici e brevi per presentarsi, per fare gli auguri e per ringraziare o invitare qualcuno.			

SCUOLA PRIMARIA

Classe: Quinta

Ore settimanali: 3

Obiettivi		Contenuti	Funzioni Comunicative	Strumenti e Metodologie
Comprensione Orale (Listening)	Comprendere dialoghi, istruzioni, espressioni e frasi di uso quotidiano se pronunciate chiaramente e identificare il tema generale di un discorso in cui si parla di argomenti conosciuti. Comprendere brevi testi multimediali identificandone parole chiave e il senso generale.	**<u>Lessico</u>** Nationalities Jobs and occupations Food and drinks Party / party items Shops and locations around town/city Holiday-related vocabulary **<u>Grammatica</u>** Frequency adverbs Possessive adjectives (my, your, etc.) To be Have got Present simple Some/any (countable/uncountable nouns) Ordinal numbers (first, second, etc.) Present Continuous Past Simple	*All communicative functions from the first, second, third, and fourth year Asking and answering personal questions Asking for and giving directions Talking about likes/dislikes Asking and giving information about a variety of topics (time, clothes, favourite hobbies, and activities) Asking and giving information about past events	Class discussion Use of key words Charts Mind maps Spider grams Video & multimedia support Phonological awareness Modelling Peer learning Dramatization and roleplay Flipped Classroom Task-based language learning Technology Integration Language reinforcement Scaffolding Exam-preparation strategies (*INVALSI & Cambridge YLE*)
Produzione Orale (Speaking)	Descrivere persone, luoghi e oggetti familiari utilizzando parole e frasi già incontrate ascoltando e/o leggendo. Riferire semplici informazioni afferenti alla sfera personale, integrando il significato di ciò che si dice con mimica e gesti. Interagire in modo comprensibile con un compagno o un adulto con cui si ha familiarità, utilizzando espressioni e frasi adatte alla situazione.			
Comprensione Scritta (Reading)	Leggere e comprendere semplici testi e dialoghi, accompagnati preferibilmente da supporti visivi, cogliendo il loro significato globale e identificando parole e frasi familiari.			
Produzione Scritta (Writing)	Scrivere in forma comprensibile messaggi semplici per presentarsi, per fare gli auguri, per ringraziare o invitare qualcuno, per chiedere o dare notizie.			

SCUOLA PRIMARIA – SEZIONE BILINGUE

Classe: Prima Bilingue – **Ore settimanali**: 7+4 (1 ora di arte in inglese, 1 ora di geografia in inglese, 2 ore di motoria in inglese)

Obiettivi		Contenuti	Funzioni Comunicative	Strumenti e Metodologie
Comprensione Orale (Listening)	Listens to both popular fiction and graded readers with attention and interest. Listens for instructions (follows one / two step instructions) Understands and follows classroom discourse. Answers basic questions about the elements of the story based upon what was heard.	**<u>Lessico</u>** Shapes Colors Classroom objects Animals Parts of the body Family Seasons of the year and relative vocabulary the beach and relative vocab. Numbers (1-20) What, how many, where, who. **<u>Grammatica</u>** Plural form Prepositions (in, on, under) Verb (to be – I, you, he, she) Adjectives (big, small, etc.) Basic sentence structure Classroom related verbs and commands (stand up, sit down, open the book, etc.)	Greetings someone Introducing themselves and two friends Asking and answering basic personal information about • Name • Age • phone number • how they are • where they are from • what class they are in • what school they go to • what year they are in Asking to and for help Asking permission to go to the bathroom and to drink Identifying content vocabulary Asking for and answering simple information about an object (position and colour) Asking and answering, 'who is it?' Adjectives (big, small, etc.) Basic sentence structure Classroom related verbs and commands (stand up, sit down, open the book, etc.)	Use of key words Video & multimedia support Phonological awareness Modelling Dramatization and roleplay Language reinforcement Scaffolding Flashcard usage Graded readers
Produzione Orale (Speaking)	Responds / interacts to oral communication using simple sentences. Asks simple questions not necessarily grammatically correct. Expresses simple ideas/requests/ talks about personal experiences. Retells the main points of a story using language from the text. Uses specific literary terms / language to refer to the elements of the story.			
Comprensione Scritta (Reading)	Recognises known graphemes, digraphs, trigraphs. Applies phonological awareness when decoding sense and nonsense words. Recognizes a growing number of high frequency / tricky words in isolation and within a text. Recognises and identifies vocabulary within a text. Reads simple sentences with fluency, accuracy, correct pronunciation and in more obvious situations with the correct intonation. Uses visual clues and references in the text to infer the meaning of unknown words.			
Produzione Scritta (Writing)	Writes uppercase and lowercase letters appropriately within the lines. Uses proper spacing between letters and words. Recognises where a sentence begins and ends using a capital letter and a full stop. Copies simple sentences. Makes first attempts at independent writing skills by inventing short sentences using known graphemes.			

SCUOLA PRIMARIA – SEZIONE BILINGUE

Classe: Seconda Bilingue – **Ore settimanali:** : 7+4 (1 ora di arte in inglese, 1 ora di geografia in inglese, 2 ore di motoria in inglese)

Obiettivi		**Contenuti**	**Funzioni Comunicative**	**Strumenti e Metodologie**
Comprensione Orale (Listening)	Understands simple agreed upon rules for listening. Understands simple mood, feelings, likes and dislikes. Gives simple information about self, others, and the immediate environment. Retells a simple story. Participates and interacts with peers using role-playing activities, songs, and poetry learning. Understands brief presentations (e.g., show and tell). Participates in discussions around a common topic. Asks for help / clarification from a teacher. Develops descriptions using simple adjectives.	**<u>Lessico</u>** Greetings Toys and transport The weather The world around us Food Wild animals People (man, woman, child) Body and face parts Days, months, seasons, parts of the day Colours, shapes, numbers (1-20) Alphabet Free-time activities Time in 15-minute intervals. **<u>Grammatica</u>** Word order (basic sentence structure) Adjectives Basic verbs Can/can't Have/has got. Haven't/hasn't got. Like/likes/ don't/doesn't like. -ing form (verbs) Looks like	*All communicative functions from the first year Identifying content vocabulary Expressing abilities and possibilities Expressing possession (*have, haven't got*) Expressing likes and dislikes. Asking and answering questions about: Location (where is) Quantity (how many) Colour (what colour is…) Describing a photo.	Use of key words Video & multimedia support Phonological awareness Modelling Dramatization and roleplay Language reinforcement Scaffolding Flashcard usage Peer Collaboration Graded readers
Produzione Orale (Speaking)	Understands agreed-upon rules for speaking. Asks questions and responds to questions from teachers and peers. Begins to formulate questions with correct word order (where, when). Formulates sentences to express ideas, feelings, and opinions. Presents information and ideas, understanding the importance of order and appropriate vocabulary. Retells a story. Contributes information to discussions. Presents brief oral reports to an audience focusing on simple correct language. Participates in discussions around a common topic. Asks for help to clear up any confusion. Develops descriptions using adjectives and synonyms.			
Comprensione Scritta (Reading)	Begins to identify some of the basic literary elements of setting, big idea (plot) and character within literary works and can sustain a story from one book to another. Reads age-appropriate material aloud with fluency and accuracy. Begins to clarify word meaning using context clues and a variety of resources including glossaries, dictionaries, and thesauruses.			
Produzione Scritta (Writing)	Observes and uses forms of punctuation (full stop, exclamation mark) with minimal teacher assistance. Begins to formulate simple sentences (subject/verb/ expansion structure); appropriate capitalization and punctuation; correct spelling of appropriate, and high frequency words. Begins independent writing skills including short character descriptions, retells, graphic organizers, comprehension worksheets, vocabulary building activities and grammatical exercises linked to the books being read in class. Begins to use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle, and end).			

SCUOLA PRIMARIA – SEZIONE BILINGUE

Classe: Terza Bilingue – **Ore settimanali:** 7+4 (2 ore di drama e storytelling in inglese, 1 ora di arte in inglese, 1 ora di motoria in inglese)

Obiettivi		Contenuti	Funzioni Comunicative	Strumenti e Metodologie
Comprensione Orale (Listening)	Can listen to both popular fiction and graded readers with attention and interest. Understands a range of question words such as why, when, who. Understands and follows classroom discourse. Answers questions about various elements of story based upon what was heard.	**<u>Lessico</u>** **<u>Lessico</u>** Animals body parts friends and family colours clothes school, prepositions of time **<u>Grammatica</u>** Past simple Pronouns Comparative and superlatives (focus on bi-syllabic words) Countable and uncountable nouns Question forms - How/what about? Question words - why, when, who, what, where, how Have (got) to/had to - Relative clauses (What is/was the weather like?) - Could (past form of can) - When clauses (not with future meaning) - Homophones	*All communicative functions from the first and second year. Can use a range of new vocabulary when speaking Can ask and answer 'how' and 'why' questions. Can identify nouns and pronouns when reading. Can use sentence starters suchs as: 'I think/know' to express feelings or points of view.	Use of key words Video & multimedia support Phonological awareness Modelling Dramatization and roleplay Language reinforcement Scaffolding Flashcard usage Peer Collaboration Graded readers **Drama & Storytelling**
Produzione Orale (Speaking)	Responds / interacts to oral communication using simple sentences. Asks simple questions not necessarily grammatically correct. Expresses simple ideas/requests/ talks about personal experiences Retells the main points of a story using language from the text. Uses specific literary terms / language to refer to the elements of the story.			
Comprensione Scritta (Reading)	Recognises known graphemes, digraphs, trigraphs. Applies phonological awareness when decoding sense and nonsense words. Recognizes a growing number of high frequency / tricky words in isolation and within a text. Recognises and identifies vocabulary within a text. Reads simple sentences with fluency, accuracy, correct pronunciation and in more obvious situations with the correct intonation. Uses visual clues and references in the text to infer the meaning of unknown words.			
Produzione Scritta (Writing)	Writes uppercase and lowercase letters appropriately within the lines. Uses proper spacing between letters and words. Recognises where a sentence begins and ends using a capital letter and a full stop. Copies simple sentences. Makes first attempts at independent writing skills by inventing short sentences using known graphemes.			

SCUOLA PRIMARIA – SEZIONE BILINGUE

<table>
<tr><td colspan="5">Classe: Quarta Bilingue – Ore settimanali: 7+4 (2 ore di drama e storytelling in inglese, 1 ora di arte in inglese, 1 ora di motoria in inglese)</td></tr>
<tr><th colspan="2">Obiettivi</th><th>Contenuti</th><th>Funzioni Comunicative</th><th>Strumenti e Metodologie</th></tr>
<tr><td>Comprensione Orale (Listening)</td><td>Can listen to both popular fiction and graded readers with attention, interest, and without struggle.
Understands the full range of question words (‘why-who-where, etc.)
Responds and participates in virtually all classroom discourses/conversations.
Can understand and follow up on a variety of questions.
Expands thought using conjunctions such as ‘because’ to show further understanding</td><td rowspan="4"><u>Lessico</u>
Hobbies
Jobs and occupations
Rooms of a house
Different places within a city

<u>Grammatica</u>
Past simple and past continuous tenses
Comparative and superlatives
Modals (can, could, may, should)
Adverbial phrases of time and place
Frequency adverbs
Basic phrasal verbs (get on, look out,)</td><td rowspan="4">*All communicative functions from the previous years
Using a range of new vocabulary in speaking.
Asking and answering, ‘how do you get tot? Why is reading your favourite hobby’?
Expressing doubts and different points of view.</td><td rowspan="4">Use of key words
Video & multimedia support
Phonological awareness
Modelling
Dramatization and roleplay
Language reinforcement
Scaffolding
Flashcard usage
Peer Collaboration
Graded readers
Drama & Storytelling</td></tr>
<tr><td>Produzione Orale (Speaking)</td><td>Responds to oral communication using a range of grammatically correct sentences.
Expresses ideas, requests, and personal experiences.
Uses a range of literary terms and language to refer to the elements of the story.
Elaborates on the main ideas and supporting details of a story.</td></tr>
<tr><td>Comprensione Scritta (Reading)</td><td>Displays awareness and shows a degree of fluency when reading sense and nonsense words.
Recognizes a wide range of high frequency / tricky words in isolation and within a text.
Shows automaticity in the recognition and identification of vocabulary within a text.
Reads a variety of sentences with fluency, accuracy, correct pronunciation, with the correct intonation, even in lesser-known contexts.</td></tr>
<tr><td>Produzione Scritta (Writing)</td><td>Can write extended sentences with correct punctuation.
Uses proper spacing between letters, words, and paragraphs.
Recognises where a sentence begins and ends using a capital letter and a full stop.
Copies extended sentences and paragraphs.
Writing skills include extended sentences and short paragraphs.</td></tr>
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