English in
The National Curriculum

Key Stage 1 (Grade 1, 2 and 3)

English in the National Curriculum
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Ministry of Education
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Revised by:

Abdulla Hameed	Education Development Officer Coordinator
Ahmed Rafiu	Education Development Officer Coordinator
Wafa Waheed Mohamed	Education Development Officer Coordinator

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Introduction

The National Curriculum of Maldives is developed with the noble vision of preparing children to succeed in life through provision of a high-quality education that encompasses essential knowledge and skills required to meet the needs and demands of 21st century. The curriculum lays a strong emphasis in fostering in our children a firm belief in Islam, recognition of self and national identity and development of positive attitudes and values that will enable them to explore and create knowledge, and be responsible and productive national and global citizens. The curriculum also details key competencies such as practicing Islam, understanding and managing self, thinking critically and creatively, etc. that needs to be incorporated into all educational activities.

English language syllabus developed for Key stage 1 takes into account the vision of the national curriculum, its principles, key competencies and values. It provides pupils with opportunities to develop their ability to use English effectively for learning in subjects across the primary curriculum, and enable them to use English in a variety of situations for communication and personal satisfaction. The new syllabus is underpinned by outcomes-based education which encourages a learner-centered and activity-based approach and therefore enhances the development of language competencies of individual students to reach their maximum potential.

This is the first revision of the English language syllabus developed in 2014. The revision process took into consideration the need of a strong literacy foundation that will enable children to use language skills purposefully in their daily lives. The revised syllabus recognizes the importance and precedence of listening in the development of language. As such, the strand pertaining to listening has been renamed as Listening and Speaking. Teachers are recommended to use an approach that integrates all strands: initiate lessons by exposure to rich and meaningful listening activities that introduces new language and create a context for children to speak using the language encountered; reinforce the new language concepts and structures through reading and viewing; and consolidate learning by creating a meaningful context to apply the newly learned language in their own writings and representations. The syllabus demands active engagement of children in all stages of the writing process, from brainstorming to publishing and talking about their writing. The revised syllabus also gives a stronger emphasis to the teaching of phonics, transcription, making connections between reading texts and real-life experiences, and developing an appreciation of literary texts.

The revision process also focused on making the learning outcomes explicit by using clear and concise statements. The wordings of the outcomes set clear expectations, making the outcome statements self-explanatory to enable teachers to identify ways in which they can assess students against them. The number of indicators for each outcome has been reduced by eliminating repetitions and stream-lining, and thus making the syllabus document more comprehensive. Teachers may refer to the indicators provided or generate others from the outcome statements. The arrangement of the outcomes has also been altered to align with their complementary ones in the other two strands, to facilitate an integrated approach in the delivery of the English syllabus in the classroom.

Note: The revised English syllabus will be implemented for Grade 1 only in the new academic year 2021 and Grades 2 and 3 in 2022.

Rationale

English is the medium of instruction in the primary and secondary schools in the Maldives. The knowledge, skills, understandings and capacities developed by students in English are therefore central to learning and necessary for success in all areas of the curriculum. Mastery of English is also essential to those students who wish to pursue tertiary education in the Maldives and abroad.

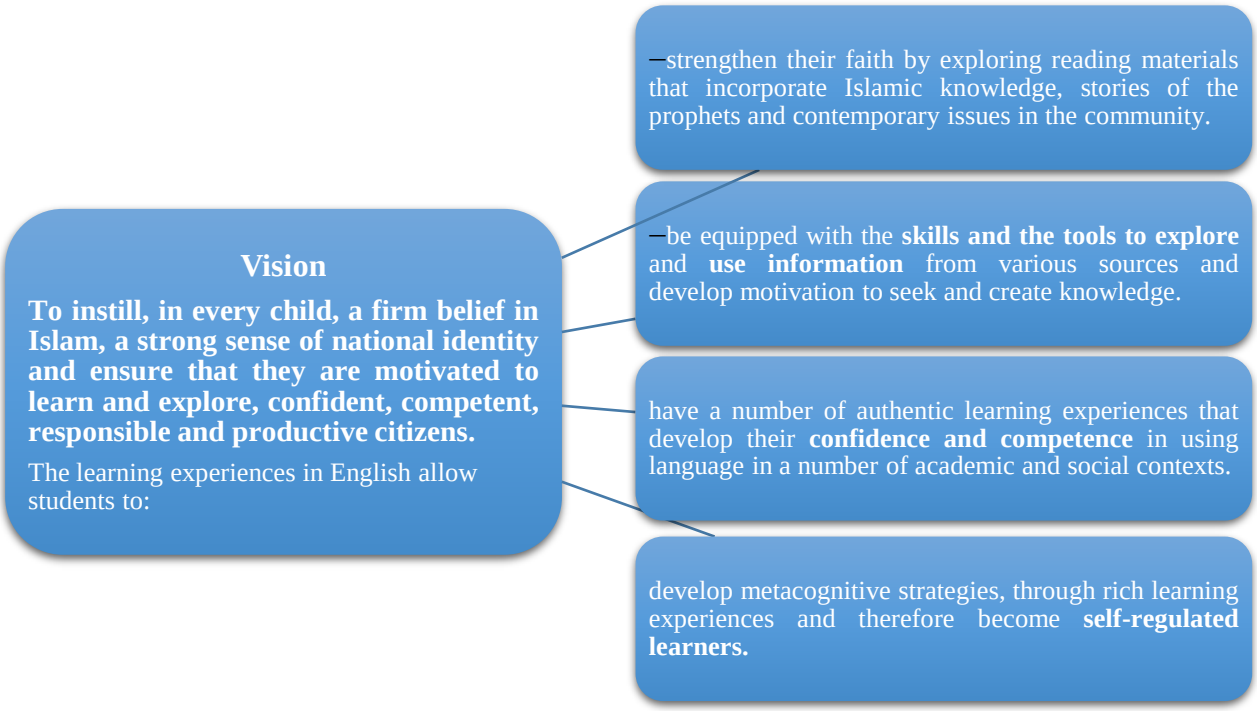
Similarly, as the language of commerce, science and technology, and global communication, English has become the medium by which most Maldivians gain access to information and knowledge around the world. Therefore, the ability to use English effectively in a wide range of contexts is of utmost importance in order for students to access information in the developments in science and technology and to make their contributions seen and felt.

Key Learning Area: Language and communication

Language and communication as a key learning area in the national curriculum aims to develop students' literacy skills and to enable them to use language effectively for social, academic and professional purposes. Therefore, English being a subject in the key learning area, strives to develop students' confidence and competence in listening, speaking, reading, viewing, writing and representing across the curriculum. Language experiences provided through English develop the skills necessary to communicate appropriately and effectively in a variety of social contexts and develop tools for thinking and exploring information in numerous contexts and situations. In short, the English syllabus is designed with a focus on the learner and attempts to improve students' language competencies that are important for learning across the curriculum and beyond school.

English in the National Curriculum

The Vision



The Principles

The English syllabus is underpinned by the principles of the national curriculum.

Islam	Teaching and learning in English has the scope for strengthening learner beliefs through the use of oral, visual and written texts that are based on Islam.
Identity and Culture	As the students use English, they construct and reconstruct a sense of who they are and develop an awareness of and appreciation of their own culture and identify.
Human Rights, Democracy and Justice	Students get the opportunity to explore the role of human rights in their day to day lives and this empowers students to promote human rights.
Holistic development	Learning opportunities offered through English enhance students' emotional, imaginative, and aesthetic development and contribute to their intellectual and social development.
Personal Excellence	The nature of the outcomes and indicators enhances differentiated instruction and quality adjustments that maximise student learning.
Inclusivity	Teaching and learning activities ensure high inclusivity and value development of all students.
Preparation for Life	Students develop language competencies necessary for life and work through the use of language in authentic situations.
Relevance	The language knowledge and skills developed are of great relevance to the students as they have the opportunity to use language in various social contexts.

The Key Competencies

The English Language syllabus incorporates the eight key competencies specified in the National Curriculum Framework. This helps students to develop the knowledge, skills, and values that are essential for success both in school and beyond.

The learning outcomes stated in the syllabus provide a number of opportunities to develop the key competencies through authentic tasks. Therefore, teachers are encouraged to explore and incorporate the key competencies in their day to day teaching as well as organise learning opportunities that develop the key competencies through school wide activities. The following are some examples of how the key competencies are developed through English language.

Practicing Islam	• Various aspects of Islam are introduced through texts read to the students. • Use of role-play explore Islamic values and create dialogue between students.
Understanding and Managing Self	• Students manage group tasks and reflect on how they work collaboratively. • Students choose texts for reading and viewing independently and make choices on the learning activities. • Students keep their own vocabulary books and keep track of their learning. • Students use different strategies to reflect on their work and improve future learning.
Living a Healthy Life	• Create representations to promote healthy living. • Use role-plays to explore various strategies that students could use to live a healthy life. • Students to do oral presentations on health-related issues.
Relating to People	• Students explore different emotions through learning activities such as drama, role play and by reading or viewing literary texts. • Students develop effective communication skills necessary to interact in various social contexts.

Thinking Critically and Creatively	• Students get opportunities to negotiate and solve problems by exploring various predicaments faced by characters in stories they read and draw their own conclusions. • Students use the process of analyzing, evaluating, and synthesizing information from various sources to compose texts that suit a question at hand. • Students compare texts, analyse characters in reading materials or make inferences. • Students are asked questions of different levels from oral or written text that require higher order thinking. • Students reflect on their learning and evaluate their thinking processes.
Making Meaning	• Students get the opportunity to listen, speak, read, view, write and represent to different audiences for various purposes. • Students express their thoughts and feelings through different modes.
Using technology and the Media	• Students explore information from various sources. • Students communicate with others or present an idea or information using different forms of technology. • Students are given cross-curricular project work to enhance the use of media and technology in an authentic manner.
Using Sustainable Practices	• Students get the opportunity to organise events that promote sustainable practices. • Allow students to do oral presentations on sustainable practices for the school community.

Aims

The aim of English Language Syllabus for Key stage 1 is to provide pupils with the opportunities to develop their ability to use English effectively for learning in subjects across the primary curriculum, to foster positive attitudes towards learning English and to enable students to use English in a variety of situations for communication and personal satisfaction.

Objectives

The objectives of the English Language Syllabus:

- Enable the students to read and write independently.
- Develop confidence and competence in listening, speaking, reading, viewing, writing and representing.
- Develop the skills necessary to communicate appropriately and effectively in a variety of social contexts.
- Develop students' understanding of texts and how texts are structured within different contexts.
- Develop tools for thinking and reasoning, and to provide access to information (ICT).
- Promote positive attitudes and develop an appreciation of the value of language – spoken, read, and written.
- Enhance emotional, imaginative, and aesthetic development through listening, speaking, reading, viewing, writing and representing experiences.

The Structure of the Syllabus

The content of the English Language syllabus for Key stage 1 is set out in three year levels that describe the sequence of learning experiences through which students progress. These divisions reflect the important milestones in the physical, mental and emotional development of the child.

Key Stage 1
Grade 1, 2 and 3.

The Strands of the Syllabus

The English Syllabus is organized through three interrelated strands:

Strand1: Listening and speaking (LS)

Listening and **speaking** skills are fundamental to the development of literacy and essential for thinking and learning. Through **listening and speaking**, students explore ideas and concepts as well as understand and organize their experience and knowledge. This strand helps students to develop effective speaking and listening skills when they discuss, hypothesize, clarify ideas, explore new concepts and vocabulary, solve problems and share literary experiences.

Strand 2: Reading and viewing (RV)

Reading is a powerful means of communicating and learning. Reading enables students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

In the **reading** and **viewing** strand, students use effective strategies to construct meaning and develop thoughtful and critical interpretations of a variety of texts. Students appreciate, analyze, use and learn from literary and information texts.

Viewing is also an integral part of communication and it is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture, and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others.

Strand 3: Writing and representing (WR)

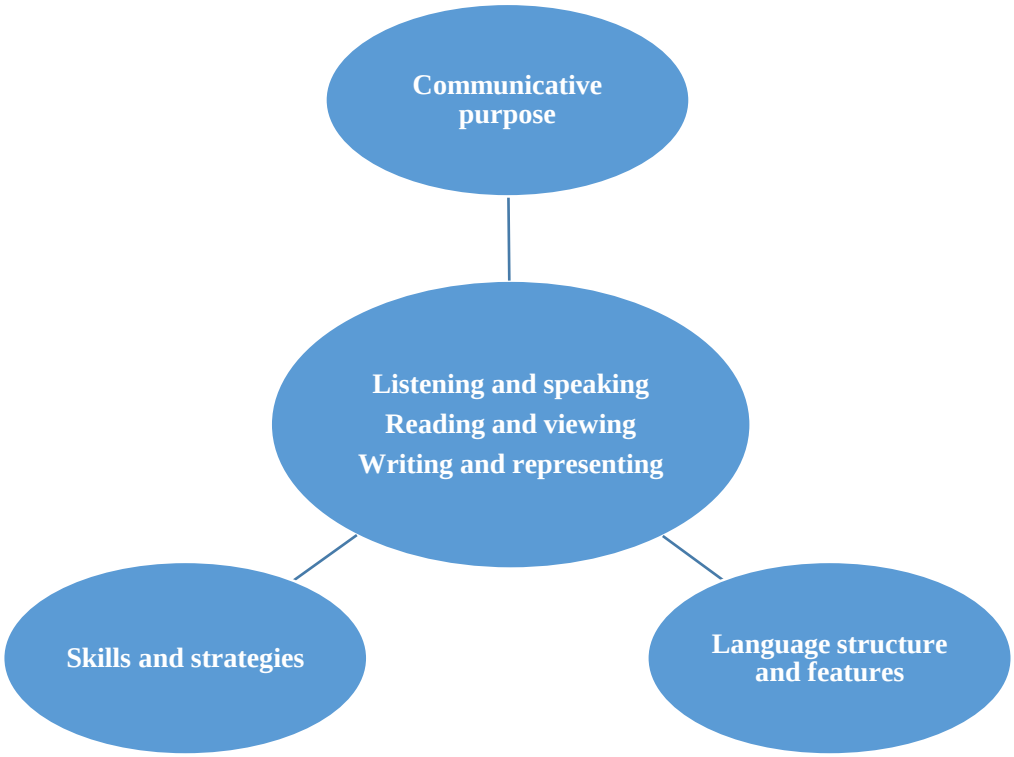
Writing enables students to explore, shape, and clarify their thoughts, and to communicate them to others. By using effective writing strategies, students discover and refine ideas, compose and revise with increasing confidence and skill.

Representing enables students to communicate information and ideas through a variety of media such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime, and models. By using a variety of representing strategies, students can discover and refine ideas, create representations with increasing confidence and skill, and demonstrate their understanding in a variety of ways.

The Sub Strands

The three strands of the syllabus are set out in three interrelated content strands of learning:

- Communicative purpose (C)
- Skills and strategies (S)
- Language structure and features (L)



Sub strand 1: Communicative Purpose (C)

The **communicative purpose** strand indicates the use of language to achieve a variety of purposes: for example, to entertain, to explain how something works, to provide information, to argue a position or to explore the inner world of the imagination. Language is also used to make sense of the world, to express and develop ideas on a range of topics, from everyday experiences to the ideas that are considered across all the areas of the curriculum. This strand also shows the range of texts that students should study, write or make. The purpose of this strand is to enable students to communicate confidently and appropriately with people from all walks of life: with those who are older or younger, with those in positions of power, with peers and family, with small and large groups.

Sub strand 2: Skills and Strategies (S)

The skills and strategies outcomes are aimed to develop students' skills in using spoken and written language. In order for them to be able to compose and comprehend texts, students need to learn strategies for using language. Knowledge about language is of little use in composing and comprehending unless students simultaneously develop strategies for using it as they speak, listen, read, view and write. The skills and strategies strand helps students to step back from their work and to think about what they have achieved and how. The outcomes in this strand also show students how the composing and comprehending strategies people use can vary according to the situation. Moreover, the skills developed in talking, listening, reading and writing will assist students' learning in all areas of the curriculum.

Sub strand 3: Language Structures and Features (L)

The strand on language structures and features strand set out what students should know about the structure of English and the ways in which the use of English varies according to situation and social or cultural context. Furthermore, it deals with the knowledge that students should learn about language: learning about vocabulary, language structures and the ways in which language is used for different purposes.

To compose, comprehend and respond to texts, students need to be effective users of the linguistic structures and features of English. By learning a language for talking about language, students are better able to discuss and analyse the linguistic structures and features of texts. Proficient language users choose the most appropriate mode of communication, the most suitable text type, and the most fitting or effective textual patterns, words, grammatical structures and stylistic features.

Scope and sequence: Listening and speaking

	Grade 1	Grade 2	Grade 3
Communicative purpose	Engage in classroom conversations in dual language with support and contribute to interactions.	Engage in classroom conversations and contribute to discussions to extend the interaction.	Engage in classroom conversations and contribute to discussions to extend and widen the interaction.
	Listen to short texts to extract literal information and begin to make inferences.	Listen to short texts to extract, organize literal information and make inferences.	Listen to longer texts, extract and organize literal information and make inferences.
	Listen and respond in dual language with support for a variety of purposes.	Communicate on familiar topics for a variety of audiences and purposes.	Communicate on familiar topics for a variety of audiences and purposes to a greater extent.
	Talk about characters and events in texts and relate them to personal experience, using dual language with support.	Discuss themes, settings, characters and events and relate them to personal experiences and those of others.	Explore themes, settings, characters and events from different view-points to compare texts.
Skills and strategies	Use polite verbal language and non-verbal cues to speak clearly at an appropriate volume and pace.	Use active listening strategies and respond clearly using polite verbal language, intonation, and non-verbal cues.	Use active listening strategies and respond using polite verbal language, intonation, and non-verbal cues to enhance meaning.
	Give brief oral presentations in dual language with support, using text frames.	Rehearse and deliver brief formal presentations in class on familiar topics using text frames.	Rehearse and deliver short formal presentations on familiar topics using visual aids.
	Use skills and strategies of effective listeners to create meaning of oral texts from the speaker(s)' words and expressions, tone and body language.	Use skills and strategies of effective listeners to create meaning of oral texts from the speaker(s)' words and expressions, tone and body language.	Use skills and strategies of effective listeners to create meaning of oral texts from the speaker(s)' words and expressions, tone and body language.
Language structure and features	Identify individual sounds of words (onset, rime and syllables) and blend them to form words.	Identify word classes by function and use inflections to expand vocabulary.	Identify word classes by function and use inflections, affixes, compounding and idiomatic expressions to expand vocabulary.
	Identify word order in frequently used brief and simple utterances.	Identify word order in phrases and simple sentences and expand them to form grammatically correct utterances.	Identify word order in phrases, and simple and compound sentences and expand them to form grammatically correct utterances of varying length.

Scope and sequence: Reading and viewing

	Grade 1	Grade 2	Grade 3
Communicative purpose	Read with some understanding familiar texts with prompt and support using phonics and sight words.	Read with understanding familiar and less familiar texts with accuracy and increasing speed.	Read with understanding a range of texts with accuracy, fluency and understanding.
	Use features of short texts and illustrations with prompt and support to identify and locate information.	Use features of a variety of short texts and illustrations to locate, infer and organize information.	Use features of a variety of texts and illustrations to extract, infer, organize information.
	Engage in reading/viewing a range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.	Engage in reading/viewing a wide range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.	Engage in reading/viewing a wide range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.
	Read and view texts to understand characters and events and relate them to personal experience.	Read and view texts to understand themes, settings, characters and events and relate them to personal experiences and those of others.	Read and view texts to explore themes, settings, characters and events from different view-points.
Skills and strategies	Read sight words and apply phonic knowledge and skills to decode words accurately using GPCs taught.	Continue to apply phonic knowledge and skills to decode words speedily and accurately to develop automaticity.	Continue to apply phonic knowledge, root words and affixation to read aloud with accuracy and fluency.
	Read short familiar texts drawing meaning from prior knowledge, context and content.	Read short texts drawing meaning from prior knowledge, context and content.	Read longer texts drawing meaning from prior knowledge, context and content.
	Demonstrate developing skills and strategies to read, view and comprehend short texts based on familiar topics.	Use an increasing range of skills and strategies to read, view and comprehend texts on familiar and less familiar topics.	Use an increasing range of skills, strategies and knowledge to read, view and comprehend longer texts on familiar and less familiar topics.
Language structure and features	Recognize common word transformations and language devices used in texts.	Recognize common word transformations and language devices used in texts to enhance meaning.	Recognize word transformations and language devices of increasing sophistication used in texts to enhance meaning.
	Recognize differences between narratives, recounts and information texts.	Begin to recognize differences in form and expressions between narratives, recounts and information texts.	Understand and recognize that form and language expressions used in texts vary with purpose.

Scope and sequence: Writing and representing

	Grade 1	Grade 2	Grade 3
Communicative purpose	Create short personal and imaginative writings and representations for a variety of purposes using a combination of drawings, words or sentences.	Create short personal and imaginative writings and representations for a variety of purposes using a combination of drawings, words or sentences.	Create short personal and imaginative writings and representations for a variety of purposes and audiences.
	Write and create representations of a range of information texts for a variety of purposes using words or sentences, text features and multimodal elements.	Write and create representations of a wide range of information texts for a variety of purposes using sentences, text features and multimodal elements.	Write and create representations of a wide range of information texts for a variety of purposes and audiences using sentences, text features and multimodal elements.
Skills and strategies	Write words, phrases and sentences using taught phonemes, correct letter form and direction, and appropriate spacing of letters in/between words.	Write words, phrases and sentences with increasing speed using correct letter form, direction and height, and appropriate spacing of letters in and between words.	Write words, phrases and sentences with increasing speed using correct letter form, direction and height, appropriate spacing of letters in and between words and begins to join letters.
	Begins to practise the process skills of writing to create imaginative and informative texts.	Engages in the process skills of writing to create imaginative and informative texts for a specific purpose.	Engages in the process skills of writing to create imaginative and informative texts for a specific purpose and known audience.
Language structure and features	Creates texts using correct sentence-level grammar, spelling and punctuation.	Creates texts using correct sentence-level grammar, word choice, spelling, punctuation and language devices encountered in texts.	Creates texts using correct sentence-level grammar, word choice, spelling, punctuation and language devices encountered in texts read in class to enhance meaning.
	Creates texts using appropriate text structures (sequence and description) and features (headings, sub-headings, drawings, numbering and bullets) for effect.	Creates personal and imaginative writings and information texts using appropriate text structures (sequence, description and compare-contrast) and features (headings, sub-headings, drawings, numbering and bullets).	Creates personal and imaginative writings and information texts using appropriate text structures (sequence, description, compare-contrast, cause-effect, and problem-solution) and features (headings, sub-headings, drawings, numbering and bullets).

Learning outcomes and indicators
(Grade 1-3)

Outcomes

The outcomes are statements of the knowledge, skills and understandings expected to be gained by students as a result of effective instruction. The outcomes are arranged in stages and they are to be achieved by students as they engage with the content of the syllabus.

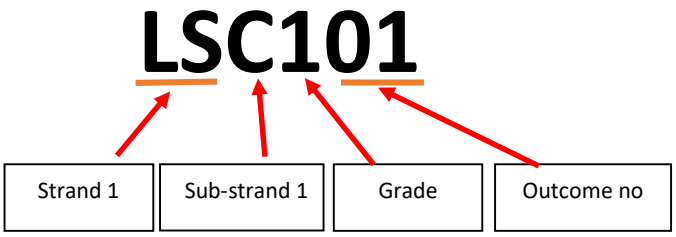
Indicators

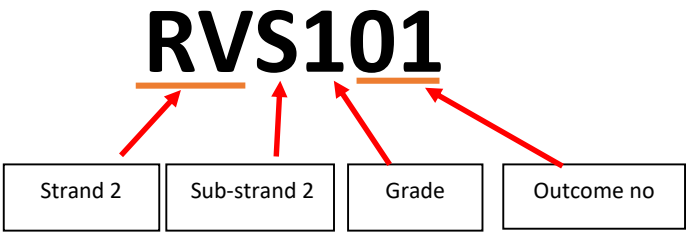
The learning outcomes in the syllabus include achievement indicators that assist teachers to identify whether students have achieved the learning outcomes. These indicators define the knowledge; skills and or attitudes demonstrated by the students and could be used as evidence to determine whether or not a student has fully met the intent of the learning outcome. The achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. In this regard, the indicators provide teachers with tools that can be used to reflect on what the students are learning, and at the same time provide the students with a means of self-assessment and ways of defining how they can improve their own achievement. Finally, teachers should keep in mind that the indicators are not mandatory and are suggestions provided to assist in the assessment of how well the students are achieving the learning outcomes.

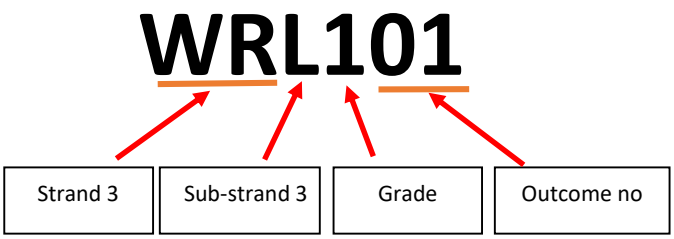
Key to numbering of outcomes in the English syllabus

Strand 1: Listening and speaking (LS)
Strand 2: Reading and viewing (RW)
Strand 3: Writing and representing (WR)

Sub-strand 1: Communicative purpose (C)
Sub-strand 2: Skills and strategies (S)
Sub-strand 3: Language structure and features (L)







Grade 1

Strand: Listening and speaking

Sub strand: Communicative purpose

Outcome	**Indicators**
LSC101	***This is evident when a student:***
Engage in classroom conversations and discussions in dual language with teacher support using verbal and nonverbal cues.	**a** Responds to greetings, and joins in and contributes to shared language experiences such as songs and rhymes. **b** Demonstrates positive listening behaviour (e.g., look at the speaker; show interest in what the person is saying; focus on key words and phrases; listen without interruption; wait for their turn) ignoring background noise and movement. **c** Conveys personal information, needs and ideas using learned sentence patterns. **d** Expresses opinions and preferences using learned sentence patterns.

Outcome	**Indicators**
LSC102	***This is evident when a student:***
Listen to oral texts (stories, information and instructions) to make meaning and begin to make inferences.	**a** Restates the purpose of a listening activity (e.g., to learn a new fact, to follow an instruction, for enjoyment, etc.). **b** Follows verbal instructions, suggestions or requests given in a two-step sequence. **c** Answers Yes/No and WH questions on explicitly stated information (verbally, worksheet, etc.) and begins to make inferences. **d** Identifies the main ideas or events and retells them in sequence.

Grade 1

Outcome	Indicators
LSC103	***This is evident when a student:***
Speak in dual language with teacher support to inform, describe, clarify and entertain using 1-3 short sentences and providing some detail.	**a** Tells / retells a story, participates in show-and-tell and asks questions, using appropriate words, phrases, facial expressions and gestures. **b** Gives information about familiar topics (e.g., oneself, family, hobbies, etc.) using dialogue frames or learned sentence patterns. **c** Uses 1-3 simple statements or utterances to describe familiar pictures and situations. **d** Recounts a personal experience focusing on a beginning, body and ending, using key words and pictures.

Outcome	Indicators
LSC104	***This is evident when a student:***
Listen and speak to explore literary texts (themes, characters and plot), make predictions and relate them to personal experiences.	**a** Makes predictions about themes, characters and plots using titles, descriptions and illustrations before, during and after listening. **b** Talks about characters (look, do, like, feel, etc.), and how they relate to personal experience. **c** Shows understanding of texts by relating *cause and effect using because* (e.g., Shahida is scared because she does not know how to go home.) **d** Discusses possible solutions to problems (based on personal experiences) and expresses them through drawings and role-play.

Grade 1

Sub strand: Skills and strategies

Outcome	**Indicators**
LSS105	***This is evident when a student:***
Use polite verbal language and non-verbal cues to speak clearly at an appropriate volume and pace.	**a** Demonstrates interaction skills (e.g., turn-taking, maintain eye contact, stay on topic making positive statements) to speak clearly at an appropriate volume and pace.
	b Begins to use polite social language appropriately (e.g., hello, please, thank you, sorry, excuse me).
	c Asks questions to clarify meaning or to request for assistance.
	d Makes connections between classroom discussions and personal experiences.

Outcome	**Indicators**
LSS106	***This is evident when a student:***
Give brief oral presentations in dual language with support, using text frames.	**a** Engages in informal oral presentations (e.g., show-and –tell, perform action songs, recite a poem, etc.).
	b Speaks in a meaningful sequence from memory or using simple visual prompts and objects (e.g., retells a story, gives a recount, explains a procedure, recalls key points from non-fiction texts, etc.).
	c Uses body language, voice (e.g., lower volume in small groups and increase when addressing whole class) and tone (e.g., formal, informal, serious, etc.) to suit purpose and situation.
	d Reflects on their own speaking with the help of a criteria developed by the class (e.g., tick on a rubric items such as maintains eye contact with the audience, speaks loud enough to be heard, appropriate volume, etc.).

Grade 1

Outcome	Indicators
LSS107	***This is evident when a student:***
Use skills and strategies of effective listeners to create meaning.	**a** Identifies and sets a purpose for listening activities (e.g., to find information, for enjoyment, etc.). **b** Makes predictions based on prior knowledge and contextual clues (e.g., visuals, setting, and topic) before, during and after listening to oral texts. **c** Listens to an oral text to complete a task (answer simple questions, recall information, complete a diagram, etc.) using the language expressions and intonations. **d** Listens to feedback from others and answers questions from the audience.

Sub strand: Language structure and features

Outcome	Indicators
LSL108	***This is evident when a student:***
Identify and manipulate individual sounds of words (onset, rime and syllables) and recognize word classes by function.	**a** Identifies similar sounds (e.g., alliterations and rhyme words) and syllables in spoken words. **b** Blends 3 or 4 phonemes to make a word, and segment words into individual sounds and syllables. **c** Claps to rhythms in oral texts or repeats a refrain from a poem, or song with an appropriate pattern. **d** Recognizes nouns, pronouns, verbs, adjectives, adverbs and prepositions in spoken language by their function.

Grade 1

Outcome	**Indicators**
LSL109	***This is evident when a student:***
Recognize that words have to be ordered in a specific way and begin to accurate short sentences.	**a** Produces short statements and asks questions in correct word order (e.g., I have a new bag; Do you like pets? etc.). **b** Begins to use negation (e.g., I don't like spiders; today is not Friday; It is not red; etc.) **c** Uses simple and progressive tenses appropriately, although over-generalizations may exist for irregular verbs (e.g., swimmed, keeped). **d** Produces oral texts of about 1-3 simple sentences on a topic by using simple cohesive devices (e.g., first, second, then, next, after and before) to sequence ideas and events.

Grade 1

Strand: Reading and viewing

Sub strand: Communicative purpose

Outcome	**Indicators**
RVC110	***This is evident when a student:***
Engage in shared and independent reading of texts (e.g., picture books, stories, rhymes, etc.) to make meaning using illustrations, the written text and personal experiences.	**a** Reads short familiar texts aloud with some fluency and expression, focusing on key words, phonics knowledge and pictures. **b** Makes connections between story events and personal experiences during shared and independent reading experiences (e.g., buddy reading, readers' theatre, choral reading). **c** Retells a familiar story using beginning, middle and end. **d** Locates some detail in written text, photos, illustrations and other graphics in response to questions or tasks.

Outcome	**Indicators**
RVC111	***This is evident when a student:***
Read and view non-fiction texts (information texts, recounts, instructions and procedures) to make meaning using the written words and begin to make inferences.	**a** Restates the purpose of a reading/viewing activity (e.g., to learn a new fact, to follow an instruction, for enjoyment, etc.). **b** Recognizes some basic 'text features' to understand and locate content in information texts (e.g., title, illustration, captions). **c** Follows basic written directions supported with pictures (e.g., create a simple craft, follow a recipe). **d** Presents information acquired from texts (ideas, facts, concepts, etc.) through speaking, drawings and other representations.

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	e Answers Yes/No and WH questions on explicitly stated information (verbally and/or in writing to complete a worksheet, etc.) and begins to make inferences.

Outcome	**Indicators**
RVC112	***This is evident when a student:***
Engage in reading/viewing a range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.	**a** Selects own books and media texts to read from the library (school/class) or personal collection. **b** Reads for a sustained period (e.g., 10-15 minutes) independently or with a friend. **c** Reads and rereads aloud texts modelled by the teacher and receives feedback. **d** Participate in reading circles to read aloud books and to talk about them.

Outcome	**Indicators**
RVC113	***This is evident when a student:***
Explore themes, characters and events to encourage imagination, develop reasoning (e.g., sequence, cause and effect, prediction and character motivation), and instill values.	**a** Makes predictions about themes, characters and plots using titles, descriptions and illustrations before, during and after listening. **b** Discuss texts (characters, their actions and consequences) and begin to make value judgements by relating to personal experiences. **c** Shows understanding of texts by relating *cause and effect using because* (Alice is scared because she does not know how to go home.) **d** Discusses possible solutions to problems and expresses them through drawings and role-play.

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Sub strand: Skills and strategies

Outcome	**Indicators**
RVS114	***This is evident when a student:***
Begin to read with understanding by identifying familiar words by sight and unfamiliar ones using graphophonic, semantic and syntax cues.	**a** Reads automatically some familiar high-frequency words and words of personal interest with understanding. **b** Reads unfamiliar words by using grapheme-phoneme correspondence (e.g., sound-letter relationships; blend and segment individual sounds in words; common spelling patterns). **c** Predicts the meaning of unfamiliar words using semantic cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language). **d** Predicts the meaning of unfamiliar words using syntactic cues (e.g., predictable word order, predictable language patterns and punctuation). **e** Begins to read short phrases and sentences with expression to convey a sense of understanding to the reader (e.g., read a role in a simple readers' theatre script to sound like natural speech).

Outcome	**Indicators**
RVS115	***This is evident when a student:***
Practise the skills and strategies of effective readers before, during and after reading (make/confirm predictions, set a purpose for reading, activate prior knowledge, identify textual features and organize information).	**a** Predicts content based on images, cover illustrations and titles and reads to confirm predictions. **b** Identifies and sets purpose for reading activities with teacher support (e.g., to gain information, to answer some questions, for enjoyment). **c** Builds upon prior knowledge and experiences to make meaning.

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	d Recognizes some basic 'text features' to locate specific content in information texts.
	e Presents information from texts through discussion, drawing or other representations.
Outcome	**Indicators**
RVS116	***This is evident when a student:***
Demonstrate developing skills and strategies to read, view and comprehend short texts based on familiar topics.	**a** Determines question(s) to be answered by reading texts, with teacher support and asks questions at different stages using key words and phrases.
	b Self-monitors own reading and uses fix-up strategies when meaning is interrupted (e.g., reread, read slowly, read aloud, read on).
	c Uses key words and phrases to identify the main ideas and supporting details and use graphic organizers to show how they are linked.
	d Creates a mental image using prior knowledge, experiences and information from the text.
	e Retells key facts and ideas from shared reading experiences (e.g., story maps, role-play).

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Sub strand: Language structure and features

Outcome	**Indicators**
RVL117	***This is evident when a student:***
Recognize common word transformations and language devices used in texts.	**a** Reads accurately by applying phonic knowledge and blending sounds in unfamiliar words containing GPCs that have been taught.
	b Read common exception words, where sounds and spellings do not match (e.g., what, chair, etc.)
	c Reads poems and rhymes with rhythm.
	d Recognizes words in written texts by their function and position (e.g., nouns, pronouns, verbs, adjectives, adverbs and prepositions).

Outcome	**Indicators**
RVL118	***This is evident when a student:***
Derive meaning from texts written using simple sentences for a variety of purposes by focusing on word order and simple cohesive devices.	**a** Derives meaning from short statements and questions using word order (e.g. Maniu spoke to his friend. / His father spoke to Maniu; Did Ali give Mariyam a pen? / Did Mariyam give Ali a pen?
	b Begins to derive meaning from sentences that use negation (e.g. I don't like spiders; today is not Friday; It is not red; etc.)
	c Derives meaning from short texts that contain simple and progressive tenses.
	d Identifies the role of cohesive devices (e.g. first, second, then, next, after and before) in sequencing ideas and events in a short texts on a given topic.

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Strand: Writing and representing

Sub strand: Communicative purpose

Outcome	**Indicators**
WRC119	***This is evident when a student:***
Create personal and imaginative writings and representations for a variety of purposes using a combination of drawings, individual words, short phrases and simple sentences.	**a** Joins in teacher modelled writing activities (e.g., write a list (e.g. shopping list, things to do, etc.), caption and a description for a picture, create a class book (names of students and their likes, etc.). **b** Write messages to express feelings, ideas, likes and dislikes (about a favourite toy, character from a story, etc.). **c** Recounts personal experiences and events (e.g., 'what I did on Friday'). **d** Writes simple narratives with characters, setting, and a sequence of events based on models. **e** Contributes to joint construction of poetic forms (e.g., write repetitive simple sentences in teacher guided writing activities).

Outcome	**Indicators**
WRC120	***This is evident when a student:***
Write/create representations of a range of information texts for a variety of purposes using words or sentences, text features and multimodal elements.	**a** Writes very simple descriptions of family members, friends, familiar places, etc. using short phrases/sentences, pictures and drawings. **b** Uses modelled structures to create simple information reports and representations with support from writing scaffolds (e.g., an information report on cats or information posters). **c** Writes simple explanations with pictures and explain the process or phenomena (e.g., How to make lime juice: Water cycle; etc.).

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	d Creates a writing or representation to persuade an audience (e.g., create a poster on an environmental issue; make an advertisement for a product or event, etc.).

Sub strand: Skills and strategies

Outcome	**Indicators**
WRS121	***This is evident when a student:***
Hold a pencil correctly and with ease to write (using correct letter form and direction; and appropriate spacing of letters in and between words).	**a** Sits correctly at a table, holding a pencil easily and correctly (tripod-grasp) to write words, phrases and sentences. **b** Tilts the page/book in front to facilitate writing. **c** Writes lower case letters in correct direction, starting and finishing in the right place, with appropriate spacing in and between words. **d** Writes capital letters in correct form and with a contrast in height to lower case letters.

Outcome	**Indicators**
WRS122	***This is evident when a student:***
Begins to practise the process skills of writing to create imaginative and informative texts.	**a** Refers to learned knowledge of text structure and grammar to create a new text. **b** Says aloud what to write and composes sentence orally before writing it. **c** Expresses the ideas and events using simple sentences. **d** Checks whether the text makes sense (re-read aloud, read it to another, etc.) and for use of correct spellings and punctuation. **e** Produces text neatly with illustrations in best handwriting; talks about what the text is about; and shares the writing experience (ideas, thoughts and feelings of what has been learned, etc.).

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Sub strand: Language structure and features

Outcome	**Indicators**
WRL123	***This is evident when a student:***
Spells words correctly and uses them effectively to create an image for the reader.	**a** Spells words from memory, taught GPCs and own spelling strategies. **b** Shows an understanding of word groups and their functions (e.g. determiners, nouns, pronouns, verbs, adjectives, adverbs, prepositions and conjunctions) to compose phrases and sentences. **c** Uses adjectives and adverbs purposefully to create an image for the reader. **d** Uses regular verb forms and some common irregular verb forms of simple and continuous tenses (present, past and future) correctly (e.g., jumped, is/was/are/were jumping and will jump).

Outcome	**Indicators**
WRL124	***This is evident when a student:***
Writes simple sentences to demonstrate awareness of word order and some basic punctuation (use of full stops, comma and question marks).	**a** Orders words correctly in phrases and simple sentences (including statements and questions). **b** Uses capital letters, commas, full stops and question marks as below: – capital letters to begin a sentence, to write pronoun 'I' and the first letter of proper nouns. – full stops and question marks to end sentences. – commas to separate words in a series.

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Outcome	**Indicators**
WRL125	***This is evident when a student:***
Creates texts of about 1 -3 sentences on familiar topics using appropriate text structures (sequence and description) and features (headings/sub-headings, drawings and bullets/numbering) for effect.	**a** Writes 1-3 simple sentences on a given topic. **b** Sequences ideas by using text structures such as *at first, then, next, before* and *after*. **c** Describes a person, place, thing or idea using descriptive features or characteristics (e.g., An ant has six legs; The three bears lived in a small house in a forest., etc.). **d** Uses headings, subheadings, bullets and numbering for effect. **e** Uses drawings to illustrate the text.