



English in The National Curriculum

Key Stage 1 (Grade 2)



English in the National Curriculum
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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 considers 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; reinforce language concepts and structures through reading and viewing; finally allow opportunities to consolidate the learned content in writing that encourages all stages of the whole writing process, from brainstorming to publishing. In addition, the syllabus also gives more emphasis to phonics, transcription, making connections between reading and real life, and developing appreciation of literary texts.

The revision process also concentrated on making the learning outcomes explicit by using clear and concise statements. The wordings of the outcomes set clear expectations, making them 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 thus making the syllabus document more

comprehensive. Teachers may refer to the indicators provided or draw up their own ones from the outcome statements. And finally, the arrangement of the outcomes for each strand runs parallel to its complementary outcomes in the other two strands, facilitating an integrated approach in the delivery of the English syllabus in the classroom.

Rationale

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

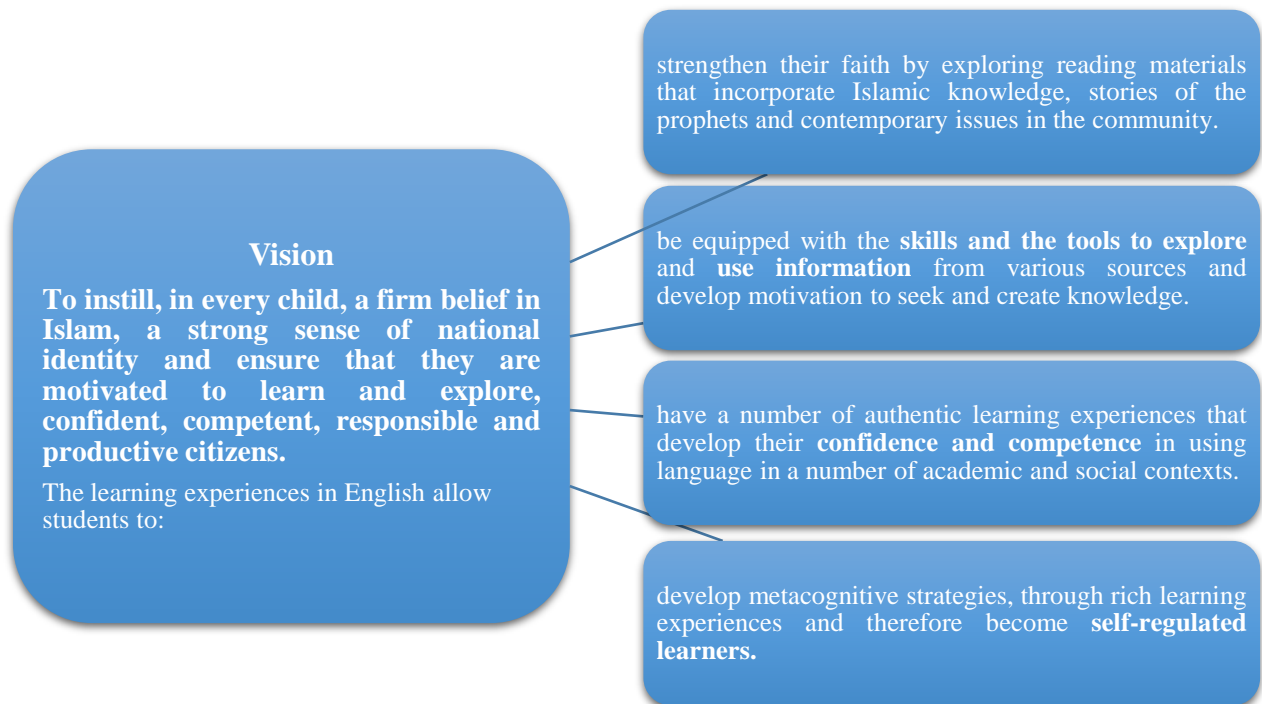
Similarly, as the language of commerce, science and technology, and global communication, English has become the medium by which most Maldivians gain access to information and knowledge around the world. Therefore, the ability to use English effectively in a wide range of contexts is of utmost importance in order for students to access information on the developments in science and technology and to make their contributions. In addition, it is vital for all the students to be literate in English, both for individual survival and wellbeing and for the welfare of the society as a whole.

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 academic, professional and social 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. 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 different forms. 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.

<i>Islam</i>	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.
<i>Identity and Culture</i>	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.
<i>Human Rights, Democracy and Justice</i>	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.
<i>Holistic development</i>	Learning opportunities offered through English enhance students' emotional, imaginative, and aesthetic development and contribute to their intellectual and social development.
<i>Personal Excellence</i>	The nature of the outcomes and indicators enhances differentiated instruction and quality adjustments that maximise student learning.
<i>Inclusivity</i>	Teaching and learning activities ensure high inclusivity and value development of all students.
<i>Preparation for Life</i>	Students develop language competencies necessary for life and work through the use of language in authentic situations.
<i>Relevance</i>	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 varied 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 examples of how the key competencies are developed through English language.

<p><i>Practicing Islam</i></p>	<ul style="list-style-type: none"> • Various aspects of Islam are introduced through texts read to the students. • Use of role-play explore Islamic values and create dialogue between students.
<p><i>Understanding and Managing Self</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Living a Healthy Life</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Relating to People</i></p>	<ul style="list-style-type: none"> • 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.

<p><i>Thinking Critically and Creatively</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Making Meaning</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Using Technology and the Media</i></p>	<ul style="list-style-type: none"> • 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.
<p><i>Using Sustainable Practices</i></p>	<ul style="list-style-type: none"> • 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 and others' experiences.	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 words and expressions, tone and body language.	Use skills and strategies of effective listeners to create meaning of oral texts from the words and expressions, tone and body language.	Use skills and strategies of effective listeners to create meaning of oral texts from the 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 familiar texts with prompt and support using phonics and sight words.	Read familiar and less familiar texts with accuracy and increasing speed.	Read 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 infer, organize and extract 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 and others' experiences	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 drawings, words or sentences.	Create short personal and imaginative writings and representations for a variety of purposes using 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/between words.	Write words, phrases and sentences with increasing speed using correct letter form, direction and height, appropriate spacing of letters in/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.	Engages in the process skills of writing to create imaginative and informative texts for a specific 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-heading, 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-heading, 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-heading, 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. They outcomes are arranged in stages and these outcomes are achieved as students engage with the content of the syllabus.

Indicators

The learning outcomes in the syllabus include achievement indicators 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 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 they are suggestions provided to assist in the assessment of how well the students achieve the learning outcomes.

Key to numbering of outcomes in the English syllabus

Strand 1: Listening and speaking (LS)

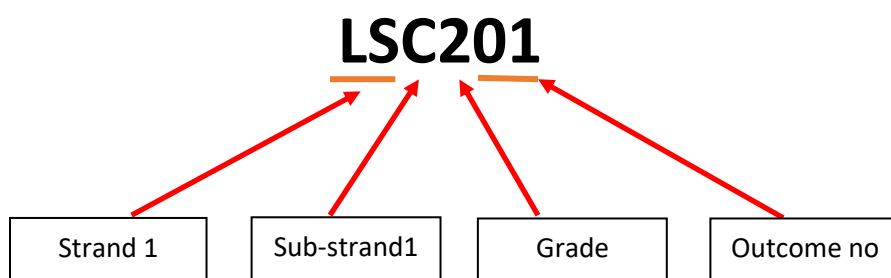
Strand 2: Reading and viewing (RW)

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)



The numbering of outcomes continues across the strands and sub-strands. Refer below for details.

Grade 1 Outcomes				
Strand / sub-strands	Communicative purpose	Skills and strategies	Language structure and features	Total
Listening and speaking (LS)	LSC101 – LSC104	LSS105 – LSS107	LSL108 – LSL109	9
Reading and viewing (RV)	RVC110 – RVC113	RVS114 – RVS116	RVL117 – RVL118	9
Writing and representing (WR)	WRC119 – WRC120	WRS121 – WRS122	WRL123 – WRL125	7
Total number of outcomes in Grade 1				25

Grade 2 Outcomes				
Strand / sub-strands	Communicative purpose	Skills and strategies	Language structure and features	Total
Listening and speaking (LS)	LSC201 – LSC204	LSS205 – LSS207	LSL208 – LSL209	9
Reading and viewing (RV)	RVC210 – RVC213	RVS214 – RVS216	RVL217 – RVL218	9
Writing and representing (WR)	WRC219 – WRC220	WRS221 – WRS222	WRL223 – WRL225	7
Total number of outcomes in Grade 2				25

Grade 3 Outcomes				
Strand / sub-strands	Communicative purpose	Skills and strategies	Language structure and features	Total
Listening and speaking (LS)	LSC301 – LSC304	LSS305 – LSS307	LSL308 – LSL309	9
Reading and viewing (RV)	RVC310 – RVC313	RVS314 – RVS316	RVL317 – RVL318	9
Writing and representing (WR)	WRC319 – WRC320	WRS321 – WRS322	WRL323 – WRL325	7
Total number of outcomes in Grade 3				25

Strand: Listening and speaking

Sub strand: Communicative purpose

Outcome

LSC201

Engage in conversations and discussions (e.g., give/receive information; ask/answer relevant questions) to extend the interaction, and use non-verbal cues to enhance meaning.

Indicators

This is evident when a student:

- a** Initiates and responds independently to greetings and contributes to shared language experiences such as songs and rhymes.
- b** Demonstrates positive listening behavior (e.g., pay close attention to the speaker’s words; indicate interest and understanding using facial expressions and gestures; comment and ask relevant questions to verify; listen without interruption).
- c** Conveys personal information, needs and ideas providing some detail and elaboration.
- d** Expresses personal preferences and opinions, giving examples.

Outcome

LSC202

Listen to oral texts (stories, information and instruction) to construct meaning and to make inferences.

Indicators

This is evident when a student:

- 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 in a two-three step sequence.
- c** Answers questions on predictions, and explicitly stated and inferred information (verbally, worksheets, drawings, etc.).
- d** Identifies the main ideas and events and organizes them sequentially.

Grade 2

Outcome

LSC203

Speak for a specific purpose (to inform, describe, clarify, recount and entertain) using 4-8 longer sentences that provide some relevant detail.

Indicators

This is evident when a student:

- a** Identifies purpose for speaking (e.g., tell/retell a story, ask for/ give information, describe something in detail, etc.).
- b** Uses appropriate language, facial expressions and gestures to suit purpose and enhance meaning.
- c** Exchanges information, ideas and feelings on familiar topics, by asking and answering relevant questions using learned sentence patterns.
- d** Gives presentations in class (e.g., perform action songs and rhymes, report on a known topic, do a role-play, etc.) using models and drawings.
- e** Recounts a personal experience in a logical sequence that includes who, where, when and what.

Outcome

LSC204

Listen and speak to explore literary texts (themes, characters and plot), confirm predictions and relate them to personal experiences.

Indicators

This is evident when a student:

- a** Confirms predictions made on themes, characters and plots, using titles, descriptions and illustrations before, during and after listening.
- b** Talk about characters (looks, do, like, feel, etc.), words and expressions used in the text, relating them 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** Offers opinions and possible solutions to problems using different strategies (drawings, role-plays, graphic organizers, etc.).

Sub strand: Skills and strategies

Outcome**LSS205**

Practise active listening strategies (pay attention, show interest, provide feedback and ask questions) and respond using polite verbal language, intonation, and non-verbal cues.

Indicators*This is evident when a student:*

- a** Demonstrates interaction skills (e.g., turn-taking, maintain eye contact, stay on topic, making positive statements, and disagree politely).
- b** Uses polite social language independently (e.g., hello, please, thank you, sorry, excuse me).
- c** Asks questions to clarify, extend meaning or to request information.
- d** Contributes to class discussions by sharing personal experiences (what they have read, heard, or viewed).
- e** Speaks clearly using appropriate volume, tone and pace.

Outcome**LSS206**

Rehearse and deliver brief formal presentations in class on familiar topics using text frames and appropriate body language to enhance meaning.

Indicators*This is evident when a student:*

- a** Gives informal presentations in small and large groups (e.g., perform action songs, recite poems, do a dramatization, 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** Supports presentations with appropriate body language, voice level and tone suit the language purpose and situation.
- d** Assesses oral presentations of peers using different strategies (e.g., use a criteria, traffic lights- red = do not understand, green = totally get it etc.).

Grade 2

Outcome

LSS207

Use skills and strategies of effective listeners to create meaning.

Indicators

This is evident when a student:

- a** Identifies and sets a purpose for listening activities (e.g., to find information, for enjoyment, etc.).
- b** Match 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** Reflects upon own listening skills using non-complex rubrics (e.g., makes notes).

Sub strand: Language structure and features

Outcome

LSL208

Manipulate individual sounds of words, and recognize the structures and patterns of words in oral texts.

Indicators

This is evident when a student:

- a** Identifies sounds of individual words (e.g., onsets, rimes, rhyme words, alliterations) and syllables in spoken words.
- b** Use inflections, affixes and compounding with simple grammatical morphemes to create words that perform different functions (e.g., ‘walk,’ ‘walks,’ ‘walking,’ ‘walked,’ ‘walker,’ ‘walking stick,’ ‘stick insect,’ etc.).
- c** Recites rhymes, poems or riddles focusing on rhythm.
- d** Explore and expand noun phrases (using determiners and adjectives) and verb phrases (giving details such as when, where and how).

Grade 2

Outcome

LSL209

Manipulate words to form accurate simple sentences and begin to form compound sentences.

Indicators

This is evident when a student:

- a** Produces longer statements and questions in correct word order and begins to form compound sentences using coordinating conjunctions.
- b** Uses negative forms of simple and progressive tenses correctly (e.g., he does not like spiders; today is not Friday; They were not happy; etc.)
- c** Uses simple and progressive tenses appropriately, paying attention to irregular verb forms.
- d** Produces oral texts of about 3-5 simple sentences to inform, describe, recount, recall, etc. on a topic by using simple cohesive devices to link ideas.

Strand: Reading and viewing

Sub strand: Communicative purpose

Outcome

RVC210

Engage in shared and independent reading of texts (e.g., picture books, stories, poems, newspapers, etc.) to construct meaning using illustrations, the written text and personal experiences.

Indicators

This is evident when a student:

- a** Reads (aloud) texts with increasing fluency, accuracy, comprehension, expression and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).
- b** Shares personal responses to texts during individual, small group, and whole class reading activities (e.g., silent reading, buddy reading, readers' theatre, choral reading).
- c** Retells a sequence of events from a literary text using beginning, middle, and end.
- d** Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, drawing a story map or acting out the text)

Outcome

RVC211

Read and view non-fiction texts (information texts, recounts, instructions and procedures) to construct meaning using the written words and to make inferences.

Indicators

This is evident when a student:

- a** Restates the purpose of a reading/viewing activity (e.g., to learn a new fact, to follow an instruction, to extract specific information, etc.).
- b** Uses some basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, illustrations, captions).
- c** Follows simple 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.
- e** Answers Yes/No and WH questions on explicit and implicit information (verbally, worksheet, etc.).

Grade 2

Outcome

RVC212

Engage in reading/viewing a wide range of texts for pleasure, to improve fluency and to develop a positive attitude towards reading.

Indicators

This is evident when a student:

- 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., 15-20 minutes) independently or with a friend.
- c** Talk about a text of their choice to a small group or whole class and read it or parts of it aloud.
- d** Participate in reading circles to read aloud books and contribute by talking, making sketches, illustrations, role play, etc.

Outcome

RVC213

Explore themes, settings, characters and events to encourage imagination, develop reasoning (e.g., sequence, cause and effect, prediction, character motivation and problem-solving), and instill values.

Indicators

This is evident when a student:

- a** Confirms predictions made on themes, characters and plots, using titles, descriptions and illustrations before, during and after listening.
- b** Discuss texts (the author's words and expressions, characters, events, actions and consequences, etc.) 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** Offers opinions and possible solutions to problems and expresses them through drawings, role-plays, graphic organizers, etc.

Outcome**RVS214**

Read with understanding using sight words and by identifying unfamiliar words quickly using graphophonic, semantic and syntax cues.

Indicators***This is evident when a student:***

- a** Reads automatically many high-frequency words, words with common spelling patterns, and words of personal interest with understanding.
- b** Reads unfamiliar words by using grapheme-phoneme correspondence (e.g., letter clusters within words; onset and rime; common spelling patterns; words within words).
- 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 (language structure) cues (e.g., word order, language patterns, and punctuation).
- e** Reads short texts with expression to convey a sense of understanding to the reader and an audience (e.g., read aloud to sound like spoken language, making appropriate pauses, stops, and starts indicated by the punctuation).

Outcome**RVS215**

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).

Indicators***This is evident when a student:***

- a** Predicts content based on information provided by teacher and contextual clues (e.g., title, pictures), and reads to confirm predictions.
- b** Identifies and sets purpose for reading activities with teacher (e.g., to gain information, to answer some questions, to find out how to do something).
- c** Builds upon prior knowledge and experiences (e.g., use KWL charts).

Grade 2

- d** Skims through the text to gain a general impression of the content (e.g., pay attention to pictures, titles, headings, subheadings) and scans to locate specific information.
- e** Contributes to discussions about the information learned from texts and present it through discussion, drawing or other representations.

Outcome

RVS216

Use an increasing range of skills and strategies to read, view and comprehend texts on familiar and less familiar topics.

Indicators

This is evident when a student:

- a** Begins to generate question(s) to be answered by reading texts (WH Questions) and pause to ask 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, look at visuals and text layout and make connections, etc.).
- c** Identifies 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 and individual reading experiences (e.g., story maps, role-playing).

Sub strand: Language structure and features

Outcome

RVL217

Recognize word transformations and language devices used in texts to enhance meaning.

Indicators

This is evident when a student:

- a** Identifies sounds of individual words (e.g., onsets, rimes, rhyme words, alliterations) and syllables in written texts.
- b** Recognize spellings of words formed by inflections, affixes and compounding with simple grammatical morphemes (e.g., ‘walk,’ ‘walks,’ ‘walking,’ ‘walked,’ ‘walker,’ ‘walking stick,’ ‘stick insect,’ etc.).
- c** Reads rhymes, poems or riddles focusing on rhythm and imagery.
- d** Recognizes noun phrases (using determiners and adjectives) and verb phrases (giving details such as when, where and how) by their position in sentences and their function.

Outcome

RVL218

Derive meaning from written texts that uses simple and compound sentences for a variety of purposes by understanding word order and function of cohesive devices.

Indicators

This is evident when a student:

- a** Derives meaning from longer statements and questions using word order and begins to understand meaning from compound sentences.
- b** Derives meaning from negative forms of simple and progressive tenses correctly (e.g., he does not like spiders; today is not Friday; they were not happy; etc.)
- c** Derives meaning from written texts that contain regular and irregular verb forms in simple and progressive tenses.
- d** Identifies the role of cohesive devices to link ideas in short texts written for different purposes (e.g., inform, describe, recount, recall, etc.) on a topic.

Strand: Writing and representing

Sub strand: Communicative purpose

Outcome

WRC219

Create short personal and imaginative writings (4-8 sentences) and representations for a variety of purposes using a combination of drawings, words or sentences.

Indicators

This is evident when a student:

- a Joins in guided writing activities (to write a message/invitation, an excuse note, a reminder of things to do, riddles and jokes, etc.).
- b Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., create a thank you card for a classmate or family member).
- c Recounts personal experiences and events (e.g., a visit to the park).
- d Writes narratives with characters, setting, and a problem.
- e Contributes to joint construction of short poems (e.g., change certain words from a given poem or rhyme).

Outcome

WRC220

Write / create representations of a wide range of information texts for a variety of purposes using words or sentences, text features and multimodal elements.

Indicators

This is evident when a student:

- a Writes descriptions of familiar objects, people, things, places, etc. using given frames, headings, pictures and drawings for effect.
- b Uses modelled structures to create simple information reports and representations with a few logically sequenced ideas (e.g., an information report on bicycles or information posters).
- c Writes simple explanations / instructions with headings, sub-headings and accompanying illustration to explain a process or phenomena (e.g., How does it rain?).

Grade 2

- d** Creates a writing or representation to state an opinion and gives reason to support the belief (e.g., write a letter to a teacher requesting a specific place to go on a class picnic and include justification).

Sub strand: Skills and strategies

Outcome

WRS221

Hold a pencil correctly to write words, phrases and sentences with increasing speed (using taught phonemes; correct letter form, direction and height; and appropriate spacing of letters in/between words).

Indicators

This is evident when a student:

- a** Sits with correct posture, holding pencil using tripod-grasp to compose texts using letters of consistent size and orientation.
- b** Consistently tilts the page/book in front to write with increasing speed.
- c** Writes lower case letters of the correct size relative to one another, in correct form, direction and spacing in and between words.
- d** Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Outcome

WRS222

Engages in the process skills of writing to create imaginative and informative texts.

Indicators

This is evident when a student:

- a** Sequences content according to text structure and uses appropriate tense to create a new text.
- b** Considers what to write before beginning to write (e.g., say out loud what to write; or jot down ideas and key words, etc.).
- c** Writes the ideas and events in the plan using simple and compound sentences to express and combine ideas.

Grade 2

- d** Checks whether the text makes sense (reread aloud, read it to another, etc.), and edit text for grammatical choices, spellings and punctuation to improve meaning.
- e** Rewrites text neatly with illustrations for classroom publication, talks about the experience and shares the writing experience (ideas, thoughts and feelings of what has been learned, etc.).

Sub strand: Language structure and features

Outcome

WRL223

Spells words correctly and begins to use simple language devices (imagery, alliterations and similes) to enhance meaning.

Indicators

This is evident when a student:

- a** Spells words from memory, taught GPCs, using knowledge of inflections, prefixes and suffixes, referring word lists on display and own 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, alliterations and similes to enhance meaning.
- d** Uses regular verb forms and common irregular verbs forms of simple and continuous tenses (present, past and future) correctly (e.g., jumped, is/was/are/were jumping and will jump; ate, sang, wrote, etc.).

Grade 2

Outcome

WRL224

Write simple and compound sentences to demonstrate awareness of word order and correct punctuation (use of capital letters, full stops, comma, question marks and apostrophe).

Indicators

This is evident when a student:

- a** Orders words correctly in phrases, and simple and compound sentences (including statements and questions).
- b** Uses capital letters, commas, full stops, question marks, exclamation marks and apostrophes as below:
 - capital letters to begin a sentence, to write pronoun ‘I’ and first letter of proper nouns.
 - full stops, question marks and exclamation marks to end sentences.
 - commas to separate words in a series.
 - apostrophes for common contractions and possessives.

Outcome

WRL225

Creates texts using appropriate text structures (sequence, description and compare-contrast) and features (headings/sub-headings, drawings, bullets/numbering, diagrams and charts).

Indicators

This is evident when a student:

- a** Begins to group ideas to write a paragraph of two-three sentences to develop the idea in topic sentence.
- b** Uses the following text structures to organize writing:
 - Sequence (first, second, third, then, next, before and after)
 - Description (who, what, when, where, why or how of a topic/subject)
 - Compare-contrast (similar, same, like and different)
- c** Uses headings/subheadings and bullets/numbering to help a reader to understand the text.
- d** Uses drawings, diagrams and charts to support the text.