



English in The National Curriculum

Key Stage 1 (Grade 1, 2 and 3)



English in the National Curriculum
National Institute of Education
Ministry of Education
Male
Republic of Maldives
<http://www.nie.edu.mv/>

Revise by:

Wafa Waheed Mohamed

Ahmed Rafiu

Abdulla Hameed

Education Development Officer Coordinator

Education Development Officer Coordinator

Education Development Officer Coordinator

Table of Contents

Introduction.....	4
Rationale	5
Key Learning Area: Language and communication	6
English in the National Curriculum	6
The Vision.....	6
The Principles	7
The Key Competencies	8
Aims.....	10
Objectives	10
The Structure of the Syllabus.....	11
The Strands of the Syllabus	11
Strand1: Listening and speaking (LS).....	11
Strand 2: Reading and viewing (RV).....	11
Strand 3: Writing and representing (WR)	12
The Sub Strands	12
Sub strand 1: Communicative Purpose (C).....	13
Sub strand 2: Skills and Strategies (S).....	13
Sub strand 3: Language Structures and Features (L)	13
Scope and sequence: Listening and speaking	14
Scope and sequence: Reading and viewing	15
Scope and sequence: Writing and representing	16
Learning outcomes and indicators	17
Outcomes	17
Indicators	17
Key to numbering of outcomes in the English syllabus.....	18
Strand: Listening and speaking	19
Sub strand: Communicative purpose	19
Sub strand: Skills and strategies.....	21
Sub strand: Language structure and features	22

Strand: Reading and viewing	24
Sub strand: Communicative purpose	24
Sub strand: Skills and strategies.....	26
Sub strand: Language structure and features	28
Strand: Writing and representing	29
Sub strand: Communicative purpose	29
Sub strand: Skills and strategies.....	30
Sub strand: Language structure and features	31
Strand: Listening and speaking	33
Sub strand: Communicative purpose	33
Sub strand: Skills and strategies.....	35
Sub strand: Language structure and features	36
Strand: Reading and viewing	38
Sub strand: Communicative purpose	38
Sub strand: Skills and strategies.....	40
Sub strand: Language structure and features	42
Strand: Writing and representing	43
Sub strand: Communicative purpose	43
Sub strand: Skills and strategies.....	44
Sub strand: Language structure and features	45
Strand: Listening and speaking	47
Sub strand: Communicative purpose	47
Sub strand: Skills and strategies.....	49
Sub strand: Language structure and features	50
Strand: Reading and viewing	52
Sub strand: Communicative purpose	52
Sub strand: Skills and strategies.....	54
Sub strand: Language structure and features	56
Strand: Writing and representing	57
Sub strand: Communicative purpose	57
Sub strand: Skills and strategies.....	58
Sub strand: Language structure and features	59



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 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. Mastery of English is also essential to those students who wish to pursue tertiary education in the Maldives and abroad.

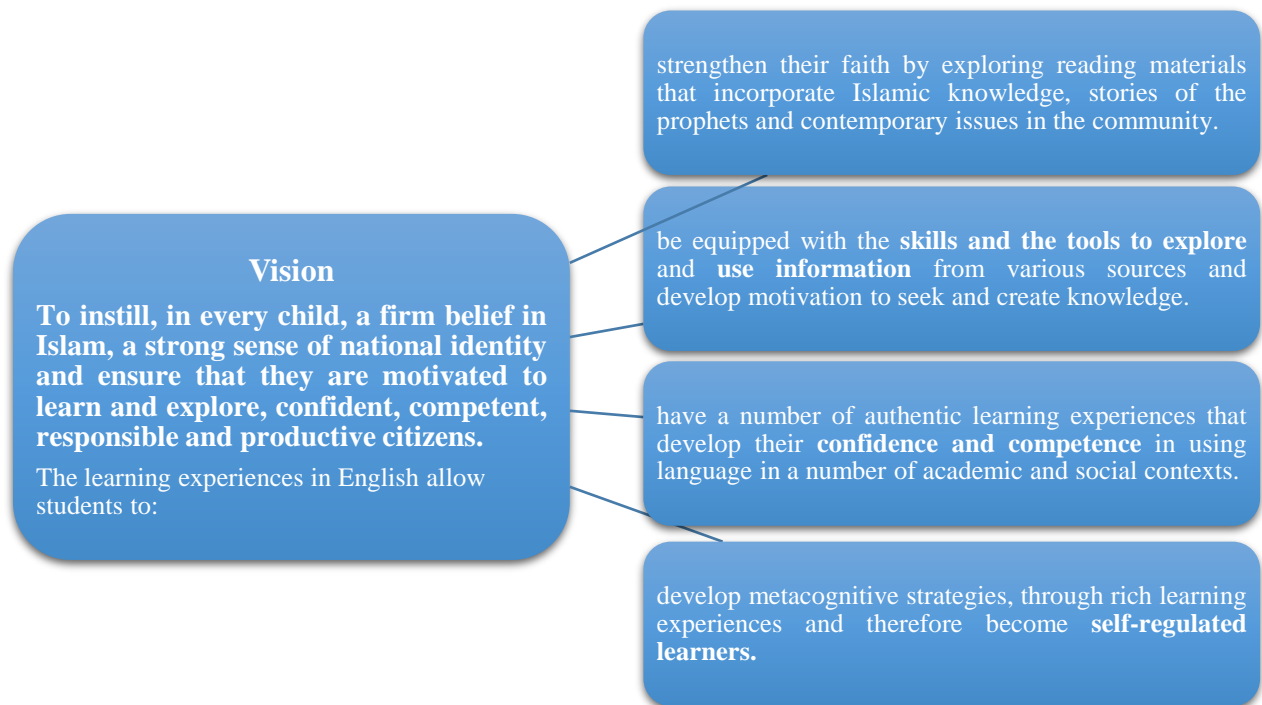
Similarly, as the language of commerce, science and technology, and global communication, English has become the medium by which most Maldivians gain access to information and knowledge around the world. Therefore, the ability to use English effectively in a wide range of contexts is of utmost importance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

<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.



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)

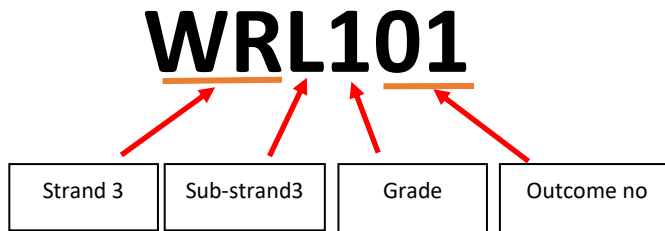
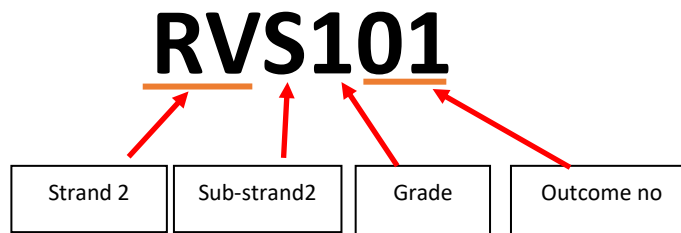
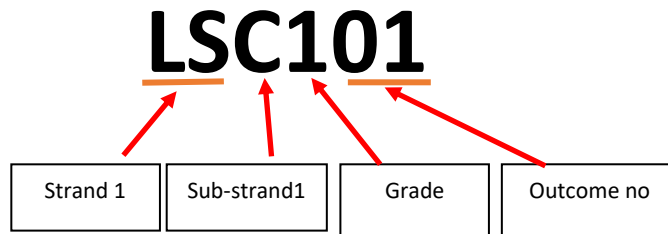
Strand 2: Reading and viewing (RW)

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)



Grade 1

Strand: Listening and speaking

Sub strand: Communicative purpose

Outcome

LSC101

Engage in classroom conversations and discussions in dual language with teacher support using verbal and nonverbal cues.

Indicators

This is evident when a student:

- 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

LSC102

Listen to oral texts (stories, information and instructions) to make meaning and begin 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 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

LSC103

Speak in dual language with teacher support to inform, describe, clarify and entertain using 1-3 short sentences and providing some detail.

Indicators

This is evident when a student:

- 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

LSC104

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

Indicators

This is evident when a student:

- 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

LSS105

Use polite verbal language and non-verbal cues to speak clearly at an appropriate volume and pace.

Indicators

This is evident when a student:

- 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

LSS106

Give brief oral presentations in dual language with support, using text frames.

Indicators

This is evident when a student:

- 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

LSS107

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** 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

LSL108

Identify and manipulate individual sounds of words (onset, rime and syllables) and recognize word classes by function.

Indicators

This is evident when a student:

- 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

LSL109

Recognize that words have to be ordered in a specific way and begin to accurate short sentences.

Indicators

This is evident when a student:

- 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., swimmmed, 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

RVC110

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.

Indicators

This is evident when a student:

- 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

RVC111

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

Grade 1

Outcome

RVC112

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

Outcome

RVC113

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

- 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.

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., 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.

Indicators

This is evident when a student:

- 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.

Grade 1

Sub strand: Skills and strategies

Outcome

RVS114

Begin to read with understanding by identifying familiar words by sight and unfamiliar ones using graphophonic, semantic and syntax cues.

Indicators

This is evident when a student:

- 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

RVS115

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 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.

Grade 1

- 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

RVS116

Demonstrate developing skills and strategies to read, view and comprehend short texts based on familiar topics.

Indicators

This is evident when a student:

- 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, roleplaying).

Grade 1

Sub strand: Language structure and features

Outcome

RVL117

Recognize common word transformations and language devices used in texts.

Indicators

This is evident when a student:

- 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

RVL118

Derive meaning from texts written using simple sentences for a variety of purposes by focusing on word order and simple cohesive devices.

Indicators

This is evident when a student:

- 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.

Grade 1

Strand: Writing and representing

Sub strand: Communicative purpose

Outcome

WRC119

Create personal and imaginative writings and representations for a variety of purposes using a combination of drawings, individual words, short phrases and simple sentences.

Indicators

This is evident when a student:

- 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

WRC120

Write/create representations of a 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 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.).

- 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.).

Grade 1

Sub strand: Skills and strategies

Outcome

WRS121

Hold a pencil correctly and with ease to write (using correct letter form and direction; and appropriate spacing of letters in and between words).

Indicators

This is evident when a student:

- 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

WRS122

Begins to practise the process skills of writing to create imaginative and informative texts.

Indicators

This is evident when a student:

- 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.).

Grade 1

Sub strand: Language structure and features

Outcome

WRL123

Spells words correctly and uses them effectively to create an image for the reader.

Indicators

This is evident when a student:

- 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 to 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

WRL124

Writes simple sentences to demonstrate awareness of word order and some basic punctuation (use of full stops, comma and question marks).

Indicators

This is evident when a student:

- 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 first letter of proper nouns.
 - full stops and question marks to end sentences.
 - commas to separate words in a series.

Grade 1

Outcome

WRL125

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.

Indicators

This is evident when a student:

- 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*.

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.).
- c** Uses headings, subheadings, bullets and numbering for effect.
- d** Uses drawings to illustrate the text.

Grade 2

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, using 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 make meaning and 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 3-5 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 to 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.).

Grade 2

Sub strand: Skills and strategies

Outcome

Indicators

LSS205

This is evident when a student:

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

- 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

Indicators

LSS206

This is evident when a student:

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

- 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** Peer assess oral presentations using different strategies (e.g., use a criteria, traffic lights- red = don't 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 doesn't 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.

Grade 2

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 make 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 make 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

Indicators

RVC212

This is evident when a student:

Engage in reading/viewing a wide 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., 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

Indicators

RVC213

This is evident when a student:

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.

- 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.

Grade 2

Sub strand: Skills and strategies

Outcome

Indicators

RVS214

This is evident when a student:

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

- 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

Indicators

RVS215

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 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, sub headings) 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).

Grade 2

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 doesn’t 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.

Grade 2

Strand: Writing and representing

Sub strand: Communicative purpose

Outcome

WRC219

Create short personal and imaginative writings (3-5 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 to a friend/teacher, 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.

Grade 3

Strand: Listening and speaking

Sub strand: Communicative purpose

Outcome

LSC301

Engage in conversations and discussions (e.g. give/receive information; ask/answer relevant questions) to extend and widen the interaction, using 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.
- b** Demonstrates positive listening behavior (e.g., pay close attention to the speaker’s words; indicate interest and understanding using facial expressions and gestures, questions and comments; make connections between personal experiences and those of others).
- c** Conveys personal information, needs and ideas using more detail and elaboration.
- d** Expresses personal preferences and opinions, giving relevant examples and some justification.

Outcome

LSC302

Listen to oral texts (stories, information and instructions) to make meaning using spoken words and inferences, and organize literal information.

Indicators

This is evident when a student:

- a** Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, etc.).
- b** Follows verbal instructions, suggestions or requests in a multi-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 or on a preference.

Grade 3

Outcome

Indicators

LSC303

This is evident when a student:

Speak to inform, describe, clarify, recount, entertain and persuade, using 5-8 longer sentences and providing sufficient detail.

- a** Identifies purpose for speaking (e.g., tell/retell a story, describe something with detail, ask for/ give information, persuade someone, etc.).
- b** Uses appropriate language, facial expressions and gestures to suit purpose and enhance meaning.
- c** Exchanges information, ideas and feelings in greater detail, and asks and answers questions on familiar topics using dialogue frames and learned sentence pattern.
- d** Gives presentations to class and larger groups (e.g., tell a story, report on a known topic, do a role-play, etc.) using models and props.
- e** Recounts a personal experience in a logical sequence that includes who, where, when and what, providing some important details.

Outcome

Indicators

LSC304

This is evident when a student:

Listen and speak to explore literary texts (themes, characters and plot) from different viewpoints, confirm predictions and relate them to real experiences of self and others.

- 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, and relating them to experiences of self and others.
- 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.)

Grade 3

Sub strand: Skills and strategies

Outcome

LSS305

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

Indicators

This is evident when a student:

- a** Demonstrates interaction skills (e.g. turn-taking, maintain eye contact, stay on topic, making positive statements, disagree politely and choose words for effect.)
- b** Uses polite social language independently (e.g., hello, please, thank you, sorry, excuse me).
- c** Asks questions to clarify meaning, request additional information and to extend the interaction.
- d** Contributes to class discussions by sharing experiences of self and that of others (from real life, books, movies, etc.).
- e** Speaks clearly using appropriate volume, tone and pace.

Outcome

LSS306

Rehearse and deliver short formal presentations on familiar topics using visual aids 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 effective body language, voice level and tone suit the language purpose and situation.
- d** Assesses oral presentations of self and peers using different strategies (e.g., uses a criteria, two stars and a wish).

Grade 3

Outcome

LSS307

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** Makes and confirms 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, inferences and intonations.
- d** Reflects upon own listening skills using non-complex rubrics (e.g., makes notes).

Sub strand: Language structure and features

Outcome

LSL308

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** Experiments with the rhythms and sounds of oral language (e.g., creates rhyming words orally in a rhyming pattern).
- d** Explore and expand noun phrases (using determiners and adjectives) and verb phrases (giving details such as when, where and how).

Grade 3

Outcome

LSL309

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

Indicators

This is evident when a student:

- a** Produces simple and compound sentences in correct word order and begins to form complex sentences.
- b** Uses negative forms of simple and progressive tenses correctly (e.g. he doesn't like spiders; today is not Friday; They were not happy; etc.)
- c** Uses simple, progressive and present perfect tenses appropriately.
- d** Produces oral texts of about 5 -8 simple and compound sentences to inform, describe, recount, recall, etc. on a topic by using simple cohesive devices to link ideas.

Grade 3

Strand: Reading and viewing

Sub strand: Communicative purpose

Outcome

RVC310

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

Indicators

This is evident when a student:

- a** Reads (aloud) texts with fluency, accuracy, comprehension and confidence.
- 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** Summarizes main points found in literary texts and retells the events in the correct sequence.
- d** Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

Outcome

RVC311

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

Indicators

This is evident when a student:

- a** Determines the purpose of a reading/viewing activity (e.g., to follow an instruction, sequence events, extract specific information, etc.).
- b** Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).
- c** Follows simple written directions supported with pictures (e.g., create a simple craft, follow a recipe).
- d** Organizes and presents information from texts logically using different representations (e.g., writes information under categories provided by teacher- size, colour).
- e** Answers WH questions on explicit and implicit information (verbally, worksheet, etc.).

Grade 3

Outcome

Indicators

RVC312

This is evident when a student:

Engage in reading/viewing a wide 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 silently for a sustained period (e.g., 20-30 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

Indicators

RVC313

This is evident when a student:

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

- 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 experiences of self and others.
- 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.)

Grade 3

Sub strand: Skills and strategies

Outcome

RVS314

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

Indicators

This is evident when a student:

- a** Reads automatically most high-frequency words, many regularly used words, and words of personal interest with understanding.
- b** Reads unfamiliar words rapidly using grapheme-phoneme correspondence (e.g., onset and rime; syllables; similarities between words with common spelling patterns and unknown words; words within words).
- c** Predicts the meaning of unfamiliar words using semantic (meaning) cues (e.g., prefixes, suffixes, base 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, punctuation).
- e** Reads with expression to convey a sense of understanding to the reader and an audience (e.g., read a dialogue or a poem for two voices with a partner, using appropriate phrasing and expression).

Outcome

RVS315

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 independently (e.g., to gain information, to find out a specific information).
- c** Builds upon prior knowledge and experiences (e.g., uses a preview guide).

Grade 3

- d** Participates in discussions about the purpose and the likely audience of texts (e.g., fairy tales, stories, advertisements, cartoons).
- e** Shares information learned from texts and organize it logically using different representations (e.g., writes information under categories provided by teacher- size, colour).

Outcome

RVS316

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

Indicators

This is evident when a student:

- a** Generates question(s) to be answered by reading texts independently (WH Questions, making connection 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 (with attempts at paraphrasing) 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).

Grade 3

Sub strand: Language structure and features

Outcome

RVL317

Recognize word transformations and language devices of increasing sophistication 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 stories, dialogues and poetry in different voices and tones and begins to talk about imagery (descriptive words, similes and onomatopoeia and rhythm).
- 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

RVL318

Derive meaning from texts written using simple, compound and complex 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 simple and compound sentences using word order and begins to understand meaning form complex sentences.
- b** Derives meaning from negative forms of simple and progressive tenses correctly (e.g. he doesn’t 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, progressive and present perfect tenses appropriately.
- 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.

Grade 3

Strand: Writing and representing

Sub strand: Communicative purpose

Outcome

WRC319

Create personal and imaginative writings (6 -10 sentences) and representations for a variety of purposes and audiences using a combination of drawings, words or sentences).

Indicators

This is evident when a student:

- a** Joins in guided and shared writing activities (to write a message or invitation to a friend/teacher, an excuse note, a reminder of things to do, riddles and jokes, diary entry to share personal thoughts, etc.).
- b** Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).
- c** Recounts personal experiences and events (e.g., my birthday party).
- d** Writes narratives with characters, setting and a sequence of events, a complication and resolution.
- e** Begins to experiment with poetic forms (e.g., changes certain words from a given poem or rhyme, use imagery, i.e. words and phrases that appeal to the senses) to write short poems.

Outcome

WRC320

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

Indicators

This is evident when a student:

- a** Writes descriptions of people, things and places (e.g., teacher, Islamic Centre, a bicycle) for a specific audience (classmates, parents, teacher, etc.).
- b** Creates simple information reports and representations with a few logically sequenced ideas and some subject specific vocabulary (e.g., information posters or information reports on bats).

Grade 3

- c Writes simple explanations / instructions with headings, sub-headings, accompanying illustration to explain a process or phenomena (e.g., How does it rain?).
- 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

WRS321

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

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 begins using some diagonal and horizontal strokes to join adjacent letters.
- 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

Grade 3

Outcome

WRS322

Engages in the process skills of writing to create imaginative and informative texts for a specific audience.

Indicators

This is evident when a student:

- a** Selects appropriate text structure for a writing purpose and sequences content for clarity and audience impact.
- b** Considers what to write before beginning to write (e.g. say out loud what to write; or jot down ideas and key words, and putting each idea into a different sentence).
- c** Writes the ideas and events using simple and compound sentences begins to use complex sentences to express and combine ideas.
- d** Checks whether the text makes sense (re-read (reread aloud, read it to another, etc.) and edit texts 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

WRL323

Spell words correctly and begin to use language devices (imagery, alliterations, similes and onomatopoeia) to enhance meaning.

Indicators

This is evident when a student:

- a** Spells words from memory, taught GPCs, common exception words, using knowledge of inflections, prefixes and suffixes, referring word lists/ dictionaries 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 sentences.

Grade 3

- c Uses adjectives and adverbs, alliterations, similes and onomatopoeia to enhance meaning.
- d Uses regular/irregular verb 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.).

Outcome

WRL324

Write simple and compound sentences with ease and begins to write complex sentences to demonstrate awareness of word order and use of correct punctuation.

Indicators

This is evident when a student:

- a Writes simple and compound sentences (including statements and questions) in correct word order and begins to write complex sentences.
- b Uses capital letters, commas, full stops, question marks, exclamation marks, apostrophes and quotation marks 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, dates, addresses and locations.
 - apostrophes for common contractions and possessives.
 - quotation marks (often inconsistently).

Grade 3

Outcome

WRL325

Creates texts of about 6 – 10 sentences on familiar topics, using appropriate text structures (sequence, description, compare-contrast, cause-effect, and problem-solution) and features (headings/subheading, drawings, bullets/numbering, diagrams and time-lines).

Indicators

This is evident when a student:

- a** Adopts paragraph structures to write a topic sentence and two or more sentences to develop the main idea.
- b** Uses the following text structures to organize writing:
 - Sequence (first, second, third, then, next, before, after, and finally)
 - Description (who, what, when, where, why or how of a topic/subject)
 - Compare-contrast (similar, same, like, unlike, and different)
 - Cause-effect (since, because, if, causes and therefore.)
 - Problem-solution (problem, since, as a result, and idea)
- c** Describes similar and contrasting features or characteristics (e.g., Ants and butterflies are insects. They both have six legs. But butterflies are different. They have beautiful colorful wings; etc.).
- d** Uses heading/subheadings and bullets/numbering to help a reader understand the text.
- e** Uses drawings, diagrams, charts and time-lines to support the text.