

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING -CHENNAI – 06**

**TNCF – 2017 – DRAFT SYLLABUS – ENGLISH LANGUAGE**

**STANDARD 1 -10**

**Language proficiency for Class 1:**

Learners at this level typically comprehend much more by listening than they are able to demonstrate by speaking and writing.

Learners will have a basic level of vocabulary and ability to frame 2 or 3- word phrases or sentences that would enable them to talk about themselves, members of their family and the people in their surroundings. They follow simple instructions, requests and questions and respond by using appropriate words or phrases. They enjoy doing simple language activities/playing language games such as singing a rhyme or identifying a person, object or thing. They recognise longer two/three syllable words or chunks of language and develop basic decoding competency to read simple words/short sentences. While reading, they recognise small and capital forms of the alphabet both in context and in isolation and read for understanding with the help of pictures. They write simple words/phrases/short sentences.

<b>Competency /Skill</b>	<b>Objectives</b>	<b>Learning outcome</b>	<b>Classroom procedure</b>	<b>Evaluation</b>
<b>Listening – For Vocabulary building</b>	Recognise names of common objects, people, animals and plants	Can <ul style="list-style-type: none"> <li>recognise /identify things when named - names of objects, vegetables, fruits, animals, flowers, plants, basic parts of the body, things they use at home and school, games, birds, toys, vehicles</li> </ul>	Flash cards Matching spoken names to objects and pictures Using pictorial charts, real objects Using audio visual recordings and animations and other materials	When a name is spoken, can choose the right picture or object  Can match spoken names to objects and pictures
<b>Listening for comprehension and communication</b>	Recognise names of colours, basic shapes, numbers and times of day	match named objects to pictures or realia	Using audio visual content, colours, paints, images of basic shapes  Using number rhymes and matching physical action, loud counting	When a name is spoken, can choose the right picture or object Can match spoken names to objects and pictures When shown two colours (or shapes), can pick out the colour (Shape) that is being named

<p><b>Listening for phonemic awareness</b></p>	<p>Recognise when one's name is called, recognises names of teachers and classmates when they are called out Understands simple instructions like 'sit down' 'stand up', 'open your book.' Understand simple classroom language and short, simple 2/3 word sentences for basic interactions.</p> <p>Listen to others and take turns to speak in class</p> <p>Listen attentively and enjoy age-appropriate poems, songs and simple stories with easy to follow plots and dialogue.</p>	<ul style="list-style-type: none"> <li>• match names and word</li> <li>• identify colours and shapes</li> <li>• match colour to object/picture</li> <li>• match the time of the day with corresponding spoken word</li> <li>• identify a number name and match it with a figure or the count of objects</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• Identify people/point to people when their names are called out</li> <li>• understand and carry out simple directions and classroom instructions like 'open your book', 'join the dots'.</li> <li>• understand very simple questions and responses about basic everyday activities and events. For e.g shared experience during circle</li> </ul>	<p>games, Charts, pictures, flash cards Pictures, texts with stories or information</p> <p>Attendance and roll call, classroom instructions, playing games like Simon says, etc - Activities like picture talk or conversation about immediate concerns/ Circle Time for simple conversation or sharing ideas and experiences Games, tasks using audio-visual media or teacher talk Activities like classroom games requiring physical or simple verbal responses</p> <p>Poems, songs and stories (action songs, chain stories, choral lines in poems and stories) appropriate to age and interest by teacher as well as through audio-visual media for learner to repeat with actions.</p>	<p>Can identify a number name that is called out and match it with a figure or the count of objects</p> <p>Picks out the correct picture to match the object, animal etc. Points to the correct object/person etc. in a composite picture Points to and says name of objects, animals, etc. in a picture</p> <p>Understands and responds to contributions during Circle Time conversation Understands and responds appropriately to classroom talk and activities</p> <p>Responds to stories by and enjoys poems Choral and individual repetition of the poems or songs taught in class Repeat a few lines of stories especially frequently occurring chunks or phrases Responds to</p>
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	<p>Initially hear and recognize letter names</p> <p>Hear and recognize letter sounds</p>	<p>time</p> <p>Can listen attentively, taking turns to speak</p> <p>Can</p> <ul style="list-style-type: none"> <li>• follow words of songs and poems</li> <li>• understand sequence of events in a story</li> <li>• make meaning through understanding key words/ frequently occurring/ repeated words in stories</li> </ul> <p>Can recognize the names of the letters of the alphabet</p> <p>Can</p> <ul style="list-style-type: none"> <li>• recognize and distinguish the sounds (phonemes- consonant sounds, and short vowel sounds) of English</li> <li>• identify sounds at</li> </ul>	<p>Age-appropriate stories with audio-visuals/ puppets or other aids highlighting key words /very frequently occurring words and phrases</p> <p>Listening and speaking activities based on the stories</p> <p>Learners sing the alphabet song</p> <p>-Identify the beginning sounds of names of objects in picture cards</p> <p>- Recognize rhyming words</p> <p>- Clap for syllables in their own names and identify the sounds</p> <p>- Activities like oral games, clapping games, songs and rhymes to build phonological awareness</p> <p>- Alphabet games; songs and rhymes; audio-visual animations</p>	<p>stories and poems by drawing</p> <p>Identify characters and sequence of a story.</p> <p>Enact or role play sections of story</p> <p>Names the letters of the alphabet individually</p> <p>Sounds the letters of the alphabet</p> <p>Matches cards</p> <p>Claps for rhymes and syllables</p>
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		<p>the beginning, middle and end of short words</p> <ul style="list-style-type: none"> <li>• identify syllables</li> <li>• identify rhyming words</li> </ul>		
<p><b>Speaking – Imitation and Repetition</b></p>	<p>Recognizes pauses between words and sentences in poetry and stories when recited</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• repeat sentences with appropriate pauses</li> <li>• recite rhymes and poems</li> </ul>	<p>Role plays or games requiring the use of polite expressions like making and responding to requests</p>	<p>Says a sentence on own likes or ability Answers simple questions on self, home, food, school etc. with 3 or 4 word sentences e.g. I like oranges.</p>
<p><b>Speaking to communicate</b></p>	<p>Recognizes pauses between words and sentences and speaks with appropriate intonation.</p> <p>Use simple phrases or expressions to talk about immediate environment or for interaction and in response to stories</p> <p>Take turns speaking and speaks politely</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• greet and respond to greetings and use polite forms of expression</li> <li>• identify and call most of their classmates by name; refer to their teachers by their names; know the name of their school, their class and section</li> <li>• use the golden words ('please', 'excuse me', 'thank you' and 'sorry')</li> </ul>	<p>Conversation activities like circle time about people and activities and events at home and school or expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p> <p>Conversation activities and games for turn taking</p>	<p>I can read a book. Please, give me that book.</p> <p>Takes turns during circle time and classroom activities</p>
			Charts/ flash	

<p><b>Speaking – Phonemic awareness</b></p>	<p>Reproduce and manipulate letter sounds</p>	<ul style="list-style-type: none"> <li>• ask for objects or make simple requests using- May or can</li> <li>• talk about current activities in class</li> <li>• respond with words or phrases to simple direct questions about immediate environment (home/ school, means of transport, food etc.)</li> <li>• respond with words or phrases to simple direct questions about stories</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• take turns while participating in classroom talk/responding to questions</li> <li>• Ask questions to clarify meaning</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• identify and sound letters singly</li> <li>• segment short words</li> </ul>	<p>cards/ audio-visual materials; letter games and songs</p> <p>Join in in refrains of songs or stories told by teacher or audio materials like podcasts</p> <p>Stories, songs and games</p> <p>Songs, segmenting activities, rhyming and other sound based word games</p>	<p>Singalong or join in poems and rhymes</p> <p>Recite rhymes or poems</p> <p>Sings phonic songs</p> <p>Responds to chart or flash cards with the correct sound.</p>
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		<ul style="list-style-type: none"> <li>• sound the beginning and ending sounds in words</li> <li>• give rhyming words</li> </ul>		
<p><b>Reading Print awareness, alphabetic principle and phonics</b></p>	<p>Has basic understanding of print (spacing, directionality, etc.)</p> <p>Understands the purpose of print, that it conveys meaning</p> <p>Recognizes the alphabet</p> <p>Correlates letter names, with the written letters, both upper case and lowercase</p> <p>Correlates letter sounds with the written letter (grapheme)</p> <p>Uses basic reading strategies like fusing/blending sounds, phonics, sight words to decode</p>	<p>Can hold book properly</p> <p>follow text on page</p> <p>Can identify letters</p> <p>connect sounds with appropriate letter of the alphabet</p> <p>recognizes letter sounds and connects with written letters</p> <p>recognize and read beginning or ending letters of words</p> <p>decode simple 3 letter CVC words using basic phonics</p> <p>recognize and read CVC word families and short rhyming words</p> <p>read sight words appropriate for grade level</p> <p>read common word lists (names of vegetables, animals, fruits, things, vehicles) as sight words</p> <p>Can</p> <ul style="list-style-type: none"> <li>• follow story on the page in the textbook</li> </ul>	<p>Big Books in class to demonstrate reading for reading along</p> <p>Teacher models reading</p> <p>Basic oral phonic activities and games based on stories rhymes and poems to recognize and manipulate sounds and syllables</p> <p>Games and drills: to recognize and read sight words to decode simple words in class English text</p> <p>Activities based on the class text to support comprehension of information/ story and to work out the meaning of</p>	<p>-Holds book correctly and reads</p> <p>Identifies beginning sound of objects etc. in textbook or flash cards</p> <p>Fill in missing letters in 3 letter CVC words</p> <p>Gives rhyming words as part of games</p> <p>Tasks like matching, sequencing, drawing, discussing, enacting</p>
<p><b>Reading for Comprehension</b></p>	<p>Reads simple short texts with understanding</p>			

		<ul style="list-style-type: none"> <li>• read and comprehend grade level text using knowledge of phonics and sight words.</li> <li>• use visual cues to make meaning</li> <li>• can recount the sequence of plot or action in the story</li> <li>• can identify characters by names and actions</li> </ul>	words and sentences from context	
<b>Writing</b>	<p>Scribbles and draws as a first step to writing Develops fine motor skills and hand eye coordination through scribbles, colouring pictures, drawing, pattern writing, tracing and other activities as part of pre writing skills</p> <p>Writes both uppercase and lowercase letters.</p> <p>Copies three and letter words from the board or a book.</p> <p>Writes familiar words and sentences from</p>	<ul style="list-style-type: none"> <li>• Can write patterns</li> <li>• Can write the letters of the alphabet (uppercase and lowercase)</li> <li>• Can colour within the lines</li> <li>• Can create drawings to convey a message or tell a story.</li> <li>• Can copy words and sentences.</li> <li>• Can write own name, parents' names, name of school, class and section.</li> <li>• Can write some words independentl</li> </ul>	<p>Pattern writing/ drawing to develop prewriting skills Writing letters Colouring pictures Guided writing – joining the dots and channelling Tracing letters in sand, on sandpaper, making letters out of playdough and clay.</p> <p>Copying words</p> <p>Writing words and simple sentences about self Creative dictation activities/ Writing own words to complete sentences Drawing pictures</p>	<p>Writing and copying letters and words</p> <p>Colouring pictures</p> <p>Completes words with letters Completes sentences with words Draws and write a word or sentence about a person, animal, object or activity</p> <p>Writes one or two 2-word sentences independently May use invented spelling</p>

	class text or other inputs  Writes letters and words	y <ul style="list-style-type: none"> <li>• Can write some basic sentences independently.</li> <li>• Can write alphabet and familiar words</li> </ul>	and writing independent sentences as titles or text	
<b>Vocabulary</b>	Build vocabulary of simple, frequently used words Comprehends, uses in speech and can read names of colours, numbers, days of the week, months, times of day, objects encountered in every day life, names of things in nature etc and Words related to Maths and EVS concepts Use of basic vocabulary of concrete nouns, verbs, adjectives and a few adverbs and structure words elaborated in the grammar section in speech	Can <ul style="list-style-type: none"> <li>• Identify and name common people/ objects/ animals/ birds/ plants and simple actions in pictures</li> <li>• talk about self and others on topics connected to the immediate environment using appropriate words</li> <li>• describe in basic terms (give physical descriptions like size, colour and shape) of objects, places, people, actions</li> </ul>	Oral games and activities like I spy as well as charts, cards and audio-visual material  Games and activities to practice targeted vocabulary Worksheets for meaningful context-based practice Oral practice for verbalizing ideas and recounting experience	Names objects in a composite picture Describes activity in a picture  Respond to flashcard based activities to recognise and read basic vocabulary
<b>Grammar</b>	Uses common verbs, common nouns; adjectives; location prepositions (e.g. in on at below); simple conjunctions	Can <ul style="list-style-type: none"> <li>• listen and comprehend meaning accurately in simple instructions, conversation,</li> </ul>	Games and activities to practice targeted grammar structures Worksheets for meaningful structure based practice	Enacts or participates in role-plays based on stories heard or read  Looks at pictures/ realia to describe -objects, places,



	<p>(e.g. and and or);determiners: a, an, this that these those personal pronouns: I, you, he, she, they; in speech  <b>Uses</b> for simple communication and tasks in class verb tenses such as present and simple past of ‘be’ and other frequently used verbs, present progressive of commonly used verbs in spoken language</p> <p>simple grammatical constructions (e.g. commands, some wh-questions, statements common social and instructional patterns or forms like greetings, thanking, apologizing, requesting</p> <p><b>While learners will be able to use the above items in productive skills, they are not expected to display formal knowledge of terminology or rules.</b></p>	<p>or stories.</p> <ul style="list-style-type: none"> <li>• give short oral responses to questions, requests or basic information</li> <li>• identify, name and describe objects, places, people, actions with basic vocabulary and structures.</li> <li>• respond to and give simple commands/ requests -Sit down, May I have, please give me</li> <li>• respond to and ask simple wh-questions</li> <li>• talk about self and others on topics connected to the immediate environment</li> <li>• speak to convey own ideas or information in phrases or short sentences.</li> </ul>	<p>Oral practice for verbalizing ideas in correct sentences</p>	<p>people -actions  Participates in games or activities to give simple commands/ requests  (Sit down, May I have, please give me)  Asks and answers simple wh-questions  Talk about self and others or on topics connected to the immediate environment during circle time or other activities  Completes worksheet or writing tasks based on text or other classroom inputs</p>
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<p><b>Extended reading</b></p>	<p>Reads of own free will regularly, choosing books with interest and appeal from the school or class library</p> <p>Reads independently or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</p> <p>Develops positive reading attitudes and general knowledge</p>	<p>Looks at books with interest and attempts to read</p>	<p>Teacher/ school provide suitable and well-chosen books in classroom or school library</p> <p>Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</p>	
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**Language proficiency for Class 2:**

Learners are able to use phrases and very simple sentences to respond in English. Learners listen and respond appropriately to stories and poems, sing songs and recite poems with enjoyment. They understand simple instructions, requests and questions and respond using appropriate words or phrases. They talk about themselves and their immediate environment, and express their feelings in simple language. They recognize larger chunks of language from poems and stories and use English in their personal, social and academic interactions. They read for understanding by using basic decoding skills and reading grade - appropriate sight words. They read understand and enjoy grade appropriate picture books. They copy and transcribe letters, spell and write 2-3 syllable words and may construct simple, patterned sentences independently.

Area/ Skills	Competency/objective	Learning outcome	Content / classroom procedure	Evaluation
<p><b>Listening to enjoy</b></p> <p><b>Listening to communicate</b></p>	<p>Understand age and grade level words</p> <p>Enjoy listening to, understand and responds to stories, folktales and poems</p> <p>Understand simple spoken language.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• follow and learn the words of songs or poems</li> <li>• respond to songs and poems in various ways (clapping/ keeping time/ drawing, actions)</li> <li>• follow simple stories with repetitive refrains</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• understand</li> </ul>	<p>Traditional and modern, culturally appropriate songs and short poems that are easy to understand and follow</p> <p>Simple picture books, stories, animations</p> <p>Stories told using props like puppets</p>	<p>Sings songs and recites poems chorally or individually.</p> <p>Can complete lines of poems or songs as given or with own rhyming words</p> <p>Can retell all or parts of stories</p> <p>Can take part in enactments with a few words of dialogue</p>

<p style="text-align: center;"><b>Listening to comprehend</b></p>	<p>Listen carefully to others and wait for turn to speak</p>	<p>and respond to polite expressions and appropriate greetings.</p> <ul style="list-style-type: none"> <li>• understand requests, questions and instructions for simple games or classroom activities and responds with appropriate words or phrases</li> <li>• follow two-step simple instructions</li> <li>• follow instructions and draw</li> <li>• wait for turn, pay attention to others during classroom activities and respond appropriately</li> </ul>	<p>Instructions for games/ word games to play in class. Games on word order with questions and answers.</p> <p>Giving questions for answers and other tasks based on a story or the text</p> <p>Suitable audio-visual materials for listening to short bits of conversation or information.</p> <p>Question and answer poems</p> <p>Circle time and other conversation activities</p>	<p>Follows instructions to play games</p> <p>Oral games. like spotting the correct question</p> <p>Question tasks based on poems like 'What is pink?'</p> <p>Asks and answers peers questions about them, events or a story.</p>
	<p>Understands and follows simple stories told or read aloud</p>	<ul style="list-style-type: none"> <li>• make meaning through understanding key words/ frequently occurring/ repeated words in</li> </ul>		

<p><b>Listening for Phonological Awareness</b></p>	<p>Hear and recognise letter sounds</p>	<p>conversations, narratives or descriptions</p> <p>Can</p> <ul style="list-style-type: none"> <li>• follow simple stories told or read aloud</li> <li>• recall events/plot in stories and identify characters.</li> <li>• understand the feelings and motivation of characters</li> </ul> <ul style="list-style-type: none"> <li>• Can recognize and distinguish the sounds (phonemes- consonant blends, vowel digraphs, and long vowel sounds) of English</li> <li>• identify sounds (blends and digraphs) at the beginning, middle and end of short words</li> <li>• identify syllables</li> <li>• identify rhyming words</li> </ul>	<p>Story telling sessions on audio visual media or oral sessions, readaloud sessions of age appropriate books</p> <p>Recalling from memory characters and sequence of plot, identifying main idea of the text, identifying details like names of characters, place, time of action, main action etc</p> <p>Draws character and scenes based on comprehension</p> <p>Use word wall,</p>	
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			word cards, flash cards and aural content to build phonemic awareness and correspondence of written and spoken word (graphemes and phonemes)	
<b>Reading-Phonological awareness</b>	<p>Developing knowledge of phonics to include longer vowel sounds and consonant blends</p> <p>-Increased vocabulary of simple, frequently used and sight words appropriate to class and age</p> <p>Notices the progression of text on the page</p> <p>Understands the link between illustrations and text</p> <p>Understands the link between title and story</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• decode one/two syllable words using phonic knowledge</li> <li>• connect sounds with blends of vowels or consonants appropriate for level</li> <li>• read beginning or ending syllables</li> <li>• recognize and read rhyming words</li> <li>• read sight words appropriate for level</li> <li>• guess new words while reading</li> <li>• read without substituting or skipping words</li> <li>• read with expression</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• follow text on</li> </ul>	<p>Basic oral phonic activities and games based on stories, rhymes and poems to recognize and manipulate sounds and syllables.</p> <p>Games and drills</p> <p>-to recognize and read sight words</p> <p>-to decode level-appropriate words (one/two syllables)to comfortably read the English text</p>	<p>Reads aloud in groups or individually</p> <p>Arranges pictures/ sentences in sequence based on the story.</p>

<p><b>Reading comprehension</b></p>	<p>Reads very simple text with understanding, initially with help and then independently using knowledge of phonics and sight words</p> <p>Uses glossaries to understand new words in context</p>	<p>page as teacher reads</p> <ul style="list-style-type: none"> <li>• connect pictures with the text being read</li> <li>• read with the teacher, pausing at appropriate places</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• read and comprehend grade level text using knowledge of phonics and sight words.</li> <li>• use visual cues and pictures to make meaning</li> <li>• comprehend main idea and details such as plot elements, background and context and characters in stories</li> <li>• comprehend main idea and developing details in poetry</li> <li>• comprehend the sequence of events in a story</li> <li>• Can comprehend the role and motivation of characters</li> <li>• Can answer 'why' questions based on the story</li> <li>• Can read with enjoyment stories and respond to</li> </ul>	<p>Big Books in class to demonstrate reading</p> <p>Teacher models reading</p> <p>Students read aloud</p> <p>Story cards for sequencing, drawing sequenced scene from story</p> <p>Introduction of glossaries to understand new words in context</p> <p>Activities based on the class text to support and scaffold comprehension of information/ story and to</p>	<p>Enacts parts of the story as role-plays</p> <p>Understands and responds appropriately to classroom talk and activities</p> <p>-wh questions based on the story</p>
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		humour, suspense etc. in the story	work out the meaning of words and sentences from context  Stories /folktales told by teacher or through audio-visual means  Sequencing activities  Simple discussion on characters with 'Why' questions  Role-play; enactments etc. Take active part in classroom activities with enjoyment.	
<b>Speaking</b>  <b>To communicate</b>	Use simple phrases or expressions to talk about immediate environment or for interaction and in response to stories  Uses appropriate expressions to interact or talk about immediate environment	Can <ul style="list-style-type: none"> <li>• use polite forms of expression for greeting, thanking, apologizing</li> <li>• ask for help or make requests</li> <li>• give two-step directions in clear simple sentences</li> <li>• talk about current and past activities in class in two or three sentences</li> </ul>	Oral games and activities as well as charts, cards and audio-visual material  Word games and quizzes  Sing-along	Names objects in a composite picture  Talks a few sentences about experience at home and school  Describes



<p><b>Speaking to enjoy</b></p>	<p>Develops control over simple sentences</p> <p>Develop control over simple sentences</p> <p>Develop increased vocabulary of basic frequently used words</p> <p>Uses familiar words appropriately in different contexts</p>	<ul style="list-style-type: none"> <li>• respond to simple statements/ questions using descriptive sentences</li> <li>• take turns while participating in classroom talk/responding to questions</li> <li>• talk about home, school or known environments in one or two sentences</li> <li>• ask and answer simple questions like what is your name</li> <li>• respond with words or phrases and simple sentences to simple direct questions about stories</li> <li>• Can engage in conversation partially in English</li> <li>• Can narrate personal experiences in English</li> <li>• Can ask questions about things around them</li> <li>• Can talk about activities using appropriate verbs</li> </ul>	<p>songs, poems and stories told by teacher or through audio-visual media</p> <p>Conversation activities like circle time</p> <p>-about people and activities and events at home and school</p> <p>describing using simple, single adjectives like colour, shape size etc.</p> <p>-expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p>	<p>activity in a picture</p> <p>Role plays or plays games about the home and school and stories told or read in class</p> <p>Says 2 or 3 sentences on own likes or ability</p> <p>Answers simple questions on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday</p> <p>My friend is tall and thin.</p> <p>She can run fast.</p>
<p><b>Speaking/Sounding words for phonemic awareness</b></p>	<p>Sing songs and repeat poems with enjoyment</p>	<p>Can sing or recite poems</p>	<p>Conversation activities and games for turn taking</p>	<p>Listens politely and without interruption to others while</p>

	<p>Enjoys singing or reciting or telling stories in English</p>	<p>and songs using correct rhythms and rhymes.</p> <p>retell stories, recite poems or sing songs in class reproduce the sound patterns of English letters and words</p>	<p>Games for listening and responding to peers.</p> <p>Singalong and readalong activities using poems and songs on audio visual media and texts.</p> <p>Activities for singing by oneself, performing action songs and poems,</p> <p>Doing action when a song is sung or singing when the action is performed by others</p>	<p>speaking</p> <p>Takes turns during circle time and classroom activities</p>
<b>Writing</b>	<p>Developing handwriting with correct formation of letters</p> <p>Writes with speed and fluency</p> <p>Writes sentences spacing out words and using capital letters</p>	<p>Forms letters using the right order and sequence of strokes and connectors</p> <p>Develops good handwriting by practising measured gaps between words</p> <p>Can copy words and</p>	<p>Writing captions for pictures.</p> <p>Writing single-sentence text for pictures</p> <p>Writing words and simple sentences about self</p>	<p>Writing and copying sentences</p> <p>Completes words with letters</p> <p>Completes sentences with words</p> <p>Draws and</p>

	<p>and full stops.</p> <p>Makes patterned sentences</p> <p>Makes original sentences with given words</p> <p>Writes simple words and simple sentences to convey information, story or ideas</p>	<p>sentences.</p> <p>Can write sentences properly set out on the page.</p> <p>Can write with speed and fluency</p> <p>Can write own name, name of parents and guardians, name of school, residential address and school address.</p> <p>Can write some words independently.</p> <p>Can write some basic sentences independently.</p> <p>Can convey simple information through a combination of simple sentences</p> <p>make a list of words</p> <p>make rhyming words</p>	<p>Creative dictation activities/</p> <p>Writing own words to complete sentences</p> <p>Drawing pictures and writing independent sentences as titles or text</p> <p>Writing a few sentences conveying information or story</p>	<p>write a word or sentence about a person, animal, object or activity</p> <p>Writes one or two 2-word sentences independently</p> <p>May use invented spelling</p>
<b>Grammar</b>	<p><b>Uses</b></p> <ul style="list-style-type: none"> <li>verb tenses such as past tense (some irregular), past progressive, simple future (will, going to) in basic short sentence patterns</li> </ul>	<p>Can describe objects, places, people (using simple present/ adjectives)</p> <ul style="list-style-type: none"> <li>actions (using simple verbs, common adverbs)</li> <li>respond to and give simple commands/</li> </ul>	<p>Games and activities to practice targeted grammar structures</p> <p>Worksheets for meaningful</p>	<p>Chooses correct sentence from a choice of two</p> <p>Completes sentences with own</p>

	<ul style="list-style-type: none"> <li>Frequently occurring prepositions, adjectives, adverbs, pronouns, determiners and conjunction articles a,an the</li> </ul> <p>Understands and uses</p> <ul style="list-style-type: none"> <li>capitalization in sentences</li> <li>full stops and question marks at end of sentences</li> </ul> <p>While learners are expected to use the above items in speaking or writing, they are not expected to display formal knowledge of terminology or rules</p>	<p>requests</p> <ul style="list-style-type: none"> <li>Sit down, May I have, please give me</li> <li>respond to and ask yes/ no questions and wh-questions with the correct word order</li> </ul>	<p>structure based practice</p> <p>Oral practice for verbalizing ideas in correct sentences</p>	<p>words</p> <p>Rearranges scrambled (3 or 4 words) sentences correctly</p> <p>Punctuates with full stop or question mark</p>
<b>Vocabulary</b>	<p>- Increased vocabulary of common, frequently used semantic words and sight words appropriate to class and age</p> <p>Added words in the domains mentioned in class 1</p> <p>Words connected with Math and EVS concepts</p> <p>Plays basic vocabulary games (like jumbles, word searches, crosswords) to express</p>	<p>Can identify and name common people/ objects/ animals/ birds/ plants in pictures or simple texts</p> <ul style="list-style-type: none"> <li>talk about activities using appropriate verbs</li> <li>use terms learnt in other subjects or vice versa.</li> <li>solve</li> </ul>	<p>Oral games and activities as well as charts, cards and audio-visual material</p> <p>Word games and quizzes</p>	<p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes activity in a picture</p>

	<p>knowledge of words</p> <p>Demonstrates understanding that some words are used to express specific situations or in specific contexts or domains.</p>	<p>crosswords, wordsearches, jumbles</p> <ul style="list-style-type: none"> <li>• sort and classify words based on themes and categories.</li> </ul>		
<p><b>Literary appreciation</b></p>	<p>Reads of own free will regularly, choosing books with interest and appeal from the school or class library</p> <p>Reads with help or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</p>	<p>Can comprehend text with the help of pictures</p> <p>understand the organisation of a story.</p> <p>Develops positive reading attitudes and increased general knowledge</p> <p>read with help and using knowledge of sight words and phonics</p> <p>comprehend slightly longer text</p> <p>Develops positive reading attitudes and increased general knowledge</p>	<p>Teacher/ school provide suitable and well-chosen books in classroom or school library</p> <p>Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</p>	<p>Eager to read books and talk about them</p> <p>Role-plays</p> <p>Enactments</p> <p>Drawing to respond</p>

### Language proficiency for Class 3:

Learners are able to communicate basic and familiar ideas with simple sentences. They can understand and are able to engage in simple discussions of lesson content.

Learners will be able to mimic the stress and intonation patterns in words and sentences. They listen to and understand stories and poems. They can understand simple information or instructions given in class.

They express opinions and feelings and describe experiences and events in their everyday lives in simple sentences. They interact confidently and appropriately while seeking information pertaining to their immediate needs in class or outside. They speak and write with greater accuracy showing a grasp of basic sentence structure.

They use phonic skills to read aloud and pronounce longer words with complex vowel sounds and consonant blends. They identify and pronounce longer words by sight. They become more familiar with the conventions of a printed text and read short illustrated, informational texts for understanding. They develop an interest in reading short stories in familiar contexts, poems etc. for pleasure. They recognise alphabetical order and consult a simple picture dictionary. They attempt reading silently for understanding.

They gain knowledge of the basic conventions of writing; take dictation of simple sentences and copy a text from the blackboard and textbook. They can write short paragraphs of two or three connected sentences on familiar topics containing previously taught vocabulary and sentence structures, based on a visual input. They frame simple questions using appropriate sentence pattern/s

Competency Area/ Skills	Objective	Learning outcome	Content / classroom procedure	Evaluation
<b>Listening</b>	Become more familiar with the sound patterns in English and can understand spoken English when spoken slowly and clearly  Enjoy listening to and	Can <ul style="list-style-type: none"> <li>mimic or repeat the language heard especially while repeating songs and poems</li> <li>respond to songs and poems in various ways (clapping/ keeping time/ drawing, actions)</li> </ul>	Hear simple English songs, with a focus on everyday conversational language, and learn to sing them  Simple picture books, stories, animations  Stories told using props like puppets	Sings songs reproducing the words and tones fairly accurately  Can complete lines of poems or songs as given or with own rhyming

<p style="text-align: center;"><b>Listening Comprehension</b></p>	<p>understand stories, folktales and poems</p> <p>Listens to and comprehends stories, texts and other inputs</p> <p>Waits for turn to speak and listens carefully to others before responding.</p>	<p>Can understand and follow stories, instructions and conversations by</p> <ul style="list-style-type: none"> <li>• Drawing on previous knowledge</li> <li>• Asking questions to clarify meaning and checking their understanding</li> <li>• Discussing the key elements of story or text</li> </ul> <p>Can understand and recall</p> <ul style="list-style-type: none"> <li>• the sequence of main events in a story</li> <li>• the role and motivation of characters.</li> <li>• link direct events and cause and effect</li> <li>• some details</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• listen attentively, taking turns to speak</li> <li>• listen with enjoyment to</li> </ul>	<p>Instructions for games/ word games to play in class. Games on word order with questions and answers.</p> <p>Stories with a focus on questions and answers</p> <p>Suitable audio-visual materials for listening to short bits of conversation or information.</p> <p>Stories /folktales told by teacher or through audio-visual means</p> <p>Discussion, role-plays, sequencing activities on theme, story being used in class.</p>	<p>words</p> <p>Can retell all or parts of stories</p> <p>Can take part in enactments with a few words of dialogue</p> <p>Follows instructions to play games</p> <p>Oral games like spotting the correct question</p> <p>Asks and answers peers' questions about themselves, events or a story.</p> <p>Giving questions for answers and other tasks based on a story or the text</p> <p>Arranges</p>
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		stories and respond to humour, suspense etc. in the story		<p>pictures/ sentences in sequence based on the story.</p> <p>Enacts parts of the story as role-plays</p> <p>Understands and responds appropriately to classroom talk and activities</p>
<b>Speaking</b>	<p>Follow and reproduce the sound patterns of English</p> <p>Uses appropriate expressions about immediate environment and social interaction with some degree of detail</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• sing songs and recite poems</li> <li>• follow refrains in stories or songs</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• describe people places animals and objects giving 3 or 4 details</li> <li>• talk about activities using verbs in the past or present as appropriate</li> <li>• use polite forms of expression for greeting, thanking, apologizing</li> </ul>	<p>Oral games and activities using charts, cards and audio-visual material</p> <p>Word games and quizzes</p> <p>Show and tell using objects or pictures</p> <p>Conversation activities like circle time about</p> <ul style="list-style-type: none"> <li>• People, activities and events at home and school</li> <li>• Describing, using simple, single adjectives like colour, shape size etc.</li> <li>• Expressing simple</li> </ul>	<p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes actions or happenings in a picture</p> <p>Role plays or plays games</p> <p>About the</p>



	<p>Develops control over simple sentences.</p> <p>Enjoys speaking, reciting or telling stories in English</p>	<ul style="list-style-type: none"> <li>• ask for help or make requests</li> <li>• give two-step directions in clear simple sentences</li> <li>• talk about current and past activities in class in two or three sentences</li> <li>• respond to simple questions using descriptive sentences</li> <li>• interact in a conversation of two or three turns or speak two or three continuous sentences</li> </ul>	<p>feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p>	<p>home and school and stories told or read in class</p> <p>Says 2 or 3 sentences on own likes or ability</p> <p>Answers simple questions on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday</p> <p>My friend is tall and thin.</p> <p>She can run fast.</p> <p>Listens politely and without interruption to others while speaking</p>
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#### Language proficiency for Class 4:

Learners at this level understand language when articulated slowly and clearly in familiar contexts.

They can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g personal and family information, school activities, local geography). They will be able to recognise stress and intonation patterns in words and sentences and their significance in understanding spoken language.

They describe feelings and emotions, describe abilities and express likes and dislikes, personal experiences and observations of events in their surroundings using a wider range of sentence patterns. They speak and write and use a wider range of grammatical structures and vocabulary mostly accurately. They frame questions using appropriate sentence pattern/s

They use phonic skills to decode and read unknown words with complex vowel sounds and consonant blends. They use appropriate stress and intonation while reading aloud/reciting. They use simple strategies while reading silently for understanding and pleasure. They summarise, recount, and predict based on their understanding. They consult a simple picture dictionary.

They write in a well-formed hand. They complete guided writing tasks of 2 short paragraphs that require collecting of ideas, drafting, revising etc. using the concept of paragraph structure for different purposes.

Area/ Skills	Competency/objective	Learning outcome	Content / classroom procedure	Evaluation
Listening	Listens to songs, poems and stories and perceives the	Can <ul style="list-style-type: none"><li>recognize word</li></ul>	Sings songs, recites poems to internalise	Says words and sentences with the

	<p>stress in words and tunes of sentences.</p> <p>Understands English of grade level when spoken slowly and clearly in familiar contexts</p>	<p>stress and the intonation of sentences</p> <ul style="list-style-type: none"> <li>• follow English speech when spoken slowly and clearly</li> </ul>	<p>word stress and intonation</p> <p>Appropriate AV materials: movies/ cartoons/ Children’s TV programmes / stories</p>	<p>proper stress and intonation</p> <p>Listens with enjoyment and discusses in class or groups.</p> <p>Responds with drawings and written comments</p>
<b>Listening comprehension</b>	<p>Listens to and comprehends stories, texts and other inputs appropriate for class level</p> <p>Waits for turn to speak and listens carefully to others before responding.</p>	<p>Can understand and follow stories, instructions and conversations by</p> <ul style="list-style-type: none"> <li>• Drawing on previous knowledge</li> <li>• Asking questions to clarify meaning and checking their understanding</li> <li>• Discussing the key elements of story or text</li> </ul> <p>Can understand and recall</p> <ul style="list-style-type: none"> <li>• the sequence of main events in a story</li> <li>• the role and motivation of characters.</li> <li>• link direct events and cause and effect</li> <li>• factual details</li> </ul>	<p>Instructions for games/ word games to play in class. Games on word order with questions and answers.</p> <p>Stories with a focus on questions and answers</p> <p>Suitable audio-visual materials for listening to short bits of conversation or information.</p> <p>Stories /folktales told by teacher or through audio-visual means</p>	<p>Follows instructions to play games</p> <p>Oral games like spotting the correct question</p> <p>Asks and answers peers’ questions about themselves, events or a story.</p> <p>Giving questions for answers and other tasks based on a story or the text</p> <p>Arranges pictures/ sentences in sequence</p>

		<p>from the story</p> <p>Can</p> <ul style="list-style-type: none"> <li>listen with enjoyment to stories and respond to humour, suspense etc. in the story</li> <li>listen attentively, taking turns to speak</li> </ul>	<p>Discussion, role-plays, sequencing activities on theme, story being used in class.</p> <p>Classroom text to practice meaningful questions and answers requiring the use of linking to details and cause and effect.</p>	<p>based on the story.</p> <p>Enacts parts of the story as role-plays</p> <p>Understands and responds appropriately to classroom talk and activities</p>
<b>Speaking</b>	<p>Increased vocabulary of both content and structure words across domains based on the reading in class text and other material</p> <p>Express opinions and feelings about self, own abilities and likes and dislikes,</p>	<p>Can</p> <ul style="list-style-type: none"> <li>describe people places animals and objects giving a few details</li> <li>talk about activities using verbs in the past or present as appropriate</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>use polite forms of expression for greeting, thanking, apologizing,</li> </ul>	<p>Oral games and activities using charts, cards and audio-visual material</p> <p>Word games and quizzes</p> <p>Show and tell using objects or pictures</p> <p>Conversation activities like</p>	<p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes actions or happenings in a picture</p>

	<p>experiences and events in their life using basic sentence patterns with some elaboration of details.</p> <p>Give instructions, make requests and ask and answer questions with a fair control over grammar and vocabulary; being more accurate when using short sentences.</p> <p>Listens carefully to others and waits for turn to speak while participating in a conversation.</p>	<p>making requests or asking for help</p> <ul style="list-style-type: none"> <li>• give 2/3 step directions clearly</li> <li>• talk about current and past activities in class in two or three sentences</li> <li>• respond to simple questions using descriptive sentences</li> <li>• interact in a conversation of three or four turns and speak three or four continuous sentences</li> <li>• take turns while participating in classroom talk/responding to questions</li> </ul>	<p>circle time</p> <p>-about people and activities and events at home and school</p> <p>describing using simple, single adjectives like colour, shape size etc.</p> <p>-expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p> <p>Conversation activities and games for turn taking</p> <p>Games for listening and responding to peers.</p>	<p>Role plays or plays games</p> <p>About the home and school and stories told or read in class</p> <p>Says 2 or 3 sentences on own likes or ability</p> <p>Answers simple questions on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday</p> <p>My friend is tall and thin.</p> <p>She can run fast.</p> <p>Listens politely and without interruption to others while speaking</p> <p>Takes turns</p>
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				during circle time and classroom activities
<b>Reading Fluency</b>	<p>Uses phonic skills to decode and read unknown words with complex vowels and consonant blends. Reads most word structures and many common words by sight.</p> <p>Can read texts with reasonable accuracy, proper intonation and self-corrects using the reading strategies learnt</p> <p>Becomes quite familiar with printed texts, develops greater fluency in reading.</p> <p>Familiarises self with irregular words</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• decode longer words using phonological knowledge</li> <li>• recognise the different spelling patterns for vowel sounds.</li> <li>• read sight words appropriate for level</li> <li>• use the reading strategies - Eagle Eye, Lips the Fish, Stretchy Snake, Chunky Monkey, Skippy Frog, Trying Lion, Dot the Giraffe, Flippy the Dolphin.</li> <li>• read aloud, pausing at appropriate places</li> <li>• read irregular words by sight</li> </ul>	<p>Spelling and phonic activities and games based on stories, rhymes and poems to recognize and read longer words.</p> <p>Games, songs and drills</p> <ul style="list-style-type: none"> <li>• to recognize and read sight words</li> <li>• to decode level-appropriate words to comfortably read the English text</li> </ul> <p>Word games that practice reading and increase</p>	<p>Reads aloud in groups or individually</p> <p>Practices sight words through activities and songs</p> <p>Reads stories silently and retells them in class</p> <p>Running Record Assessments – Levelled passages to assess reading fluency</p>

			<p>exposure to irregular words</p> <p>Posters describing the reading strategies</p> <p>Standardized word lists and levelled readers to hone reading fluency</p>	
<b>Reading Comprehension</b>	<p>Reads and comprehends different kinds of grade level texts (narrative, informational, functional)</p> <p>Further develops reading comprehension to make inferences, predict, recount and summarise</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• identify main idea</li> <li>• find details in text</li> <li>• make inferences</li> <li>• predict</li> <li>• sequence events</li> <li>• summarise</li> <li>• draw conclusions</li> <li>• distinguish between fact and opinion</li> <li>• begin to understand how different texts are structured.</li> <li>• Understand the structure of a paragraph</li> <li>• interpret small and simple data tables, graphs</li> </ul>	<p>Identify main idea and the author's purpose</p> <p>Use illustrations to retell story and explain details</p> <p>Opinion questions</p> <p>Use cause – effect diagrams to examine an event in the story</p> <p>Answer why and why not questions with a strong rationale</p>	<p>-wh questions to check comprehension</p> <p>Comprehension tasks similar to ones in the textbook on unseen text</p>

	<p>Makes connection with real life, and personal experiences</p> <p>Reads beyond prescribed textbook material</p>	<p>and charts and decode information</p> <ul style="list-style-type: none"> <li>infer the meaning of unfamiliar words by reading them in context e.g Aveterinary doctor treat animals</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>draw parallels from personal life or surrounding environment</li> <li>Can give examples from different sources</li> <li>read and at least partially comprehend billboards, banners, captions and subtitles on television, news clippings and advertisements and newspaper headlines.</li> </ul>	<p>Activities based on the class text to support and scaffold comprehension of information/ story and to work out the meaning of words and sentences from context</p>	
<b>Writing</b>	<p>Writes with increasingly well-formed handwriting. Uses punctuation and correct spelling appropriate for grade level.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>write sentences with correct use of full stop or commas.</li> <li>spell regular words and attempts to spell unknown word by segmenting</li> <li>write four or five</li> </ul>	<p>Dictation activities</p> <ul style="list-style-type: none"> <li>For punctuation</li> <li>Fill in structure (sight) words in a</li> </ul>	<p>Takes dictation of different types.</p>



	<p>Begins to learn how writing is structured from reading Absorbs the process of writing by guided writing tasks that require collecting of ideas, drafting, revising etc. and that strengthen the concept of paragraph structure. Writes short pieces (5 or 6 sentences) for different purposes including imaginative or creative pieces.</p>	<p>connected sentences on a topic</p> <ul style="list-style-type: none"> <li>• convey an idea or describe an object, place or person through a combination of 4 or 5 simple sentences organised in a logical paragraph.</li> <li>• write a narrative, descriptive or informational paragraph.</li> <li>• Writelists, rules and regulations, short messages, billboard text, completes short dialogues.</li> <li>• write a friendly or personal letter.</li> </ul>	<p>dictated paragraph of 2 or 3 sentences</p> <ul style="list-style-type: none"> <li>• Fill in content or semantic words in a dictated paragraph of 2 or 3 sentences</li> </ul> <p>Creative dictation activities to develop the idea of a paragraph</p> <p>Rearranges sentences of a story or everyday activity to make a paragraph</p> <p>Drawing a picture and writing sentences to</p>	<p>Rearranges sentences to make a meaningful paragraph</p> <p>Draws and writes three or four sentences a person, animal, object or activity</p> <p>Writes a paragraph of 4 or 5 sentences.</p> <p>Revises and rewrites.</p> <p>Illustrates final draft for display</p> <p>Write a recipe</p> <p>Write an informal letter to a friend about your experiences during the summer holidays.</p>
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			<p>describe it.</p> <p>Writing 4 or 5 simple sentences about own experience or conveying information or story</p> <p>Revises writing and makes corrections/ changes with the help of peers or teacher</p>	
<b>Grammar</b>	<p><b>Uses</b> verb tenses such as present, present progressive past tense (some irregular), past progressive, simple future (will, going to)</p> <p>Common phrases and basic sentence patterns with a focus on word order of sentences of different kinds.</p> <p>Build on common and useful prepositions, adjectives, adverbs, pronouns and determiners and conjunctions</p>	<p>Can describe using basic sentence patterns</p> <ul style="list-style-type: none"> <li>• Objects, places, people in greater detail</li> <li>• Actions (using simple verbs, common adverbs)</li> <li>• Events</li> </ul> <p>Can respond to and ask simple wh-questions and yes/no questions</p>	<p>Games and activities to practice targeted grammar structures</p> <p>Worksheets for meaningful structure based practice</p> <p>Oral practice for verbalizing ideas in correct sentences</p>	<p>Chooses correct sentence from a choice of two</p> <p>Completes sentences with own words</p> <p>Rearranges scrambled (4 or 5 words) sentences correctly</p> <p>Displays awareness of grammatical use in speaking and writing</p> <p>Corrects</p>

	<p>Knows and uses different kinds of sentences in different contexts</p> <p>While learners will be able to use the above items in speaking or writing, they are not expected to display formal knowledge of terminology or rules</p>			obvious errors in sentences
<b>Vocabulary</b>	<p>- Increased vocabulary of common, frequently used semantic words and sight words appropriate to class and age</p> <p>Added words in the domains of general exposure</p> <p>Words connected with Math, Science and Social sciences concepts</p> <p>Uses dictionary and knowledge of alphabetical order to look up the word for meaning, alphabetical order (upto two initial letters)</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• identify and name items in word families and word groups</li> <li>• talk about activities using a greater range of vocabulary</li> <li>• use terms learnt in other subjects or vice versa</li> <li>• identify meaning of new words from dictionary</li> <li>• guess/infer the meaning of unfamiliar words by reading them in context e.g Grocer means the person who sells 'rations'</li> </ul>	<p>Oral games and activities as well as charts, cards and audio-visual material</p> <p>Word games and quizzes</p>	<p>Use given sight words in the right context</p> <p>Names objects in a composite picture</p> <p>Says a few sentences about experiences at home and school</p> <p>Describes activity in a picture</p>
<b>Literary appreciation</b>	<p>Reads of own free will regularly, choosing books with interest and appeal</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• understand the organisation of</li> </ul>	<p>Teacher/ school provide suitable and well-chosen</p>	

	<p>from the school or class library</p> <p>Reads independently or listens to picture books with simple text and profuse illustrations to inculcate the habit of reading</p>	<p>astory,</p> <ul style="list-style-type: none"> <li>• develop positive reading attitudes and increased general knowledge</li> <li>• look at books with interest and attempts to read</li> </ul>	<p>books in classroom or school library</p> <p>Teacher/ school provides suitable picture books of appropriate length for group / whole class and independent reading</p>	
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#### Language proficiency for Class 5:

Learners at this stage can communicate outside of class with known persons, on familiar matters requiring a simple and direct exchange of information. They can describe in simple terms, with some details, aspects of their background, immediate environment and likes and dislikes.

Learners will be able to understand language spoken clearly in familiar contexts. They follow dialogues or commentary in AV materials, appropriate for their level. They frame questions accurately while seeking information or for clarification of meaning. They listen and respond confidently and appropriately during pair and group work in class. They follow instructions, requests and questions and respond appropriately. They speak with appropriate stress, intonation and correct pronunciation. They express opinions and feelings, personal abilities; express likes and dislikes and agreement and disagreement. They describe personal experiences and events in their surroundings with some elaboration of details. They use formulaic expressions appropriately and speak fluently but with a few mistakes, using a wider range of grammatical structures and vocabulary.

They use phonic skills to decode and read unknown words aloud. They read informational texts, short stories and poems for understanding and pleasure. They become aware of text structure and use this understanding to summarise, recount, predict, link cause and effect and make inferences. They consult a simple junior dictionary independently

They compose a variety of short pieces by collecting ideas, drafting, revising etc. and apply the concept of paragraph structure. They write with a well-formed hand.

Area/ Skills	Competency/objective	Learning outcome	Content / classroom procedure	Evaluation
Listening	Understands English spoken clearly in a	Can <ul style="list-style-type: none"> <li>• follow English</li> </ul>	Sings songs, recites poems	Says words and sentences

	<p>familiar context Asks for clarification of meaning or misunderstanding. Understands English of grade level when spoken clearly in familiar contexts</p>	<p>speech when spoken clearly</p> <ul style="list-style-type: none"> <li>ask for clarification of meaning</li> </ul>	<p>to internalise word stress and intonation Appropriate AV materials: movies/ cartoons/ Children's TV programmes / stories</p>	<p>with the proper stress and intonation Listens with enjoyment and discusses in class or groups. Responds with drawings and written comments</p>
<p><b>Listening comprehension</b></p>	<p>Listens to and comprehends stories, texts and other inputs appropriate for class level Follows dialogues or commentary in AV materials appropriate for their age.</p> <p>Waits for turn to speak and listens carefully to others before responding.</p>	<p>Can understand and follow stories, instructions and conversations by</p> <ul style="list-style-type: none"> <li>Drawing on previous knowledge</li> <li>Asking questions to clarify meaning and checking their understanding</li> <li>Discussing the key elements of story or text</li> </ul> <p>Can understand and recall</p> <ul style="list-style-type: none"> <li>the sequence of main events in a story</li> <li>the role and motivation of characters.</li> <li>link direct events and cause and effect</li> </ul>	<p>Instructions for games/ word games to play in class. Games on word order with questions and answers. Follows dialogues or commentary in AV materials and responds to the information/ story Listens to stories with a focus on questions and answers Suitable audio-visual materials for listening to short bits of conversation or information. Stories /folktales told by teacher or through audio-visual means Discussion, role-plays, sequencing</p>	<p>Follows instructions to play games Oral games like spotting the correct question Asks and answers peers' questions about themselves, events or a story. Giving questions for answers and other tasks based on a story or the text Arranges pictures/ sentences in sequence based on the story. Enacts parts of the story as role-plays</p>

		<ul style="list-style-type: none"> <li>• some details</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• listen with enjoyment to stories and respond to humour, suspense etc. in the story</li> <li>• listen attentively, taking turns to speak</li> </ul>	<p>activities on theme, story being used in class.</p> <p>Classroom text to practice meaningful questions and answers requiring the use of linking to details and cause and effect.</p>	<p>Understands and responds appropriately to classroom talk and activities</p>
<p><b>Speaking-Fluency and grammatical awareness</b></p>	<p>Can be understood when they speak English to others. Stresses most words they know correctly and attempts to speak with the correct intonation.</p> <p>Speaks English with fair control over grammar and vocabulary being more accurate when using familiar types of sentences.</p> <p>Listens carefully to others and waits for turn to speak while participating in a conversation.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• recognize and attempts to use stress and intonation in English speech</li> <li>• talk about activities using verbs in the past or present as appropriate</li> <li>• speak using basic sentence patterns</li> </ul> <p>Can express opinions and feelings using basic sentence patterns with adequate elaboration of details about:</p> <ul style="list-style-type: none"> <li>• themselves, their abilities and likes and dislikes,</li> <li>• experiences and events in their</li> </ul>	<p>Oral games and activities using charts, cards and audio-visual material</p> <p>Word games and quizzes</p> <p>Show and tell using objects or pictures</p> <p>Suitable AV materials for viewing, and commenting</p>	<p>Names objects in a composite picture</p> <p>Speaks 6 or 7 about experiences at home and school</p> <p>Describes actions or happenings in a picture or movie and discusses giving own opinion</p>

		<p>life</p> <p>follow instructions, requests and questions, use formulaic expressions appropriately.</p>		
		<p>Can</p> <ul style="list-style-type: none"> <li>• use polite forms of expression for greeting, thanking, apologizing, making requests or asking for help</li> <li>• give directions clearly talk about current and past activities in class in two or three sentences</li> <li>• comment on happenings in school, the outside world or movies seen</li> <li>• respond to questions using descriptive sentences</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• interact in a conversation of four or five turns and speak four or five continuous sentences</li> <li>• take turns while participating in classroom</li> </ul>	<p>Conversation activities like circle time -about people and activities and events at home and school describing using simple, single adjectives like colour, shape size etc. -expressing simple feelings like likes and dislikes or ability (can and cannot, do and do not etc.)</p> <p>Conversation activities and games for turn taking Games for listening and responding to peers.</p>	<p>Role plays or plays games About the home and school and stories told or read in class Says 2 or 3 sentences on own likes or ability Answers simple questions on self, home, food, school etc. in sentences giving some detail. E.g. I wore a red dress yesterday My friend is tall and thin. She can run fast.</p> <p>Listens politely and without interruption to others while speaking Takes turns during classroom</p>

		talk/responding to questions		activities and discussions
<p><b>Reading</b></p> <p><b>Reading fluency and decoding skills</b></p>	<p>Segments and uses phonic skills to decode and read unknown words. Reads most structure and many common words by sight. Becomes quite familiar with printed texts and develops greater fluency in reading. Reads silently.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• decode longer words using phonic knowledge</li> <li>• recognises the different spelling patterns for vowel sounds and longer consonant blends.</li> <li>• read aloud, pausing at appropriate places and with expression</li> </ul>	<p>Reads class texts and supplementary readers</p> <p>Revision of decoding skills and sight words</p>	<p>Reads aloud in groups or individually</p> <p>Practices sight words through activities and songs</p> <p>Reads stories silently and retells them in class</p>
<p><b>Reading Comprehension</b></p>	<p>Develops comprehension skills further to summarise, recount, predict, link cause and effect and make inferences based on what they read. Understands how different texts are structured. Consults a simple junior dictionary to look up meanings of unknown words.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• make inferences</li> <li>• predict</li> <li>• recount and summarise</li> <li>• understand how different texts are structured.</li> <li>• Understand the structure of a paragraph</li> </ul> <p>Can read class text or other books silently and comment on reading through discussions, enactments etc. or by completing worksheets focussed on comprehension</p>	<p>Use illustrations to retell story and explain details</p> <p>Activities based on the class text to support and scaffold comprehension of information/ story and to work out the meaning of words and sentences from context</p> <p>Enactments, role plays, games etc. Dictionary based tasks</p>	<p>Oral wh questions to check comprehension</p> <p>Comprehension tasks similar to ones in the textbook on unseen text</p> <p>Shows comprehension through participation in activities</p> <p>Can consult dictionary when needed</p>



<b>Mechanics of writing/handwriting</b>	Writes with increasingly well-formed handwriting. Uses punctuation accurately for grade level Improves ability to spell through segmentation and knowledge of suffixes and prefixes	Can <ul style="list-style-type: none"> <li>• write sentences with correct use of full stop or commas.</li> <li>• spell regular words and attempts to spell unknown word by segmenting</li> <li>• spell using prefixes or suffixes</li> </ul>	Dictation activities <ul style="list-style-type: none"> <li>• For punctuation</li> <li>• Fill in structure (sight) words in a dictated paragraph of 2 or 3 sentences Fill in content or semantic words in a dictated paragraph of 2 or 3 sentences</li> </ul>	Takes dictation of different types.

### **Language proficiency for Class 6**

Learners at the intermediate language level begin to understand and communicate academic content with more sophisticated academic vocabulary and varied grammatical forms [eg. verb tenses]. They continue to develop the four skills through meaningful tasks or activities.

Learners will be able to understand spoken English in a range of familiar contexts, namely, the main points and details of messages or announcements that are not very long and follow a conversation, commentary, lecture, speech or AV presentations.

They speak with appropriate pronunciation, intonation and stress. They maintain interaction and communicate what they want to express in everyday contexts fairly effectively during pair /group work and interacting with their teacher. They speak with a degree of fluency on matters of personal interest, describe experiences and events, and justify their opinions by using more complex sentences, with some elaboration of details.

They read most words by sight, only decoding very long and unknown words. They are familiar with the appearance and organization of printed texts and read informational texts, short stories and poems for understanding and pleasure. They summarise, recount, predict, link cause and effect and make inferences based on understanding.

They read literary texts and poems in class. They can appreciate concepts of plot, and character through guided tasks. They understand and appreciate the use of poetic devices such as imagery, rhyme and rhythm. They read longer works or stories for pleasure

They consult a dictionary independently. They can refer to books and articles.

They compose a variety of short pieces like postcards and messages. They recognise different kinds of paragraph structure such as narration, description and process and write three paragraph essays by collecting ideas, drafting,

revising etc. and apply the concept of paragraph structure, on simple topics using familiar sentence patterns. They punctuate sentences using comma, full stops, question marks, exclamation marks and apostrophes.

Area/ Skills	Objective	Learning Outcome	Classroom transactions	Evaluation
<b>Listening</b>	Understand spoken English in a range of familiar contexts.	Can <ul style="list-style-type: none"> <li>• Understand main points of messages, announcements, commentaries, short conversations, mini talks /lecture/speech or AV presentations on topics of academic / general nature</li> <li>• Locate specific details for various purposes</li> </ul>	Listen to <ul style="list-style-type: none"> <li>• Announcements over radio, TV, telephone, over audio visual systems or those made by the teacher</li> <li>• Conversation or discussions in pairs/between small groups commentary over audio visual system</li> <li>• and comment, mark, label, answer, discuss or respond appropriately as required</li> </ul>	Listen and mark T/F; MCQ; label a diagram or complete sentences, tables or mind maps. Use diagrams, mind maps to recount or summarize.
<b>Speaking</b>	Speak with appropriate pronunciation, intonation and stress in a range of familiar contexts.	Can participate in teacher led or peer group conversations in class, using a range of structures, about <ul style="list-style-type: none"> <li>• matters of personal interest</li> <li>• feelings/experiences and events</li> <li>• their opinions or ideas on topics of general interest</li> </ul> Participate effectively in pair/group work using, <ul style="list-style-type: none"> <li>• appropriate pronunciation</li> <li>• intonation</li> <li>• word and sentence stress.</li> </ul>	Group discussions, pair and share talk Short talks to whole class	Express opinions and ideas in continuous speech for half a minute. Take turns to speak on a subject or event sentences/or suggest an alternate end to the story.
<b>Reading</b>	Read words by sight and	Learners read stories and texts with appropriate	Read various kinds of age appropriate texts	Read or recite aloud in class

<p><b>ReadingComprehension</b></p>	<p>decoding only long and unknown words. Read texts for understanding information, short stories for pleasure and poems for enjoyment and appreciation.</p>	<p>speed and expression Can read stories or texts and</p> <ul style="list-style-type: none"> <li>• Understand the flow of plot, development of character and analysis of values/themes.</li> <li>• Predict events while reading</li> <li>• Identify with characters and find joy in reading</li> <li>• Appreciate the use of dialogues and settings</li> <li>• Link story to real life and find relevance</li> </ul> <p>Can read information texts and</p> <ul style="list-style-type: none"> <li>• Understand general meaning</li> <li>• Locate details,</li> <li>• link cause and effect</li> <li>• Extract information for own purpose</li> <li>• Make inferences</li> <li>• Understand basic paragraph organization</li> </ul> <p>Can understand the organization of elements in a dictionary, as words, phrase, sound, meaning, spelling and parts of speech.</p>	<p>Sequence events or information to show chronology classify link cause and effect compare or contrast</p> <p>Read, discuss and write about plot, character and story in brief.</p> <p>Read information texts, discuss in groups and complete various activities like MCQ; mind maps; tables to transcode information etc.</p>	<p>Activity types used in class: MCQ, true/false, table filling, labeling, matching etc.</p>
<p><b>Dictionary skills</b></p>	<p>Refer to a dictionary independently.</p>			
<p><b>Writing</b></p>	<p>Write a variety of short pieces: messages, post</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• write short messages and design relevant</li> </ul>	<p>Participate in process writing activities of various kinds to practice</p>	

	<p>cards and short essays of not more than three small paragraphs</p>	<p>post cards based on familiar themes.</p> <ul style="list-style-type: none"> <li>• Plan, gather ideas with coherent information, draft, finally write and revise small coherent paragraphs using appropriate linking devices.</li> <li>• recognize different kinds of paragraph structures such as narration, description, and process</li> <li>• use appropriate punctuation devices, as, full stops, comma, exclamation marks, and apostrophes.</li> </ul>	and improve writing skills	
<b>Grammar</b>	<p>Use a range of grammatical structures accurately to communicate meaning</p> <p>Use the appropriate structure and form for communicative purposes. Use the following <u>Sentence types</u>: imperative, statements, questions, exclamations, simple compound sentences using and, or, but, yet; simple complex sentences e.g. using who, which,</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• connect grammar forms with meaning and function</li> <li>• use grammatical structures accurately appropriately in speech and writing</li> <li>• recognize and indicate accurate or inaccurate use</li> </ul>	Editing tasks of various types: correction, deletion, omission, transformation etc. based on grammar items highlighted in class or text	Integrated grammar tasks

	<p>that, because,  <u>Verb</u>  <u>forms</u>: present and past (simple and continuous);  Used to -for description, narration  Future time: will &amp; going to;  common Modals: can, could, would  <u>Articles</u>; basic <u>determiners</u> (e.g. any, some, a lot of); basic <u>intensifiers</u>: very, really  Comparative and Superlative <u>adjectives</u>  Simple <u>adverbs</u> of place, manner and time  Prepositional phrases (place, time and movement)  <b>Items listed below will not be tested in formal terms but only in use.</b></p>			
<p><b>Vocabulary</b></p>	<p>Gather ideas/knowledge of passive vocabulary while they use active vocabulary in every day contexts, classroom situations.   Use a range of</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• Use words presented through texts in various classroom activities including word maze/puzzles/crosswords etc.</li> <li>• Use words through understating and knowledge of forms and families,</li> </ul>	<p>tasks and word games such as word maze/puzzles/crosswords etc.   pair/group activities that reinforce the use of chosen words in appropriate contexts   language games to</p>	<p>Use of words in context</p>

	<p>commonly used words aptly in speech or writing</p> <p>Use dictionary to enhance the knowledge of word meaning and pronunciation</p> <p>Domains and themes:  School; home environment;  Personal: relationships, feelings, opinions  Food: eating and cooking; likes and dislikes  Sports and entertainment  Environment: local; nature: landscape, animals, plants and biodiversity; protection, conservation,  Culture: local, national, history, festivals  Technology: communication, gadgets  Travel</p>	<p>prefix/suffix, simple idioms, figures of speech like simile and metaphor, collocation as well as meaningful phrases</p> <ul style="list-style-type: none"> <li>• Consult dictionary to learn and clarify knowledge and use of words</li> </ul>	<p>review knowledge of word meaning/word sound and word spelling</p>	
<p><b>Literary Appreciation</b></p>	<p>Reads magazines and books from the school library or outside</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• talk about books with enjoyment and interest</li> <li>• base assembly programs, skits, plays etc. based on books</li> </ul>	<p>Take part in book clubs in school  Talk about books in class, assemblies etc.</p>	

		read		
<b>Supplementary Reader</b>	Read supplementary reader silently and with an intention to enjoy the theme	Can <ul style="list-style-type: none"> <li>• speak or write about events, plots and characters in stories read.</li> <li>• convert stories into comic strips, plays etc.</li> <li>• review stories and books suggested for extensive reading</li> </ul>	Group discussions, class discussions Reviews, wall magazine, articles	Maintain a notebook with a variety of responses to the stories in the reader

### **Language Proficiency for Class 7**

Learners will be able to understand clear, spoken English in everyday conversation, straightforward factual information in talks on common everyday topics, identifying the gist, main points and some details

They understand clearly organized presentations and information content of recorded material about familiar subjects.

They can speak in longer turns with pauses to reformulate or self-correct. They speak more accurately and fluently.

They can give or seek personal views and opinions in informal discussion. They can participate in pair or group work in class. They can link simple sentences together to communicate short messages or talk about people and events.

They understand the organization of texts and read silently for understanding, using a range of strategies.

They summarise, predict, link cause and effect, make inferences, and distinguish between fact and opinion based on their understanding. They recognise different kinds of paragraph structure such as narration, description, discursive and process. They consult a dictionary and other reference books independently. They develop academic study and reference skills.

They read literary texts and poems in class can understand concepts like plots or characters.

They understand and appreciate the use of poetic devices such as imagery, rhyme and rhythm. They read longer texts or stories for pleasure.

They compose and write a variety of short pieces like diary entries, messages and notices and by



collecting ideas, drafting, revising etc. using appropriate paragraph structure.  
 They write three or four paragraph essays using more complex sentence patterns on familiar topics and apply the concepts of paragraph structure.  
 They punctuate sentences using comma, full stops, question marks, exclamation marks and apostrophes. They use a variety of grammatical structures, sentence patterns and words to express themselves.

Area/ Skills	Objective	Learning Outcome	Materials and classroom transactions	Evaluation
<b>Listening</b>	Learners understand spoken English in a range of familiar contexts with fair degree of comprehension.	Can <ul style="list-style-type: none"> <li>• understand clear spoken English of everyday conversation.</li> <li>• Comprehend straightforward factual information in talks on common everyday topics</li> <li>• identify the gist, main points and some details of messages over radio, TV, telephone etc.</li> <li>• understand clearly organised presentations and information content of recorded materials about familiar subjects</li> <li>• enjoy mini talks /lecture/speech or AV presentations on topics of academic / general nature</li> </ul>		
<b>Speaking</b>	Learners speak in longer turns with pauses to reformulate or self-correct. They participate in informal	Can participate in teacher led or peer group informal discussions in class on , <ul style="list-style-type: none"> <li>• matters of current/general interest</li> <li>• feelings/experiences</li> </ul>		

	discussions fluently and accurately.  Participate effectively in pair/group work using appropriate pronunciation, intonation	and events <ul style="list-style-type: none"> <li>• several issues using complex structures (give &amp; seek personal views and opinions)</li> <li>• Use appropriate word and sentence stress to communicate effectively.</li> </ul>		
<b>Reading</b>	Learners read texts for understanding information using a range of strategies  Read short stories for pleasure and poems for enjoyment and appreciation.	Can interact with the text to - <ul style="list-style-type: none"> <li>• understand the organisation of texts</li> <li>• predict content</li> <li>• recount details</li> <li>• summarize text</li> <li>• make inferences</li> <li>• link cause and effect</li> <li>• distinguish between fact and opinion</li> </ul> Can understand and appreciate <ul style="list-style-type: none"> <li>• the theme/emotions in poems</li> <li>• the poetic devices used e.g. imagery, rhyme &amp; rhythm</li> </ul> Can compose /create short poems on the same theme/sentiment  Can understand <ul style="list-style-type: none"> <li>• the flow of plot development of</li> </ul>	Use of different kinds of activities to engage with a variety of texts. Some examples: <ul style="list-style-type: none"> <li>• Rearranging sentences; paragraphs</li> <li>• Jigsaw reading</li> <li>• KWL</li> <li>• Tabulation of content; cause and effect; comparisons</li> <li>• Mind maps</li> <li>• Framing questions</li> </ul> Age appropriate poems and stories for responding and retelling or reciting. Activities to engage with the poems and stories to understand theme, attitude, characters, plot etc.	Predict story end midway while reading and /or suggest an alternate end to the story Use a table or mind map to reconstruct content  Identifies and gives a personal response to the emotion and

		<p>character and analyse value/theme in stories</p> <ul style="list-style-type: none"> <li>• predict events</li> <li>• appreciate the use of dialogues and settings in the story</li> <li>• derive pleasure from understanding / associating similarity of the story to real life.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• understand the organisation of elements in a dictionary - words, phrase, sound, meaning, spelling and parts of speech.</li> <li>• refer to a dictionary independently.</li> </ul>		language in the poem
<b>Writing</b>	<p>Compose and write a variety of short pieces as diary entries, messages and notices.</p> <p>Attempt short essays of not more than three to four paragraphs.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• recognize different kinds of paragraph structures such as narration, description, discursive and process.</li> <li>• plan, collect ideas, draft and finally revise short essays of 3-4 paragraphs using appropriate linking devices.</li> <li>• use more complex sentence patterns and apply the concept of paragraph structure to their writing</li> <li>• use appropriate punctuation devices, as, full stops,</li> </ul>	<p>Uses head words to locate items</p> <p>Looks up information about words</p>	

		commas, question marks exclamation marks, and apostrophes.		
<b>Grammar</b>	<p>Learners use simple to complex grammatical structures</p> <p>In addition to consolidating the items learnt earlier, the following will be introduced and recycled.</p> <p>Advanced determiners</p> <p>linking words</p> <p>adverbs (place and types)</p> <p>tense forms</p> <ul style="list-style-type: none"> <li>• passivation</li> <li>• adjectives (comparative and superlative forms)</li> <li>• reported speech</li> </ul> <p><i>grammar items above are to be taught for use and will not be tested in formal terms</i></p>	<p>Can</p> <ul style="list-style-type: none"> <li>• use grammatical structures accurately appropriately in speech and writing</li> <li>• connect grammar forms with meaning and function</li> <li>• recognize and indicate accurate or inaccurate use</li> </ul>	Editing tasks of various types: correction, deletion, omission, transformation etc. based on grammar items highlighted in class or text	Integrated grammar tasks
<b>Vocabulary</b>	Gather ideas/knowledge of passive vocabulary while using active vocabulary in every day contexts and	<p>Can</p> <ul style="list-style-type: none"> <li>• use vocabulary and words presented through texts in various classroom activities</li> <li>• Participate in pair/group activities</li> </ul>	Word forms and families, prefix/suffix, simple idioms, figures of speech like simile and metaphor, collocation as well as meaningful phrases are practised and imbibed	

	<p>classroom situations.</p> <p>Use a range of commonly used words aptly in speech or writing</p> <p>Domains and themes:  School; home environment;  Personal: relationships, feelings, opinions  Food: eating and cooking; likes and dislikes  Sports and entertainment  Environment: local; nature: landscape, animals, plants and biodiversity; protection, conservation,  Culture: local, national, history, festivals  Technology: communication, gadgets  Travel</p>	<p>that reinforce the use of chosen words in appropriate contexts.</p> <ul style="list-style-type: none"> <li>• Use dictionary to enhance the knowledge of word meaning and pronunciation</li> <li>• Participate in language games to review knowledge of word meaning/word sound and word spelling.</li> </ul>	<p>through tasks and word games such as word maze/puzzles/crosswords etc.</p>	
<b>Reading for pleasure</b>	<p>Reads magazines and books from the school library or outside</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• talk about books with enjoyment and interest</li> <li>• base assembly programs, skits, plays etc. based on books read</li> </ul>	<p>Take part in book clubs in school  Talk about books in class, assemblies etc.</p>	

<b>Supplementary Reader</b>	Read supplementary reader silently	<p>Can</p> <ul style="list-style-type: none"> <li>• review stories and books suggested for extensive reading</li> <li>• speak or write about events, plots and characters in stories read.</li> <li>• convert stories into comic strips, plays etc.</li> </ul>	<p>Group discussions, class discussions</p> <p>Reviews, wall magazine articles,</p>	<p>Maintain a notebook with a variety of responses to the stories in the reader</p>
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### **Language Proficiency for Class 8**

Learners at this level consolidate their language skills to communicate confidently with fluency and accuracy, in real-life situations.

Learners will be able to understand spoken language encountered in different contexts, follow clear speech in everyday conversation. They understand factual information about common topics, identifying the gist, main points and most details. They understand clearly organized, longer presentations and information content of recorded material about familiar and some unfamiliar subjects. They join in informal and formal interactions with spontaneity, expressing themselves fluently. They speak extensively and exploit a wide range of simple language to express much of what they want to communicate and participate effectively in pair or group work. They start, maintain, or end a short conversation on familiar themes, with some pauses to reformulate or self-correct. They link and express a connected, linear sequence of points using common connectors to link simple sentences in order to tell a story or describe an event or a process.

Learners at this stage engage with the text to extract meaning. They understand factual / informational, in textbooks on subjects related to their interests/study. They recognize significant points in newspaper articles on familiar subjects and can understand the description of events, feelings and wishes and distinguish fact from opinion. They apply higher order thinking skills like analyzing, inferring, and linking ideas through reading texts of various kinds and understand how texts are structured.

They read literary texts with understanding through the completion of interactive, guided tasks and

appreciate the significance of dialogue and setting in stories. They talk or write briefly about characters, enjoy poems and express their personal response to the theme, emotion and appreciate the use of rhyme, rhythm and other poetic devices. They develop study and reference skills like collecting and organizing information by summarizing, recounting, taking/making simple notes while listening or reading.

They write short and longer pieces for a wide range of purposes. They take messages of enquiry or information, write notes or messages or formal letters giving or asking for information and state reasons for action or need. They write personal letters describing experiences, feelings and events in detail. They describe details of anecdotes or events, dreams, hopes and ambitions and write creatively. They describe the plot of a book or film and describe their reactions to it. They use a variety of grammatical structures, sentence patterns and words to express themselves in speech or writing.

Area/ Skills	Objective	Learning Outcome	Materials and classroom transactions	Evaluation
<p><b>Listening</b> <b>Listening comprehension</b></p>	<p>Understand spoken language encountered in different real life contexts.</p> <p>Understand factual information about common topics in a simple talk or text read aloud.</p> <p>Understand clearly organized, longer presentations and information content of</p>	<p>Can understand</p> <ul style="list-style-type: none"> <li>• Conversation within class groups</li> <li>• Announcements and messages on audio-visual systems or made by teacher.</li> <li>• Short interviews in audio-visual format.</li> <li>• The English news on familiar TV channels</li> </ul> <p>Can identify and understand</p> <ul style="list-style-type: none"> <li>• the main idea or gist</li> <li>• the main points</li> <li>• details that support main points</li> </ul>	<p>Listen and respond to / take notes /summarize</p> <p>Group discussions Audio announcements Interviews TV/radio news</p> <p>Listen and respond in various ways to short speeches by students, teachers, Audio materials or presentations</p>	<p>Can respond to Class discussion Messages Can summarize and take notes</p>

	recorded material about familiar and some unfamiliar subjects.	Can identify and understand <ul style="list-style-type: none"> <li>• general intent and purpose</li> <li>• the key points important details</li> </ul>		
<b>Speaking</b>	<p>Join in informal interactions or conversation with spontaneity</p> <p>Participate actively in formal discussions on familiar themes</p> <p>Participate effectively in pair or group work.</p> <p>Can narrate or describe coherently</p>	<p>Can participate in teacher led or peer group conversations in class about activities or events by</p> <ul style="list-style-type: none"> <li>• using physical strategies like nodding, showing interest</li> <li>• contributing own, thoughts, opinions or ideas</li> <li>• agreeing or disagreeing politely</li> <li>• taking turns</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• make a point clearly</li> <li>• ask relevant questions</li> <li>• intervene, question or answer politely</li> <li>• take turns without interrupting</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• keep to task in pair and group work</li> <li>• give others a hearing</li> <li>• contribute own</li> </ul>	<p>Group discussions</p> <p>Class discussions</p> <p>Panel discussions</p> <p>Group work</p> <p>Pair and share ideas for talks</p> <p>Participate in story telling, debates and other such activities</p>	<p>Participate actively in discussions in class, assemblies etc.</p>



		<p>ideas in a group discussion</p> <p>Can arrange a sequence of points of events logically and use linkers appropriately to</p> <ul style="list-style-type: none"> <li>• Tell a story</li> <li>• Describe an event or a process.</li> </ul>		
<p><b>Reading Reading Comprehension</b></p>	<p>Engage with the text on familiar subjects to extract meaning.</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• Understand information in texts on subjects of interest and study</li> <li>• Understand and extract significant points in newspaper articles</li> <li>• Understand description of events, feelings and wishes</li> <li>• Distinguish fact from opinion.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• Perceive and understand the grouping or classification of information or ideas</li> <li>• understand the organization</li> </ul>	<p>Comprehension tasks focusing on extracting significant details, text organization,</p> <p>Reading texts to understand paragraph organization principles like classifying, chronological arrangements, comparing, contrasting etc.</p> <p>Some examples of activities:</p> <ul style="list-style-type: none"> <li>• Rearranging sentences; paragraphs</li> <li>• Jigsaw reading</li> <li>• KWL</li> <li>• Tabulation of content; cause and effect; comparisons</li> <li>• Mind maps</li> </ul> <p>Framing questions</p>	<p>Reads and demonstrates understanding of gist, details, and organization through various tasks</p>
<p><b>Reference skills</b></p>	<p>Apply higher order thinking skills like analyzing, inferring, and linking ideas and understand how texts are structured.</p>			

<p><b>Literature</b></p>	<p>Develop study and reference skills</p> <p>Read and understand literary texts</p> <p>Read and enjoy poems</p>	<p>of ideas or information on the basis of classification, chronology, contrast and comparison and cause and effect.</p> <p>Can</p> <ul style="list-style-type: none"> <li>• collect and organize information</li> <li>• summarize and recount</li> <li>• make simple notes while reading.</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• Appreciate the significance of dialogue and setting in stories.</li> <li>• Understand motivation, role etc. of characters</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• Express personal response to the theme and emotion</li> <li>• Appreciate the use of rhyme, rhythm and other poetic devices.</li> </ul>	<p>Read reference books like encyclopedias, material on the Internet to collect information for a project</p> <p>Make and use notes to speak or write</p> <p>Read, discuss and write about literary works of appropriate level</p>	<p>Oral or written presentations on understanding and appreciation of the texts or poems</p>
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<p><b>Writing</b></p>	<p>Write short pieces (40-50 words)</p> <p>Write longer pieces for a wide range of purposes keeping purpose, audience and format in mind</p>	<ul style="list-style-type: none"> <li>• Can take messages of enquiry or information</li> <li>• Can write notes, notices, messages or emails</li> </ul> <p>Can</p> <ul style="list-style-type: none"> <li>• Plan and collect information/ ideas</li> <li>• Select ideas/ information relevant to purpose</li> <li>• Write formal letters giving or asking for information and state reasons for action or need</li> <li>• Write personal letters describing experiences, feelings and events in detail.</li> <li>• Write descriptive pieces with details of anecdotes or events, dreams, hopes and ambitions.</li> <li>• Write reviews describing their reactions to the plot and characters of a book or film.</li> </ul>	<p>Context based activities with inputs for writing notes, notices, messages or emails</p> <p>Activities for each stage of the writing process. Visual or verbal inputs and cues for writing</p> <p>Special group or pair work for drafting, editing and writing</p> <p>Creation of a class board magazine or other publishing outlets for giving genuine purpose for the writing</p>	<p>Writes messages, notices, emails of appropriate length and content</p> <p>Writes informatively and creatively on various topics in different formats</p>
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<p><b>Grammar</b></p>	<p>Use a variety of grammatical structures and sentence patterns In addition to consolidating the items learnt earlier, the following will be introduced and recycled through the upper primary stage.</p> <ul style="list-style-type: none"> <li>determiners</li> <li>linking words;</li> <li>sentence modifiers</li> <li>adverbs (place and types)</li> <li>perfect tense forms</li> <li>clauses</li> <li>• modal auxiliaries</li> <li>• word order in sentence types</li> </ul>	<p>Can</p> <ul style="list-style-type: none"> <li>• use the continuous and perfect tenses appropriately in basic sentence patterns and in the passive and reported speech.</li> <li>• use structure words like pronouns, adverbs and linkers appropriately in various kinds of sentences and in writing to create coherence</li> <li>• use most sentence patterns accurately</li> </ul>	<p>Integrated exercise to practice acquired grammar</p> <p>Using a range of grammar structures accurately and appropriately while speaking or writing</p>	<p>Integrated grammar tasks like editing, transcoding etc.</p>
<p><b>Vocabulary</b></p>	<p>Gather ideas/knowledge of passive vocabulary while using active vocabulary in every day contexts and classroom situations.</p> <p>Use a range of commonly used words aptly in speech or writing</p> <p>Domains and themes: School; home</p>	<p>Can</p> <ul style="list-style-type: none"> <li>• use words relating to familiar topics or subjects</li> <li>• make out meaning in context through knowledge of prefixes, suffixes, roots and word forms</li> <li>• spell most common words accurately</li> </ul>	<p>Vocabulary extension activities based on word roots, collocation, prefixes and suffixes</p>	<p>Integrated or context based tasks for use of words</p>

	<p>environment;  Personal:  relationships,  feelings, opinions  Food: eating and  cooking; likes and  dislikes  Sports and  entertainment  Environment:  local; nature:  landscape,  animals, plants  and biodiversity;  protection,  conservation,  Culture: local,  national, history,  festivals  Technology:  communication,  gadgets  Travel</p>			
<b>Reading for pleasure</b>	Reads magazines and books from the school library or outside	<p>Can</p> <ul style="list-style-type: none"> <li>• talk about books with enjoyment and interest</li> <li>• base assembly programs, skits, plays etc. based on books read</li> </ul>	<p>Take part in book clubs in school  Talk about books in class, assemblies etc.</p>	
<b>Supplementary Reader</b>	Read supplementary reader silently	<p>Can</p> <ul style="list-style-type: none"> <li>• review stories and books suggested for extensive reading</li> <li>• speak or write about events, plots and characters in stories read.  Can convert stories into comic</li> </ul>	<p>Group discussions, class discussions  Reviews, wall magazine articles,</p>	<p>Maintain a notebook with a variety of responses to the stories in the reader</p>

		strips, plays etc.		
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## DRAFT SYLLABUS FRAMEWORK- CLASS 9

At this level learners understand and communicate academic and general content and comprehend text of a higher order. They identify the topic and distinguish main points from supporting details for a familiar topic. They take notes, follow narratives, arguments, in a speech, lecture or from multi-media presentations. They speak with appropriate pronunciation, stress and voice modulation and interact with confidence in pair, group or whole class activities like on stage performances. They develop higher order thinking skills like analyzing and inferring, study and reference skills like summarizing by taking notes while working on texts of various kinds. They plan, organize and present ideas coherently in writing using formats and genres to suit communicative purposes. They use a range of grammatical structures to extend, link and develop ideas. They use vocabulary accurately and appropriately in speech and writing and increase their vocabulary through reading and exposure to other inputs like the Internet.

Area/ Skills	Learning Objectives/outcomes	Materials/content and classroom procedure	Evaluation
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<p><b>Listening</b></p>	<p>Use voice modulation, gesture, cohesion devices, key words, contextual references as clues to understand and interpret messages, instructions, advice and requests in different kinds of inputs, such as,</p> <ul style="list-style-type: none"> <li>• listen for general information</li> <li>• main idea</li> <li>• specific details</li> <li>• summarize</li> </ul> <p>Listen critically to understand content</p> <ul style="list-style-type: none"> <li>• distinguish main points from supporting details follow the sequence of events in a narrative</li> <li>• draw inferences, summarize, add or expand to the story</li> <li>• interpret information</li> <li>• adopt different strategies to suit the purpose of listening.</li> <li>• follow narratives, arguments in speeches, talk, TV programmes and other audio-visual inputs</li> </ul>	<ul style="list-style-type: none"> <li>• Use the textbook or other inputs like talks, messages, announcements, classroom role-plays, on stage performances, films, etc. to organize activities to develop skills to listen for different purposes and listening comprehension.</li> <li>• Listen for keywords, specific details, spot the words in the listening passage</li> <li>• Guessing games that involve listening to input</li> </ul> <p>Listening to debates, speech, multi-media presentations</p> <p>Using contextual clues to guess meanings of unfamiliar words /expressions</p>	<ul style="list-style-type: none"> <li>• Listen and make note/ draw or label diagram etc.</li> </ul> <p>Examples: Listen and Mark Tor F/; mark MC Label diagram, complete a table, mark route on a map</p> <ul style="list-style-type: none"> <li>• Listen and write different kinds of dictation focused on meaning: classifying words, filling a table/grid/ identifying features in a map/picture/diagram etc.</li> </ul> <p>Understand spoken language in a range of accents</p>
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<p><b>Speaking</b></p>	<ul style="list-style-type: none"> <li>• Communicate fluently in simple accurate language and express themselves confidently, clearly and politely in discussions, group work and presentations</li> <li>• Learn the art of ‘soft skills’ and etiquette</li> <li>• Express and respond to personal feelings, opinions and arguments politely</li> <li>• Make an oral presentation or speech clearly with relevant information, explanations and justifications.</li> <li>• Plan and present information and ideas for a variety of purposes</li> <li>• Use appropriate pronunciation, word stress, sentence stress, voice modulation patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to be linked with the text</li> <li>• Pair work, group work and whole class activities to practice speaking about general topics, presenting a point of view, presenting an argument, sharing ideas or information</li> <li>• participate effectively in group discussions debate and present point of view and respond to questions politely in a prepared context or extempore</li> <li>• Examples:</li> <li>• Brainstorming; asking questions; discussions; role-plays; debates; interviews; press conferences; talk shows; reviews; one-minute or two-minute presentations</li> </ul> <p>The above tasks can be based on the reading text or other inputs.</p> <ul style="list-style-type: none"> <li>• Games like quizzes; who am I; ‘JAM’; problem solving</li> <li>• Describing events, and activity like ‘block and tackle’/JAM etc</li> <li>• Anchoring, formal and informal announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Short interaction about self or any other familiar subject.</li> <li>• One/two minute presentations / debates for informal assessments</li> <li>• Responding appropriately to queries /questions</li> </ul>
<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Read texts of appropriate level from literature and different subject areas with understanding, using different approaches to explore ideas and different kinds of text.</li> <li>• Select, extract information for a specific purpose from a range of reference materials, using reading comprehension skills such as skimming, scanning, predicting and connecting.</li> <li>• Connect and identify the links between ideas, events etc. while reading longer texts.</li> <li>• Predict, analyze, interpret, infer information and ideas in a text</li> <li>• Understand relations between different parts of a text through lexical and cohesion devices</li> <li>• Deduce the meaning of unfamiliar lexical items using contextual clues</li> <li>• Summarize and take notes for specific purposes in verbal and diagrammatic form</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in comprehension tasks that scaffold/support and promote higher order thinking skills</li> <li>• Tasks based on reading text to achieve learning outcomes- skimming, scanning, understanding and linking events, stories, information etc.</li> <li>• understand how text is organized for various purposes</li> <li>• Tasks to develop extrapolation through literary texts</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks for reading comprehension</li> </ul> <p>Example:  Make own questions on a text; create a quiz for the class based on text; complete/ choose statements which require working out meaning, inferring or analyzing, fill table, create a diagram etc... responding appropriately to “wh-‘ questions</p>



	<ul style="list-style-type: none"> <li>• Use dictionary to obtain information on the meaning and use of words</li> <li>• Interpret texts by relating them to other material on the same theme and to use their own experience and knowledge</li> <li>• Develop higher order thinking skills like analyzing, inferring, synthesizing</li> <li>• Develop study and reference skills.</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Plan and organize and present ideas coherently in different kinds of formats and genres</li> <li>• Organize ideas and facts appropriately to suit communicative purpose and audience.</li> <li>• Use a range of cohesive devices, grammatical structures and vocabulary accurately and appropriately to convey meaning effectively</li> <li>• Follow the process of writing (collecting, selecting, drafting, editing)</li> <li>• Write with clarity and coherence (good text organization and appropriate use of linkers).</li> <li>• Use own ideas and make writing interesting</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks with content support to take learners through the process of writing: collecting data, selecting, drafting, editing and rewriting.</li> <li>• Example: Collecting: brainstorming; reading a text; discussing; sharing ideas in pairs or groups Selecting: discussing; sharing ideas in class or group; ordering ideas to suit purpose; choosing relevant format Drafting: in groups, pairs or individually</li> <li>• Editing: individually, in pairs, or groups</li> <li>• Writing tasks: message, email, letter, notice, poster advertisement, slogan, general poster, pamphlets, article, report, blogging etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing task: message, personal &amp; formal letter, notice, commercial/poster advertisement, slogan, general posters, pamphlets, article, report etc.</li> <li>• Developing hints/clues [visual or verbal]</li> </ul>
<b>Literary appreciation</b>	<ul style="list-style-type: none"> <li>• Read and develop an interest in and a critical appreciation of literature.</li> <li>• Respond to literary features in poems, stories or novels</li> <li>• Encouraged to read independently and extensively for pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading tasks requiring response to the various features and aspects of the literary text or poem read in class.</li> <li>• Be an integrated set of tasks for comprehension, speaking and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal response to features of the poem or text like character, plot and setting of prose text or poetic devices, rhyme and form of poem</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Use most common grammatical forms and structures accurately and appropriately, in speaking and writing, with sensitivity to meaning, intent and context</li> <li>• Use verb forms, phrases, sentence types and structure words accurately</li> <li>• Use structures fairly accurately and appropriately to support the four skills</li> <li>• Edit short passages for accuracy</li> </ul>	<p>Various kinds of editing and context based, purposeful tasks to practise the accurate and appropriate use of the following:</p> <ul style="list-style-type: none"> <li>• Verbs :- present and past tenses forms; future time reference; modals; voice; subject-verb concord; non-finite verb forms</li> </ul>	<ul style="list-style-type: none"> <li>• Use based tasks like editing for mistakes, omission, deletion, punctuation etc.</li> <li>• Ability to identify or knowledge of grammatical terms will not be tested though may be used for teaching where helpful</li> <li>• Use structures meaningfully, in an integrated manner</li> </ul>

	link form with function and meaning to use language accurately	<ul style="list-style-type: none"> <li>• Sentence structure: connectors, linkers and other discourse markers</li> </ul> <p>types of phrases; clauses; types of sentences; complex and compound sentences, indirect speech ,comparison, nominalization</p> <ul style="list-style-type: none"> <li>• Structure words</li> </ul> <p>determiners pronouns prepositions</p>	
<b>Vocabulary</b>	<p>They increase their vocabulary through reading and exposure to other inputs like the Internet and use a range of words accurately and appropriately in speech and writing with sensitivity to meaning and intent.</p> <ul style="list-style-type: none"> <li>• Learn the meaning of new words and use them when speaking and writing</li> <li>• Understand grade-level words in a variety of contexts from a variety of roots</li> <li>• Use context clues to determine the meanings of unfamiliar words.</li> <li>• Determine word meaning by analyzing the textual content.</li> <li>• Use print and electronic vocabulary tools such as dictionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Reading tasks to scaffold understanding meaning from context.</li> <li>• Vocabulary games and other activities to specifically increase word knowledge and awareness</li> <li>• Tasks to develop dictionary skills</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension and writing activities focused on vocabulary.</li> <li>• Speaking and writing activities.</li> </ul>
<b>Extended reading</b>	<ul style="list-style-type: none"> <li>• Read literary (both contemporary and classic) books in English and understand, interpret, evaluate and respond to the characters, plot and setting</li> <li>• Discuss authors intent/ purpose or ideas</li> <li>• Discuss texts using own knowledge and experience</li> <li>• Respond to and appreciate the form, rhyme, rhythm and figures of speech in poems</li> <li>• Read for pleasure and general understanding.</li> <li>• Review and comment on the events, characters plot and language in the book or stories</li> <li>• Read short stories and recognized novels and books</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will undertake various tasks after reading the book or story like converting into a play, a comic strip, a radio script etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Display or performance of classroom task</li> </ul>

### DRAFT SYLLABUS FRAMEWORK- CLASS 10

Learners are able to adopt different listening strategies for different purposes using linguistic and non-linguistic features of the context to understand and interpret what they hear. They follow narratives, arguments etc. in a speech, lecture or audio-visual presentation and take notes. Learners can interact with confidence and take active part in pair, group and whole class work like role-plays or discussions. Learners read informational texts on different subject areas with understanding, using different approaches and strategies to explore ideas and read independently and develop higher order thinking skills such as analyzing, inferring, synthesizing through reading texts of various kinds by understanding the ways that words and structures contribute to meaning. They develop study and reference skills like collecting, organizing, exploring and discuss literary texts, thereby learn to present ideas coherently in writing in different kinds of formats and genres to suit communicative purpose and audience. They read for pleasure through guided reading of and interactions with recognized contemporary and classical writings and thereby develop an interest in and a critical appreciation of literature.

Area/ Skills	Learning Objectives/outcomes	Classroom procedures/experiences	Evaluation
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Use linguistic and non-linguistic features of the context to understand and interpret what they hear.</li> <li>• use intonation, gesture, Cohesion devices, key words, features of the context as clues to understand and interpret messages, instructions, strategies advice and requests</li> <li>• Can listen critically to understand content</li> <li>• distinguish main points from supporting details</li> <li>• follow the sequence of events in a narrative</li> <li>• the logical thread in arguments</li> <li>• evaluate content</li> <li>• review</li> <li>• Adopt different strategies to suit the purpose of listening.</li> <li>• Follow narratives, arguments in speeches etc.</li> </ul>	<p>Use the textbook or other suitable inputs to organize activities to enhance develop listening comprehension.</p> <ul style="list-style-type: none"> <li>• Examples:</li> <li>• Listen and</li> </ul> <p>Mark True or False; mark Multiple Choice Label diagram, complete a table, mark route on a map, complete notes</p> <ul style="list-style-type: none"> <li>• Listen for keywords, specific details, spot the words in the listening passage, write, sum and add to the story/ information</li> <li>• Kinds of dictation focused on meaning: classifying words, filling a table/grid/ identifying features in a map/picture/diagram etc.</li> <li>• Guessing games that involve listening to input</li> </ul>	<p>Tasks for listening as used for teaching. Example: Listening and- Speak/ write/ identify or use words, phrases etc./ make note/ summarize/draw or label diagram etc.</p>

	<ul style="list-style-type: none"> <li>• Understand TV programmes and other audiovisual inputs</li> </ul> <p>Listen for</p> <ul style="list-style-type: none"> <li>• main idea;</li> <li>• specific details</li> <li>• summarizing</li> <li>• take notes</li> </ul>		
<p><b>Speaking</b></p>	<ul style="list-style-type: none"> <li>• Adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions) and interact with confidence.</li> <li>• Use appropriate word stress, sentence stress and intonation patterns</li> <li>• Communicate fluently in simple accurate language and express himself/herself confidently, clearly and politely as required by the situation</li> <li>• Convey messages, frame questions to elicit the desired response, and respond appropriately to questions;</li> <li>• Express and respond to personal feelings, opinions and attitudes;</li> <li>• Express agreement or disagreement, to summarize ideas, to present own views and elicit those of others</li> <li>• Express and argue a point of view clearly and effectively in presentations of different kinds.</li> <li>• Take active part in discussions on familiar topics providing relevant explanations and arguments and make oral presentations on</li> </ul>	<ul style="list-style-type: none"> <li>• Activities and tasks to practice speaking about general topics, presenting a point of view, presenting an argument, sharing ideas or information</li> </ul> <p>Examples:</p> <p>Brainstorming; asking questions; discussions; role-plays; debates; interviews; press conferences; talk shows; reviews; one-minute or two-minute presentations</p> <p>The above tasks can be based on the reading text or other inputs.</p> <ul style="list-style-type: none"> <li>• Games like quizzes; who am I; ‘JAM’; problem solving</li> </ul> <p>Retelling of stories or other inputs</p>	<p>Short interaction about self or other subject.</p> <p>One/two minute presentations</p> <p>Debates</p>

	familiar academic and non-academic topics.		
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Read texts of appropriate levels from literature and different subject areas with understanding, using different approaches to explore ideas and different kinds of text.</li> <li>• Select, extract, and synthesize information for a specific purpose from a range of reference materials, using comprehension skills</li> <li>• Read and collect, collate and organize relevant information for a specific purpose from various text types.</li> <li>• Understand relations between different parts of a text through lexical and cohesion devices and deduce the meaning of unfamiliar lexical items in a given context.</li> <li>• Can collect and organize information taking notes while working through longer texts and books</li> <li>• Engage in communicative tasks that promote higher order thinking skills like analyzing, inferring, synthesizing while reading various texts</li> <li>• Use study and reference &amp; think independently</li> <li>• Can use dictionary and other reference materials to obtain information on the meaning and use of words</li> <li>• Can interpret texts by relating them to other material on the same theme and to their own experience and knowledge</li> </ul>	<p>Activities based on reading text to practice comprehension skills and achieve learning outcomes- skimming, scanning, understanding and linking events, stories, information etc.</p> <p>Activities to understand how a text is organized for various purposes</p> <p>Activities to develop higher order thinking skills</p> <ul style="list-style-type: none"> <li>• Example: Make own questions on a text; create a quiz for the class based on text; complete/ choose statements which require working out meaning, inferring or analyzing; fill table; create a diagram etc.</li> </ul>	Similar tasks for reading comprehension
	<ul style="list-style-type: none"> <li>• Plan and organize and present ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks with content support to take learners</li> </ul>	<ul style="list-style-type: none"> <li>• Writing activities: message,</li> </ul>

<p><b>Writing</b></p>	<p>coherently in different kinds of formats and genres</p> <ul style="list-style-type: none"> <li>• Organize ideas and facts appropriately to suit communicative purpose and audience.</li> <li>• Organize thoughts and ideas to write for various purposes (inform, and audiences (formal, informal)</li> <li>• Follow the process of writing (collecting, selecting, drafting, editing)</li> <li>• Use a range of grammatical structures and vocabulary accurately and appropriately, to extend, link and develop ideas with sensitivity to meaning and intent.</li> </ul>	<p>through the process of writing: collecting data, selecting, drafting, editing and rewriting.</p> <p>Example:</p> <ul style="list-style-type: none"> <li>• Collecting: brainstorming ordering ideas to suit purpose; choosing relevant format</li> <li>• Drafting: in groups, pairs or individually</li> <li>• Editing: individually, in pairs, or groups</li> <li>• Writing activities: message, email, letter, notice, advertisement, slogan, posters, pamphlets, article, report etc.</li> </ul>	<p>, letter, notice, advertisement, slogan, posters, pamphlets, article, report etc.</p>
<p><b>Literary appreciation</b></p>	<ul style="list-style-type: none"> <li>• Read and develop an interest in and a critical appreciation of literature.</li> <li>• Read literary (both contemporary and classic) books in English and understand, interpret, evaluate and respond to the characters, plot and setting</li> <li>• Discuss authors' intent/ purpose or ideas</li> <li>• Discuss texts using own knowledge and experience</li> <li>• Respond to literary features in poems, stories, novels&amp; other texts of literary value</li> <li>• Read independently and extensively for pleasure</li> </ul>	<p>Guided reading tasks requiring response to the various features and aspects of the literary text or poem read in class.</p> <p>It can be an integrated set of tasks for comprehension, speaking and writing.</p>	<p>Personal response to features of the poem or text</p> <p>Like character, plot and setting of prose text or poetic devices, rhyme and form of poem</p>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• Use most common grammatical forms and structures accurately and appropriately, in speaking and writing, with sensitivity to meaning, intent and context .</li> <li>• Use verb forms, phrases, sentence types and structure words accurately</li> </ul>	<p>Various kinds of editing and context based, purposeful tasks to practise the accurate and appropriate use of the following:</p> <ul style="list-style-type: none"> <li>• Verbs :- present and past tenses forms; future time reference; modals; voice; subject-verb concord; non-finite verb</li> </ul>	<ul style="list-style-type: none"> <li>• Use -based tasks like editing for mistakes, omission, deletion, punctuation etc.</li> <li>• Ability to identify or knowledge of grammatical terms will not be tested though may be used</li> </ul>

	<ul style="list-style-type: none"> <li>• Use a range of grammatical structures fairly accurately and appropriately to support the four skills</li> <li>• Correct and edit short passages for accuracy</li> <li>• Can link form with function and meaning to use language accurately</li> </ul>	<p>forms</p> <ul style="list-style-type: none"> <li>• Sentence structure: connectors, linkers and other discourse markers types of phrases; clauses; types of sentences; complex and compound sentences,</li> <li>• indirect speech, comparison, nominalisation</li> <li>• Structure words</li> </ul> <p>Determiners Pronouns Prepositions</p>	for teaching where helpful
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Learners increase their vocabulary through reading and exposure to other inputs like the internet and use a range of words accurately and appropriately in speech and writing with sensitivity to meaning and intent.</li> <li>• Learn the meaning of new words and use them when speaking and writing</li> <li>• Understand grade-level words in a variety of contexts from a variety of roots</li> <li>• Use context clues to determine the meanings of unfamiliar words.</li> <li>• Determine word meaning by analyzing the textual content.</li> <li>• Use print and electronic vocabulary tools such as dictionaries</li> </ul>	<p>Reading activities to scaffold understanding meaning from context.</p> <ul style="list-style-type: none"> <li>• Vocabulary games and other activities to specifically increase word knowledge and awareness</li> <li>• Activities to develop dictionary skills</li> </ul>	Comprehension and writing tasks focused on vocabulary. Speaking and writing activities.
<b>Extended reading</b>	<ul style="list-style-type: none"> <li>• Reads short stories and other longer, standard literary pieces</li> <li>• Read for pleasure and general understanding.</li> <li>• Review and comment on the events, characters plot and language in the book or stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will undertake various tasks after reading the book or story like converting into a play, a comic strip, a radio script etc.</li> </ul>	Display or performance of classroom task

