



# **English in The National Curriculum**

**Key Stage 2 (Grade 4)**



English in the National Curriculum  
National Institute of Education  
Ministry of Education  
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## Introduction

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

English language syllabus developed for Key stage 2 considers the vision of the national curriculum, its principles, key competencies and values. It provides students with opportunities to develop their ability to use English effectively for learning in subjects across the primary curriculum, and enable them to use English in a variety of situations for communication and personal satisfaction. The new syllabus is underpinned by an outcomes-based education which encourages a learner-centered, activity-based approach and therefore enhances the development of language competencies of individual students to reach their maximum potential.

This is the first revision of the English language syllabus developed in 2014. The revision process considered the need to develop a strong literacy foundation in students that will enable them to use language skills purposefully. The revised syllabus recognizes the importance of listening and speaking, and its precedence language development. Hence, the strand pertaining to listening has been renamed ‘Listening and speaking’. It is recommended that teachers adopt an approach that integrates all the three strands: begin lessons through rich and meaningful listening and speaking activities that introduces new language and concepts; provide reinforcement through further listening and speaking and reading and viewing activities; provide students opportunities to apply the new concepts and language in their listening and speaking and in writing and representing. Teachers should encourage and promote the use of whole writing process, from brainstorming to publishing, to consolidate learning. The syllabus also lays emphasis on the teaching of phonics,

transcription, dictionary skills and the use of a thesaurus to move students towards greater independence and autonomy. While Key Stage 1 focuses more on learning to listen and speak, read and view, and write and represent, in Key Stage 2, teachers are expected to gradually shift the focus of using these language skills to promote learning in other subjects. Hence, connecting learning to real life, reading critically and creatively, and developing an appreciation of non-fiction and literary texts is instrumental to lead students to knowledge creation.

The revision process also concentrated on making the learning outcomes explicit by using clear and concise statements. The wordings of the outcomes set clear expectations, making them self-explanatory to enable teachers to identify ways in which they can assess students against them. The number of indicators for each outcome has been reduced by eliminating repetitions, and thus making the syllabus document more comprehensive. Teachers may refer to the indicators provided or draw up their own ones from the outcome statements. And finally, the arrangement of the outcomes for each strand runs parallel to the complementary outcomes in the other two strands, facilitating an integrated approach in the delivery of the English syllabus in the classroom.

## Rationale

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

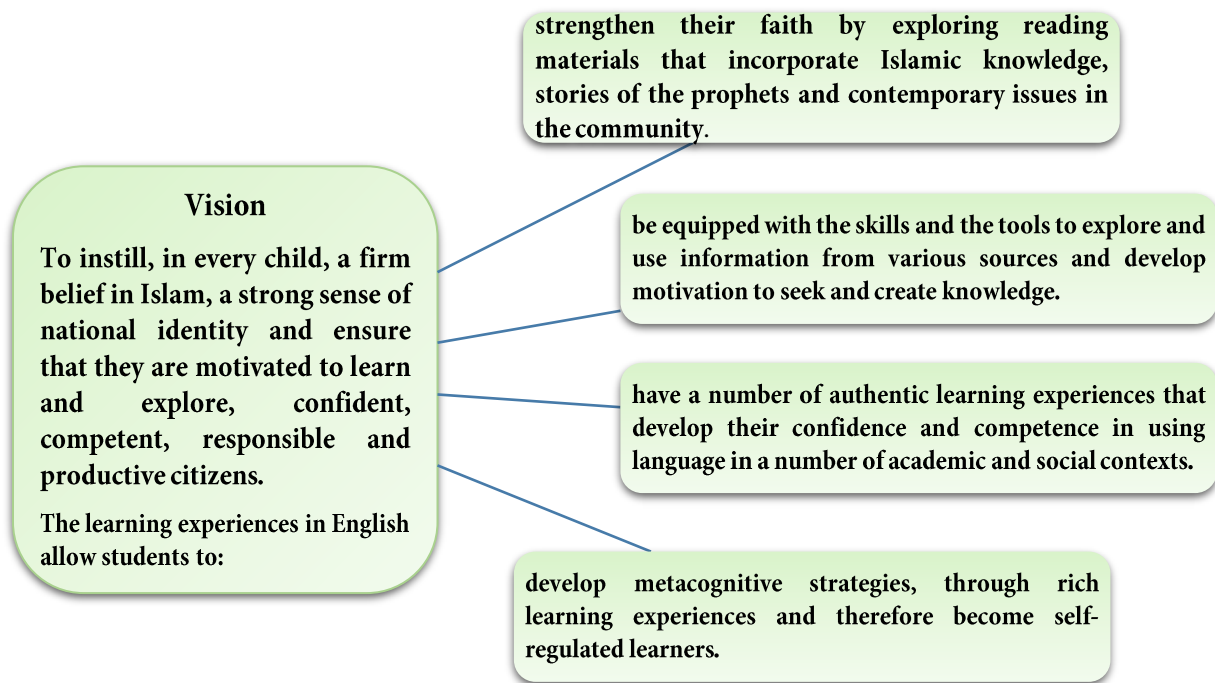
Similarly, as the language of commerce, science and technology, and global communication, English has become the medium by which most Maldivians gain access to information and knowledge around the world. Therefore, the ability to use English effectively in a wide range of contexts is of utmost importance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

## Key Learning Area: Language and communication

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

## English in the National Curriculum

### The Vision



## The Principles

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

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

## The Key Competencies

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

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

<b>Practicing Islam</b>	<ul style="list-style-type: none"> <li>• Various aspects of Islam are introduced through texts read to the students.</li> <li>• Use of role-play explore Islamic values and create dialogue between students.</li> </ul>
<b>Understanding and Managing Self</b>	<ul style="list-style-type: none"> <li>• Students manage group tasks and reflect on how they work collaboratively.</li> <li>• Students choose texts for reading and viewing independently and make choices on the learning activities.</li> <li>• Students keep their own vocabulary books and keep track of their learning.</li> <li>• Students use different strategies to reflect on their work and improve future learning.</li> </ul>
<b>Living a Healthy Life</b>	<ul style="list-style-type: none"> <li>• Create representations to promote healthy living.</li> <li>• Use role-plays to explore various strategies that students could use to live a healthy life.</li> <li>• Students to do oral presentations on health-related issues.</li> </ul>
<b>Relating to People</b>	<ul style="list-style-type: none"> <li>• Students explore different emotions through learning activities such as drama, role play and by reading or viewing literary texts.</li> <li>• Students develop effective communication skills necessary to interact in various social contexts.</li> </ul>

<p><b>Thinking Critically and Creatively</b></p>	<ul style="list-style-type: none"> <li>• Students get opportunities to negotiate and solve problems by exploring various predicaments faced by characters in stories they read and draw their own conclusions.</li> <li>• Students use the process of analyzing, evaluating, and synthesizing information from various sources to compose texts that suit a question at hand.</li> <li>• Students compare texts, analyse characters in reading materials or make inferences.</li> <li>• Students are asked questions of different levels from oral or written text that require higher order thinking.</li> <li>• Students reflect on their learning and evaluate their thinking processes.</li> </ul>
<p><b>Making Meaning</b></p>	<ul style="list-style-type: none"> <li>• Students get the opportunity to listen, speak, read, view, write and represent to different audiences for various purposes.</li> <li>• Students express their thoughts and feelings through different modes.</li> </ul>
<p><b>Using technology and the Media</b></p>	<ul style="list-style-type: none"> <li>• Students explore information from various sources.</li> <li>• Students communicate with others or present an idea or information using different forms of technology.</li> <li>• Students are given cross-curricular project work to enhance the use of media and technology in an authentic manner.</li> </ul>
<p><b>Using Sustainable Practices</b></p>	<ul style="list-style-type: none"> <li>• Students get the opportunity to organise events that promote sustainable practices.</li> <li>• Enhance emotional, imaginative, and aesthetic development through listening, speaking, reading, viewing, writing and representing experiences.</li> <li>• Allow students to do oral presentations on sustainable practices for the school community.</li> </ul>

## Aims and objectives

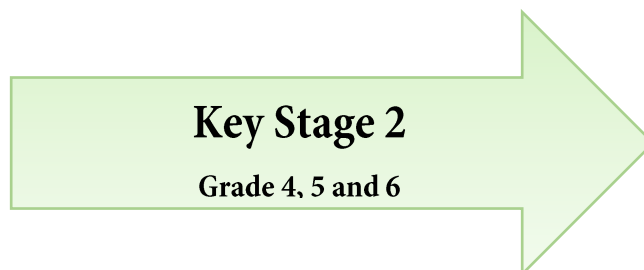
**The aim of English Language Syllabus for Key stage 2 is to provide pupils with the opportunities to develop their ability to use English effectively for learning in subjects across the primary curriculum, to foster positive attitudes towards learning English and to enable students to use English in a variety of situations for communication and personal satisfaction.**

The objectives of the English Language Syllabus:

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

## The Structure of the Syllabus

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



## The Strands and sub-strands of the Syllabus

The English Syllabus is organized through three interrelated strands:

### Strand1: Listening and speaking (LS)

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

### Strand 2: Reading and viewing (RV)

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

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

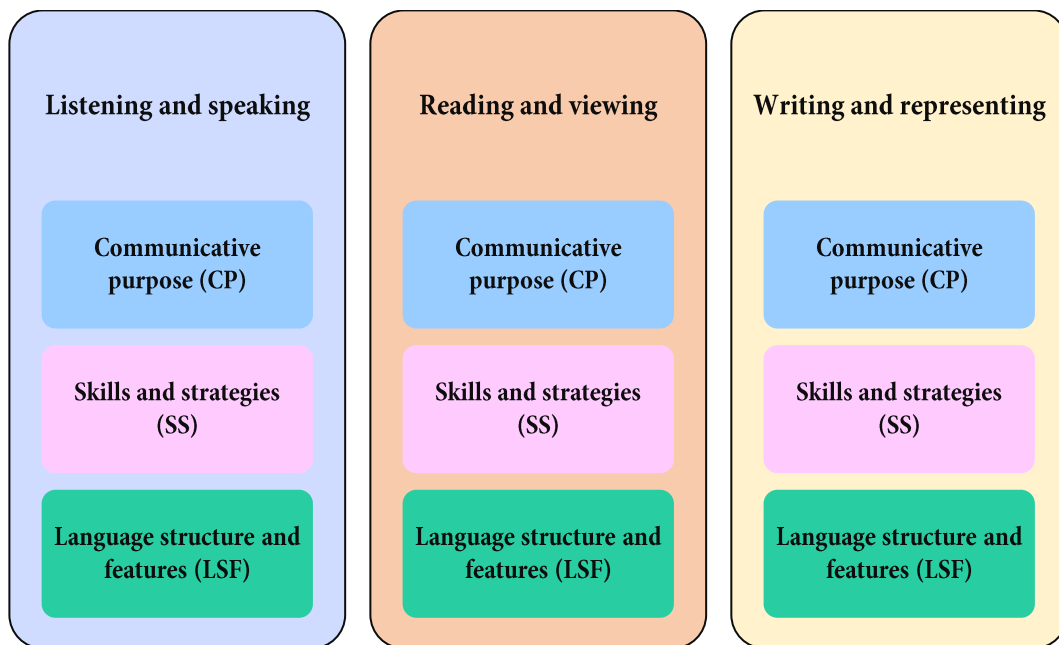
**Viewing** is also an integral part of communication and it is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture, and paintings. Viewing enables students to acquire information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

### Strand 3: Writing and representing (WR)

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

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

The diagram below shows the sub-strands of the syllabus.



### Sub strand 1: Communicative Purpose (C)

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

### Sub strand 2: Skills and Strategies (S)

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

### Sub strand 3: Language Structures and Features (L)

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

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

## Scope and sequence: Listening and speaking

	Grade 4	Grade 5	Grade 6
<b>Communicative purpose</b>	Initiate and engage in meaningful interactions to share and extend key ideas and information, and to negotiate outcomes.	Initiate and engage in meaningful interactions to share and extend key ideas and information, to negotiate outcomes, and to present and justify a point of view.	Initiate and engage in meaningful interactions to share, extend, and evaluate key ideas and information, to negotiate outcomes and to develop and support arguments.
	Listen and respond to a range of simple and predictable electronic and spoken texts to demonstrate comprehension	Listen and respond to a range of predictable and moderately complex electronic and spoken texts to demonstrate comprehension	Listen and respond to a range of moderately complex electronic and spoken texts to demonstrate comprehension
	Speak with increasing clarity on familiar topics for known audiences for a variety of purposes	Speak on familiar topics with increasing clarity for known audiences for a variety of purposes	Speak clearly to present information, explore ideas and express feelings, thoughts, and opinions by providing sufficient detail.
	Discuss themes, settings, characters, and events from different viewpoints and make connections between personal experiences and the worlds of texts.	Compare themes, settings, characters, and events from different viewpoints drawing on connections between personal experiences and the worlds of texts and begin to evaluate them.	Evaluate themes, settings, characters, and events from different viewpoints and make connections between personal experiences and the worlds of texts.
<b>Skills and strategies</b>	Use active listening strategies while listening to familiar and unfamiliar content (including those of other learning areas) for a variety of purposes.	Use a range of listening strategies while listening to familiar and unfamiliar content (including those of other learning areas) for a variety of purposes.	Use a wider range of listening strategies while listening to familiar and unfamiliar content (including those of other learning areas) for a variety of purposes.
	Plan, rehearse and deliver short formal presentations for specific purposes and audiences using visual aids.	Plan, rehearse and deliver formal presentations for a variety of purposes and audiences using visual aids.	Plan, rehearse and deliver formal presentations for a variety of purposes and audiences using visual aids.
	Speak in a clear coherent manner using polite verbal language, a range of familiar vocabulary, appropriate tone, volume, pace, and non-verbal cues.	Speak in a clear coherent manner using polite verbal language, a range of familiar and new vocabulary, appropriate tone, volume, pace, and non-verbal cues.	Speak in a clear coherent manner using polite verbal language, choosing vocabulary and vocal effects that are appropriate for different audiences and purposes.
<b>Language structures and features</b>	Begin to elaborate spoken utterances and sentences by using noun, verb, and prepositional phrases and newly learned vocabulary and expressions (phrasal verbs, rhyme words, alliterations, similes, and metaphors).	Elaborate spoken utterances and sentences by using noun, verb, and prepositional phrases and newly learned vocabulary and expressions (phrasal verbs, rhyme words, alliterations, similes, metaphors, and personifications).	Elaborate spoken utterances and sentences by using noun, verb, and prepositional phrases and newly learned vocabulary and expressions (phrasal verbs, rhyme words, alliterations, similes, metaphors, personifications, puns, and onomatopoeia).
	Understand the structure of main and subordinate clauses and combine them to form compound and complex utterances/sentences.	Use simple, compound, and complex utterances/sentences with good control and attempt the use of compound complex sentences.	Use simple, compound, complex, and compound-complex sentences for effect and to elaborate and explain ideas.
	Begins to recognize and use the structures and features of different types of oral texts to produce extended stretches of language	Recognize and use the structures and features of different types of oral texts to produce extended stretches of language	Begins to recognize and use the structure and features of different types of oral texts to produce extended stretches of language with ease

## Scope and sequence: Reading and viewing

	Grade 4	Grade 5	Grade 6
<b>Communicative purpose</b>	Initiate and engage in meaningful interactions to share and extend key ideas and information, and to negotiate outcomes.	Initiate and engage in meaningful interactions to share and extend key ideas and information, to negotiate outcomes, and to present and justify a point of view.	Initiate and engage in meaningful interactions to share, extend, and evaluate key ideas and information, to negotiate outcomes and to develop and support arguments.
	Listen and respond to a range of simple and predictable electronic and spoken texts to demonstrate comprehension	Listen and respond to a range of predictable and moderately complex electronic and spoken texts to demonstrate comprehension	Listen and respond to a range of moderately complex electronic and spoken texts to demonstrate comprehension
	Speak with increasing clarity on familiar topics for known audiences for a variety of purposes	Speak on familiar topics with increasing clarity for known audiences for a variety of purposes	Speak clearly to present information, explore ideas and express feelings, thoughts, and opinions by providing sufficient detail.
	Discuss themes, settings, characters, and events from different viewpoints and make connections between personal experiences and the worlds of texts.	Compare themes, settings, characters, and events from different viewpoints drawing on connections between personal experiences and the worlds of texts and begin to evaluate them.	Evaluate themes, settings, characters, and events from different viewpoints and make connections between personal experiences and the worlds of texts.
<b>Skills and strategies</b>	Use active listening strategies while listening to familiar and unfamiliar content (including those of other learning areas) for a variety of purposes.	Use a range of listening strategies while listening to familiar and unfamiliar content (including those of other learning areas) for a variety of purposes.	Use a wider range of listening strategies while listening to familiar and unfamiliar content (including those of other learning areas) for a variety of purposes.
	Plan, rehearse and deliver short formal presentations for specific purposes and audiences using visual aids.	Plan, rehearse and deliver formal presentations for a variety of purposes and audiences using visual aids.	Plan, rehearse and deliver formal presentations for a variety of purposes and audiences using visual aids.
	Speak in a clear coherent manner using polite verbal language, a range of familiar vocabulary, appropriate tone, volume, pace, and non-verbal cues.	Speak in a clear coherent manner using polite verbal language, a range of familiar and new vocabulary, appropriate tone, volume, pace, and non-verbal cues.	Speak in a clear coherent manner using polite verbal language, choosing vocabulary and vocal effects that are appropriate for different audiences and purposes.
<b>Language structure and features</b>	Begin to elaborate spoken utterances and sentences by using noun, verb, and prepositional phrases and newly learned vocabulary and expressions (phrasal verbs, rhyme words, alliterations, similes, and metaphors).	Elaborate spoken utterances and sentences by using noun, verb, and prepositional phrases and newly learned vocabulary and expressions (phrasal verbs, rhyme words, alliterations, similes, metaphors, and personifications).	Elaborate spoken utterances and sentences by using noun, verb, and prepositional phrases and newly learned vocabulary and expressions (phrasal verbs, rhyme words, alliterations, similes, metaphors, personifications, puns, and onomatopoeia).
	Understand the structure of main and subordinate clauses and combine them to form compound and complex utterances/sentences.	Use simple, compound, and complex utterances/sentences with good control and attempt the use of compound complex sentences.	Use simple, compound, complex, and compound-complex sentences for effect and to elaborate and explain ideas.
	Begins to recognize and use the structures and features of different types of oral texts to produce extended stretches of language	Recognize and use the structures and features of different types of oral texts to produce extended stretches of language	Begins to recognize and use the structure and features of different types of oral texts to produce extended stretches of language with ease

## Scope and sequence: Writing and representing

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
<b>Communicative purpose</b>	Create personal and imaginative writings and representations with teacher guidance for a range of purposes and audiences.	Create with increasing independence personal and imaginative writings and representations for a range of purposes and audiences.	Create independently personal and imaginative writings and representations for a wider range of purposes and audiences.
	Create a range of informative, and persuasive writings and representations with teacher support for a variety of purposes and audiences.	Create a range of informative, and persuasive writings and representations with increasing independence, for a variety of purposes and audiences.	Create independently a range of informative, and persuasive writings and representations for a variety of purposes and audiences.
<b>Skills and strategies</b>	Use software to create, and publish simple texts with visual, print and audio elements for known audiences.	Use software with developing competence and confidence to create, and publish simple texts with visual, print and audio elements for known and unknown audiences.	Use software with confidence to create, and publish simple texts with visual, print and audio elements for known and unknown audiences.
	Write with increased fluency and automaticity using correct letters that are formed correctly, formed letters that are consistent in size and slant.	Write legibly with increased fluency and automaticity by mostly joining correctly formed letters that are consistent in size and slant.	Write legibly with fluency and automaticity by mostly joining correctly formed letters that are consistent in size and slant.
<b>Language structure and features</b>	Use the process skills of writing to create simple imaginative, informative and persuasive texts for known audiences.	Use the process skills of writing to create simple and moderately complex imaginative, informative and persuasive texts for known and unknown audiences.	Use the process skills of writing to create moderately complex imaginative, informative and persuasive texts for known and unknown audiences.
	Attempt using interesting and appropriate words and phrases, idiomatic expressions, and basic language devices in their own writing.	With increasing confidence, use interesting and appropriate subject specific words and phrases, idiomatic expressions, and a range of language devices in their own writing.	Confidently use interesting and appropriate subject specific words and phrases, idiomatic expressions, and a range of language devices in their own writing.
	Write simple, compound, and complex sentences using correct sentence-level grammar and punctuation.	Write simple, compound, and complex sentences using correct sentence-level grammar and punctuation.	Write simple, compound, and complex sentences and begin to write compound-complex sentences using correct sentence-level grammar and punctuation.

## Strand: Listening and speaking

### Sub strand: Communicative purpose

#### Outcome

##### LSC401

Engage in meaningful interactions, initiated by self and others, to share, clarify and extend ideas and information; identify key points; and to negotiate outcomes; using polite language, and non-verbal cues.

#### Indicators

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

- a** Listens actively to stay on topic and to identify key points.
- b** Speaks using appropriate language, tone, facial expressions, and gestures to enhance meaning.
- c** Initiates interactions and attempts to draw in other speakers.
- d** Asks/answers relevant questions to clarify information, and to extend the interaction.
- e** Interacts to negotiate an outcome (e.g., complete a task; make a choice, etc.)

#### Outcome

##### LSC402

Listens to a range of simple electronic and spoken texts on familiar topics (e.g., stories, poems, songs, information, instructions, etc.) to develop understanding, make inferences, organize information to complete tasks, and for pleasure.

#### Indicators

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

- a** Determines the purpose of a listening activity (e.g., to follow an instruction, to sequence information, for enjoyment, to select important details, etc.).
- b** Recalls (or makes notes of) the key ideas/events and organizes them to accomplish a task.
- c** Asks/answers relevant questions in response to predictions and explicitly stated information.
- d** Makes inferences using stated and implied ideas (e.g., listen “between the lines” to detect bias).
- e** Paraphrase and summarize important ideas and details.

## Outcome

### LSC403

Speak audibly to known audiences using short sequence of utterances/sentences that provide relevant details with increasing accuracy and fluency to share experiences and information on a range of learning area topics, and to entertain.

## Indicators

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

- a** Speak audibly to known audiences with increasing accuracy and fluency.
- b** Begins to adjust register, volume and intonation to suit purpose and audience (small group / whole class).
- c** Plans and delivers talks on personal experiences and a range of learning area topics (e.g., explains what causes day and night; how to solve a mathematics problem, etc.).
- d** Present ideas in short sequence of utterances/sentences that provide relevant details.
- e** Explains own viewpoints and gives reasons (e.g., I think the boy should help his mother because; simple dilemmas).

## Outcome

### LSC404

Discuss literary elements of a text (e.g., themes, characters, plots, storylines, and viewpoints), connect their own experiences to those of the characters and events represented in the text, and examine how authors hold the readers' attention (e.g., use of vivid descriptions to set the scene, and create plot tension and mood).

## Indicators

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

- a** Discuss themes, characters, plots, storylines, and differing viewpoints, and make predictions.
- b** Make connections between the different emotions experienced by characters to their own experiences and show empathy.
- c** Note how the author's description of a character (appearance, behaviour, and speech) changes as the narrative unfolds.
- d** Examine how the author keeps the story moving by creating plot tension.
- e** Shares their own emotions and views about various characters and events.

## Sub strand: Skills and strategies

### Outcome

#### LSS405

Demonstrate active listening/viewing strategies to discriminate sounds and words, infer, comprehend and extract information (using verbal and non-verbal cues), get a gist and for enjoyment.

### Indicators

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

- a Listens attentively without interruptions, focusing on the speaker’s words, facial expressions and gestures and intonation.
- b Shows interest in the speaker (e.g., keep eye contact, nod and smile, agree by saying ‘Yes’, ‘Mmm hmm’, etc.) and responds appropriately (e.g., with empathy and respect, concern, etc.).
- c Recalls specific information from a spoken text (recalls a message from a school assembly announcement).
- d Clarifies speaker meaning by asking relevant questions and paraphrasing speaker’s words.
- e Uses techniques to recall main ideas and supporting details (e.g., sketch, connect with a personal experience, make notes, visualize, use a graphic organizer).

### Outcome

#### LSS406

Plan, rehearse and deliver short informal formal presentations for a variety of purposes across a range of learning areas and interests using appropriate visual aids and body language to enhance meaning.

### Indicators

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

- a Gives short informal presentations in class and to larger groups (e.g., retells a familiar story or describes a process, etc.)
- b Speaks audibly and clearly and varies volume and intonation for emphasis.
- c Uses effective body language, volume, tone and pacing to enhance meaning (e.g., eye contact, facial expressions, turn towards the speaker, etc.)

- d** Organizes ideas or information in a logical sequence (e.g., chronologically/sub-topics using graphic organizers).
- e** Provides supporting details and simple justifications (using visuals) to sustain the attention of the audience

**Outcome**

**LSS407**

Use skills and strategies of effective listeners to create meaning.

**Indicators**

*This is evident when a student:*

- a** Identifies the purpose for listening/viewing (e.g., to recall specific information, to learn about a process, to carry out an instruction, for enjoyment).
- b** Uses prior knowledge and understanding of a topic to make reasonable predictions.
- c** Predicts what a text is about based on contextual clues (e.g., pictures, characters, setting).
- d** Identifies main ideas and supporting details

**Sub strand: Language structure and features**

**Outcome**

**LSL408**

Recognize meaning of specific words and language expressions from various learning area texts, stories, etc., and attempts to use them in their own talk.

**Indicators**

*This is evident when a student:*

- a** Uses inflections, affixation and compounding to guess meanings of unfamiliar words and language expressions.
- b** Suggests synonyms and antonyms that could be used in paraphrasing a speaker's words
- c** Begins to use interesting adjectives, adverbial phrases and extended noun phrases to convey precise descriptions in speech.

- d** Discuss the effect of the use of phrasal verbs, rhyme words, and some common figures of speech (alliterations, similes, and metaphors) on the listener
- e** Begins to incorporate new vocabulary and language expressions into students’ own spoken language

### **Outcome**

#### **LSL409**

Begins to recognize and use conventions of Standard English grammar to construct a variety of sentence level structures in oral texts (main and subordinate clauses, and direct and reported speech).

### **Indicators**

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

- a** Uses simple and compound structures with confidence and begins to use complex structures.
- b** Conveys various times, sequences, states, and conditions using simple, progressive and present perfect tenses.
- c** Begins to use clauses introduced relative pronouns *who*, *which*, and *that* to describe which person/thing we are talking about.
- d** Begins to report what someone said using a reporting verb followed by a ***that, what or if clause***).
- e** Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

### **Outcome**

#### **LSL410**

Show a developing understanding of language features and structures of oral texts to produce extended stretches of relevant, cohesive and coherent discourse (e.g., 4 – 8 utterances) to entertain (storytelling and anecdotes, poetry and role play) and inform (oral reports, giving instructions and explaining procedures).

### **Indicators**

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

- a** Produces extended stretches of language that contain some hesitations and repetitions.
- b** Attempts to organize discourse into a beginning, main body and a closure.
- c** Varies volume and tone to suit content and audience.
- d** Uses subject-verb and pronoun antecedent agreement and related vocabulary.
- e** Uses basic cohesive devices to give additional information (and, in addition, moreover); express

consequences (so, therefore, as a result); and to order information (first, second, next, finally).

- f** Begins to produce oral texts interspersed by some common discourse markers (e.g., you know, you see, actually, etc.).

## Strand: Reading and viewing

### Sub strand: Communicative purpose

#### Outcome

##### RVC411

Read with understanding, a range of simple and predictable literary texts (e.g., picture book, short story, chapter book, fairy tales, myths and legends, film, songs, poems, plays and electronic and media texts).

#### Indicators

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

- a** Reads/views a range of simple and predictable literary texts.
- b** Demonstrates understanding by asking/answering relevant questions, sketching timelines, retelling events sequentially, giving a summary, role-playing, etc.).
- c** Makes connections to real-life incidents and relatable movies.
- d** Shares personal responses to texts during individual, small group and whole class reading activities.

#### Outcome

##### RVC412

Read/view a range of factual texts (e.g., discussion, explanatory, instructional, persuasion, recounts, non-chronological reports) with visual content (e.g., illustrations, cartoons, diagrams, maps, etc.) to identify and

#### Indicators

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

- a** Identifies the purpose of a factual text (e.g., explore different viewpoints, cause and effect, rules and processes to follow, etc.) and how information is organized.
- b** Uses text features to locate content (e.g., titles and sub-titles, illustrations, captions, bold words, etc.).

organize relevant information in a meaningful way.

- c Interprets the visual information presented in texts (e.g., illustrations, cartoons, diagrams, maps, etc.).
- d Identifies relevant information and makes notes using graphic organizers, mind-mapping, and/or visual notetaking.
- e Begins to paraphrase and summarize information from a variety of sources for different purposes (e.g., make notes for studying, prepare posters, for projects and presentations, etc.).

### **Outcome**

#### **RVC413**

Engage in reading/viewing independently for about 20 – 30 minutes daily from a range of genres for pleasure and contribute to reading circle discussions (e.g., key themes/events, and favourite authors).

### **Indicators**

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

- a Selects and reads just-right texts on their own from a range of genres.
- b Reads/rereads on a daily basis for a sustained period of time (e.g., 20 minutes).
- c Talks about favourite authors, books, key themes, events and personal responses.
- d Actively participates in book clubs/reading circles (e.g., to read aloud sections from it, ask and answer questions, participate in role play, etc.).

### **Outcome**

#### **RVC414**

Read/view literary texts to explore techniques used by writers/illustrators to develop characters, settings, plot tension and mood (e.g., narrative voice, linear narrative structure, tenses, sensory details and cartoonish, realistic illustrations).

### **Indicators**

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

- a Talks about how the narrative voice (1<sup>st</sup> and 3<sup>rd</sup> person), tense and sensory details impact the reader.
- b Examine plot development in literary texts with a linear narrative structure (e.g., exposition, rising action, climax, falling action and denouement).
- c Make predictions based on book titles, chapter headings and illustrations.

- d** Draws inferences about characters’ feelings, thoughts and motives from their actions, and begins to justify them with evidence.

## Sub strand: Skills and strategies

### Outcome

#### RVS415

Read aloud with increasing accuracy, automaticity, speed, prosody and understanding, using phonic, semantic and syntactic knowledge, re-reading and self-correcting as required.

### Indicators

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

- a** Reads without making addition, subtraction and inversion mistakes in reading sounds, syllables, and words.
- b** Demonstrates automaticity in word recognition while reading at an appropriate speed.
- c** Guesses meaning of new words using semantic cues (e.g., context, background), morphemic cues (e.g., root words, prefixes and suffixes) and syntactic cues (e.g., word order and grammar).
- d** Reads with prosody (appropriate intonation and stress) according to the sense of the text.

### Outcome

#### RVS416

Use a variety of strategies before/during/after reading/viewing to construct, monitor, and confirm meaning of texts in different media and technologies.

### Indicators

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

- a** Plans for reading by asking questions such as: What do I already know? What don’t I know? What do I need from this text?
- b** Previews the reading material prior reading to get a general idea about it (e.g., reads the title and sub-titles, captions of diagrams and tables, etc.).
- c** Skims the reading material (e.g., read first paragraph, first and last sentence of the paragraphs that follow and the last paragraph).
- d** Actively thinks while reading by making connections to prior knowledge, earlier parts of the text, making

inferences, and predictions on where the writer is going.

- e Self-monitors comprehension while reading (e.g., Do I understand this? What is the main point here?) and adjust strategies to self-correct during reading (e.g., reread).

## **Outcome**

### **RVS417**

Use comprehension strategies (e.g., visualizing, predicting, questioning, activating prior knowledge, inferring and summarizing) to construct meaning and to develop subject knowledge.

## **Indicators**

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

- a Visualizes/sketches mental pictures or sensory images while reading through a story or text.
- b Makes predictions and reads to confirm and revise predictions based on new information.
- c Asks questions to understand how the new information connects with prior knowledge/experiences to construct meaning.
- d Draw inferences based on prior knowledge and information from the text (e.g., to draw conclusions, make critical judgments, etc.)
- e Begins to paraphrase and summarize information from a variety of sources for different purposes (e.g., make notes for studying, prepare posters, for projects and presentations, etc.).

## Sub strand: Language structure and features

### Outcome

#### RVL418

Explore how words, phrases, phrasal verbs and other expressions (e.g., rhyme words, alliterations, similes, and metaphors) shape meaning and tone.

### Indicators

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

- a** Guesses the meaning of unknown words by using morphological and etymological knowledge.
- b** Uses dictionaries or thesauruses to look up new words and expressions (e.g., meaning, synonyms, antonyms, which part of speech, real-life examples, shades of meaning, etc.).
- c** Determine the literal and nonliteral meanings of words and phrasal verbs in context (e.g., apple of my eye, the colour has run off, etc.).
- d** Explores how literary devices (e.g., rhyme words, alliterations, idioms, similes, and metaphors) are formed and used to enhance meaning.

### Outcome

#### RVL419

Recognizes differences between sentences by functions (e.g., statement, question, command and exclamation) and structure (namely simple, compound and complex sentences).

### Indicators

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

- a** Recognizes clauses as a unit of grammar that usually containing a subject and a verb that need to agree.
- b** Recognizes that complex sentences contain one independent clause and at least one dependent clause joined by a subordinating conjunction.
- c** Recognize that verbs are anchored in time through tense (e.g., simple, continuous and perfect tenses of past, present and future).
- d** Examine differences between direct and reported speech.

**Outcome**

**RVL420**

Examine different types of texts to study how the information is organised in characteristic stages, and the language features and structures used.

**Indicators**

*This is evident when a student:*

- a** Discusses how various language features aid the reader (e.g., sentence structure, vocabulary, punctuation, use of images, fonts, graphs, use of colour, layout, etc.).
- b** Identify characteristics of folktales, fables, legends, myths, and tall tales.
- c** Identify the underlying structure of different types of text and specific vocabulary associated with each text type.
- d** Identifies the topic sentence of each paragraph and the key idea presented in it.
- e** Identify how writers create texts that demonstrate cohesion and coherence.

## Strand: Writing and representing

### Sub strand: Communicative purpose

**Outcome**

**WRC421**

Create a range of personal and imaginative writings and representations individually and collaboratively with teacher support, using appropriate text features, sentence-level grammar, punctuation and word-level language for a target audience.

**Indicators**

*This is evident when a student:*

- a** Creates a range of personal and imaginative writings and representations with teacher support (e.g., free writings, poems, diaries, anecdotes, stories, personal letters, etc.).
- b** Create writings and representations individually and in collaboration with others.
- c** Models their own writings on formats of writings provided by the teacher.

- d** Identifies the viewpoint for writing and uses appropriate tense, tone and register.
- e** Tries to engage reader interest using techniques such as by creating a vivid picture, choosing vocabulary for affect, etc.

**Outcome**

**WRC422**

Create a range of informative and persuasive writings and representations with teacher support, using appropriate text features, sentence-level grammar, punctuation and word-level language for a target audience.

**Indicators**

*This is evident when a student:*

- a** Creates with teachers support a range of informative and persuasive writing and representations (e.g., descriptions, explanations, information reports and posters, procedures, factual recounts, formal letters, book reviews, etc.).
- b** Models their own writings on formats of writings provided by the teacher.
- c** Identifies the purpose and audience for writing and uses appropriate tense, tone and register.
- d** Organizes the information to follow a logical sequence of events decided by purpose (e.g., compare/contrast, problem/solution).
- e** Tries to engage reader interest by using techniques such as by creating a vivid picture, choosing vocabulary for affect, etc.

**Outcome**

**Indicators**

**WRC423**

Use ICT to inquire, create and publish simple texts with visual, print and audio elements for specific purposes and known audiences.

*This is evident when a student:*

- a** Finds plausible and accurate information on the Internet efficiently and safely.
- b** Uses software including word processing programs to construct, edit, create, and publish simple texts.
- c** Uses computers, still and video cameras, audio recorders, CD ROM and software.
- d** Uses appropriate images to convey meaning (e.g., take a series of photographs over time to show the growth of plants for a science report).
- e** Uses technology responsibly and become aware of the ownership of information (e.g., with support identify the sources of downloads of texts, graphics).

**Sub strand: Skills and strategies**

**Outcome**

**WRS424**

Writes with increased fluency and automaticity by joining correctly formed letters that are consistent in size and slant.

**Indicators**

*This is evident when a student:*

- a** Holds pencil/pen using tripod-grasp and tilts page/book to write with increasing speed.
- b** Writes upper case and lower-case letters that are consistent in size and slant.
- c** Joins adjacent letters using diagonal and horizontal strokes.
- d** Recognizes which adjacent letters to leave as they are, without joining.

**Outcome**

**WRS425**

Engages in the process skills of writing and representing to create simple imaginative, informative and persuasive texts for known audiences.

**Indicators**

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

- a** Discusses the structure, vocabulary and grammar of writings that are similar to the text type they are planning to write.
- b** Selects an appropriate graphic organizer that suits the purpose of writing (e.g., story map, boxing up, paragraph plan, etc.) and organizes content accordingly.
- c** Refers to the plan and drafts their writing by selecting appropriate grammar and vocabulary for clarity and to enhance meaning.
- d** Rereads to check that their writing makes sense, and has consistency in grammar and re-drafts sentences to improve writing.
- e** Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other students.
- f** Publishes own work and engages in discussions of their work and the different stages in its production.

## Sub strand: Language structure and features

### Outcome

#### WRL426

Attempts using interesting and appropriate words and phrases, idiomatic expressions, and basic language devices in their own writing to enhance meaning and tone.

### Indicators

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

- a Demonstrates a good understanding of word groups, their functions and order of arrangement.
- b Distinguishes verbs with different tense and time (e.g., simple present tense, simple past, present continuous, past continuous, present perfect tense, past perfect tense present conditional, politeness, obligation, convey possibility, to indicate past activity).
- c Uses modals to express a variety of meanings (e.g., convey ability, ask for permission, express politeness, obligation, convey possibility, to indicate past activity).
- d Attempts using interesting and appropriate vocabulary in their own writing (e.g., refers dictionaries and thesauruses for synonyms, antonyms and other related words and expressions).
- e Uses basic language devices (e.g., rhyme words, alliterations, similes, and metaphors) to enhance meaning and tone.

## Outcome

### WRL427

Write simple, compound, and complex sentences with more than one subordinate clause in direct and indirect speech using correct sentence-level grammar and punctuation.

## Indicators

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

- a Writes simple, compound, and complex sentences with more than one subordinate clause.
- b Uses indirect speech in writing to report what has been said.
- c Uses correct sentence-level grammar and punctuation.
  - use of appropriate tenses
  - agreement in subject verb, and noun pronoun
  - capital letters to begin a sentence, to write pronoun ‘I’ and first letter of proper nouns.
  - full stops, question marks and exclamation marks to end sentences.
  - commas to separate words in a series, dates, addresses and locations.
  - apostrophes for common contractions and possessives
  - quotation marks (often inconsistently).

## Outcome

### WRL428

Produces cohesive and coherent texts that contain 3-4 paragraphs of about 80 – 100 words using appropriate language features (headings/subheading, drawings, bullets/numbering, diagrams and timelines) and text structures to suit purpose and audience.

## Indicators

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

- a Groups similar information into paragraphs and begins each paragraph with a strong topic sentence that signals the key idea contained in it.
- b Develops each paragraph by using sentences that support the key ideas expressed in the topic sentence.
- c Creates texts that contain 3 - 4 paragraphs of approximately 80 - 100 words.
- d Uses the following text structures to organize writing:
  - Sequence (first, second, third, then, next, before, after, and finally)

- Description (who, what, when, where, why or how of a topic/subject)
  - Compare-contrast (similar, same, like, unlike, and different)
  - Cause-effect (since, because, if, causes and therefore.)
  - Problem-solution (problem, since, as a result, and idea)
- e** Uses heading/subheadings and bullets/numbering to help a reader understand the text.
- f** Uses drawings, diagrams, charts and timelines to support the text.