



# English in The National Curriculum

*Key Stage 3 (grade 7 and 8)*



NATIONAL  
INSTITUTE OF  
EDUCATION

English in the National Curriculum  
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## Foreword

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## **Introduction**

English language syllabus developed for Key stage 3 provides pupils with the opportunities to develop their ability to use English effectively for learning in subjects across the curriculum, and enable them to use English in a variety of situations for communication and personal satisfaction. The new syllabus is underpinned by outcomes-based education which encourages a learner-centered and activity-based approach and therefore enhances individual students' language competencies to be developed to their maximum. Furthermore, the syllabus helps the students to build a foundation of the skills that prepare them for Key stage 4.

## **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 either in the Maldives or overseas.

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 to the Maldivian students in order for them to access information regarding developments in science and technology and in contributing to their development. 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 & Communication

Language and communication as a key learning area in the national curriculum aims to develop students' literacy skills and enables 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 new 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

<p><b>Vision</b></p> <p>To instill, in every child, a firm belief in Islam, a strong sense of national identity and ensure that they are motivated to learn and explore, confident, competent, responsible and productive citizens.</p>	<p>The learning experiences in English allow students to:</p> <ul style="list-style-type: none"><li>➤ strengthen their faith by exploring reading materials that incorporate Islamic knowledge, stories of the prophets and contemporary issues in the community.</li><li>➤ be equipped with the <b>skills and the tools to explore</b> and <b>use information</b> from various sources and develop motivation to seek and create knowledge.</li><li>➤ have a number of authentic learning experiences that develop their <b>confidence and competence</b> in using language in a number of academic and social contexts.</li><li>➤ develop metacognitive strategies, through rich learning experiences and therefore become <b>self-regulated learners</b>.</li></ul>
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## The Principles

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

<b><i>Islam</i></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><i>Identity and Culture</i></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><i>Human Rights, Democracy and Justice</i></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><i>Holistic development</i></b>	Learning opportunities offered through English enhance students' emotional, imaginative, and aesthetic development and contribute to their intellectual and social development.
<b><i>Personal Excellence</i></b>	The nature of the outcomes and indicators enhances differentiated instruction and quality adjustments that maximise student learning.
<b><i>Inclusivity</i></b>	Teaching and learning activities ensure high inclusivity and value development of all students.
<b><i>Preparation for Life</i></b>	Students develop language competencies necessary for life and work through the use of language in authentic situations.
<b><i>Relevance</i></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><i>Practicing Islam</i></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><i>Understanding and Managing Self</i></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><i>Living a Healthy Life</i></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><i>Relating to People</i></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>
<b><i>Thinking Critically and Creatively</i></b>	<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>
<b><i>Making Meaning</i></b>	<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>
<b><i>Using technology and the Media</i></b>	<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>
<b><i>Using Sustainable Practices</i></b>	<ul style="list-style-type: none"> <li>• Students get the opportunity to organise events that promote sustainable practices.</li> <li>• Allow students to do oral presentations on sustainable practices for the school community.</li> </ul>

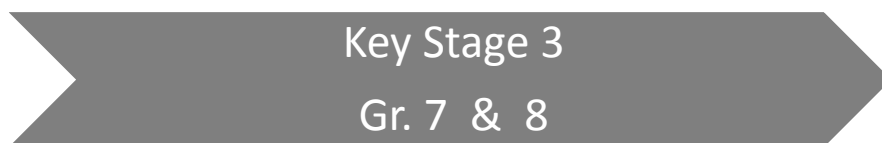
## Aims

The aim of English Language Syllabus for Key stage 3 is to provide pupils with the opportunities to develop their ability to use English effectively for learning in subjects across the 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.

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

## Structure of the Syllabus

The content of the English Language syllabus for Key stage 3 is set out in two year levels that describe the sequence of learning experiences through which students progress.



## The Strands of the Syllabus

The English Syllabus is organized through three interrelated strands:

### Strand1: Speaking & Listening (SL)

**Speaking** and **listening** skills are fundamental to the development of literacy and essential for thinking and learning. Through **speaking and listening**, 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, hypothesise, clarify ideas, explore new concepts and vocabulary, solve problems and share literary experiences.

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

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

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

**Viewing** is also an integral part of communication and it is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams,

symbols, photographs, videos, drama, drawings, sculpture, and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others.

### **Strand 3: Writing and Representing (WR)**

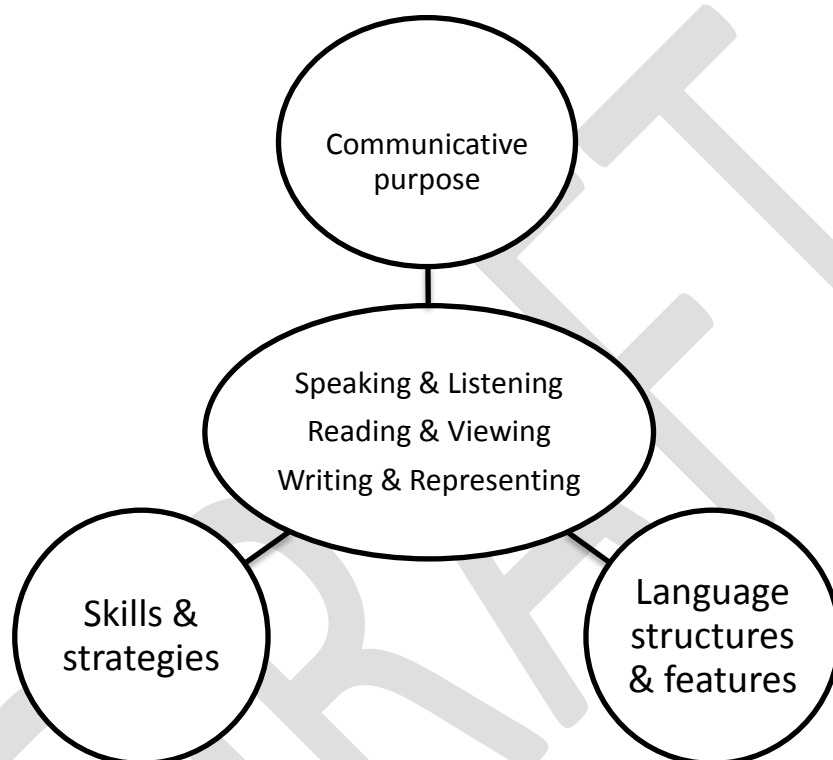
**Writing** enables students to explore, shape, and clarify their thoughts, and to communicate them to others. By using effective writing strategies, students discover and refine ideas, compose and revise with increasing confidence and skill.

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

## The Sub Strands

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

- Communicative purpose (CP)
- Skills and strategies (SS)
- Language structures & features (LSF)



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

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 (SS)**

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 (LSF)**

The language structures and features strand sets 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: Speaking & Listening

	Grade 7	Grade 8
Communicative Purpose	Speak and listen appropriately in a variety of formal and informal contexts.	Speak and listen appropriately in a variety of formal and informal contexts.
	Listen and respond to a range of grade-appropriate spoken and audio texts and demonstrate comprehension.	Listen and respond to a range of grade-appropriate spoken and audio texts and demonstrate comprehension.
	Engage in speaking and listening to explore, express and respond to texts creatively interpretively and critically.	Engage in speaking and listening to explore, express and respond to texts creatively interpretively and critically.
Skills & Strategies	Demonstrate positive listening and speaking behaviour confidently and appropriately in a range of situations.	Demonstrate positive listening and speaking behaviour confidently and appropriately in a range of situations.
	Demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.	Demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.
	Demonstrate the skills and strategies of effective listeners.	Demonstrate the skills and strategies of effective listeners.
Language Structures & Features	Uses the features of oral language to convey and derive meaning from a range of curriculum and social contexts.	Uses the features of oral language to convey and derive meaning from a range of curriculum and social contexts.

## Scope and sequence: *Reading & Viewing*

	Grade 7	Grade 8
Communicative Purpose	Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts with challenging vocabulary(e.g. story, poem ).	Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts with challenging vocabulary(e.g. story, poem ).
	Read fluently and demonstrate comprehension of grade – appropriate information texts with challenging themes and vocabulary from a wide range of curriculum areas (non-fiction).	Read fluently and demonstrate comprehension of grade – appropriate information texts with challenging themes and vocabulary from a wide range of curriculum areas (non-fiction).
	View and demonstrate comprehension of visual texts with complex ideas and specialised features (e.g. websites, reference books, magazines).	View and demonstrate comprehension of visual texts with complex ideas and specialised features (e.g. websites, reference books, magazines).
Skills & Strategies	Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies.	Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies.
	Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies.	Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies.
	Use a variety of strategies after reading and viewing to confirm meaning and evaluate texts.	Use a variety of strategies after reading and viewing to confirm meaning and evaluate texts.
	Recognises and uses an increasing range of strategies to reflect upon own reading and viewing strategies.	Recognises and uses an increasing range of strategies to reflect upon own reading and viewing strategies.
Language Structures & Features	Understand and derive meaning from the structures and features of a range of texts.	Understand and derive meaning from the structures and features of a range of texts.

## Scope and sequence: Writing & Representing

Key Stage 3		Grade 7	Grade 8
Communicative Purpose	Create increasingly varied and complex personal and imaginative writing and representations for a range of purposes and audiences.	Create increasingly varied and complex personal and imaginative writing and representations for a range of purposes and audiences.	
	Create increasingly varied and complex informational texts and representations for a range of purposes and audiences.	Create increasingly varied and complex informational texts and representations for a range of purposes and audiences.	
	Use ICT to inquire, gather and organise texts in a way appropriate to the mode of delivery, purpose and audience.	Use ICT to inquire, gather and organise texts in a way appropriate to the mode of delivery, purpose and audience.	
Skills & Strategies	Use a variety of strategies to generate ideas appropriate to a range of writing and representing tasks.	Use a variety of strategies to generate ideas appropriate to a range of writing and representing tasks.	
	Use a variety of strategies during writing and representing to express ideas cohesively and coherently for a variety of purposes and audiences.	Use a variety of strategies during writing and representing to express ideas cohesively and coherently for a variety of purposes and audiences.	
	Use a variety of strategies after writing and representing to enhance relevance, focus and clarity.	Use a variety of strategies after writing and representing to enhance relevance, focus and clarity.	
Language Structures & Features	Use the features and conventions of a variety of texts to create meaning with accuracy, clarity and coherence.	Use the features and conventions of a variety of texts to create meaning with accuracy, clarity and coherence.	

## **Outcomes**

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

## **Indicators**

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

**Learning outcomes and indicators  
(Grade 7-8)**

# Speaking & Listening

## Grade 7

## Strand: Speaking & Listening

### Sub strand: Communicative Purpose

Grade 7

#### Outcome:

#### Indicators

*This is evident when a student:*

#### SL.CP. 1

**Speak and listen appropriately in a variety of formal and informal contexts.**

- a. Delivers presentations, selecting and sequencing content using multimodal elements appropriate for the audience, purpose and context (e.g., use appropriate discourse markers like well, in addition, on the other hand).
- b. Contributes to discussions, clarifying and supporting arguments, sharing and evaluating information, experiences, and opinions (e.g., responds to discussions and line of argument).
- c. Produces spontaneous spoken texts that are accurate, fluent and coherent.
- d. Speaks with respect to others without interrupting and use language appropriate to the situation (e.g. know how meaning is conveyed through appropriate voice qualities).

**Outcome:**

**SL.CP. 2**

**Listen and respond to a range of grade- appropriate spoken and audio texts and demonstrate comprehension.**

**Indicators**

*This is evident when a student:*

- a. Listens and comprehends a variety of texts ( e.g., make inferences, compare & contrast information, categorise & classify details).
- b. Asks questions to clarify meaning on a wide range of topics (e.g., general topics or topics related to the curriculum).
- c. Identifies the speakers' viewpoint and supports with evidence.
- d. Identifies the flow of ideas or the logic of arguments from different sources.
- e. Summarises and synthesises information from a variety of listening experiences.
- f. Interprets information from a variety of sources (e.g., radio programmes, news).

**Outcome:**

**SL.CP. 3**

**Engage in speaking and listening to explore, express and respond to texts creatively interpretively and critically.**

**Indicators**

*This is evident when a student:*

- a. Identifies purpose (e.g., share experiences, read aloud, offer ideas) and audience (e.g. classmates/guest speaker/author) for speaking and presenting).
- b. Uses text structure for conveying information (e.g. Cause & effect).
- c. Interprets the auditory and visual cues that

enhance the comprehension of texts (e.g., identify the voice qualities).

- d. Discusses and experiments with different ways to strengthen and refine spoken texts in order to entertain, inform or persuade the audience.
- e. Uses appropriate metalanguage to identify and describe relationships between and among texts.
- f. Develops appropriate criteria to evaluate the effectiveness of spoken texts.

## Sub strand: Skills & Strategies

## Grade 7

### Outcome:

#### SL.SS.1

**Demonstrate positive listening and speaking behaviour confidently and appropriately in a range of situations.**

### Indicators

*This is evident when a student:*

- a. Connects prior experiences and ideas to those of the topic being listened.
- b. Makes predictions about a listening activity using prior knowledge, phonological and contextual cues.
- c. Adjusts speaking and listening in formal and informal situations to suit the audience, purpose and context.
- d. Balances the roles of self as speaker and listener and follows the rules of conversation.
- e. Asks thoughtful questions and responds to questions with appropriate elaboration.
- f. Listens and responds with respect and empathy (e.g., pay attention to the speaker and be sensitive to what is said).

### Outcome:

#### SL.SS. 2

**Demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.**

### Indicators

*This is evident when a student:*

- a. Speaks clearly enough to be heard in a variety of situations for a variety of purposes.
- b. Organises ideas or information chronologically or around major points of information (e.g. use graphic organizers, generate research questions, collect and incorporate information from more

- than one source).
- c. Uses appropriate introductions and conclusions.
- d. Uses facial expression, body language, intonation and gestures effectively to enhance meaning (E.g. Maintain appropriate posture).
- e. Participates in peer review of oral presentations (e.g., Using a rubric).
- f. Summarises the key points to help the listener in following the key ideas and concepts.
- g. Modifies language errors in their talk which causes misunderstanding.
- h. Set goals to enhance the development of own speaking skills and strategies.

**Outcome:**

**SL.SS.3**  
**Demonstrate the skills and strategies of effective listeners.**

**Indicators**

*This is evident when a student:*

- a. Identifies and states a purpose for listening (e.g. to learn a new fact, to learn what happens, to carry out instruction, to comment on, for enjoyment).
- b. Makes predictions about a presentation to be heard (using prior knowledge, phonological cues, contextual clues).
- c. Listens attentively and courteously to each other or guest speakers and responds appropriately (e.g., facing the speaker, use gestures).
- d. Uses an increased repertoire of techniques to remember things told or presented (e.g. make

notes, sketch, connect with a personal experience or other known idea, visualize, use a graphic organizer).

- e. Asks questions to clarify (e.g. recognize when information is not making sense, ask speaker to clarify).

## Strand: Speaking & Listening

### Sub strand: Language Structures & Features

### Grade 7

#### Outcome:

#### Indicators

*This is evident when a student:*

#### SL.LSF. 1

**Uses the features of oral language to convey and derive meaning from a range of curriculum and social contexts.**

- a. Selects or uses appropriate register (e.g., formal, informal).
- b. Demonstrates awareness of the features of spoken language (e.g., discourse markers).
- c. Uses a range of appropriate subject specific vocabulary and syntax to talk about a range of topics.
- d. Recognises the distinguishing features of a variety of forms of texts (e.g., stories, poetry, recounts, procedures, information reports).
- e. Uses a variety of sentence lengths, structures, and types (e.g. simple and compound sentences,

statements, commands and questions).

- f. Speaks with subject-verb agreement, and uses pronouns, adjectives, compound words and articles correctly.
- g. Uses a variety of connecting words and transitions to link ideas in their speech (e.g., first, therefore, now, however).
- h. Pronounces clearly and accurately.

# Reading & Viewing

## Grade 7

### Sub strand: Communicative Purpose

Grade 7

#### Outcome:

##### RV.CP. 1

**Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts with challenging vocabulary (e.g. story, poem).**

#### Indicators

*This is evident when a student:*

- a. Reads and views grade-appropriate literary texts (e.g. Poems, song lyrics, plays, series fiction, jokes, reviews electronic and media texts) with comprehension, accuracy and fluency including expression and phrasing (e.g., book club, listening circle).
- b. Makes reasonable inferences about characters or situations and provide support with evidence from the text. (e.g., gist, writer's purpose & intention).
- c. Demonstrates comprehension (e.g., making comparisons and personal connections (e.g., text-text, text-self, and /or text to world).
- d. Identifies the central theme in a poem or texts and explain how it is conveyed through images and literary devices.
- e. Provides evidence to support understanding.
- f. Makes connections between a text and other points of views or ideas.

**Outcome:**

**RV.CP. 2**

**Read fluently and demonstrate comprehension of grade – appropriate information texts with challenging themes and vocabulary from a wide range of curriculum areas (non-fiction).**

**Indicators**

*This is evident when a student:*

- a. Reads grade-appropriate information texts (e.g., instructions, procedures, descriptions, advertisements, reports, arguments, explanations, electronic and media texts) with accuracy, comprehension, fluency including expression and phrasing.
- b. Identifies how information, events and opinions are explained and presented in information texts (e.g. thesaurus, websites).
- c. Interprets texts and locates relevant details through the use of text features (e.g., glossaries, tables of contents, appendices, visuals, navigation bars, and search engines).
- d. Demonstrates comprehension by making organised notes that reflect the main ideas or topics.
- e. Generates questions and provides answers through further reading of information texts.

**Outcome:****RV.CP. 3**

**View and demonstrate comprehension of visual texts with complex ideas and specialised features (e.g. websites, reference books, magazines).**

**Indicators**

*This is evident when a student:*

- a. Identifies specific purpose of a variety of visual texts and offers reasonable interpretations (e.g. to inform, to entertain, to persuade) of texts.
- b. Determines the target audience of visual images.
- c. Offers opinions and predictions about messages conveyed by different visual texts.
- d. Identifies a variety of techniques used in visual texts and how the techniques and the content affect the audience's reaction (e.g. choice of colour, viewpoint selection).
- e. Generates questions and provides answers through further reading of information texts.

**Outcome:**

**RV.SS. 1**  
**Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies**

**Indicators**

*This is evident when a student:*

- a. Makes logical predictions about content, based on prior knowledge and understanding of genre and author (e.g., make predictions based on contextual clues).
- b. Generates questions to guide their reading and research.
- c. Uses specific features of different texts to anticipate and ask questions before reading (e.g. headings, tables, diagrams).

**Outcome:**

**RV.SS. 2**  
**Use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies.**

**Indicators**

*This is evident when a student:*

- a. Checks predictions, confirms, or revise predictions based on information from reading or viewing.
- b. Uses different strategies to support comprehension (e.g., make notes on a graphic organiser).
- c. Makes connections during reading (e.g., text-self, text to text, text to world) comparing and contrasting characters, ideas and events).
- d. Discusses and summarises the text read or viewed during reading and at the end.

- e. Skims and scans texts to gather information.
- f. Uses effective strategies to figure out unfamiliar words and technical vocabulary (e.g., use context cues, words structures, glossaries, dictionaries).
- g. Asks a variety of questions during reading or viewing (e.g., open-ended, clarifying questions).
- h. Self-monitor and adjust strategies to self-correct during reading (e.g., reread, read ahead, go to another source).

**Outcome:**

**RV.SS. 3**

**Use a variety of strategies after reading and viewing to confirm meaning and evaluate texts.**

**Indicators**

*This is evident when a student:*

- a. Asks and responds to questions related to the material read or viewed.
- b. Makes inferences and draws conclusions.
- c. Synthesises information from a variety of sources for defined information needs.
- d. Records and organises information and identify relationships (cause & effect, concept map).
- e. Paraphrases information or ideas from different sources (e.g., use synonyms).
- f. Summarises information or ideas from texts of varying length.

**Outcome:**

**RV.SS. 4**

**Recognises and uses an increasing range of strategies to reflect upon own reading and viewing strategies.**

**Indicators**

*This is evident when a student:*

- a. Identifies their strengths as readers and viewers (e.g., I reread for clarification).
- b. Self-monitors and discusses the effectiveness of their reading strategies.
- c. Sets a personal goal to improve reading and viewing (e.g., Self-monitoring or checking to make sure that what is read makes sense).

### Sub strand: Language Structures & Features

Grade 7

#### Outcome:

**RV.LSF.1**  
**Understand and derive meaning from the structures and features of a range of texts.**

#### Indicators

*This is evident when a student:*

- a. Compares the various forms and genres of a variety of texts (e.g. information texts, narratives poems).
- b. Explains the purpose of language and 'text features' (e.g. date of publication, index).
- c. Understands some poetic devices (e.g., rhyme, rhythm, alliteration, imagery, onomatopoeia, simile, metaphor and personification).
- d. Discusses author's techniques (explain how the author conveys mood).
- e. Identifies some idiomatic expressions and understands their value.
- f. Recognises how composers use a range of language features to achieve their purposes (e.g., use connectives, topic sentences & active & passive voice).
- g. Recognises evaluative language such as emotive language and modality.
- h. Understands how analytical images like figures, tables, diagrams, maps and graphs contribute to their understanding of information in factual and persuasive texts.

- i. Recognises the effect of multimedia elements (e.g., animation, voice-overs, sound effects, close-ups).
- j. Understands how accurate spelling helps the reader to read fluently and interpret written texts with clarity.
- k. Understands and uses spelling patterns and generalisations to read new words.
- l. Understands and uses knowledge of word origin, base words, suffixes, and prefixes to read new words.

# **Writing & Representing**

## **Grade 7**

## Strand: Writing & Representing

### Sub strand: Communicative Purpose

Grade 7

#### Outcome:

##### WR.CP. 1

**Create increasingly varied and complex personal and imaginative writing and representations for a range of purposes and audiences.**

#### Indicators

*This is evident when a student:*

- a. Creates a variety of personal and imaginative writings and representations (e.g., quick writes, free writing, journal entries, story descriptions, personal letters, and memoirs and imprompt writing).
- b. Describes personal feelings, experiences, events, points of view or ideas.
- c. Presents a point of view about particular literary texts using appropriate metalanguage ( e.g. write a personal response to a poem).
- d. Creates literary texts that experiment with different structures (e.g., different types of poems).
- e. Explores underlying themes and central storylines in imaginative texts.

**Outcome:**

**WR.CP. 2**

**Create a variety of informational texts and representations for a range of purposes and audiences.**

**Indicators**

*This is evident when a student:*

- a. Creates a variety of informational writings (e.g. Expository writings such as reports, procedures, explanations various multimedia formats).
- b. Composes texts to persuade an intended audience by establishing a position with relevant facts, opinions and supporting evidence.
- c. Writes an explanation to tell how and why something happens or works in a particular way.
- d. Writes a set of directions (e.g., how to carry out a science experiment or a complex activity).
- e. Writes descriptions that follow a logical sequence of events (e.g., time, order, compare/contrast, and problem/solution).

**Outcome:**

**WR.CP. 3**

**Use ICT to inquire, gather and organise texts in a way appropriate to the mode of delivery, purpose and audience**

**Indicators**

*This is evident when a student:*

- a. Constructs visual and multimedia texts using accessible software (e.g. Experiment with language, design, layout, and graphics).
- b. Uses technology responsibly and ethically and identify sources of information for a limited range of texts.
- c. Uses research data from print and digital sources to compose texts.

## Strand: Writing & Representing

### Sub strand: Skills & Strategies

### Grade 7

#### Outcome:

**WR.SS.1**  
Use a variety of strategies to generate ideas appropriate to a range of writing and representing tasks.

#### Indicators

*This is evident when a student:*

- a. Plans writing and representations by identifying the purpose, audience and context (which determine register and tone) and by setting goals for writing tasks.
- b. Identifies appropriate examples of the genre and analyses their organisation and language features.
- c. Stimulates imagination, generates or gathers ideas using a variety of strategies (e.g., brainstorm, study ideas in models of good writing, asking questions about the topic, using visual techniques).

#### Outcome:

**WR.SS.2**  
Use a variety of strategies during writing and representing to express ideas cohesively and coherently for a variety of purposes and audiences.

#### Indicators

*This is evident when a student:*

- a. Synthesises facts and ideas from a variety of print and non-print sources.
- b. Organizes information and ideas in a manner that fits with writing purpose (e.g., to inform, to persuade), using a variety of strategies.
- c. Uses examples of forms of writing to assist in organisation of writing, (e.g. leads, headlines from

- simple news articles).
- d. Adjusts writing to ensure that the form and tone are suitable for the audience (e.g. children's book vs a letter to the editor).
  - e. Creates variety in sentence structure and patterns to develop sentence fluency (e.g. sentences of different length).
  - f. Uses different strategies to ensure coherence in a text (e.g., use language signals to help the reader follow the development of ideas).

**Outcome:**

**WR.SS.3**  
**Use a variety of strategies after writing and representing to enhance relevance, focus and clarity.**

**Indicators**

*This is evident when a student:*

- a. Checks writing against criteria and selects areas for revision and revise to enhance work (e.g., legibility, consistency with form, variety of sentence types).
- b. Accepts and incorporates some revision suggestions from peers and teachers (e.g. Add more descriptive vocabulary, detail on poster).
- c. Improve the clarity and focus by revising writing based on a given criteria or self-generated checklist or on other's response.
- d. Shares and publishes selected texts (display in the classroom, class newsletter).

**Outcome:**

**WR.SS.4**  
**Reflect on and assess their own writing and representing.**

**Indicators**

*This is evident when a student:*

- a. Describes some of the strategies used before, during and after to create the product (e.g., prewriting, drafting, building criteria, revision, basic editing, publishing or presenting).
- b. Sets personal goals for writing or representing (e.g. Identifies an important aspect to work on next).
- c. Follows a simple plan to achieve one or two goals for improvement in future writing and representing.
- d. Demonstrates pride and satisfaction in their own writing and representing (e.g., take part in a writing celebration).

**Outcome:**

**WR.LSF.1**  
**Use the features and conventions of a variety of texts to create meaning with accuracy, clarity and coherence.**

**Indicators**

*This is evident when a student:*

***Grammar and usage***

- a. Uses simple, compound and complex sentences.
- b. Uses cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures).
- c. Uses pronouns correctly (i.e., refers to the correct antecedent).
- d. Uses subordinate clauses correctly to clarify meaning.
- e. Uses prepositions effectively.

***Vocabulary and spelling***

- f. Uses conventional British spelling for familiar and most frequently used words and apply strategies to spell unknown words (phonic knowledge, English dictionary).
- g. Selects and uses vocabulary to enhance the intended meaning (e.g., literary language, words and phrases for creating an explanation or

argument).

- h. Uses a dictionary to find correct spelling when editing the writing.
- i. Uses a thesaurus to revise and to find more precise words.

### ***Presentation***

- j. Presents information and ideas in a way that is consistent with the purpose, audience and context.
- k. Ensures formatting consistency if word processing.
- l. Ensures headings and titles are clear and helpful for readers.
- m. Uses illustrations, charts, and diagrams effectively to support the text.
- n. Acknowledges secondary sources of information in writing.

**Speaking &  
Listening  
Grade 8**

## Strand: Speaking & Listening

### Sub strand: Communicative Purpose

Grade 8

#### Outcome:

**SL.CP. 1**  
**Speak and listen appropriately in a variety of formal and informal contexts.**

#### Indicators

*This is evident when a student:*

- a. Delivers presentations, selecting and sequencing content using multimodal elements appropriate for the audience, purpose and context (e.g., use appropriate register).
- b. Contributes to discussions, clarifying and supporting arguments, sharing and evaluating information, experiences, and opinions.
- c. Produces spontaneous spoken texts that are accurate, fluent and coherent.
- d. Speaks with respect to others without interrupting and use language appropriate to the situation (know how meaning is conveyed through tone and stress).

**Outcome:**

**SL.CP.2**

**Listen and respond to a range of grade- appropriate texts and demonstrate comprehension.**

**Indicators**

*This is evident when a student:*

- a. Listens and comprehends a variety of texts (e.g., distinguishes between cause & effect, make connections to real life).
- b. Asks questions to clarify meaning on a wide range of topics (e.g., general topics or topics related to the curriculum).
- c. Identifies the speakers' viewpoint and supports with evidence.
- d. Identifies the flow of ideas or the logic of arguments from different sources.
- e. Summarises and synthesises information from a variety of listening experiences.
- f. Interprets information from a variety of sources (e.g. Persuasive speech).

**Outcome:**

**SL.CP. 3**

**Engage in speaking and listening to explore, express and respond to texts creatively interpretively and critically.**

**Indicators**

*This is evident when a student:*

- a. Identifies purpose (e.g., share experiences, read aloud, offer ideas) and audience (e.g. classmates/guest speaker/author) for speaking and presenting.
- b. Uses text structure for conveying information (e.g. Problem/solution).
- c. Interprets the auditory and visual cues that enhance the comprehension of texts (e.g., identify the voice qualities).

- d. Discusses and experiments with different ways to strengthen and refine spoken texts in order to entertain, inform or persuade the audience.
- e. Uses appropriate metalanguage to identify and describe relationships between and among texts.
- f. Develops appropriate criteria to evaluate the effectiveness of spoken texts.

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## Strand: Speaking & Listening

### Sub strand: Skills & Strategies

Grade 8

#### Outcome:

##### SL.SS. 1

**Demonstrate positive listening and speaking behaviour confidently and appropriately in a range of situations.**

#### Indicators

*This is evident when a student:*

- a. Connects prior experiences and ideas to those of the topic being listened.
- b. Makes predictions about a listening activity using prior knowledge, phonological and contextual cues.
- c. Adjusts speaking and listening in formal and informal situations to suit the audience, purpose and context.
- d. Balances the roles of self as speaker and listener and follows the rules of conversation.
- e. Asks thoughtful questions and responds to questions with appropriate elaboration.
- f. Listens and responds with respect and empathy (e.g., pay attention to the speaker and be sensitive to what is said).

**Outcome:**

**SL.SS.2**

**Demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.**

**Indicators**

*This is evident when a student:*

- a. Speaks clearly enough to be heard in a variety of situations for a variety of purposes.
- b. Organises ideas or information chronologically or around major points of information (e.g. use graphic organizers, generate research questions, collect and incorporate information from more than one source).
- c. Uses appropriate introductions and conclusions.
- d. Uses facial expression, body language, intonation and gestures effectively to enhance meaning (e.g., uses appropriate volume, verbal and non-verbal cues)
- e. Participates in peer review of oral presentations (e.g., Using a rubric).
- f. Summarises the key points to help the listener in following the key ideas and concepts.
- g. Modifies language errors in their talk which causes misunderstanding.
- h. Sets goals to enhance the development of own speaking skills and strategies.

**Outcome:**

**SL.SS.3**

**Demonstrate the skills and strategies of effective listeners.**

**Indicators**

*This is evident when a student:*

- a. Identifies and states a purpose for listening (e.g. to learn a new fact, to learn what happens, to carry out instruction, to comment on, for enjoyment).
- b. Makes predictions about a presentation to be heard ( using prior knowledge, phonological cues, contextual clues).
- c. Listens attentively and courteously to each other or guest speakers and responds appropriately (e.g., listen for the entire duration of a text).
- d. Uses an increased repertoire of techniques to remember things told or presented (e.g. make notes, sketch or connect with a personal experience or other known idea, visualize, use a graphic organizer).
- e. Asks questions to clarify (e.g. recognize when information is not making sense, ask speaker to clarify).

## Strand: Speaking & Listening

### Sub strand: Language Structures & Features

Grade 8

#### Outcome:

**SL.LSF.1**  
**Uses the features of oral language to convey and derive meaning from a range of curriculum and social contexts.**

#### Indicators

*This is evident when a student:*

- a. Selects or uses appropriate register (e.g., formal, informal).
- b. Demonstrates awareness of the features of spoken language (e.g., discourse markers).
- c. Uses a range of appropriate subject specific vocabulary and syntax to talk about a range of topics.
- d. Recognises the distinguishing features of a variety of forms of texts (e.g., stories, poetry, recounts, procedures, information reports).
- e. Uses a variety of sentence lengths, structures, and types (e.g. simple and compound sentences, statements, commands and questions).
- f. Speaks with subject-verb agreement, and uses pronouns, adjectives, compound words and articles correctly.
- g. Uses a variety of connecting words and transitions to link ideas in their speech (e.g., first, therefore, now, however).
- h. Uses past, present, and future tense properly.
- i. Pronounces clearly and accurately.

### Sub strand: Communicative Purpose

### Grade 8

#### Outcome:

#### RV.CP.1

**Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts with challenging vocabulary (e.g. story, poem ).**

#### Indicators

*This is evident when a student:*

- a. Reads and views grade-appropriate literary texts (e.g. Poems, song lyrics, plays, series fiction, jokes, reviews electronic and media texts) with comprehension, accuracy and fluency including expression and phrasing (e.g., book club, listening circle).
- b. Makes reasonable inferences about characters or situations and provides support with evidence from the text. (e.g., gist, writer's purpose & intention).
- c. Demonstrates comprehension (e.g., making comparisons and personal connections (e.g., text-text, text-self, and /or text to world).
- d. Identifies the central theme in a poem or texts and explain how it is conveyed through images and literary devices.
- e. Evaluates information, ideas and line of thought in texts (e.g., evaluate based on credibility, accuracy, exaggeration and fallacy).
- f. Compares written and visual texts.

**Outcome:**

**RV.CP.2**

**Read fluently and demonstrate comprehension of grade – appropriate information texts with challenging themes and vocabulary from a wide range of curriculum areas (non-fiction)**

**Indicators**

*This is evident when a student:*

- a. Reads grade-appropriate information texts (e.g., instructions, procedures, descriptions, advertisements, reports, arguments, explanations, electronic and media texts) with accuracy, comprehension, fluency including expression and phrasing.
- b. Identifies how information, events and opinions are explained and presented in information texts (e.g. thesaurus, websites).
- c. Interprets texts and locates relevant details through the use of text features (e.g., glossaries, tables of contents, appendices, visuals, navigation bars, and search engines).
- d. Demonstrates comprehension by making organised notes that reflect the main ideas or topics.
- e. Generates questions and provide answers through further reading of information texts.

**Outcome:****RV.CP.3**

**View and demonstrate comprehension of visual texts with complex ideas and specialised features (e.g. websites, reference books, magazines)**

**Indicators**

*This is evident when a student:*

- a. Identifies specific purpose of a variety of visual texts and offers reasonable interpretations (e.g. to inform, to entertain, to persuade) texts.
- b. Determines the target audience of visual images.
- c. Offers opinions and predictions about messages conveyed by different visual texts.
- d. Identifies a variety of techniques used in visual texts and how the techniques and the content affect the audience's reaction (e.g. choice of colour, viewpoint selection).
- e. Generates questions and provide answers through further reading of information texts.

## Strand: Reading & Viewing

### Sub strand: Skills & Strategies

### Grade 8

#### Outcome:

##### RV.SS.1

**Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies.**

#### Indicators

*This is evident when a student:*

- a. Makes logical predictions about content, based on prior knowledge and understanding of genre and author (e.g., make predictions based on patterns and relationship of ideas).
- b. Generates questions to guide their reading and research.
- c. Uses specific features of different texts to anticipate and ask questions before reading (e.g. headings, tables, diagrams).

#### Outcome:

##### RV.SS.2

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

#### Indicators

*This is evident when a student:*

- a. Checks predictions, confirms, or revise predictions based on information from reading or viewing.
- b. Uses different strategies to support comprehension ( e.g., make notes on a graphic organiser).
- c. Makes connections during reading (e.g., text-self, text to text, text to world, comparing and contrasting characters, ideas and events).
- d. Discusses and summarises the text read or viewed

- during reading and at the end.
- e. Skims and scans texts to gather information.
  - f. Uses effective strategies to figure out unfamiliar words and technical vocabulary (e.g., use context cues, words structures, glossaries, dictionaries).
  - g. Asks a variety of questions during reading or viewing (e.g., open-ended, clarifying questions).
  - h. Self-monitor and adjusts strategies to self-correct during reading (e.g., reread, read ahead, go to another source).

**Outcome:**

**RV.CP.3**  
**Use a variety of strategies after reading and viewing to confirm meaning and evaluate texts.**

**Indicators**

*This is evident when a student:*

- a. Asks and responds to questions related to the material read or viewed.
- b. Makes inferences and draws conclusions.
- c. Synthesises information from a variety of sources for defined information needs.
- d. Records and organises information and identify relationships (e.g. cause & effect, concept map).
- e. Paraphrases information or ideas from different sources (e.g., use different sentence structure).
- f. Summarises information or ideas from texts of varying length.

**Outcome:**

**RV.CP.4**

**Recognises and uses an increasing range of strategies to reflect upon own reading and viewing strategies**

**Indicators**

*This is evident when a student:*

- a. Identifies their strengths as readers and viewers (e.g., I reread for clarification).
- b. Self-monitors and discusses the effectiveness of their reading strategies.
- c. Sets a personal goal to improve reading and viewing (e.g., Self-monitoring or checking to make sure that what is read makes sense).

## Strand: Reading & Viewing

### Sub strand: Language Structures & Features

### Grade 8

#### Outcome:

**RV.LSF.1**  
Understand and derive meaning from the structures and features of a range of texts.

#### Indicators

*This is evident when a student:*

- a. Compares the various forms and genres of a variety of texts (e.g. information texts, narratives poems).
- b. Explains the purpose of language and 'text features' (e.g. date of publication, index).
- c. Identifies some poetic devices (e.g., rhyme, rhythm, alliteration, imagery, onomatopoeia, simile, metaphor and personification).
- d. Discusses author's techniques (explain how the author conveys mood).
- e. Identifies some idiomatic expressions and understands their value.
- f. Recognises how composers use a range of language features to achieve their purposes (e.g., use connectives, topic sentences & active & passive voice).
- g. Recognises evaluative language such as emotive language and modality.
- h. Understands how analytical images like figures, tables, diagrams, maps and graphs contribute to their understanding of information in factual and persuasive texts.
- i. Recognises the effect of multimedia elements (e.g.,

animation, voice-overs, sound effects, close-ups).

### Spelling

- j. Understands how accurate spelling helps the reader to read fluently and interpret written texts with clarity.
- k. Understands and uses spelling patterns and generalisations to read new words.
- l. Understands and uses knowledge of word origin, base words, suffixes, and prefixes to read new words.

## Strand: Writing & Representing

**Sub strand: Communicative Purpose**

**Grade8**

**Outcome:**

**Indicators**

*This is evident when a student:*

**WR.CP.1**

**Create increasingly varied and complex personal and imaginative writing and representations for a range of purposes and audiences.**

- a. Creates a variety of personal and imaginative writings and representations (e.g., quick writes, free writing, journal entries, story descriptions, personal letters, and memoirs and imprompt writing).
- b. Describes personal feelings, experiences, events, points of view or ideas.
- c. Presents a point of view about particular literary texts using appropriate metalanguage (write a personal response to a novel).
- d. Creates literary texts that experiment with different structures (e.g., different types of

poems).

- e. Explores underlying themes and central storylines in imaginative texts.

**Outcome:**

**WR.CP.2**

**Create increasingly varied and complex informational texts and representations for a range of purposes and audiences.**

**Indicators**

*This is evident when a student:*

- a. Creates a variety of informational writings (e.g. Expository writings such as reports, procedures, explanations various multimedia formats).
- b. Composes texts to persuade an intended audience by establishing a position with relevant facts, opinions and supporting evidence.
- c. Writes an explanation to tell how and why something happens or works in a particular way.
- d. Writes a set of directions (e.g., how to carry out a science experiment or a complex activity).
- e. Writes descriptions that follow a logical sequence of events (e.g., time, order, compare/contrast, and problem/solution).

**Outcome:**

**WR.CP.3**

**Use ICT to inquire, gather and organise texts in a way appropriate to the mode of delivery, purpose and audience.**

**Indicators**

*This is evident when a student:*

- a. Constructs visual and multimedia texts using accessible software (e.g. Experiment with language, design, layout, and graphics).
- b. Uses technology responsibly and ethically and identify sources of information for a limited range of texts.
- c. Uses complex research data from print and digital sources to compose texts.

**Strand: Writing & Representing**

**Sub strand: Skills & Strategies**

**Grade 8**

**Outcome:**

**WR.SS.1**

**Use a variety of strategies to generate ideas appropriate to a range of writing and representing tasks.**

**Indicators**

*This is evident when a student:*

- a. Plans writing and representations by identifying the purpose, audience and context (which determine register and tone) and by setting goals for writing tasks.
- b. Identifies appropriate examples of the genre and analyse their organisation and language features.
- c. Generates and develops ideas in a variety of ways (e.g. outline, brainstorm, share conversations, recall, interview, using graphic organizers, sketch,

create mental images, ask questions, through dramatic play).

**Outcome:**

**WR.SS. 2**  
**Use a variety of strategies during writing and representing to express ideas cohesively and coherently for a variety of purposes and audiences**

**Indicators**

*This is evident when a student:*

- a. Synthesises facts and ideas from a variety of print and non-print sources.
- b. Organizes information and ideas in a manner that fits with writing purpose (e.g., to inform, to persuade) using a variety of strategies.
- c. Supports ideas and points of view in a text by integrating effective visual or audio resources that enhance clarity of the text.
- d. Uses examples of forms of writing to assist in organisation of writing, (e.g. headlines from simple news articles).
- e. Adjusts writing to ensure that the form and tone are suitable for the audience (e.g. children's book vs a letter to the editor).
- f. Creates variety in sentence structure and patterns to develop sentence fluency ( e.g. sentences of different length).
- g. Uses different strategies to ensure coherence in a text (e.g., select organisational patterns appropriate to purpose, audience and context).
- h. Begins to revise and edit as the writing is created.

**WR.SS. 3**

**Use a variety of strategies after writing and representing to enhance relevance, focus and clarity.**

- a. Checks writing against criteria and select areas for revision and revise to enhance work (e.g., legibility, consistency with form, variety of sentence types).
- b. Accepts and incorporate some revision suggestions from peers and teachers (e.g. Add more descriptive vocabulary, detail on poster).
- c. Improves the clarity and focus by revising writing based on a given criteria or self- generated checklist or on other's response.
- d. Shares and publishes selected texts (display in the classroom, class newsletter).

**Outcome:****Indicators**

*This is evident when a student:*

**WR.SS. 4**

**Reflect on and assess their own writing and representing.**

- a. Describes some of the strategies used before, during and after to create the product (e.g., prewriting, drafting, building criteria, revision, basic editing, publishing or presenting).
- b. Uses criteria to identify strengths and make suggestions about their own or other's work (e.g., tell what is appealing about a piece of work, use constructive language to give feedback).
- c. Sets and adjusts personal goals for writing or representing (e.g. Identifies an important aspect to work on next with reference to one of the criteria).

- d. Follows a simple plan to achieve one or two goals for improvement in future writing and representing.
- e. Demonstrates pride and satisfaction in their own writing and representing (e.g., select work to put in a portfolio and to share with class)

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## Strand: Writing & Representing

Sub strand: Language Structures and Features

Grade 8

Outcome:

Indicators

*This is evident when a student:*

**WR.LSF. 1**

**Use the features and conventions of a variety of texts to create meaning with accuracy, clarity and coherence.**

**Grammar and usage**

- a. Uses simple, compound and complex sentences.
- b. Uses cohesive devices (e.g., connectors, pronouns, repetition of vocabulary or grammatical structures).
- c. Uses pronouns correctly (i.e., refers to the correct antecedent).
- d. Uses subordinate clauses correctly to clarify meaning.
- e. Uses prepositions effectively.

**Vocabulary and spelling**

- f. Uses conventional British spelling for familiar and most frequently used words and apply strategies to spell unknown words (phonic knowledge, English dictionary).
- g. Selects and uses vocabulary to enhance the intended meaning (e.g., use sound devices like alliteration, adjectives to describe people).
- h. Uses a dictionary to find correct spelling when editing the writing.
- i. Uses a thesaurus to revise and to find more precise words.

## Presentation

- j. Presents information and ideas in a way that is consistent with the purpose, audience and context.
- k. Ensures formatting consistency if word processing.
- l. Ensures headings, titles are clear and helpful for readers.
- m. Uses illustrations, charts, and diagrams effectively to support the text.
- n. Acknowledges secondary sources of information in writing.

## Text Types

The following are examples of text types that could be used in Key Stage 2.

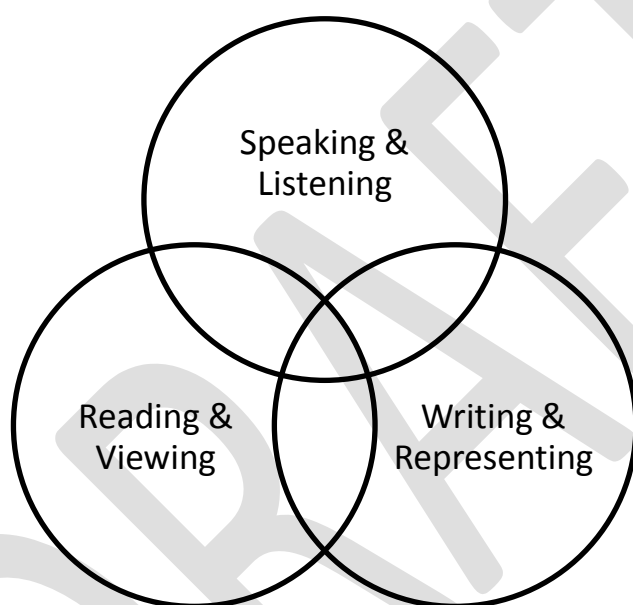
### Key Stage 3

	<b>ORAL</b>	<b>WRITTEN/VISUAL</b>	<b>MULTIMEDIA</b>
<b>GRADE 7</b>	<ul style="list-style-type: none"><li>■ Narratives (e.g. stories, fables, legends)</li><li>■ Instructions</li><li>■ Talks</li><li>■ Recounts</li><li>■ Descriptions</li><li>■ Information reports</li><li>■ Dialogues and conversations</li><li>■ Debates</li><li>■ Plays</li><li>■ Poems</li><li>■ Games</li><li>■ Riddles and jokes</li></ul>	<ul style="list-style-type: none"><li>■ Books (fiction and non-fiction)</li><li>■ Myth &amp; legends</li><li>■ Instructions</li><li>■ Book reviews</li><li>■ Letters</li><li>■ Invitations</li><li>■ Posters</li><li>■ Charts</li><li>■ Bar graphs</li><li>■ Photographs</li><li>■ Diagrams</li></ul>	<ul style="list-style-type: none"><li>■ Television dramas</li><li>■ Children's films</li><li>■ Videos, CD-ROMs and Internet (where available)</li><li>■ Cartoons</li></ul>

	<b>ORAL</b>	<b>WRITTEN/VISUAL</b>	<b>MULTIMEDIA</b>
<b>GRADE 8</b>	<ul style="list-style-type: none"> <li>■ Narratives (e.g. stories, fables, legends, myths)</li> <li>■ Instructions of growing complexity</li> <li>■ Discussions</li> <li>■ Recounts</li> <li>■ Descriptions</li> <li>■ Explanations</li> <li>■ Debates</li> <li>■ Plays</li> <li>■ Poems</li> <li>■ Games</li> <li>■ Riddles and jokes</li> <li>■ Radio broadcasts (stories, announcements, news, weather, interviews)</li> </ul>	<ul style="list-style-type: none"> <li>■ Books (fiction and non-fiction)</li> <li>■ Newspapers</li> <li>■ Poetry</li> <li>■ Myth &amp; legends</li> <li>■ Reference books (e.g. dictionaries, children's encyclopedias, textbooks from other learning areas)</li> <li>■ Tables of contents and indexes</li> <li>■ Book reviews</li> <li>■ Pamphlets</li> <li>■ Advertisements</li> <li>■ Forms for filling in (e.g. for competitions)</li> <li>■ Diaries</li> <li>■ Magazines</li> <li>■ Comics</li> <li>■ Photographs</li> <li>■ Flow-diagrams</li> <li>■ Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>■ Television cartoons</li> <li>■ Films</li> <li>■ Television advertisements</li> <li>■ Documentaries</li> <li>■ Videos, CD-ROMs and Internet (where available)</li> </ul>

## The integration of the strands

While planning English lessons, teachers need to understand that all the strands of the syllabus are interrelated and interdependent. For instance, a student's competence in speaking and listening is a determining factor in the speed and effectiveness with which the student makes progress in reading. At the same time, there is a close relationship between competence in reading and the ability to express in writing. This means that language development occurs through an integrated process and this is the principle that guides the planning and teaching of English language.



## Use of English Language across the curriculum

Language is a crucial factor in the acquisition of knowledge and in the development of concepts across the curriculum. In particular, English has a unique position in the curriculum as it is the medium of instruction in schools. Therefore, teachers need to be aware of the close relationship between language and learning and identify ways in which language can be used to maximize students' learning. It is vital to emphasise the connections across the curriculum so that literacy is an integral part of other content areas and provide both time and opportunity to develop literacy skills in purposeful ways.

## **Approaches and methodologies**

The approaches stated here reflect the effective pedagogies specified in the National Curriculum Framework (i.e., creating a positive learning environment, connecting prior learning to new learning, making learning meaningful, catering to individual differences, and fostering reflective practice).

## **Approaches to speaking and listening**

Oral language should be developed through a relaxed atmosphere of informality which follows a well-thought-out approach to the language needs of the children. It is important that contexts for language are created by the teacher in which students are encouraged to listen and respond. The following are some of the approaches teachers could use:

- Encourage students to engage in conversations in a purposeful manner (e.g., discussion, role-play, drama, poetry, story)
- Value students' contributions in group interactions.
- Model effective speaking and listening strategies.
- Provide appropriate vocabulary, sentence structures, phrases and descriptive language.
- Provide opportunities for students to listen and respond to what they hear.
- Provide opportunities to talk, discuss and share their ideas in small groups or as a class.
- Use commercially prepared materials to help students to listen to different texts.

## Approaches to reading and viewing

The development of skills and strategies for comprehending written texts and interpreting visual images and media products is a feature of the English language syllabus. Thus, teachers should provide opportunities for the students to learn about the relationship between written and visual texts and to interpret electronic and media texts with comprehension and critical awareness.

Schools should develop different strategies to embed reading for pleasure in the classroom and beyond. The following are some of the approaches teachers could use to enhance reading and viewing:

- Maintain a library corner in the classroom where groups of students meet together to talk, listen and read.
- Encourage students to share books in small groups or in pairs.
- Allow the students to experience the teacher demonstrate and model the reading process.
- Allow students to read for different purposes.
  - E.g., scanning the text – to examine the structure and layout of a text or to look for specific information
  - Skimming the texts – to gain the overall gist of what the text is about
  - Search for information – to locate information
  - Reflective reading – involving critical reading and re-reading

### Selecting texts

Instructional texts selected for reading in Key stage 3 should be suitable for the age, skill level, and social maturity of students. This means the topics should be based on areas related to the familiar worlds of home, community and school. The following is a criterion teachers could use in selecting texts:

- Length of text

- Content and concepts of texts
- Language structure and text type
- Length of sentence and structure
- Vocabulary difficulty
- Illustrations to support understanding

### **Approaches to writing and representing**

Students learn to write through the process of writing and therefore, students should not be expected to produce a finished piece of writing in a single attempt. After their first draft, students should be given the opportunity to improve or add to their piece of work. Teachers are advised to act as mentors in the process of drafting, editing, and in helping students to develop expressive ability and accuracy. The following are some of the approaches teachers could use to enhance writing and representing:

- Model the writing process through collaborative writing.
- Encourage students to give and accept constructive feedback to their writing.
- Encourage students to self-correct their writing and become independent writers.
- Allow students to write and represent on a wide range of topics, and in a variety of text types and sometimes give the students the chance to decide topics for writing (e.g., stories, descriptions, and procedures).

### **Recommended time**

The following table shows the allocated time for teaching English language in key stage 3.

<b>Contact time per week</b>
225 minutes (2hrs and 45 minutes)

## Assessment

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

Teachers should use various methods of assessment in order to identify both the short term and long term needs of the students. It is important to measure students' abilities and progress continuously and organise learning to support the students.

Some assessment strategies teachers could use include:

- Teacher designed tasks
- Checklists
- Anecdotal records
- Rating scales
- Student work samples and portfolios

According to assessment policy for this level, the following applies:

Key stage	Type of Assessment	Weightage
Key stage 3 (Grade 7 and 8)	Assessment for learning	60%
	Assessment of learning	40%

## Sample Lesson

The purpose of the lesson to explore a work of literature. *Animal Farm* by George Orwell is one of the classic stories of modern English fiction. The language used by the author is appropriate for the learners and the length of the novel is appropriate to be used in a language classroom.

<b>Subject :English Language</b>	<b>Grade: 8</b>	<b>Duration: 60 minutes</b>
<b>Strand:</b> Reading & Viewing	<b>Sub-strand:</b> Communicative purpose Skills & strategies	
<b>Key Competencies:</b> Making meaning	<b>Shared Values:</b> <i>Care and compassion:</i> show care and compassion towards oneself and others	
<b>Prior Knowledge:</b>	<b>Materials Needed:</b>	
	Reading text : Chapter 1 (Animal Farm)	

### Outcome:

#### RV.CP. 1

Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts with challenging vocabulary (e.g. story, poem).

### Indicators:

- Reads and views grade-appropriate literary texts (e.g. Poems, song lyrics, plays, series fiction, jokes, reviews electronic and media texts) with comprehension, accuracy and fluency including expression and phrasing (e.g., book club, listening circle).
- Makes reasonable inferences about characters or situations and provides support with evidence from the text. (e.g., gist, writer's purpose & intention).
- Demonstrates comprehension (e.g., making comparisons and personal connections (e.g., text-text, text-self, and /or text to world).

**Learning aids:** Animal farm, story pyramid.

**Pre-reading:**

**(15 min)**

- Show the cover page of the story on a projector
- Cover the title and show the picture.
- Get the class to say what the place is and some of the routine activities that would take place in a farm.
- Introduce the title of the book, 'Animal farm'.
- Get the class to guess what the story is about. Ask them to write what they feel the story is about. (Students can refer to these first predictions later, once they have read some chapters of the story).
- Read out a short summary of the book to give an idea about the book and the author. (See Resource 1)

**While reading**

**(25 min)**

- Ask the students to read chapter one of the story 'Animal farm'.
- While reading the chapter get the students to fill the story pyramid given below.

**On line** 1. Write then name of the main character in the chapter.

2. **Two** words describing the main character. (Main character of the chapter)

3. **Three** words describing the setting.

4. **Four** words stating the story problem

5. **Five** words describing one event in the story

6. **Six** words describing a second event

7. **Seven** words describing a third event

8. **Eight** words describing the solution to the problem

## STORY PYRAMID

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Post reading:

(20 min)

- Divide the class into two groups and open up a debate. One group will speak on behalf of the animals while the other speaks for Mr. Jones who owns the farm.
- Students re-read the chapter and make notes on what they would talk about.

## Resource 1

### SYNOPSIS

The animals of Manor Farm, mistreated by the farmer Mr. Jones, are told of a dream by Old Major, a well-respected boar. Old Major's dream is of a time when animals will be free to control their own destinies without interference or exploitation by man. Old Major dies but his dream is kept alive by the pigs Napoleon and Snowball. One night, driven by anger and hunger, the animals, led by Napoleon and Snowball, rise up and drive Farmer Jones and his wife from the farm.

The animals rename the farm Animal Farm and create Seven Commandments by which they agree to be ruled. Snowball is active in committees and in helping to educate the animals. Napoleon takes on the education of a litter of puppies isolating them from the other animals.

Conflict occurs between Snowball and Napoleon and it becomes obvious that Napoleon has ambitions to rule alone. The animals labor together, taking inspiration from the efforts of the horse Boxer, who adopts as his motto: 'I must work harder'. They find learning very hard work and most of them give up.

Neighboring farmers attempt to win the farm back but are beaten off. The final conflict between Napoleon and Snowball comes when elections are held. Snowball is accused of betraying the revolution and Napoleon sets his 'secret police', the dogs he has been educating, onto Snowball, who has to flee for his life.

Once he has undisputed control of Animal Farm, Napoleon proves an even more brutal ruler than Farmer Jones. The Seven Commandments are rewritten and discarded, one by one. Finally all that is left is a statement that 'All animals are equal, but some animals are more equal than others.' Napoleon and his pig henchmen open up trade with the human beings and the story ends with Napoleon and the other pigs playing cards with the local farmers in Mr. Jones's farm house. The starving animals, looking in through the windows, are unable to distinguish the men from the pigs. Old Major's dream has turned into a nightmare.

## **Glossary of terms**

### **Decoding**

Decoding is the ability to use visual, syntactic, or semantic cues to make meaning from words and sentences.

### **Graphic organiser**

A graphic organizer is a visual by which the relationship between and among ideas are portrayed. Example: Venn diagram and T-Chart.

### **High frequency words**

High frequency words are words which occur most frequently in written material. For example, and, it, the, as, have, has, was are high frequency words. They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.

### **Scanning**

Scanning is a strategy used to search for a specific item or fact in a text.

### **Semantic cues**

How the word fits into the context of the sentence.

### **Skimming**

Skimming is reading quickly to acquire the general idea of the text.

### **Sound devices**

Sound devices refer to words or word combinations that are used primarily for their sound effects or as a way to manipulate sound. Example: alliteration, repetition and onomatopoeia.

### **Strategy or strategies**

Strategies are the ways that learners engage in thinking about reading, writing, and oral language in order to enhance learning and comprehension.

### **Syntactic cues**

How the sentences are structured and how the words are ordered.

**Text**

Any written, spoken, nonverbal, visual or auditory communication involving language.

**Text structure**

Text structure is a term that describes the larger organizing pattern of a verbal or written text.  
Example: chronological order, comparison and contrast.

**Theme**

A theme is the overall meaning of a text or a 'truth about life' that emerges indirectly the writer's use of literary elements and literary devices.

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