



English in the National Curriculum

Key stage 2 (grade 4, 5 and 6)



**NATIONAL
INSTITUTE OF
EDUCATION**

English in the National Curriculum

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Foreword

May Almighty Allah bestow his blessings and mercy upon Mohamed, his messenger (PBUH), who personified his life as a curriculum throughout his life through the exemplary conduct and behaviours. May Almighty Allah also grant blessings and mercy upon his companions and household.

The year 1979 was an insightful year as the government of Maldives strategized to mainstream the primary school education. This led to the development of the first syllabi for grades 1 to 5 in the Maldives in 1980, following which the revision of the syllabi in 1982. The crafting and implementation of the 1st National Curriculum for primary grades 1-5 was done in 1984. An effort was then made to revise the curriculum in 1997 and was completed by year 2000.

The 2nd revision of the 1st curriculum commenced in 2006, during which it was realised that enormous changes were needed to the curriculum. A decision for curriculum reform was made to address the needs and demands of the country, and bring rise to the development of the 2nd national curriculum framework.

The 2nd national curriculum is developed based on the changes that have taken place in the society, from practices of the past to the current needs, with a vision for a better tomorrow. It aims to build a knowledgeable future generation, highly skilled to cater for the needs of the 21st century, with a focus on nurturing attitudes and values. The curriculum also intends to inculcate the main competencies outlined, such as practicing Islam. Other competencies include self-management, critical thinking, creative thinking, human relations, healthy life styles, sustainable practices and ICT literacy. The curriculum also intends to produce students who possess the 21st century skills, and are healthy both physically and also spiritually, to be responsible towards the progression of the Maldivian society.

Key Stage 2, English language syllabus aims to develop the language skills of the students in order to enhance their learning in all subjects across the curriculum. The new syllabus put forth a coherent, learning programme that meets the needs and the abilities of learners and sets the main direction for the learning and teaching of English language. Moreover, this syllabus facilitates a developmental and integrated approach that provides the basis for lifelong learning and whole person development.

I hereby take this opportunity to extend my sincere gratitude and heartfelt appreciation to each and every individual for the tireless effort, commitment and dedication in developing the National Curriculum Framework and this syllabus. I pray that the Almighty Allah bless them for their commitment and contribution.

Last but not least, it is my sincere hope that this syllabus be beneficial for the students and teachers in the Republic of Maldives.

Adam Shareef Umar
Minister of State for Education
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Introduction

English language syllabus developed for Key stage 2 provides pupils with the opportunities to develop their ability to use English effectively for learning in subjects across the primary curriculum, and enable them to use English in a variety of situations for communication and personal satisfaction. The new syllabus is underpinned by outcomes-based education which encourages a learner-centered and activity-based approach and therefore enhances individual students' language competencies to be developed to their maximum.

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

Vision 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.	The learning experiences in English allow students to: - strengthen their faith by exploring reading materials that incorporate Islamic knowledge, stories of the prophets and contemporary issues in the community. - be equipped with the skills and the tools to explore and use information from various sources and develop motivation to seek and create knowledge. - have a number of authentic learning experiences that develop their confidence and competence in using language in a number of academic and social contexts. - develop metacognitive strategies, through rich learning experiences and therefore become self-regulated learners.
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The Principles

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

Islam	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.
Identity and Culture	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.
Human Rights, Democracy and Justice	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.
Holistic development	Learning opportunities offered through English enhance students' emotional, imaginative, and aesthetic development and contribute to their intellectual and social development.
Personal Excellence	The nature of the outcomes and indicators enhances differentiated instruction and quality adjustments that maximise student learning.

Inclusivity	Teaching and learning activities ensure high inclusivity and value development of all students.
Preparation for Life	Students develop language competencies necessary for life and work through the use of language in authentic situations.
Relevance	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.

Practicing Islam	• Various aspects of Islam are introduced through texts read to the students. • Use of role-play explore Islamic values and create dialogue between students.
Understanding and Managing Self	• Students manage group tasks and reflect on how they work collaboratively. • Students choose texts for reading and viewing independently and make choices on the learning activities. • Students keep their own vocabulary books and keep track of their learning. • Students use different strategies to reflect on their work and improve future learning.
Living a Healthy Life	• Create representations to promote healthy living. • Use role-plays to explore various strategies that students could use to live a healthy life. • Students to do oral presentations on health related issues.

Relating to People	• Students explore different emotions through learning activities such as drama, role play and by reading or viewing literary texts. • Students develop effective communication skills necessary to interact in various social contexts.
Thinking Critically and Creatively	• Students get opportunities to negotiate and solve problems by exploring various predicaments faced by characters in stories they read and draw their own conclusions. • Students use the process of analyzing, evaluating, and synthesizing information from various sources to compose texts that suit a question at hand. • Students compare texts, analyse characters in reading materials or make inferences. • Students are asked questions of different levels from oral or written text that require higher order thinking. • Students reflect on their learning and evaluate their thinking processes.
Making Meaning	• Students get the opportunity to listen, speak, read, view, write and represent to different audiences for various purposes. • Students express their thoughts and feelings through different modes.
Using technology and the Media	• Students explore information from various sources. • Students communicate with others or present an idea or information using different forms of technology. • Students are given cross-curricular project work to enhance the use of media and technology in an authentic manner.
Using Sustainable Practices	• Students get the opportunity to organise events that promote sustainable practices. • Allow students to do oral presentations on sustainable practices for the school community.

Aims

The aim of English Language Syllabus for Key stage 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.

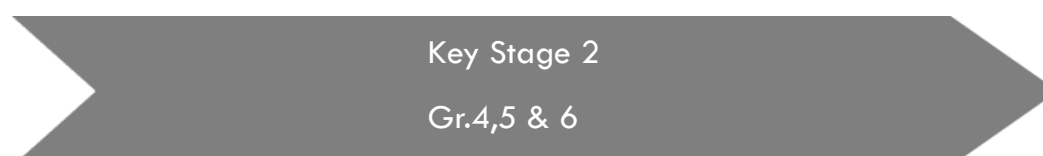
Objectives

The objectives of the English Language Syllabus:

- 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 2 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 Strand of the Syllabus

The English Syllabus is organised 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

Key Stage 2			
	Grade 4	Grade 5	Grade 6
Communicative Purpose	Use speaking and listening to interact with others for a variety of purposes in a range of contexts	Use speaking and listening to interact with others in a variety of forms for a variety of purposes and audiences.	Use speaking and listening to interact with others in a variety of forms for a variety of purposes and audiences.
	Listen and respond to a range of grade- appropriate texts and demonstrate comprehension	Listen and respond to a range of grade- appropriate texts and demonstrate comprehension	Listen and respond to a range of grade- appropriate texts and demonstrate comprehension
	Use speaking to explore, express and present ideas, information and feelings clearly	Use speaking to explore, express and present ideas, information and feelings clearly	Use speaking to explore, express and present ideas, information and feelings clearly
	Engage in speaking and listening to explore and respond to texts creatively and imaginatively	Engage in speaking and listening to explore and respond to texts creatively, interpretively and imaginatively	Engage in speaking and listening to explore and respond to texts creatively, interpretively and imaginatively
Skills & Strategies	Demonstrate positive listening and speaking behaviour in different interactive situations	Demonstrate positive listening and speaking behaviour appropriate for the purpose of communicating	Demonstrate positive listening and speaking behaviour 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 speakers when expressing and presenting ideas, information and experiences.
	Practise the skills and strategies used by effective listeners.	Practise the skills and strategies used by effective listeners.	Practise the skills and strategies used by effective listeners.
Language Structures & Features	Use the features of oral language to convey and derive meaning in different interactive situations	Use the features of oral language to convey and derive meaning in different interactive situations	Use the features of oral language to convey and derive meaning in different interactive situations
	Recognise the structures and patterns of language in oral texts	Show a developing understanding of the structures and patterns of language in oral texts	Show a developing understanding of the structures and patterns of language in oral texts

Scope and sequence: Reading & Viewing

	Key Stage 2		
	Grade 4	Grade 5	Grade 6
Communicative Purpose	Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (e.g. story, poem)	Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (e.g. story, poem)	Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (e.g. story, poem)
	Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction)	Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction)	Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction)
	Read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension	Read and reread just-right texts independently for 20 minutes daily for pleasure and to increase fluency and comprehension	Read and reread just-right texts independently for 30 minutes daily for pleasure and to increase fluency and comprehension
	View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps)	View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps)	View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps)
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 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 during reading and viewing to construct, monitor, and confirm meaning of texts in different media and technologies
	Uses a variety of strategies after reading and viewing to confirm and extend meaning	Selects and uses strategies after reading and viewing to confirm and extend meaning	Selects and uses strategies after reading and viewing to confirm and extend meaning
	Demonstrate awareness of how to reflect upon own reading and viewing strategies	Demonstrate awareness of how to reflect upon own reading and viewing strategies	Demonstrate awareness of how to reflect upon own reading and viewing strategies
Language Structures & Features	Understand and apply the knowledge of language forms and features of texts to derive meaning	Understand and apply the knowledge of language forms and features of texts to derive meaning	Understand and apply the knowledge of language forms and features of texts to derive meaning
	Use the knowledge of word patterns to decode texts	Use the knowledge of word patterns to decode texts	Use the knowledge of word patterns to decode texts

Scope and sequence: Writing & Representing

Key Stage 2			
	Grade 4	Grade 5	Grade 6
Communicative Purpose	Create a variety of clear personal and imaginative writing and representations for a variety of purposes	Create clear, focused personal and imaginative writing and representations for a range of purposes and audiences	Create clear, focused personal and imaginative writing and representations for a range of purposes and audiences
	Create a variety of informational texts and representations for a range of purposes and audiences	Create a variety of informational texts and representations for a range of purposes and audiences	Create a variety of informational texts and representations for a range of purposes and audiences
	Use ICT to inquire, create texts, and communicate with others	Use ICT to inquire, create texts, and communicate with others	Use ICT to inquire, create texts, and communicate with others
Skills & Strategies	Use a variety of strategies before writing and representing to generate ideas	Use a variety of strategies before writing and representing to generate ideas	Use a variety of strategies before writing and representing to generate ideas
	Use a variety of strategies during writing and representing to express and refine thoughts	Use a variety of strategies during writing and representing to express and refine thoughts	Use a variety of strategies during writing and representing to express and refine thoughts
	Use a variety of strategies after writing and representing to improve own work	Use a variety of strategies after writing and representing to improve own work	Use a variety of strategies after writing and representing to improve own work
	Reflect on and assess their own writing and representing	Reflect on and assess their own writing and representing	Reflect on and assess their own writing and representing
Language Structures & Features	Use the features and conventions of language to express meaning through writing and representing	Use the features and conventions of language to express meaning through writing and representing	Use the features and conventions of language to express meaning through writing and representing

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 which 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.

GRADE 4

Outcomes and Indicators

Strand: Speaking & Listening

Sub strand: Communicative Purpose

Outcome

SL.CP. 1 Use speaking and listening to interact with others for a variety of purposes in a range of contexts.

Indicators

This is evident when a student:

- a. Participates in a variety of shared language experiences (e.g., reader's theatre, choral speaking, role play) and talks about familiar topics.
- b. Speaks in a variety of situations to inform or relate experiences (e.g., recount personal experiences, retell stories).
- c. Shares ideas relevant to classroom activities and discussions (e.g., structured partner-talk, brainstorming).
- d. Interacts with others (e.g., teachers, peers, and known adults) in familiar situations within a school context.
- e. Gives informal and some rehearsed spoken presentations (e.g., different parts of the curriculum, retelling and improvising).

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 attentively to a range of electronic and spoken texts for pleasure and information (e.g., poems, narratives, recounts, instructions, jokes, riddles, procedures, descriptions, reports, presentations by guest speakers).
- b. Participates in shared, guided, and independent listening experiences (e.g., Asks questions in response to information presented by others).
- c. Listens to a set of oral directions to accomplish a task (e.g., make a paper craft).
- d. Uses web-based resources to listen and follow instructions (e.g., language learning web-resources, web-based media).
- e. Contributes to conversations and discussions in groups, agreeing or disagreeing with the different opinions presented.

- f. Recalls key ideas or events in the sequence that they occurred (e.g., Listen to a narrative or a recount and tell the events in order).
- g. Repeats and discusses information from listening (e.g., uses the information heard to complete a group presentation).

Outcome

SL.CP. 3 Use speaking to explore, express and present ideas, information and feelings clearly.

Indicators

This is evident when a student:

- a. Identifies purpose (e.g., to share experience, to entertain) for speaking and presenting.
- b. Prepares and presents ideas and information to a familiar audience (e.g., show and tell).
- c. Gives presentations about personal experiences or familiar topics (e.g., talk about oneself, familiar people and objects) using appropriate language.
- d. Explains own viewpoints and gives reasons (e.g., I think the boy should help his mother because/ simple dilemmas).

Outcome

SL.CP.4 Engage in speaking and listening to explore and respond to texts creatively and imaginatively

Indicators

This is evident when a student:

- a. Compares predictions with what actually happens in a story or event.
- b. Uses text structure for conveying information (e.g. cause and effect).
- c. Explore emotions inherent in different texts (e.g., talk about problems faced by characters and shows empathy).
- d. Answers “what if” questions asked from a listening.
- e. Explores possible solutions to problems in oral texts and expresses it through different strategies.

Strand: Speaking & Listening

Sub strand: Skills and Strategies

Outcome

SL.SS.1 Demonstrate positive listening and speaking behaviour in different interactive situations.

Indicators

This is evident when a student:

- a. Adjusts speaking and listening in informal situations and demonstrate growing awareness of the audience.
- b. Speaks and responds to the needs of others considering verbal and non-verbal cues (e.g., facial expression, tone, inflection).
- c. Stays on topic and tasks in group discussions.
- d. Engages in conversations and contributes ideas and information.

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 organisers, generate questions, and collect information).
- c. Uses appropriate body language to communicate with others (e.g., eye contact or appropriate facial expressions turn towards the speaker).
- d. Participates in peer review of oral presentations with teacher guidance (E.g., state two good points of an oral presentation).
- e. Recognises and uses gathered information as a basis for communication.
- f. Identifies strengths and areas for improvement of own speaking skills and strategies.
- g. Provides a beginning, middle and an end including concrete details that develop a central idea.

Grade 4

Outcome

SL.SS.3 Practise the skills and strategies used by 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, 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. Listens attentively to others and responds appropriately (e.g., nod to show agreement, make eye contact, face the speaker, respond to requests).
- e. Uses techniques for recall (e.g sketch, connect with a personal experience ,make notes, visualize, use a graphic organizer).
- f. Identifies main ideas and supporting details
- g. Asks questions to clarify (e.g recognize when information is not making sense, ask speaker to clarify).
- h. Identifies personal accomplishments and set goals for improvement of own listening skills and strategies.

Strand: Speaking & Listening

Sub strand: Language Structures & Features

Outcome

Indicators

SL.LSF.1 Use the features of oral language to convey and derive meaning in different interactive situations.

This is evident when a student:

- a. Recognises the distinguishing features of a variety of forms of texts (e.g., stories, poetry, recounts, procedures, information reports).
- b. Uses a variety of statements, questions (may make a few errors, but these do not interfere with meaning).
- c. Speaks with subject-verb agreement, and uses pronouns, adjectives, compound words and articles correctly.
- d. Shows awareness on the use of quotation marks, full stop, question mark, exclamation marks through shared reading activities and own reading (e.g. pause for a full stop while reading aloud).
- e. Uses a variety of simple ordering or connecting words to link ideas in their speech (e.g., but, because, first, finally).
- f. Uses noun-pronoun agreement and subject-verb agreement
- g. Uses past, present and future tenses appropriately.
- h. Speaks clearly and audibly (e.g. pronounce familiar words correctly, may stumble over newly acquired vocabulary).
- i. Self-corrects most errors of syntax.
- j. Show awareness of zero articles.

Grade 4

Outcome

SL.LSF.2 Recognise the structures and patterns of language in oral texts.

Indicators

This is evident when a student:

- a. Demonstrates knowledge of root words, compound words, and syllabication.
- b. Identifies and effectively uses common prefixes, suffixes, and word endings.
- c. Follows a simple rhythmic pattern when reciting a poem,(e.g. a rap, limerick, or verse used to skip rope).
- d. Recognises obvious alliteration in songs, poems, chants or stories.
- e. Identifies and uses structural sequencing cues (e.g., first, next).
- f. Begins to identify some idiomatic expressions and their meanings and purposes (e.g., its raining cats and dogs).

Strand: Reading & Viewing

Sub strand: Communicative Purpose

Outcome

RV.CP.1 Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (e.g. story, poem).

Indicators

This is evident when a student:

- a. Reads and views grade-appropriate literary texts (e.g. poems, recounts, easy fiction series, jokes, electronic and media texts) independently and collectively (choral reading and readers' theater), with comprehension, accuracy and fluency including expression and phrasing.
- b. Makes inference (e.g., about characters and situations) and draws conclusions.
- c. Demonstrates comprehension (e.g., sketching, completing cloze activity, or acting out the text).
- d. Summarizes main points from fiction and retells events in the correct sequence.
- e. Discusses some of the ways in which imaginative texts entertain and produce emotional responses (e.g, discuss how they felt at the most exciting part of a story or an animated film).

Outcome

RV.CP.2 Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction).

Indicators

This is evident when a student:

- a. Reads a grade-appropriate information text (e.g., instructions, procedures, descriptions, reports, advertisements, simple electronic and media texts) independently and collectively with accuracy, comprehension, fluency including expression and phrasing.
- b. Explains some of the differences between imaginative and information texts (e.g., picture books, advertisements, lists).
- c. Identifies the main ideas stated in the text, making inferences, drawing conclusions and giving reasons for interpretations by referring to text.
- d. Compares and contrasts different ideas or concepts in a text.
- e. Categorises and classifies details in a text read.

- f. Makes accurate and meaningful notes on a topic (e.g., organise information using a template or graphic organizer to identify facts and opinions in a text).
- g. Offers reactions and opinions with some supporting reasons or explanations.
- h. Explores causes and effects in relation to processes and events and predict possible outcomes.

Outcome

RV.CP.3 Read and reread just-right texts independently for 20 minutes daily for enjoyment and to increase fluency and comprehension.

Indicators

This is evident when a student:

- a. Selects just-right texts on their own.
- b. Reads and rereads independently for a sustained period of time for about 20 minutes.
- c. Reads and rereads just-right texts aloud with comprehension and fluency including expression (e.g with proper intonation and phrasing).
- d. Shows engagement in reading and describes self as a reader.

Outcome

RV.CP.4 View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps).

Indicators

This is evident when a student:

- a. Shows a developing understanding of how texts are constructed for different purposes and audiences.
- b. Determines who is served by particular images (e.g. identifies purpose, audience and interprets messages).
- c. Interprets cartoons, illustrations, graphs, and diagrams in subject areas across the curriculum (e.g. environmental studies, Islam).
- d. Makes some reasonable connections to other visual texts (e.g., similar type of messages).

Strand: Reading & Viewing

Sub strand: Skills & Strategies

Outcome	Indicators
RV.SS.1 Use a variety of strategies before reading and viewing to enhance comprehension of texts in different media and technologies.	This is evident when a student: - Writes down or shares what they already know about a topic or idea (e.g. using organisers). - Makes logical predictions about content based on understanding of story structure and prior knowledge. - Previews the text, using prior knowledge to generate questions. - Describes and uses 'text features' (e.g. headings, diagrams, table of contents) to anticipate and ask questions about content. - Identifies a variety of sources to locate information about a topic (e.g., encyclopedias, trade books, internet) with teacher support.
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.	This is evident when a student: - Checks predictions, confirms, and revise predictions based on understanding of story structure and prior knowledge. - Identifies reading strategies that good readers or viewers use during reading (e.g., chunking text, reading on, asking questions, reading to confirm meaning). - Uses contextual clues, word structure, illustrations, or dictionaries to figure out unfamiliar words). - Discusses and summarises what they have read or viewed, at intervals and at the end. - Self-monitor and adjust strategies to self-correct during reading (e.g., reread).

Grade 4

Outcome

RV.SS.3 Uses a variety of strategies after reading and viewing to confirm and extend meaning.

Indicators

This is evident when a student:

- a. Rereads and skims to identify specific details needed for questions or to confirm meaning.
- b. Asks and responds to questions related to the material read or viewed.
- c. Identifies connected story events or informational facts in materials read or viewed.
- d. Summarizes the 'big idea' or author's message and gives evidence to support the summary.
- e. Uses graphic organisers to record and represent information (e.g., web, Venn diagram, Y-charts).
- f. Reflects on the reading and viewing and makes connections (e.g., text-text, text-to-text, text- to- world).

Outcome

RV.SS.4 Demonstrate awareness of how 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. Reflects on own reading and viewing using class generated criteria and identify a strategy they could use more often or do not yet use.
- c. Self-monitors and discusses the effectiveness of their reading strategies.
- d. 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

Outcome

RV.LSF.1 Understand and apply the knowledge of language forms and features of texts to derive meaning.

Indicators

This is evident when a student:

- a. Points out 'text features' in simple imaginative, informative and persuasive text and suggests what purposes they serve.
- b. Constructs meaning from visual texts (e.g., pictures, diagrams, maps, icons, graphs, tables).
- c. Uses vocabulary such as plot, theme, conflict, character, setting, imagery, alliteration and rhyme to talk about reading and viewing.
- d. Recognises obvious uses of literary devices, jargons, and technical words with teacher support.
- e. Identifies rhythmic patterns in simple poems.
- f. Explains how the use of written conventions impact the reading of the text (e.g., how punctuation alter meaning, how misspelling interfere comprehension).
- g. Recognises how quotation marks are used to signal dialogue and direct speech.
- h. Recognises the use of figurative language in different texts (e.g., similes, metaphors, idioms and personification).
- i. Identifies features of online texts that enhance readability (graphics, layout, links).

Outcome

RV.LSF.2 Use the knowledge of word patterns to decode texts.

Indicators

This is evident when a student:

- a. Recognises and reads words accurately using a variety of cues (visual cues, word endings, word configurations).
- b. Identifies and reads common word ending, rhyming words and irregularly spelt words.
- c. Identifies and reads multi-syllabic words.

Strand: Writing & Representing

Sub strand: Communicative Purpose

Outcome

WR.CP.1 Create a variety of clear personal and imaginative writing and representations for a variety of purposes.

Indicators

This is evident when a student:

- a. Creates personal and imaginative writings and representations (e.g., free writing, journal entries, story descriptions, and personal letters).
- b. Writes narratives with characters, plot and setting that create a complication and a resolution.
- c. Writes personal recounts (e.g., How we celebrated Children's Day).
- d. Writes simple poems with teacher support (e.g., acrostics and diamante).
- e. Writes about favourite moments, characters and events in stories (e.g., "I was scared when the boy in the story went into the cave.").
- f. Expresses their reactions to poems in writing.

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 informational writing and representations with several logically sequenced ideas, some subject specific vocabulary and some detail (e.g., information posters, factual recounts, information reports, explanations).
- b. Writes descriptions that follow a logical sequence of events (e.g, compare/contrast, problem/solution).
- c. Writes a set of directions (e.g., how to make something- recipes, craft work).
- d. Writes to persuade an intended audience by establishing a position with relevant supporting evidence (e.g., write a letter to a school principal to persuade him/her to do something for the school (e.g., plant a tree in the playground).
- e. Writes an explanation to tell how and why something happens or works in a particular way (e.g., The water cycle).

Grade 4

Outcome

WR.CP.3 Use ICT to inquire, create texts, and communicate with others

Indicators

This is evident when a student:

- a. Uses drawing and writing software to record messages using pictures and symbols.
- b. Uses simple software to combine personal writing with supportive images to represent ideas (e.g., write brief personal recounts with accompanying illustrations and digital photographs (e.g., 'All about me page').
- c. Uses media and electronic equipment and information tools appropriately (e.g., take a photograph, combine graphics and texts in familiar software).
- d. Combines words and images to convey meaning (e.g., take a series of photographs over time to show the growth of plants in a science experiment and write explanations to accompany them).
- e. Uses technology responsibly and become aware of the ownership of information (e.g. with support identify the sources of downloads of texts, graphics).

Strand: Writing & Representing

Sub strand: Skills & Strategies

Outcome	Indicators
WR.SS.1 Use a variety of strategies before writing and representing to generate ideas	This is evident when a student: - Contributes to class discussion to generate ideas about what makes good writing (e.g. Examines writing samples). - Sets a purpose for writing and identifies an audience (e.g. writing a personal memoir to share with reading buddy). - Identifies the purposes and audiences of a range of simple text forms and the appropriateness of ideas to include for familiar audiences. - Generates and develops ideas in a variety of ways (e.g., outline, brainstorm, share conversations, recall, interview, using graphic organisers, sketch, create mental images, ask questions). - Makes written plans and uses graphic organizers (e.g mind maps, fishbone, story board) to organize and sequence ideas.

Outcome	Indicators
WR.SS.2 Use a variety of strategies during writing and representing to express and refine thoughts.	This is evident when a student: - Continues to expand ideas when writing or representing (e.g. add detail to webs, examine picture books for style, incorporate vocabulary from word banks, list additional ideas, ask for feedback from others). - Uses examples or models of some forms of writing or representing to assist organisation of writing (e.g headlines from simple news articles, large font on posters). - Refers to and uses class-generated criteria (e.g. use precise nouns, and powerful verbs). - Organises ideas in an appropriate sequence (e.g., chronological, compare and contrast, question and answers, cause and effect). - Adjusts writing to ensure that the form and tone are suitable for the intended audience (e.g. party invitation vs. letter to a grandparent).

- f. Creates variety in sentence structures and patterns to develop sentence fluency (e.g. sentences of different types and lengths).
- g. Revises and edits as the writing is created.
- h. Uses dictionaries or word processing tools while drafting (e.g. cut and paste, spelling and grammar check).
- i. Recognises and uses encyclopedia, children's magazine and non-fiction books to locate relevant information to complete a writing task.
- j. Examines with guidance how information is organised in a variety of sources (e.g., bold headings, bullets, index, glossary, table of contents, charts, tables).

Outcome

WR.SS3 Use a variety of strategies after writing and representing to improve own work.

Indicators

This is evident when a student:

- a. Checks writing against class criteria (e.g. variety of sentence types, legibility, and precise language).
- b. After checking work against criteria, selects areas for revision, and revise to enhance work.
- c. Accepts and incorporate some revision suggestions from peers and teachers (e.g., add more descriptive words).
- d. Improves the clarity and focus by revising writing based on a given criteria or checklist or on other's response.
- e. Engages in editing a piece of writing independently or with a peer (e.g. use a proof reading guide independently or with a buddy, read work aloud, check spelling by referring to word walls, dictionaries).
- f. Shares and publishes selected texts (e.g., display in the classroom).

Grade 4

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. Creates simple plans to reach the goals they have set.
- 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., take part in a writing celebration).

Strand: Writing & Representing

Sub strand: Language Structures & Features

Outcome

WR.LSF.1 Use the features and conventions of language to express meaning through writing and representing.

Indicators

This is evident when a student:

Grammar and usage

- a. Uses a range of sentence beginnings and sentence structures.
 - b. Uses paragraphs, but sentences may be inconsistent.
 - c. Uses correct sentences in simple and compound sentences.
 - d. Uses paragraphs to show where a new idea begins.
 - e. Uses a range of connectives and conjunctions to link ideas and information (e.g., to indicate time, to add information).
- ##### **Punctuation and capitalisation**
- f. Uses different forms of nouns (e.g., proper noun, common noun, noun phrases, possessive form, singular/plural, gender, collective nouns).
 - g. Uses relative pronouns (e.g. who which, that).
 - h. Uses different types of adjectives.
 - i. Distinguishes verbs according to meaning (e.g. action verbs, thinking verbs, feeling verbs, stative verbs, mental verbs).
 - j. Uses appropriate subject-verb agreement (e.g. singular/plural).
 - k. 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).
 - l. Uses modals to express a variety of meanings (e.g., convey ability, ask for permission, express politeness, obligation, convey possibility, to indicate past activity).
 - m. Uses different types of adverbs (place, time, degree, manner, duration, reason).
 - n. Uses prepositions to convey a variety of meanings (e.g. position, direction, possession, purpose, prepositional phrases).

Punctuation and capitalisation

- o. Uses commas in a series, dates, addresses and locations.
- p. Uses apostrophe for common contractions and possessives.
- q. Uses quotation marks.

Vocabulary and spelling

- r. Uses conventional British spelling for familiar and most frequently used words and apply phonic knowledge to spell multi-syllable words and unknown words.
- s. Uses spelling patterns and strategies such as phonic knowledge and word meaning when writing regular three-syllable words, irregular plurals and unknown words.
- t. Identifies frequently misspelled words, and develop strategies for learning them correctly.

Presentation

- u. Prints legibly and begins to show proper alignment, shape and slant, for cursive writing.
- v. Ensures formatting consistency if word processing.
- w. Ensures headings and titles are clear and helpful for a reader.
- x. Uses illustrations, charts and diagrams to support text.

GRADE 5

Outcomes and Indicators

Strand: Speaking & Listening

Sub strand: Communicative Purpose

Outcome

SL.CP. 1 Use speaking and listening to interact with others in a variety of forms for a variety of purposes and audiences.

Indicators

This is evident when a student:

- a. Participates in a variety of shared language experiences (e.g., reader's theatre, choral speaking, role play) and give brief recitations and oral presentations about familiar topics.
- b. Speaks in a variety of situations to inform or relate experiences (e.g., recount personal experiences retell stories, give instructions).
- c. Shares ideas, observations, feelings and experiences when participating in class activities (e.g., explore and discuss issues and varying viewpoints, participate in literature circles).
- d. Interacts with others (e.g., teachers, peers, and known adults) in structured speaking activities related to familiar topics.
- e. Gives informal and some rehearsed spoken presentations (e.g., recitations of poetry, role plays, short talks, retelling and improvising).

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 attentively to a range of electronic and spoken texts for pleasure and information (e.g., poems, narratives, recounts, instructions, jokes, riddles, procedures, descriptions, reports, presentations by guest speakers, arguments, and reviews).
- b. Participates in shared and independent listening experiences e.g., listen to specific information from a spoken text to retell it to others, retell the main idea of a presentation).
- c. Listens to a set of oral directions to accomplish a task (e.g., follow rules to play a game).
- d. Uses web-based audio and video resources in the study of broadcast features (e.g., various genres such as reports, experiments, songs).

- e. Listens to a speaker, make notes on the talk and use notes to extend speaking and understanding.
- f. Listens attentively to others' ideas and paraphrase information shared (e.g., summarising or identifying the gist).
- g. Discusses information from listening experiences and use them in own work (e.g., prepare a poster).

Outcome

SL.CP. 3 Use speaking to explore, express and present ideas, information and feelings clearly.

Indicators

This is evident when a student:

- a. Identifies purpose (e.g., to share experience, to entertain, to report information, offer ideas, to solve a problem) and audience for speaking and presenting (e.g., peers, younger students of the school).
- b. Prepares and presents ideas and information, that is generally complete (e.g. states a clear topic, ideas logically sequenced, includes some explanations, examples or details).
- c. Describes simple processes, routines situations and conditions (e.g., explains natural phenomena).
- d. Contributes to class or group discussions to respond to a variety of texts and class experiences and explain their own viewpoints (e.g., character analysis).

Outcome

SL.CP. 4 Engage in speaking and listening to explore and respond to texts creatively, interpretively and imaginatively

Indicators

This is evident when a student:

- a. Compares main events of different texts heard.
- b. Uses text structure for conveying information (e.g. cause and effect).
- c. Explores emotions inherent in different texts (e.g., talk about problems faced by characters and show empathy).
- d. Answers "what if" questions asked from a listening.
- e. Explores possible solutions to problems in oral texts and expresses it through different strategies.

Strand: Speaking & Listening

Sub strand: Skills & Strategies

Outcome

SL.SS 1 Demonstrate positive listening and speaking behaviour appropriate for the purpose of communicating.

Indicators

This is evident when a student:

- a. Adjusts speaking and listening in formal and informal situations and demonstrate growing awareness of the audience.
- b. Speaks and responds to others' questions, needs, feelings, and reactions taking into account verbal and non-verbal cues (e.g. tone, inflection, body language, facial expression).
- c. Follows classroom guidelines for interacting (e.g. respectful listening, accepting different opinions).
- d. Engages in different forms of interaction and contributes ideas and information.

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 organisers, generate research questions, collect and incorporate information from more than one source).
- c. Uses facial expression, body language, intonation and gestures to emphasise meaning and clarify (E.g., use variation in voice tone and volume to add interest).
- d. Participates in peer review of oral presentations with teacher guidance (E.g., using a rubric provided by the teacher).
- e. Uses visuals (e.g., charts, posters, models) that enhance meaning of oral presentation.
- f. Assess personal strengths and set goals for future growth.
- g. Uses effective introductions and conclusions that guide and inform the listeners' understanding.

Grade 5

Outcome

SL.SS.3 Practise the skills and strategies used by 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. 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. Listens attentively and courteously to each other or guest speakers and responds appropriately (e.g., stay on topic, face the speaker, use gestures).
- e. Uses techniques for recall (e.g. sketch, connect with a personal experience, make notes, visualize, use a graphic organizer).
- f. Summarises major ideas and supporting evidence presented in spoken messages and formal presentations.
- g. Asks questions to clarify (e.g. recognize when information is not making sense, ask speaker to clarify).
- h. Identifies strengths and areas for improvement of own listening skills and strategies.

Strand: Speaking & Listening

Sub strand: Language Structures & Features

Outcome

SL.LSF.1 Use the features of oral language to convey and derive meaning in different interactive situations.

Indicators

This is evident when a student:

- a. Recognises the distinguishing features of a variety of forms of texts (e.g., stories, poetry, recounts, procedures, information reports).
- b. Uses a variety of sentence lengths, structures, and types (e.g. complete simple and compound sentences, statements, commands and questions).
- c. Speaks with subject-verb agreement, and uses pronouns, adjectives, compound words and articles correctly.
- d. Shows awareness on the use of quotation marks, full stop, question mark, exclamation marks through shared reading activities and own reading (e.g. pause for a full stop while reading aloud).
- e. Uses a variety of connecting words and transitions to link ideas in their speech (e.g., first, therefore, now, however).
- f. Uses noun-pronoun agreement and subject-verb agreement.
- g. Uses past, present, and future tense properly.
- h. Faces audience and speaks clearly and audibly (e.g pronounce familiar words correctly, may stumble over newly acquired vocabulary).
- i. Recognises awkward phrasing in speaking and self-correct by restating.
- j. Shows awareness of zero articles.

Grade 5

Outcome

SL.LSF.2 Show a developing understanding of the structures and patterns of language in oral texts.

Indicators

This is evident when a student:

- a. Demonstrates knowledge of root words, compound words, and syllabication, contractions, prefixes and suffixes.
- b. Includes or replicates the rhythmic pattern when reciting a poem.
- c. Recognises obvious alliteration in poems, chants, stories or songs.
- d. Identifies the language patterns heard in songs or poems (E.g., rhyme and repetition).
- e. Identifies and uses structural sequencing cues (e.g., because, then).
- f. Recognises some idiomatic expressions, their meanings and their purposes.

Strand: Reading & Viewing

Sub strand: Communicative Purpose

Outcome

RV.CP.1 Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (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, jokes, series fiction, reviews, electronic and media texts independently and collectively (choral reading and readers' theater), with comprehension, accuracy and fluency including expression and phrasing.
- b. Makes reasonable inferences about characters or situations) and draws conclusions.
- c. Demonstrates comprehension (e.g., making comparisons and personal connections (e.g. text-text, text-self, and /or text to world).
- d. Interprets the main events and structure of literary texts using different strategies (e.g., storyboard, timeline, story pyramids).
- e. Explores some of the values, attitude and beliefs that are represented in texts and discuss how they might be interpreted differently by different groups of people.

Outcome

RV.CP.2 Read fluently and demonstrate comprehension of grade – appropriate information texts (non-fiction).

Indicators

This is evident when a student:

- a. Reads a grade-appropriate information texts (e.g., instructions, procedures, descriptions, advertisements, reports, arguments, explanations, electronic and media texts) independently and collectively with accuracy, comprehension, fluency including expression and phrasing.
- b. Discusses how information, events and opinions are explained and presented in information texts.
- c. Identifies the major purpose and main ideas of a text, makes inferences from directly stated supporting information and make connections between ideas in the text.
- d. Compares and contrasts different ideas or concepts in a text.

- e. Categorises and classifies details in a text read.
- f. Makes accurate and meaningful notes on a topic (e.g., organize information using a template or graphic organizer to identify facts and opinions in a text).
- g. Offers reactions and opinions with some supporting reasons or explanations.
- h. Explores causes and effects in relation to processes and events and predict possible outcomes.

Outcome

RV.CP.3 Read and reread just-right texts independently for 20 minutes daily for pleasure and to increase fluency and comprehension.

Indicators

This is evident when a student:

- a. Selects just-right texts on their own.
- b. Reads and rereads independently for a sustained period of time on a daily basis for over 20 minutes.
- c. Reads and rereads just-right texts aloud with comprehension and fluency including expression (e.g. with proper intonation and phrasing).
- d. Shows engagement in reading and describes self as a reader.

Outcome

RV.CP.4 View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps).

Indicators

This is evident when a student:

- a. Engages in discussions about the purposes of particular images or media texts (e.g. to inform, entertain, persuade).
- b. Determines who is served by particular images (e.g. identifies purpose, audience and interprets messages).
- c. Suggests reasonable interpretations of images or makes some relevant inferences.
- d. Makes some reasonable connections to other visual texts (e.g., similar type of messages).

Strand: Reading & Viewing

Sub strand: Skills & Strategies

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. Writes down or shares what they already know about a topic or idea (e.g. using organisers).
- b. Makes predictions about text using prior knowledge and experience, including knowledge of genre and author.
- c. Uses prior knowledge to preview and generate questions.
- d. Uses 'text features' (e.g. headings, diagrams, table of contents) to anticipate and ask questions about content.
- e. Uses a variety of alternative sources to locate information and build background knowledge about a topic (e.g. encyclopedias, internet).

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. Visualises, sketches or uses graphic organisers to support comprehension (e.g. mind map, quadrants).
- c. Uses contextual clues, word structure, illustrations, or dictionaries to figure out unfamiliar words).
- d. Discusses and summarises what they have read or viewed, at intervals and at the end.
- e. Self-monitor and adjust strategies to self-correct during reading (e.g., reread, read ahead, and go to another source).

Grade 5

Outcome

RV.CP.3 Selects and uses strategies after reading and viewing to confirm and extend meaning.

Indicators

This is evident when a student:

- a. Reviews the purpose set prior to reading or viewing and use it to guide rereading and re-viewing.
- b. Asks and responds to questions related to the material read or viewed.
- c. Makes inferences and draws conclusions (e.g. makes connections between cause and effect in materials read and viewed).
- d. Summarises the 'big idea' or author's message and gives evidence to support the summary.
- e. Uses graphic organisers to record and represent information (e.g., web, Venn diagram, Y-charts).
- f. Reflects on the reading and viewing and makes connections (e.g., text-text, text-to-text, text- to- world).

Outcome

RV.CP.4 Demonstrate awareness of how 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 asked and answered questions).
- b. Reflects on own reading and viewing using class generated criteria and identify a strategy they could use more often or do not yet use.
- c. Self-monitors and discusses the effectiveness of their reading strategies.
- d. 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

Outcome

RV.LSF.1 Understand and apply the knowledge of language forms and features of texts to derive meaning.

Indicators

This is evident when a student:

- a. Relates their knowledge of text features to the functions of the text (e.g. knowing the features of a procedure, information report).
- b. Constructs meaning from visual texts (e.g., pictures, diagrams, maps, icons, graphs, tables).
- c. Uses vocabulary such as plot, theme, character, setting, imagery, alliteration and rhyme to talk about reading and viewing.
- d. Recognises obvious uses of literary devices, jargons, and technical words with teacher support.
- e. Differentiates between prose and poetry.
- f. Explains how the use of written conventions impact the reading of the text (e.g., how punctuation alter meaning, how misspelling interfere comprehension).
- g. Recognises how quotation marks are used to signal dialogue and direct speech.
- h. Recognises the use of figurative language in different texts (e.g., similes, metaphors, idioms and personification).
- i. Identifies features of online texts that enhance readability (graphics, layout, and links).

Outcome

RV.LSF.2 Use the knowledge of word patterns to decode texts.

Indicators

This is evident when a student:

- a. Recognises and reads words accurately using a variety of cues (visual cues, word endings, word configurations).
- b. Identifies and reads common word ending, rhyming words and irregularly spelt words.
- c. Identifies and reads multi-syllabic words.

Strand: Writing & Representing

Sub strand: Communicative Purpose

Outcome

WR.CP.1 Create clear, focused 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).
- b. Writes narratives with characters, plot and setting that create a complication and a resolution, includes descriptions, actions and dialogue.
- c. Writes personal recounts (e.g., School Anniversary).
- d. Produces a range of short poems (e.g., haiku).
- e. Expresses in writing reactions to music, artwork, films, television programmes and videos (e.g., This song makes me.... / The best part).
- f. Writes about the relationship between poems and personal experience.

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, various multimedia formats).
- b. Writes descriptions that follow a logical sequence of events (e.g., comparison/ time, order, compare/contrast, problem/solution).
- c. Writes a set of directions (e.g., how to do something, play a game).
- d. Writes to persuade an intended audience by establishing a position with relevant supporting evidence (e.g., writes a persuasive letter to the students of the school (persuading them to keep the school clean).
- e. Writes an explanation to tell how and why something happens or works in a particular way (e.g., explain the cause of climate change).

Grade 5

Outcome

WR.CP.3 Use ICT to inquire, create texts, and communicate with others.

Indicators

This is evident when a student:

- a. Uses computers, still and video cameras, audio recorders, CD ROM and software.
- b. Uses simple software to combine personal writing with supportive images to represent ideas (e.g., write brief personal recounts with accompanying illustrations and digital photographs (e.g., 'All about me page').
- c. Uses software to organise information and represent ideas, selecting images, fonts and colours to match the purpose and audience of texts.
- d. Combines writing with supportive drawings and graphics (e.g., add a digital photograph to a short text).
- e. Uses technology responsibly and acknowledge the ownership of information (e.g., acknowledge the sources of downloads of texts, graphics).

Strand: Writing & Representing

Sub strand: Skills & Strategies

Outcome

WR.SS.1 Use a variety of strategies before writing and representing to generate ideas.

Indicators

This is evident when a student:

- a. Contributes to generate class criteria for writing or representing based on analysis of literary or information texts (e.g., interesting story sequence, using a variety of sentence types and lengths).
- b. Sets a purpose for writing and identifies an audience (e.g. writing a personal memoir to share with reading buddy).
- c. Identifies the purposes for writing and compose texts for a range of purposes such as to entertain, explain, persuade and give an opinion.
- d. 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).
- e. Categorises and organises ideas and information using simple headings and graphic organizers (e.g mind maps).

Outcome

WR.SS.2 Use a variety of strategies during writing and representing to express and refine thoughts

Indicators

This is evident when a student:

- a. Continues to expand ideas when writing or representing (e.g add detail to webs, examine picture books for style, incorporate vocabulary from word banks, list additional ideas, ask for feedback from others).
- b. Uses examples of forms of writing to assist in organisation of the writing, (e.g leads, headlines from simple news articles).
- c. Refers to and uses class-generated criteria (e.g use interesting detail, use powerful language).
- d. Organises ideas in an appropriate sequence (e.g., chronological, compare and contrast, pose and answer questions, cause and effect).
- e. Adjusts writing to ensure that the form and tone are suitable for the intended audience (e.g. party invitations vs letter to the principal).

- f. Creates variety in sentence structure and patterns to develop sentence fluency (e.g. sentences of different length).
- g. Revises and edits as the writing is created.
- h. Uses dictionaries or word processing tools while drafting (e.g. cut and paste, spelling and grammar check).
- i. Recognises and uses the organisational features of research resources such as encyclopedias, computerised catalogues, websites, to locate relevant information to complete a writing task (e.g., uses research resources to locate relevant information on an assigned topic.
- j. Examines how information is organised in a variety of sources (e.g. Bold headings, bullets, index, glossary, index, table of contents, charts, tables).

Outcome

WR.SS.3 Use a variety of strategies after writing and representing to improve own work

Indicators

This is evident when a student:

- a. Checks writing against class criteria (e.g. some consistency with form of writing, variety of sentence types, legibility, and precise language).
- b. After checking work against criteria, selects areas for revision, and revise to enhance work.
- c. Accepts and incorporate some revision suggestions from peers and teachers (e.g., add more descriptive vocabulary, detail on poster).
- d. Improve the clarity and focus by revising writing based on a given criteria or self- generated checklist or on other's response.
- e. Engages in editing a piece of writing independently or with a peer (e.g. use a proof reading guide independently or with a buddy, read work aloud, check spelling by referring to word walls, dictionaries, by checking punctuation, by checking that the text has appropriate visual features, lables, diagrams).
- f. Shares and publishes selected texts (e.g., display in the classroom, class newsletter).

Grade 5

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. 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 adjust 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).

Strand: Writing & Representing

Sub strand: Language Structures and Features

Outcome

WR.LSF.1 Use the features and conventions of language to express meaning through writing and representing.

Indicators

This is evident when a student:

Grammar and usage

- a. Uses simple and compound sentences.
- b. Creates complete sentences with few run-ons.
- c. Distinguishes between complete and incomplete sentences.
- d. Uses paragraphs to show where a new idea begins.
- e. Uses a range of connectives and conjunctions to link ideas and information (e.g., to indicate time, to add information).
- f. Uses different forms of nouns (e.g., proper noun, common noun, noun phrases, possessive form, singular /plural, gender, collective, abstract nouns).
- g. Uses relative pronouns (e.g. who, which,that) and reflexive pronouns (e.g. myself, yourself).
- h. Uses different types of adjectives.
- i. Distinguishes verbs according to meaning (e.g. action verbs, thinking verbs, feeling verbs, sensing verbs, mental verbs).
- j. Uses appropriate subject- verb agreement (e.g. singular/plural).
- k. 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 perfect continuous, past perfect continuous tense, present conditional, hypothetical conditional).
- l. Uses modals to express a variety of meanings (e.g., convey ability, ask for permission, express politeness, obligation, convey possibility, to indicate past activity).
- m. Uses different types of adverbs (place, time, degree, manner, duration, reason, adverb phrases).

- n. Uses prepositions to convey a variety of meanings (e.g., position, direction, possession, purpose, prepositional phrases)

Punctuation and capitalization

- o. Uses full stops, question marks or exclamation marks at the end of sentences.
- p. Uses commas and quotation marks.
- q. Uses apostrophe for common contractions and possessives.
- r. Uses quotation marks
- s. Uses hyphen for compound words.

Vocabulary and spelling

- t. Uses conventional British spelling for familiar and most frequently used words and apply phonic knowledge to spell multi-syllable words and unknown words.
- u. Uses spelling patterns and strategies such as phonic knowledge when writing regular three-syllable words, irregular plurals and unknown words.
- v. Uses a thesaurus to revise and to find more precise words.
- w. Uses newly acquired vocabulary in writing to produce a variety of effects.

Presentation

- x. Produces legible handwriting that demonstrates awareness of alignment, shape and slant.
- y. Ensures formatting consistency if word processing.
- z. Ensures headings, titles are clear and helpful for readers.
- aa. Uses illustrations, charts and diagrams to support text.

GRADE 6

Outcomes and Indicators

Strand: Speaking & Listening

Sub strand: Communicative Purpose

Outcome

SL.CP.1 Use speaking and listening to interact with others in a variety of forms for a variety of purposes and audiences.

Indicators

This is evident when a student:

- a. Participates in a variety of shared language experiences (e.g., dramatisation, role play, interviewing, oral presentations, talk about new concepts and unfamiliar topics).
- b. Speaks in a variety of situations to inform or relate experiences (e.g., recount personal experiences, retell stories, give instructions, and explain a phenomena or fact, present simple arguments).
- c. Shares ideas, observations, and experiences courteously during structured small and large group talk, and fulfil own role as a group member (e.g., respect different viewpoints and know how to agree or disagree).
- d. Interacts with others (e.g., teachers, peers, and known adults) in formal and informal situations (e.g., ask and answer questions).
- e. Gives informal and planned spoken presentations (e.g., recitations of poetry, role plays, short talks, review of books, films).

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 attentively to a range of electronic and spoken texts for pleasure and information (e.g., poetry, prose and drama, reports, presentations by guest speakers, radio programmes, descriptions, reviews, explanations and arguments).
- b. Participates in shared, and independent listening experiences (e.g., Actively listens to texts read aloud, viewed, performed, asking and answering key questions and providing personal viewpoints about particular issues in the texts).
- c. Listens to a set of oral directions to accomplish a task (e.g., carry out a science experiment).
- d. Uses web-based audio and video resources to study the features of different genres and registers (e.g., formality of talk, persuasive language, gestures, purpose of talk and contexts).

- e. Listens to a speaker, make notes on the talk and use notes to extend speaking and understanding.
- f. Listens attentively to others' ideas and paraphrase information shared (e.g., summarising or identifying the gist, reporting).
- g. Discusses information from listening experiences and use them in own work (e.g., complete a project).

Outcome

SL.CP.3 Use speaking to explore, express and present ideas, information and feelings clearly

Indicators

This is evident when a student:

- a. Identifies purpose (e.g., to share experience, to offer ideas, entertain, to report information, offer ideas, to solve a problem) and audience for speaking and presenting (e.g., classmates, guest speaker).
- b. Plans and delivers effective oral presentations (e.g., talk about current affairs, historical events, scientific break throughs).
- c. Describes simple processes, routines situations and conditions (e.g., explains natural phenomena).
- d. Clarifies and supports their own viewpoints and gives reasons citing a text or person if appropriate (e.g., persuasive speech).

Outcome

SL.CP.4 Engage in speaking and listening to explore and respond to texts creatively, interpretively and imaginatively.

Indicators

This is evident when a student:

- a. Identifies similarities and differences between different texts.
- b. Uses text structure for conveying information (e.g. cause and effect).
- c. Explores emotions inherent in different texts (e.g., talk about problems faced by characters and show empathy).
- d. Answers "what if" questions asked from a listening.
- e. Explores possible solutions to problems in oral texts and expresses it through different strategies.

Strand: Speaking & Listening

Sub strand: Skills & Strategies

Outcome

SL.SS.1 Demonstrate positive listening and speaking behaviour appropriately in a range of situations.

Indicators

This is evident when a student:

- a. Adjusts speaking and listening in formal and informal situations to suit the audience and purpose.
- b. Speaks respectfully and uses appropriate language (e.g., use emotive words when disagreeing with a point of view).
- c. Balance the roles of self as speaker and listener and follow the rules of conversation.
- d. Engages in different forms of interaction and contributes ideas and information.

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 organisers, generate research questions, collect and incorporate information from more than different sources).
- c. Uses facial expression, body language, intonation and gestures effectively to enhance meaning (E.g. Experiment with volume, pace and the use of pauses).
- d. Participates in peer review of oral presentations with teacher guidance (e.g., review a presentation of a classmate using a rubric provided by the teacher).
- e. Experiments with different forms (e.g., audiovisual) and the incorporation of dramatic elements or visual aids to engage the audience.
- f. Sets goals to enhance the development of own speaking skills and strategies for further growth.
- g. Presents/discusses in their own words information that is generally accurate and relevant, states a clear topic, follows an organisational structure, includes specific detail, and provides a conclusion.

Grade 6

Outcome

SL.SS.3 Practise the skills and strategies used by 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, to compare, 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. Listens attentively and courteously to each other or guest speakers and responds appropriately (e.g., stay on topic, face the speaker, use gestures, withhold judgement until appropriate).
- e. 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 ideas, visualize, use a graphic organizer).
- f. Takes notes from a range of spoken texts (e.g. Guest speaker, television programme, video, CD-ROM).
- g. Asks questions to clarify (e.g recognize when information is not making sense, ask speaker to clarify).
- h. Sets goals to enhance the development of own listening skills and strategies.

Strand: Speaking & Listening

Sub strand: Language Structures & Features

Outcome

SL.LSF.1 Use the features of oral language to convey and derive meaning in different interactive situations.

Indicators

This is evident when a student:

- a. Recognises the distinguishing features of a variety of forms of texts (e.g., stories, poetry, recounts, procedures, information reports).
- b. Uses a variety of sentence lengths, structures, and types (e.g. complete simple and compound sentences, statements, commands and questions).
- c. Speaks with subject-verb agreement, and uses pronouns, adjectives, compound words and articles correctly.
- d. Shows awareness on the use of quotation marks, full stop, question mark, exclamation marks through shared reading activities and own reading (e.g. pause for a full stop while reading aloud).
- e. Use a variety of connecting words and transitions to link ideas in their speech (e.g., first, therefore, now, however).
- f. Recognises awkward phrasing when speaking and self-correct by restating.
- g. Uses past, present, and future tense properly.
- h. Maintains an appropriate listening posture, including focusing on the speaker.
- i. Expresses ideas using a variety of sentence types and lengths to enhance meaning and style.
- j. Shows awareness of zero articles.

Grade 6

Outcome

SL.LSF.2 Show a developing understanding of the structures and patterns of language in oral texts.

Indicators

This is evident when a student:

- a. Recognises and uses literary devices (E.g.,similes).
- b. Recognises the rhythmic pattern when reciting a poem (e.g., limerick, rap).
- c. Recognises and creates alliteration.
- d. Identifies the language patterns heard in songs or poems (E.g., rhyme and repetition).
- e. Identifies and uses structural sequencing cues (e.g., because, then, to begin, in conclusion).
- f. Understands idiomatic expressions and use them to enhance speaking.

Strand: Reading & Viewing

Sub strand: Communicative Purpose

Outcome

RV.CP.1 Read fluently and demonstrate comprehension of a range of grade – appropriate literary texts (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, junior series fiction, jokes, reviews – electronic and media texts) independently and collectively (choral reading and readers' theater), with comprehension, accuracy and fluency including expression and phrasing (e.g., book club, listening circle).
- b. Makes reasonable inferences about characters or situations) and draws conclusions.
- c. Demonstrates comprehension (e.g., making comparisons and personal connections (e.g., text-text, text-self, and /or text to world).
- d. Recognises and identifies plot structure in literary texts (e.g. beginning, climax, resolution).
- e. Explores some of the values, attitude and beliefs that are represented in texts and discusses how they might be interpreted differently by different groups of people.

Outcome

RV.CP.2 Read fluently and demonstrate comprehension of grade – appropriate information texts (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) independently and collectively with accuracy, comprehension, fluency including expression and phrasing.
- b. Discusses how information, events and opinions are explained and presented in information texts.
- c. Interprets texts by summarizing the main ideas, making inferences, drawing conclusions and giving reasons for interpretations by referring to the text.
- d. Compares and contrasts different ideas or concepts in different texts.
- e. Categorises and classifies details in a text read.

- f. Makes accurate and meaningful notes on a topic (e.g., organize information using a template or graphic organizer to identify facts and opinions in a text).
- g. Offers reactions and opinions with some supporting reasons or explanations.
- h. Explores causes and effects in relation to processes and events and predict possible outcomes.

Outcome

RV.CP.3 Read and reread just-right texts independently for 30 minutes daily for pleasure and to increase fluency and comprehension.

Indicators

This is evident when a student:

- a. Selects just-right texts on their own.
- b. Reads and rereads independently for a sustained period of time on a daily basis for over 20 minutes.
- c. Reads and rereads just-right texts aloud with comprehension and fluency including expression (e.g. with proper intonation and phrasing).
- d. Shows engagement in reading and describes self as a reader.

Outcome

RV.CP.4 View and demonstrate comprehension of visual texts with specialised features (e.g. films, posters, advertisements, photographs, illustrations, diagrams, maps).

Indicators

This is evident when a student:

- a. Suggests possible purposes for particular images or visual texts (e.g. to inform, to persuade, entertain).
- b. Determines who is served by particular images (e.g. identifies purpose, audience and interprets messages).
- c. Suggests reasonable interpretations of images or makes some relevant inferences.
- d. Makes some reasonable connections to other visual texts (e.g., similar type of messages, two characters in similar situation, similar use of colour or image).

Strand: Reading & Viewing

Sub strand: Skills & Strategies

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. Writes down or shares what they already know about a topic or idea (e.g. using organisers).
- b. Makes logical predictions about content, based on prior knowledge/experience and understanding of genre and author.
- c. Generates questions to guide their reading and viewing (e.g., SQ3R).
- d. Uses prior knowledge and preview the text and 'text features' (e.g. table of content, illustrations, headings) to anticipate and ask questions before reading.
- e. Uses a variety of alternative sources to locate information and build background knowledge about a topic (e.g. encyclopedias, internet).

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. Visualises sketches or uses graphic organisers to support comprehension (e.g. mind map, quadrants).
- c. Uses contextual clues, word structure, illustrations, or dictionaries, headings, captions, to find information and figure out unfamiliar words.
- d. Discusses and summarizes what they have read or viewed, at intervals and at the end.
- e. Self-monitor and adjust strategies to self-correct during reading (e.g., reread, read ahead, go to another source).

Grade 6

Outcome

RV.SS.3 Selects and uses strategies after reading and viewing to confirm and extend meaning.

Indicators

This is evident when a student:

- a. Reviews the purpose set prior to reading or viewing and use it to guide rereading and re-viewing.
- b. Asks and responds to questions related to the material read or viewed.
- c. Makes inferences and draws conclusions (e.g. makes connections between cause and effect in materials read and viewed).
- d. Summarises the 'big idea' or author's message and gives evidence to support the summary.
- e. Uses graphic organisers to record and represent information (e.g., web, Venn diagram, Y-charts).
- f. Reflects on the reading and viewing and makes connections (e.g., text-text, text-to-text, text- to- world).

Outcome

RV.SS.4 Demonstrate awareness of how 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 tried to visualise what I read).
- b. Reflects on own reading and viewing using class generated criteria and identify a strategy they could use more often or do not yet use.
- c. Self-monitors and discusses the effectiveness of their reading strategies.
- d. 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

Outcome

RV.LSF.1 Understand and apply the knowledge of language forms and features of texts to derive meaning.

Indicators

This is evident when a student:

- a. Relates their knowledge of text features to the functions of the text (e.g. knowing that ads are designed to sell can help them decide how to respond, knowing that information texts do not need to be read sequentially can help them find information efficiently).
- b. Constructs meaning from visual texts (e.g., pictures, diagrams, maps, icons, graphs, tables).
- c. Uses vocabulary such as copyright, plagiarism, table of contents, headings, index, glossary, diagrams to talk about their function in relation to reading and viewing.
- d. Recognises obvious uses of literary devices, jargons, and technical words with teacher support.
- e. Identifies the key elements of various genres (e.g., poems, short stories, novels, advertisements).
- f. Explains how the use of written conventions impact the reading of the text (e.g., how punctuation alter meaning, how misspelling interfere comprehension).
- g. Recognises how quotation marks are used to signal dialogue and direct speech.
- h. Recognises the use of figurative language in different texts (e.g., similes, metaphors, idioms and personification).
- i. Identify features of online texts that enhance readability (graphics, layout, links).

Outcome

RV.LSF.2 Use the knowledge of word patterns to decode texts.

Indicators

This is evident when a student:

- a. Recognises and reads words accurately using a variety of cues (visual cues, word endings, word configurations).
- b. Identifies and reads common word ending, rhyming words and irregularly spelt words.
- c. Identifies and reads multi-syllabic words.

Strand: Writing & Representing

Sub strand: Communicative Purpose

Outcome

WR.CP.1 Create clear, focused 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 may include imprompt writing).
- b. Writes narratives with characters, plot and setting that develop a complication and a resolution and includes descriptions, actions and dialogue.
- c. Writes personal recounts (e.g., A camping trip).
- d. Produces a range of short poems (e.g., short rhyming poems).
- e. Interprets poems, music, artwork, and videos (e.g., television and radio programmes).
- f. Writes about the relationship between poems and personal experience (e.g., how it relates to their society).

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, various multimedia formats).
- b. Writes descriptions that follow a logical sequence of events (e.g., time, order, compare/contrast, and problem/solution).
- c. Writes a set of directions (e.g., how to carry out a science experiment or a complex activity).
- d. Writes to persuade an intended audience by establishing a position with relevant, facts, opinions and supporting evidence (e.g., address social issues).
- e. Writes an explanation to tell how and why something happens or works in a particular way (e.g., How germs are spread).

Grade 6

Outcome

WR.CP.3 Use ICT to inquire, create texts, and communicate with others

Indicators

This is evident when a student:

- a. Uses computers, still and video cameras, audio recorders, CD ROM and software.
- b. Uses simple software to combine personal writing with supportive images to represent ideas (e.g., write brief personal recounts with accompanying illustrations and digital photographs (e.g., 'All about me page').
- c. Uses software to organise information and represent ideas and communicate understanding, experimenting with layout, and selections of images, borders or fonts.
- d. Constructs visual and multimedia texts using accessible software (e.g., use features such as composition, camera shots, framing, lighting, editing, setting, costume).
- e. Uses technology responsibly and ethically and identify sources of information for a limited range of texts.

Strand: Writing & Representing

Sub strand: Skills & Strategies

Outcome

WR.SS.1 Use a variety of strategies before writing and representing to generate ideas.

Indicators

This is evident when a student:

- a. Contributes to generate class criteria for writing or representing based on analysis of literary or information texts (e.g., organisation and presentation of ideas and word choice).
- b. Sets a purpose for writing and identifies an audience (e.g., writing an announcement for the class).
- c. Identifies the purposes for writing and compose texts for a range of purposes such as to entertain, explain, persuade and give an opinion.
- d. 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).
- e. Categorises and organises ideas and information using simple headings and graphic organizers (e.g. mind maps, T charts, storyboard).

Outcome

WR.SS.2 Use a variety of strategies during writing and representing to express and refine thoughts.

Indicators

This is evident when a student:

- a. Continues to expand ideas when writing or representing (e.g. add detail to webs, examine picture books for style, incorporate vocabulary from word banks, list additional ideas and ask for feedback from others).
- b. Uses examples of forms of writing to assist in organisation of writing, (e.g leads, headlines from simple news articles).
- c. Refers to and uses class-generated criteria (e.g. effective use of detail, appropriate font size).
- d. Organises information and ideas in a manner that fits with writing purpose (e.g., to inform, to persuade), using a variety of strategies.
- 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. Revises and edits as the writing is created.
- h. Uses dictionaries or word processing tools while drafting (e.g. cut and paste, spelling and grammar check).
- i. Recognises and uses the organisational features of research resources such as encyclopedias, computerised catalogues, websites, to locate relevant information to complete a writing task (e.g., uses research resources to locate relevant information on an assigned topic).
- j. Examines how information is organised in a variety of sources (e.g. Bold headings, bullets, index, glossary, index, table of contents, charts, tables).

Outcome

WR.SS.3 Use a variety of strategies after writing and representing to improve own work.

Indicators

This is evident when a student:

- a. Checks writing against class criteria (e.g. some consistency with form of writing, sensory detail, variety of sentence types, legibility, precise language).
- b. After checking work against criteria, selects areas for revision, and revise to enhance work.
- c. Accepts and incorporates some revision suggestions from peers and teachers (e.g., add more descriptive vocabulary, detail on poster).
- d. Improves the clarity and focus by revising writing based on a given criteria or self- generated checklist or on other's response.
- e. Engages in editing a piece of writing independently or with a peer (e.g. use a proof reading guide independently or with a buddy, read work aloud, check spelling by referring to word walls, dictionaries, by checking punctuation, by checking that the text has appropriate visual features, labels, diagrams).
- f. Shares and publishes selected texts (e.g., display in the classroom, class newsletter).

Grade 6

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. 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 adjust 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 display in bulletin boards).

Strand: Writing & Representing

Sub strand: Language Structures & Features Sub strand:

Outcome

WR.LSF.1 Use the features and conventions of language to express meaning through writing and representing.

Indicators

This is evident when a student:

Grammar and usage

- a. Uses simple and compound sentences, and begin to use complex sentences.
- b. Creates complete sentences with few run-ons and fragments.
- c. Distinguishes between complete and incomplete sentences.
- d. Uses paragraphs to show where a new idea begins.
- e. Uses a range of connectives and conjunctions to link ideas and information (e.g., to indicate time, to add information).
- f. Uses different forms of nouns (e.g., proper noun, common noun, noun phrases, possessive form, singular /plural, gender, collective, abstract nouns).
- g. Uses relative pronouns (e.g. who, which, that) and reflexive pronouns (e.g. myself, yourself).
- h. Uses different types of adjectives.
- i. Distinguishes verbs according to meaning (e.g. action verbs, thinking verbs, feeling verbs, sensing verbs, mental verbs).
- j. Uses appropriate subject- verb agreement (e.g. singular/plural).
- k. 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 perfect continuous, past perfect continuous tense, present conditional , hypothetical conditional).
- l. Uses modals to express a variety of meanings (e.g., convey ability, ask for permission, express politeness, obligation, convey possibility, to indicate past activity).
- m. Uses different types of adverbs (place, time, degree, manner, duration, reason, adverb phrases).

- n. Uses prepositions to convey a variety of meanings (e.g., position, direction, possession, purpose, prepositional phrases).

Punctuation and capitalization

- o. Uses capitalizations, periods, question marks, exclamation marks, commas, quotation marks, apostrophes correctly.
- p. Uses full stops, question marks or exclamation marks at the end of sentences.
- q. Uses commas, apostrophes, and quotation marks.
- r. Uses apostrophe for common contractions and possessives.
- s. Uses quotation marks.
- t. Uses hyphen for compound words.

Vocabulary and spelling

- u. Uses conventional British spelling for familiar and most frequently used words and apply strategies to spell unknown words (phonic knowledge, English dictionary).
- v. Uses spelling patterns and strategies such as phonic knowledge when writing regular three-syllable words, irregular plurals and unknown words.
- w. Uses a thesaurus to revise and to find more precise words.
- x. Uses newly acquired vocabulary in writing to produce a variety of effects.

Presentation

- y. Writes legibly, using a style that demonstrates awareness of alignment, style, and slant.
- z. Ensures formatting consistency if word processing.
- aa. Ensures headings, titles are clear and helpful for readers.
- ab. Uses illustrations, charts, and diagrams effectively to support the text.

Text Types

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

Key Stage 2

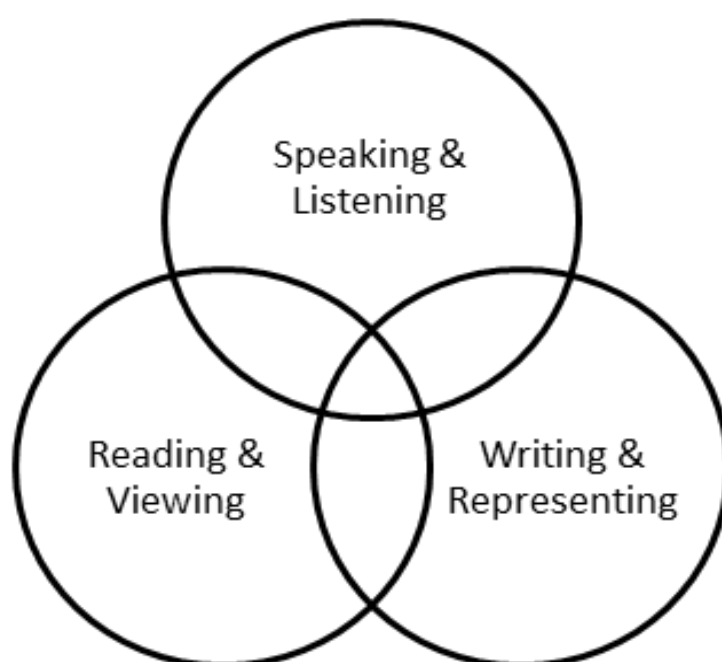
	ORAL	WRITTEN/VISUAL	MULTIMEDIA
GRADE 4	◆ Narratives (e.g. simple stories, fables) ◆ Instructions ◆ Short talks ◆ Recounts ◆ Descriptions ◆ Jokes and riddles ◆ Reports ◆ Songs ◆ Poems ◆ Word Games	◆ Narratives ◆ Lists (e.g. shopping lists) ◆ Procedures (e.g. how to make something) ◆ Descriptions ◆ Informational texts ◆ Letters ◆ Poems ◆ Games (e.g. board games) ◆ Charts ◆ Bar graphs ◆ Mind maps ◆ Reference books (e.g. dictionaries)	◆ Television ◆ Children's films ◆ Videos, CD-ROMs and Internet (where available) ◆ Advertisements ◆ Cartoons

	ORAL	WRITTEN/VISUAL	MULTIMEDIA
GRADE 5	◆ Narratives (e.g. stories, fables, legends) ◆ Instructions ◆ Talks ◆ Recounts ◆ Descriptions ◆ Information reports ◆ Dialogues and conversations ◆ Debates ◆ Plays ◆ Poems ◆ Games ◆ Riddles and jokes	◆ Books (fiction and non-fiction) ◆ Instructions ◆ Book reviews ◆ Letters ◆ Invitations ◆ Posters ◆ Charts ◆ Bar graphs ◆ Photographs ◆ Diagrams	◆ Television dramas ◆ Children's films ◆ Videos, CD-ROMs and Internet (where available) ◆ Television cartoons

	ORAL	WRITTEN/VISUAL	MULTIMEDIA
GRADE 6	◆ Narratives (e.g. stories, fables, legends, myths) ◆ Instructions of growing complexity ◆ Discussions ◆ Recounts ◆ Descriptions ◆ Explanations ◆ Debates ◆ Plays ◆ Poems ◆ Games ◆ Riddles and jokes ◆ Radio broadcasts (stories, announcements, news, weather, interviews)	◆ Books (fiction and non-fiction) ◆ Newspapers ◆ Reference books (e.g. dictionaries, children's encyclopedias, textbooks from other learning areas) ◆ Tables of contents and indexes ◆ Book reviews ◆ Pamphlets ◆ Advertisements ◆ Forms for filling in (e.g. for competitions) ◆ Diaries ◆ Magazines ◆ Comics ◆ Photographs ◆ Flow-diagrams ◆ Mind maps	◆ Television cartoons ◆ Films ◆ Television advertisements ◆ Documentaries ◆ Videos, CD-ROMs and Internet (where available)

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. At the same time, 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 in purposeful ways.

Literacy Development

The development of literacy is a fundamental goal of education in primary education. Literacy develops overtime and therefore during the primary years of education, the English syllabus focuses on developing the fundamental knowledge, skills, and behaviours in literacy which underpins all future learning and empowers students to become life- long learners.

Well planned literacy activities provide students with frequent opportunities to speak, listen, read, view, write and represent for varied authentic purposes. The following are basic premises for effective teaching of literacy:

- Opportunities to build relevant oral language.
- A balanced and integrated approach to teaching literacy with authentic activities.
- Organise time to promote student interest in reading and writing.
- The use of metacognitive and self-management strategies.
- Match teaching strategies to individual student needs by placing the learner at the centre of teaching.

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 children 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, puppet show, drama, poetry, story, rhymes)
- 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

Reading and viewing in the primary grades should be grounded on students' general language experience. In other words, oral language activities will provide the basis for the students' preparation for reading. This involves the child in the creation and reading of oral-based texts and in collaborative reading. 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:

- Create a print rich environment where students are encouraged to explore and interact with books.
- Keep books or different types of reading materials (e.g., magazines, cards) in order to get students to engage in reading.
- Display students' writing in the classroom as it would become a part of the students reading material.
- 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 children 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

- Read aloud to students and help them to develop vocabulary and achieve fluency.
- Incorporate a number of reading strategies into daily plans and foster the development of reading skills (e.g., buddy reading, shared reading, echo reading, independent reading).

Selecting texts

Instructional texts selected for reading in Key stage 2 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

Children learn 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 guided writing or 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 2.

Contact time per week
(minutes (2hrs and 45 minutes 225

Sample Lesson Plan

The purpose of the lesson is to develop students' awareness of the structure and language features of narratives.

Planning prior to lesson

Teaching points: text features of a narrative

Subject: English Language	Grade: 4	Duration: 45 minutes
Strand: Reading & Viewing	Sub-strand: Communicative purpose Skills & strategies Language structures & features	
Key Competencies: Understanding & Managing Self	Shared Values: Adaptability: develop the flexibility and resilience to adapt to changing conditions.	
Prior Knowledge:	Materials Needed:	
	Reading text Text framework	

Outcome:

RV.LSF. 1 Understand and apply the knowledge of language forms and features of texts to derive meaning

Indicators:

- Points out 'text features' in simple imaginative, informative and persuasive text and suggests what purposes they serve.
- Uses vocabulary such as plot, theme, conflict, imagery, rhyme to talk about reading & viewing

Learning Intentions

- To be able to identify the organisation and language features of a narrative

(Sample lesson plan Continued on next page)

Success Criteria

- Analyse a narrative and identify the organisation and language features.

Duration	Teaching & Learning	Resources needed	Differentiated Instruction												
(10 minutes)	Pre-Reading: - Show pictures of vessels used for sea transport and ask questions. Example: When did you last travel by sea? Where did you go? How was the weather? Did you go by a <i>dhoni</i>? Who did you go with? Did you enjoy the trip? - Write the following words on the board and ask the class to say words that are not used for a kind of a boat. <table><tr><td>dhoni</td><td>oil tanker</td><td>speedboat</td></tr><tr><td>yacht</td><td>tug</td><td>passenger liner</td></tr></table> <table><tr><td>canoe</td><td>cart</td><td>ferry</td></tr><tr><td>raft</td><td>catamaran</td><td>dinghy</td></tr></table> Tell the class that they are going to read the story about Robinson Crusoe. Ask these questions: - Have you ever read the Novel Robinson Crusoe? - Have you read any other adventure stories in which a character had to survive alone in an island? - What do you think it might be like to be shipwrecked on an island? - What would you do to survive in the island?	dhoni	oil tanker	speedboat	yacht	tug	passenger liner	canoe	cart	ferry	raft	catamaran	dinghy	Pictures of vessels used for sea transport -Reading text -Text framework	
dhoni	oil tanker	speedboat													
yacht	tug	passenger liner													
canoe	cart	ferry													
raft	catamaran	dinghy													

	Show flash cards of the main events of the story to class and ask them to arrange the cards in order. He lived in an island. He returned to England. He was shipwrecked. He sailed in a ship.		
(15 minutes)	Class work: ▪ Ask the students to read the text and to answer the questions. ▪ Get the class to say if their predictions before reading are similar to the events in the story.		Students who find it difficult to read the text could be paired with a fluent reader and asked to do buddy reading
(15 minutes)	Group work: ▪ Revisit the narrative structure by asking the students to identify the organisation and the language features of the narrative 'The Adventures of Robinson Crusoe'.	-Text framework	
(5 minutes)	Plenary: ▪ Share with the group work with the class.		

Resources needed:

Reading text

Read the story and underline the best answer to each question.

The story of Robinson Crusoe

- 1 I was born in England, in 1632. My father wanted me to be a lawyer. But I always wanted to explore the sea. One day, I started my first voyage in a big ship.
- 2 On the way a great storm came up and the ship was wrecked. I was the only person who survived and I was washed onto a deserted tropical island. First I began to see if there are any people in the island. But I could not see any human being. I walked for a long time. Then, as night fell I climbed a tree to sleep.
- 3 When I woke up the next morning, the sea was calm and the ship was a mile from the shore. So I swam back to the ship to pick anything useful before it sank. After a long search I found the carpenter's chest, which was a great prize to me. I also found the ship's dog, two cats and a goat. Later I caught a parrot. For many years these were my companions on the island.
- 4 Next, I made a safe home in the island. As the days passed I explored the island and found some fruit trees and a herd of goats. I grew barley which I found from the ship and made a calendar to mark the days. Each year the crops increased and I learned to love the beauty of the island but I always wanted to see a human face.
5. Later, I saved the skins of all the creatures I shot, and dried them. When my clothes were old I made new clothes with these animal skins. Every day I worked hard to make different things I needed. For a long time I tried to make a canoe with the trunk of a tree but it did not work.
6. Finally my luck changed when I saw a ship on the horizon. The captain of the ship offered to take me back to England. So on December 19th 1668, after 28 years I sailed away from the island.



Adapted from <http://www.2020site.org/robbinhood/robinson.html>

a. Underline the best answer to each question.

1. Robinson Crusoe started his first trip to _____

- a. become a lawyer.
- b. go to England .
- c. explore the sea.
- d. go to an island.

2. Why did Crusoe swim back to the ship?

- a. to look for animals like cats and dogs
- b. to get some tools to make a house
- c. to get a great prize and some animals
- d. to see if there is anything useful

3. Read this dictionary entry

Com.pan.ion/kəm'pæniən/ noun 1. a person or animal that spends a lot of time with you. 2. a person who shares in your work. 3. a person who has the same interest to your own. 4. One of a pair of thing that can be used together

In paragraph 3, which meaning of companions is used?

- a. 1
- b. 2
- c. 3
- d. 4

4. On his first days in the island Robinson Crusoe planted _____

- a. different crops
- b. fruit trees
- c. some barley
- d. fruits and barley

5. Why did the author most likely include paragraph 4 and 5?

- a. to tell about the different things he made.
- b. to describe how he spent his life in the island.
- c. to show how he looked for food.
- d. to explain how he liked the island.

Text framework

a. Work in groups. Read the story of Robinson Crusoe and talk about how the story is organized and the language features highlighted below.

Orientation test	1	I was born in England, in 1632. My father wanted me to be a lawyer. But I always wanted to explore the sea . One day, I started my first voyage in a big ship.	Simple past
			Eg. Wanted
who? Where?	2	On the way a great storm came up and the ship was wrecked. I was the only person who survived and I was washed onto a deserted tropical island. First I began to see if there are any people in the island. But I could not see any human being. I walked for a long time. Then, as night fell I climbed a tree to sleep.	
When? What?			
.....	3	When I woke up the next morning, the sea was calm and the ship was a mile from the shore. So I swam back to the ship to pick anything useful before it sank. After a long search I found the carpenter's chest, which was a great prize to me. I also found the ship's dog, two cats and a goat. Later I caught a parrot. For many years these were my companions on the island.	Setting
.....			
	4	Next, I made a safe home in the island. As the days passed I explored the island and found some fruit trees and a herd of goats. I grew barley which I found from the ship and made a calendar to mark the days. Each year the crops increased and I learned to love the beauty of the island but I always wanted to see a human face.	Linking words to do with time
			
	5.	Later, I saved the skins of all the creatures I shot, and dried them. When my clothes were old I made new clothes with these animal skins. Every day I worked hard to make different things I needed. For a long time I tried to make a canoe with the trunk of a tree but it did not work.	Characters
			
	6.	Finally my luck changed when I saw a ship on the horizon. The captain of the ship offered to take me back to England. So on December 19 th 1668, after 28 years I sailed away from the island.	

Assessment

The English syllabus requires teachers to 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 organize learning to support the children.

Teachers are recommended to use assessment strategies that are appropriate to measure the intended learning outcomes. When children with particular needs are identified, teachers can use assessment strategies to pinpoint particular strengths and weaknesses of children. Some assessment strategies teachers could use include

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

Understanding the Outcomes and indicators

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.

Glossary of terms

Decoding	Decoding is the ability to use visual, syntactic, or semantic cues to make meaning from words and sentences.
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.
Onset/Rime	The separate sounds in a word, i.e. the beginning part of the word (onset) and the rest of the word (rime), e.g. -at.
Phoneme	The smallest unit of sound.
Semantic cues	How the word fits into the context of the sentence.
Syntactic cues	How the sentences are structured and how the words are ordered.
Syllable	A unit of sound within a word, eg won-der-ful.
Text	Any written, spoken, nonverbal, visual or auditory communication involving language.