English in The National Curriculum

Key Stage 1 (grade 1, 2 and 3)
Acknowledgements

The National Institute of Education would like to thank the English language panel members who approved the syllabus:

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<th>Institution</th>
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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 1, 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
Ministry of Education
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Introduction
English language syllabus developed for Key stage 1 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 enable them to use language effectively for academic, professional and social purposes. Therefore, English being a subject in the key learning area strives to develop students’ confidence and competence in listening, speaking, reading, viewing, writing and representing. Language experiences provided through English develop the skills necessary to communicate appropriately and effectively in a variety of social contexts and develop tools for thinking and exploring information in numerous forms. In short, the 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**

<table>
<thead>
<tr>
<th>Vision</th>
<th>The learning experiences in English allow students to:</th>
</tr>
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</table>
| 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. | ➢ 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**. |
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. |
The aim of English Language Syllabus for Key stage 1 is to provide pupils with the opportunities to develop their ability to use English effectively for learning in subjects across the primary curriculum, to foster positive attitudes towards learning English and to enable students to use English in a variety of situations for communication and personal satisfaction.

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

The English Syllabus is organized through three interrelated strands:

**Strand 1: 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, hypothesize, clarify ideas, explore new concepts and vocabulary, solve problems and share literary experiences.

**Strand 2: Reading and Viewing (RV)**
Reading is a powerful means of communicating and learning. Reading enables students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

In the reading and viewing strand, students use effective strategies to construct meaning and develop thoughtful and critical interpretations of a variety of texts. Students appreciate, analyze, use and learn from literary and information texts.
**Viewing** is also an integral part of communication and it is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture, and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others.

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

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

**Representing** enables students to communicate information and ideas through a variety of media such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime, and models. By using a variety of representing strategies, students can discover and refine ideas, create representations with increasing confidence and skill, and demonstrate their understanding in a variety of ways.
The Sub Strands
The three strands of the syllabus are set out in three interrelated content strands of learning:

- Communicative purpose (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

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<th>Key Stage 1</th>
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<tbody>
<tr>
<td><strong>Grade 1</strong></td>
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<tr>
<td><strong>Communicative Purpose</strong></td>
</tr>
<tr>
<td>Engage in speaking and listening to interact with others using simple dialogue frames.</td>
</tr>
<tr>
<td>Listen and respond appropriately to demonstrate comprehension of commonly used classroom instruction.</td>
</tr>
<tr>
<td>Use speaking to express, present information, ideas and feelings switching between Dhivehi and English.</td>
</tr>
<tr>
<td>Engage in speaking and listening to explore texts and develop thinking.</td>
</tr>
<tr>
<td><strong>Skills &amp; Strategies</strong></td>
</tr>
<tr>
<td>With prompts begins to use basic skills and strategies of classroom interaction.</td>
</tr>
<tr>
<td>With teacher support demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.</td>
</tr>
<tr>
<td>Practise the skills and strategies used by effective listeners.</td>
</tr>
<tr>
<td><strong>Language Structures &amp; Features</strong></td>
</tr>
<tr>
<td>With teacher guidance use some basic features of familiar spoken texts to convey and derive meaning.</td>
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<tr>
<td>Show awareness of structures and patterns of language.</td>
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## Scope and sequence: Reading & Viewing

<table>
<thead>
<tr>
<th>Key Stage 1</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Communicative Purpose</strong></td>
<td>Read grade appropriate literary texts with prompt and support.</td>
<td>Read grade appropriate literary texts with purpose and comprehension.</td>
<td>Read grade appropriate literary texts with sufficient accuracy and fluency to support comprehension.</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td>Read and demonstrate comprehension of grade-appropriate information texts (non fiction) with prompt and support.</td>
<td>Read and demonstrate comprehension of grade-appropriate information texts (non fiction).</td>
<td>Read and demonstrate comprehension of grade-appropriate information texts (non fiction).</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td>Read a wide range of grade-appropriate texts daily for pleasure, and to improve fluency and comprehension.</td>
<td>Read a wide range of grade-appropriate texts daily for pleasure, and to improve fluency and comprehension.</td>
<td>Read a wide range of grade-appropriate texts daily for pleasure, and to improve fluency and comprehension.</td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td>View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters).</td>
<td>View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters).</td>
<td>View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, advertisements).</td>
</tr>
<tr>
<td><strong>Skills &amp; Strategies</strong></td>
<td>Practise the skills and strategies of effective readers before reading.</td>
<td>Practise the skills and strategies of effective readers before reading.</td>
<td>Practise the skills and strategies of effective readers before reading.</td>
</tr>
<tr>
<td><strong>Practice the skills and strategies of effective readers during reading.</strong></td>
<td>Practise the skills and strategies of effective readers during reading.</td>
<td>Practise the skills and strategies of effective readers during reading.</td>
<td>Practise the skills and strategies of effective readers during reading.</td>
</tr>
<tr>
<td><strong>Practice the skills and strategies of effective readers after reading.</strong></td>
<td>Practise the skills and strategies of effective readers after reading.</td>
<td>Practise the skills and strategies of effective readers after reading.</td>
<td>Practise the skills and strategies of effective readers after reading.</td>
</tr>
<tr>
<td><strong>Language Structures &amp; Features</strong></td>
<td>With teacher support, reflect upon own reading and viewing strategies.</td>
<td>With teacher support, reflect upon own reading and viewing strategies.</td>
<td>With teacher support, reflect upon own reading and viewing strategies.</td>
</tr>
<tr>
<td><strong>Show an understanding of the conventions of books and how print is organised.</strong></td>
<td>Recognise and use text structures and features to gain meaning.</td>
<td>Recognise and use text structures and features to gain meaning.</td>
<td>Recognise and read age appropriate texts fluently and accurately.</td>
</tr>
<tr>
<td><strong>Identify all the letters of alphabet (lower/upper) and their sounds and read some high-frequency words.</strong></td>
<td>Uses knowledge of word patterns, word families, and letter-sound relationships to decode unknown words.</td>
<td>Recognise and read age appropriate texts fluently and accurately.</td>
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## Scope and sequence: Writing & Representing

<table>
<thead>
<tr>
<th>Communicative Purpose</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create personal and imaginative writing and representations for a variety of purposes using a combination of drawings, words or sentences.</td>
<td>Create personal and imaginative writing and representations for a variety of purposes.</td>
<td>Create personal and imaginative writing and representations for a variety of purposes.</td>
<td></td>
</tr>
<tr>
<td>Write and create representations of a wide range of information texts for a variety of purposes using a combination of drawings, words or sentences</td>
<td>Write and create representations of a wide range of information texts for a variety of purposes.</td>
<td>Write and create representations of a wide range of information texts for a variety of purposes.</td>
<td></td>
</tr>
<tr>
<td>Practise effective skills and strategies before writing and representing.</td>
<td>Practise effective skills and strategies before writing and representing.</td>
<td>Practise effective skills and strategies before writing and representing.</td>
<td></td>
</tr>
<tr>
<td>Practise effective skills and strategies during writing and representing.</td>
<td>Practise effective skills and strategies during writing and representing.</td>
<td>Practise effective skills and strategies during writing and representing.</td>
<td></td>
</tr>
<tr>
<td>Practise effective skills and strategies after writing and representing.</td>
<td>Practise effective skills and strategies after writing and representing.</td>
<td>Practise effective skills and strategies after writing and representing.</td>
<td></td>
</tr>
<tr>
<td>With teacher support, reflect upon own writing and representing strategies</td>
<td>With teacher support, reflect upon own writing and representing strategies</td>
<td>With teacher support, reflect upon own writing and representing strategies</td>
<td></td>
</tr>
<tr>
<td>Uses some features and conventions of language to express meaning through writing and representing.</td>
<td>Uses some features and conventions of language to express meaning through writing and representing.</td>
<td>Uses some features and conventions of language to express meaning through writing and representing.</td>
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</tbody>
</table>
Outcomes
The outcomes are statements of the knowledge, skills and understandings expected to be gained by students as a result of effective instruction. They outcomes are arranged in stages and these outcomes are achieved as students engage with the content of the syllabus.

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

(Grade 1-3)
Speaking & Listening
Grade 1
Strand: Speaking & Listening

Sub strand: Communicative Purpose

Grade 1

Outcome:

Indicators

This is evident when a student:

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

a. Joins in and contributes to shared language experiences such as songs, and rhymes focusing on rhythm and intonation.

b. Conveys personal needs and feelings to the teacher and peers using learned sentence patterns (e.g., Please give me a pencil; Please may I drink some water?).

c. Responds to greetings, farewells and apologies appropriately.

d. Talks about personal preferences (e.g., I like ice-cream).

e. Engages in conversations for specific purposes by offering ideas and information (e.g., complete a web, think-pair-share activity).

f. Uses simple dialogue frames to seek information and solve problems (e.g., Where’s my pencil/ Did you see it?).
**Outcome:**

**SL.CP. 2**
Listen and respond appropriately to demonstrate comprehension.

**Indicators**

_This is evident when a student:_

a. Restates the purpose of a listening activity (e.g., to learn a new fact, to learn what happens, to carry out instruction, for enjoyment).

b. Follows verbal instructions, suggestions or requests in a two-step sequence (e.g., Please keep your English book on the table and come here).

c. Listens and responds to questions appropriately (e.g., What do cats eat?).

d. Sequences main ideas or events in a story using pictures and key words.

e. Shows understanding of the main idea in simple information texts (e.g. description, information report) by drawing or by repeating information from the texts.

f. Shows understanding of texts heard using different strategies (e.g., traffic lights - red = don’t understand, green = totally get it etc.).

**Outcome:**

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

**Indicators**

_This is evident when a student:_

a. Identifies and sets purpose for speaking and presenting with teacher support (e.g., to tell a story, to describe something, show-and-tell).

b. Speaks and listens in informal situations switching between Dhivehi and English (e.g., while playing
c. Tells information about oneself and family using learned sentence patterns.

d. Recounts a personal experience focusing on key words and pictures (e.g., go, eat, play, come)

Note: Children may use their own rules of grammar: goed, comed).

e. Uses simple statements to describe pictures and situations within a range of familiar topics.

f. Compares predictions with what actually happens in a story or event.

Outcome:

Indicators

This is evident when a student:

a. Compares information from two different texts (e.g., using a graphic organiser).

b. Relates 'cause and effect' using because (He has a stomach ache because he ate a ...........).

c. Offers opinions about familiar situations. (e.g., Teacher: We want to go on a class picnic. Where should we go?).

d. Tells how a character in a story would feel.

e. Answers "what if ....." questions asked from a listening.

f. Contributes in discussions to explore possible solutions to a problem and express it through different strategies (drawing a picture, act out).
### Sub strand: Skills & Strategies

#### Grade 1

**Outcome:**

**SL.SS.1**
With prompts begins to use basic skills and strategies of classroom interaction.

**Indicators**

_This is evident when a student:_

a. Uses social conventions and agreed rules in conversations and supported groups (e.g., look at the person speaking, sometimes takes turns in conversations, stay on topic).

b. Begins to use polite social language appropriately (e.g., hello, please, thank you, sorry, excuse me).

c. Asks questions to clarify meaning or to request assistance.

d. Makes connections between classroom discussion topics and personal experience.

**Outcome:**

**SL.SS.2**
With teacher support demonstrate the skills and strategies of effective speakers when expressing and presenting ideas, information and experiences.

**Indicators**

_This is evident when a student:_

a. Engages in informal oral presentations (e.g., show-and—tell activities, perform action songs).

b. Retells a story in a meaningful sequence from pictures.

c. Retells key information from non-fiction texts

d. Uses illustrations, simple graphic organisers and different materials to aid presentation.

e. Adjusts volume and tone of voice as appropriate to the language situation (e.g., reduce the volume in...
small groups, speak loudly when talking to the class).

f. Reflects on their own speaking with the help of a criteria developed by the class (e.g., maintain eye contact with the audience, speak loud enough to be heard).

**Outcome:**

**SL.SS.3**
*Practise the skills and strategies used by effective listeners.*

**Indicators**

*This is evident when a student:*

a. Identifies and sets purpose for listening activities (e.g., to gain information, for enjoyment).

b. Make predictions before and during listening based on prior knowledge and contextual clues (e.g., visuals, setting, and topic).

c. Recalls information from an oral text using a variety of ways (e.g., retells one or two main points, draw a picture, act out a sequence of events).

d. Answers simple questions asked about a story or information presented.

e. Listens to feedback from others and answers questions from audience.

f. Reflects upon own listening skills using non-complex rubrics (e.g., face the speaker, respond appropriately).
Sub strand: Language Structures & Features

Grade 1

Indicators

This is evident when a student:


b. Talks about a familiar topic using words such as ‘and’, ‘then’ to link ideas in speech.

c. Uses singular and plural form of nouns appropriately (regular/by adding ‘s’).

d. Attempts to match nouns to pronouns e.g., This is Hassan. He is my friend.

e. Uses basic tense forms (-ed) appropriately, may over generalise the grammatical rule (e.g., swimmmed, keeped).

f. Use words such as before, after and next to sequence events.

g. Uses language to categorise objects, places or people.

h. Uses action words (verbs) such as mark, circle, colour or draw to give oral directions.

i. Uses words such as over, under, between and beside to describe location.

j. Demonstrates enhanced vocabulary usage (e.g., use new words in imaginative role-play).
Outcome: SL.LSF.2
Show awareness of structures and patterns of language.

Indicators
This is evident when a student:

a. Identifies words and sounds that are the same and different (e.g., pen, pen - same/ pen, hen - different, /h/ /b/h - /h/ is same).

b. Claps to rhythms in oral texts or repeats a refrain from a poem, or song with an appropriate pattern.

c. Identifies rhyming words in a poem, and gives other examples of rhyming words or identifies sounds in an alliteration (e.g., Hamna has a hen.).

d. Recites rhymes, poems or riddles focusing on rhythm.

e. Blends separately spoken phonemes into a new word (e.g., c/l/a/p-clap).

f. Segments words by saying each sound in a one syllable word.

g. Claps or counts the words in a three to six word sentence (e.g., The boy is eating).

h. Recognises first, middle and last sounds in one syllable words (e.g., cat, fat, bat).

i. Claps or counts the syllables in a one-three syllable word (e.g., pen-cil).

j. Identifies the onset and rime of words.
Reading & Viewing
Grade 1
**Strand: Reading & Viewing**

**Sub strand: Communicative Purpose**

**Grade 1**

**Outcome:**

RV.CP. 1  
Read grade appropriate literary texts with purpose and comprehension.

**Indicators**

_This is evident when a student:_

a. Reads familiar literary texts (e.g. Narratives, rhymes) aloud with some fluency, expression and a sense of phrasing (e.g., read three or more words at a time while reading picture stories).

b. Re-tells a story or talks about a favourite book focusing on key words and pictures.

c. Makes basic inferences about characters (e.g., feelings) and events (e.g., why did he go to the hospital).

d. Makes connections between story events and personal experiences.

e. Locates some detail in written text, photos, illustrations and other graphics in response to questions or tasks.

f. Participates in individual, small group, and whole class reading of grade appropriate texts (e.g., buddy reading, readers' theatre, choral reading.)
Outcome:

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

Indicators

This is evident when a student:

a. Reads aloud information texts to others (e.g., teacher/peer) and for personal purposes (e.g., to learn new information).

b. Recognises some basic ‘text features’ to understand and locate content in information texts (e.g., title, illustration, captions).

c. Retells facts from texts through discussion, drawing or other representations.

d. Follows basic written directions supported with pictures (e.g., create a simple craft, follow a recipe).

e. With explicit support contributes in discussions and shares information learned.

Outcome:

RV.CP. 3
Read a wide range of grade-appropriate texts daily for pleasure, and to improve fluency and comprehension.

Indicators

This is evident when a student:

a. Selects own books and media texts to read from the library (school/class) or personal collection.

b. Reads for a sustained period (e.g., 10-15 minutes).

c. Reads and rereads aloud texts modelled by the teacher and receives feedback.

d. Engage in reading and demonstrate characteristics of a good reader (e.g., states the purpose of reading when asked by a peer or teacher, asks questions about pictures in text).
Outcome:

RV.CP. 4
View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters).

Indicators

This is evident when a student:

a. Participates in shared and guided viewing experiences with a variety of visual texts.

b. Talks about the purposes and meanings found in particular images or visual texts (e.g., visual texts: illustrations, videos, CD-ROMs/ Purposes: to inform, entertain).

c. Uses visual cueing systems in texts to construct meaning (e.g., clothing, sound effects, music).

d. Interprets messages conveyed by photographs and illustrations.

e. Recalls some facts and details from viewing experiences.
Sub strand: Skills & Strategies

Outcome:

RV.SS. 1
Practise the skills and strategies of effective readers before reading

Indicators

This is evident when a student:

a. Uses images, cover illustrations and titles to predict the content of a text, with teacher support.

b. Identifies and sets purpose for reading activities with teacher support (e.g., to gain information, to answer some questions, for enjoyment).

c. Participates in discussions about the purpose and the likely audience of grade-appropriate texts (e.g., fairy tales, stories, posters, cartoons).

d. Builds upon and activates prior knowledge and experiences (e.g., by answering questions asked by the teacher, talking about pictures related to upcoming reading).

e. Determines question(s) to be answered by reading texts, with teacher support.

f. Skims through the text to gain a general impression of the content (e.g., pay attention to pictures, titles).
Outcome:

**RV.SS. 2**
Practise the skills and strategies of effective readers during reading

**Indicators**

_This is evident when a student:_

a. Checks prediction about text and confirms ideas and information during shared reading.

b. Uses a variety of strategies to construct and confirm meaning (e.g., ask for assistance from teacher or peers, reread, read ahead, looks up words in a pictionary or word walls).

c. Talks about or sketches a mental image formed while reading a text.

d. Uses knowledge of word families and visual clues (pictures) to make meaning of text.

e. Asks questions at different stages about a text being read or viewed mainly using key words and phrases.

Outcome:

**RV.SS. 3**
Practise the skills and strategies of effective readers after reading

**Indicators**

_This is evident when a student:_

a. Retells key facts and ideas from shared reading experiences (e.g., story maps, roleplaying).

b. Contributes relevant ideas to group discussions about literary texts (e.g., find differences between two texts such as setting, characters or story ending by completing a chart provided by the teacher).

c. Relates different aspects of stories and characters
from print texts to personal experiences (e.g., tell own experiences related to topic).

d. Represents a text being read or viewed using a graphic organiser provided by the teacher.

e. Responds to questions asked from a shared or individual reading text orally, through art work and in writing.

f. Shares feelings evoked by different texts (e.g., use the 'Thinking Hats: Red Hat or art work).

Outcome:

RV.SS. 4
With teacher support, reflect upon own reading and viewing strategies

Indicators
This is evident when a student:

a. Talks about parts of the story he/she found easy or difficult and the reason.

b. Joins in and contributes to discussions about characteristics of good readers (e.g., chunk, look at pictures to support meaning, read for longer periods of time, select grade level texts to read).

c. With prompting and support, identifies some strategies they use before and during reading to make meaning of text.

d. Reflects on own reading and viewing using symbols or icons (e.g., picture of an ear to show listening quietly) and identify a strategy they could use more often.

e. With teacher support sets a goal to improve reading and viewing (e.g., create visual images during reading).
Sub strand: Language Structures & Features

Outcome:

RV.LSF.1
Show an understanding of the conventions of books and how print is organised.

Indicators
This is evident when a student:

a. Recognises common words needed to talk about books (e.g., title page, author, illustrator, front/back cover, character, setting, main events).
b. Reads words from left to right and top to bottom on a printed page during oral reading or own reading.
c. Identifies the beginning, middle and ending of stories.
d. Relates their knowledge of conventions of a text to comprehend written or visual texts (e.g., title, page numbers, illustrations, and bolded print).

Outcome:

RV.LSF.2
Identify all the letters of alphabet (lower/upper) and their sounds and read some high-frequency words.

Indicators
This is evident when a student:

a. Identifies upper and lower case letters by name and the sound that each letter of the alphabet represents.
b. Identifies the beginning and ending sounds of words.
c. Recognises and uses some common word patterns and knowledge of word families to decode new
words (e.g., at, all, ing, en).
d. Uses predictable word patterns and knowledge of sentence structure to make meaning of sentences (e.g., I like the cat, I like the hat).
e. Recognises and reads high-frequency words by sight (e.g., approximately 100 words commonly used in Grade 1).
f. Recognises and reads (age-appropriate words) fluently and accurately using a variety of cues (visual cues, syntactic cues or semantic cues).

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

Visual cues: shape of word, letter patterns, letter combinations and their associated sounds.
Syntactic cues: how the sentences are structured and how the words are ordered. Semantic cues: how the word fits into the context of the sentence.

High frequency words: High frequency words are words which occur most frequently in written material. For example, and, it, the, as, have, has, and 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.
Writing & Representing
Grade 1
Strand: Writing & Representing

Sub strand: Communicative Purpose

Grade 1

Outcome:

WR.CP. 1
Create personal and imaginative writing and representations for a variety of purposes. (using a combination of drawings, words or sentences)

Indicators
This is evident when a student:

a. Creates messages to express feelings, ideas, likes and dislikes (e.g., use a combination of pictures, symbols, letters or words to write about their favourite toy or represent favourite characters from stories).

b. Recounts personal experiences and events (e.g., 'What I did on Friday').

c. Writes simple narratives with characters, setting, and a sequence of events based on models.

d. Contributes to joint construction of poetic form (e.g., write repetitive simple sentences in teacher guided writing activities).

e. Joins in teacher modelled writing activities (e.g., to create a class book).

Outcome:

WR.CP. 2
Write and create representations of a wide range of information texts for a variety of purposes.

Indicators
This is evident when a student:

a. Writes very simple personal descriptions (e.g., family members, friends, familiar places).

b. Writes very simple instructions with teacher guidance (e.g., match pictures to instructions).

c. Uses modelled structures to create simple
information reports and representations with support from writing scaffolds (e.g., an information report on cats or information posters).

d. Creates a writing or representation to persuade an audience (e.g., create a poster on an environmental issue).

e. Writes simple explanations with pictures and explain the process or phenomena (e.g., How do we get fish?).

Strand: Writing & Representing

Sub strand: Skills & Strategies

Grade 1

Outcome: WRSS.1
Practise effective skills and strategies before writing and representing.

Indicators

This is evident when a student:

a. Identifies a purpose (e.g., to inform, to tell a story) for writing with teacher support (e.g., for classmates, for children from another class, for a family member, for the teacher).

b. Begins to use pre-writing strategies with teacher support (e.g., talking with others about a given topic, drawing, developing mind maps, charts).

c. Uses information from a variety of sources and group related ideas with teacher support (e.g., classroom display, books, multi media resources).

d. Begins to ask key questions to focus on while writing and representing (i.e., identify the writing
English in the National Curriculum

Key Stage 1

Outcome:

Indicators

This is evident when a student:

a. Uses print and pictures in a meaningful way
b. ‘Thinks aloud’ while writing and representing (i.e., voice out thoughts).
c. Uses models provided by the teacher to begin stories (e.g., once upon a time, One day).
d. Attempts to present information and ideas based on writing frames provided by the teacher.
e. Stays on topic while writing and representing.
f. Refers to personal word books, print text and classroom display (e.g., word wall) to assist with writing and verify spelling.
g. Demonstrates an understanding of conventions of written language (e.g., use sound-symbol relationship to write unfamiliar words, use capital
English in the National Curriculum

Key Stage 1

letters to begin sentences).

h. Reads work aloud and seeks help with spelling and simple punctuation.

i. Uses software tools to write or represent tools.

Outcome:

Indicators

This is evident when a student:

WR.SS.3
Practise effective skills and strategies after writing and representing.

a. Rereads the writing to see if the writing included everything they wanted to say (e.g., ask questions like: have I answered all the questions).

b. Revises the writing with teacher support (e.g., adds titles to own stories or writes captions for pictures).

c. Edits the writing with teacher support (e.g., use capital letters to begin sentences, the pronoun 'I', names, days of the week, use question marks, commas to separate items).

d. When editing and proofreading, checks for spelling errors using words wall or pictionary.

e. Reads and shares writing with others (e.g., read to a classmate or teacher) responds appropriately (e.g., nods to show agreement, asks questions to clarify, sometimes offer suggestions to improve).

f. Selects a favourite piece of writing to be published (displayed on class bulletin boards/ included in a class book) or included in the portfolio.
Outcome:

WR.SS.4
With teacher support, reflect upon own writing and representing strategies

Indicators

This is evident when a student:

a. Engages in discussions about the experience of writing or representing (e.g., tells how they started writing and talk about the process of writing or what they liked most).

b. Joins in discussions to develop a criteria about what makes good writing and representing (e.g., Good writing and representations have a title, visuals to support).

c. Uses a simple checklist provided by the teacher or a class generated criteria to assess writing and representing.

d. Reflects on own writing and representing strategies and identifies a strategy they could use to improve future work.
Sub strand: Language Structures & Features

Outcome:

WR.LSF.1
Uses some features and conventions of language to express meaning through writing and representing.

Indicators

This is evident when a student:

a. Shows awareness of correct word order and write simple sentences.
b. Uses the plural form of nouns appropriately (regular/by adding ‘s’).
c. Attempts to use pronouns appropriately (e.g., I, he, she).
d. Uses present tense and simple past tense of verbs with regular past form (e.g., jump/jumped).
e. Begins most sentences with a capital letter and capitalise the first letter of names and the pronoun ‘I’.
f. Uses full stops to end most sentences and begins to use question marks.
g. Uses commas to separate words in a series.
h. Uses a range of high frequency words from own word books, word wall or other materials available in the classroom.
i. Recognises and uses some common word patterns and knowledge of word families to write new words (e.g., at, all, ing, en).
j. Attempts to use word variety use newly acquired vocabulary.
k. Writes from left to right and top to bottom of the page.
l. Writes letters in a recognisable form and attempts to maintain letter size shape and space between words.
m. Uses drawings, and charts to support the text.
n. Uses titles to support text.
Speaking & Listening
Grade 2
Sub strand: Communicative Purpose

Indicators

This is evident when a student:

a. Participates in shared language experiences (e.g., conversations, puppet plays, singing, storytelling, choral speech activities).

b. Conveys personal needs and responds to simple questions (e.g., Are you hungry?).

c. Independently responds to greetings/farewells appropriately and politely.

d. Exchanges opinions on preferences and topics of interest (I like this cartoon because.....).

e. Engages in conversations for specific purposes by offering ideas and information (e.g., complete a web, think-pair-share activity).

f. Asks questions to solve problems and imaginatively explore situations in their immediate context (e.g., who? How? Why?).

SL.CP. 1
Use speaking and listening to interact with others for a variety of purposes.
Outcome: SL.CP.2
Listen and respond appropriately to demonstrate comprehension.

Indicators
This is evident when a student:

a. Restates the purpose of a listening activity (e.g., to learn a new fact, to learn what happens, to carry out instruction, for enjoyment).
b. Follows verbal instructions, suggestions or requests in a two-three step sequence.
c. Listens and responds to questions appropriately.
d. Tells events in a story using basic story structure (e.g., beginning, middle, end).
e. Listens to information texts and contributes to discussions about the texts.
f. Shows understanding of texts heard using different strategies (e.g., traffic lights - red = don’t understand, green = totally get it etc).

Outcome: SL.CP. 3
Use speaking to express, present information, ideas and feelings.

Indicators
This is evident when a student:

a. Tells the purposes of a speaking activity (e.g., to tell a story, to describe something, show-and-tell, ask for/ give information).
b. Give informal spoken presentations to small and large groups (e.g., performing action songs and rhymes, telling about a personal experience and reporting on a known topic).
c. Introduces self and exchanges personal information (ask and respond to questions about name, age, family, likes and dislikes).
d. Recounts a personal experience in a logical sequence that includes who, where, when and what.

e. Tells what happens in a factual text by answering who, what, when, where, why, and how questions.

f. Compares predictions with what actually happens in a story or event.

Outcome:

Indicators

This is evident when a student:

a. Compares information from two different texts (e.g., using a graphic organiser).

b. Relates 'cause and effect' using because (The boy fell down because……).

c. Offers opinions about familiar situation.

d. Tells how a character in a story heard would feel in different situations.

e. Answers "what if ....." questions asked from a listening.

f. Contributes in discussions to explore possible solutions to a problem and express it through different strategies.
Sub strand: Skills & Strategies

Grade 2

**Outcome:**

**SL.SS.1**
Uses basic skills and strategies of classroom interaction with less teacher intervention.

**Indicators**

_This is evident when a student:_

a. Uses social conventions and agreed rules independently in familiar group settings (e.g. pay attention to the speaker, take turns as listener and speaker in conversations).

b. Uses polite social language independently (e.g., hello, please, thank you, sorry, excuse me).

c. Asks questions to clarify or extend meaning or to request information.

d. Refers to relevant texts they have read, heard, or viewed to contribute in classroom discussions or tasks.

**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. Uses social conventions and agreed rules in conversations and supported groups (e.g. look at the person speaking, sometimes takes turns in conversations, stay on topic).

b. Gives informal presentations in small and large groups (e.g., perform action songs/poem, dramatisation, retell simple stories).

c. Retells a story in a logical sequence.

d. Retells key information from non-fiction texts.

e. Makes use of simple visual prompts and objects.
when expressing or presenting.

f. Support presentation with appropriate body language, voice level and tone to enhance meaning.

g. Peer assess oral presentations using different strategies (e.g., use a criteria, traffic lights - red = don’t understand, green = totally get it etc.).

**Outcome:**

**Indicators**

*This is evident when a student:*

a. Matches predictions before and during listening (e.g., use prior knowledge and contextual clues).

b. Sorts ideas and information from oral texts to make meaning (e.g., find similarities, differences, sequences).

c. Answers simple questions asked about a story or information presented.

d. Listens to feedback from others and answers questions from audience.

e. Reflects upon own listening skills using non-complex rubrics (e.g., face the speaker, asked questions to clarify meaning).
Sub strand: Language Structures & Features

Grade 2

Outcome:

Indicators

This is evident when a student:

SL.LSF.1 Recognises the structures and patterns of language in oral texts.

a. Identifies rhyming words in simple poems songs or stories read aloud.
b. Recognises words that fall into the same word family (e.g., can, fan, van, man) and alliterations in poems.
c. Recites rhymes, poems or riddles focusing on rhythm.
d. Discriminates and orally manipulates sounds to decode unknown words (e.g., isolating, blending, segmenting, deleting and adding sounds).
e. Claps or counts the words in a three to six word sentence (e.g., The boy is eating).
f. Identifies common word endings, onsets and rimes.
**Sub strand: Communicative Purpose**

**Grade 2**

**Outcome:**

**RV.CP.1 Read grade appropriate literary texts with purpose and comprehension.**

**Indicators**

*This is evident when a student:*

a. Reads aloud grade-appropriate literary texts (e.g., narratives, rhymes, simple poems) with increasing fluency, accuracy, comprehension, expression and a sense of phrasing (e.g., three or more words at a time in meaningful phrases).

b. Re-tells a sequence of events or stories using beginning, middle, and end.

c. Makes inferences about characters (e.g., feelings) and events in text, and says what may happen next and why.

d. Makes connections between text, personal experiences and prior knowledge.

e. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, drawing a story map or acting out the text)

f. Participates in individual, small group, and whole class reading of grade appropriate texts (e.g., buddy reading, readers' theatre, choral reading.)
Outcome:

RV.CP.2
Read 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., descriptions, procedures, information reports, explanation, exposition) with increasing fluency, accuracy and comprehension.

b. Uses some basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, illustration, captions).

c. Follows simple written directions supported with pictures (e.g., create a simple craft, follow a recipe).

d. With teacher guidance contributes in discussions and share information learned from reading.

Outcome:

RV.CP.3
Read a wide range of grade-appropriate texts daily for pleasure, and to improve fluency and comprehension.

Indicators

This is evident when a student:

a. Selects own books from the library (school/class) or personal collection.

b. Reads for a sustained period (e.g., 15-20 minutes)

c. Reads and rereads aloud texts modelled by the teacher and receives feedback.

d. Engage in reading and demonstrate characteristics of a good reader (e.g., states purpose of reading, make predictions).
Outcome:

RV.CP.4
View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters).

Indicators
This is evident when a student:

a. Talks about the purposes and meanings found in particular images or visual texts (e.g., visual texts: illustrations, videos, CD-ROMs/ Purposes: to inform, entertain).

b. Uses visual cueing systems in texts to construct meaning (e.g., sound effects, music).

c. Interprets illustrations, photographs, diagrams, maps, graphs, and other visual texts.

d. Recalls details or main ideas from visual texts in response to questions.

Strand: Reading & Viewing

Sub strand: Skills & Strategies

Outcome:

RV.SS.1
Practise the skills and strategies of effective readers before reading.

Indicators
This is evident when a student:

a. Predicts the content of a text based on contextual clues (e.g., title, pictures), and background information presented by teacher.

b. Identifies and sets purpose for reading activities with teacher (e.g., to gain information, to answer some questions, to find out how to do something).

c. Participates in discussions about the purpose and
the likely audience of grade-appropriate texts
(e.g., fairy tales, stories, advertisements, cartoons).

d. Builds upon and activates prior knowledge and
experiences (e.g., use KWL charts).

e. Determines question(s) to be answered by reading
texts, with teacher support.

f. Skims through the text to gain a general impression
of the content (e.g., pay attention to pictures,
titles, headings, sub headings).

**Outcome:**

**Indicators**

This is evident when a student:

RV.SS.2
Practise the skills and strategies of effective readers during reading

a. Checks prediction about text and confirms ideas
and information during shared and individual
reading.

b. Uses contextual clues (e.g., charts, diagrams, prior
knowledge) to make ongoing predictions and
confirm meaning (e.g., identify main idea, focus on
elements of story).

c. Talks about or sketches a mental image formed
while reading a text.

d. Uses different strategies to figure out unknown
words (e.g., skip the word and read on to the end
of sentence).

e. Asks questions at different stages, about a text
being read or viewed.
Outcome:

RV.CP.3
Practise the skills and strategies of effective readers after reading

Indicators
This is evident when a student:

a. Retells key facts and ideas from shared and individual reading experiences (e.g., story maps, role-playing).
b. Describe similarities and differences between two texts and two genres (e.g. use a Venn diagram).
c. Relates different aspects of stories and characters from print texts to personal experiences (e.g., tell own experiences related to topic).
d. Represents a text being read or viewed using an appropriate graphic organiser (e.g., 'Y' chart to compare things).
e. Responds to questions asked from a shared or individual reading text orally and in writing.
f. Shares feelings evoked by different texts (e.g., evaluate feelings).

Outcome:

RV.CP.4
With teacher support, reflect upon own reading and viewing strategies

Indicators
This is evident when a student:

a. Talks about own reading skills and strategies that were successful or unsuccessful and why (e.g., checking for meaning).
b. Joins in and contributes to discussions about characteristics of good readers (e.g., chunk, look at pictures to support meaning and predict what might happen, use self-correcting strategies (e.g.,
c. Identifies some strategies they use before and during reading to make meaning of text.

d. Reflects on own reading and viewing using class generated criteria and identify a strategy they could use more often or do not yet use.

e. With teacher support sets a goal to improve reading and viewing (e.g., make predictions, select main ideas).

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**Strand: Reading & Viewing**

**Sub strand: Language Structures & Features**

**Grade 2**

**Outcome:**

**RV.LSF.1**

Recognise and use text structures and features to gain meaning.

**Indicators**

*This is evident when a student:*

a. Identifies common features of written and visual texts (e.g., titles/ headlines, main and sub-headings, captions, labels).

b. Recognises and comprehend basic conventions of texts (e.g., full stop, question mark, exclamation mark, quotation mark, capitalized words).

c. Identifies the beginning, middle and ending of stories and basic elements of information texts and their purposes.

d. Relates their knowledge of conventions of a text to comprehend written or visual texts (e.g., follow the
alphabetical order when using a mini-dictionary, use headings to guide them when they are following a procedure).

**Outcome:**

**Indicators**

*This is evident when a student:*

a. Uses knowledge of letter sound correspondence to predict words when reading.

b. Recognises and uses common word patterns and knowledge of word families to decode new words (e.g., ash, ish, ush).

c. Uses phonic rules and generalisations to read unfamiliar words in reading texts.

d. Recognises and reads high-frequency words by sight (e.g., approximately 200 words commonly used in Grade 2).

e. Recognises and reads (age-appropriate words) fluently and accurately using a variety of cues (visual cues, syntactic cues or semantic cues).

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

**Visual cues:** shape of word, letter patterns, letter combinations and their associated sounds. Syntactic cues: how the sentences are structured and how the words are ordered. Semantic cues: how the word fits into the context of the sentence.

**High frequency words:** High frequency words are words which occur most frequently in written material. For example, and, it, the, as, have, has, and 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.
Strand: Writing & Representing

Sub strand: Communicative Purpose

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

Indicators
This is evident when a student:

a. Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., create a thank you card for a classmate or family member).
b. Recounts personal experiences and events (e.g., A visit to the park).
c. Writes narratives with characters, setting, and a problem.
d. Contributes to joint construction of short poems (e.g., change certain words from a given poem or rhyme).
e. Joins in guided writing activities (e.g., to write an imaginative writing).

Outcome: WR.CP.2
Write and create representations of a wide range of information texts for a variety of purposes.

Indicators
This is evident when a student:

a. Writes personal descriptions (e.g., family members, friends, familiar places).
b. Writes two- three step instructions or procedures (e.g., Make a cup of tea).
c. Uses modelled structures to create simple information reports and representations with a few logically sequenced ideas (e.g., an information
report on bicycles or information posters).

d. Creates a writing or representation to state an opinion and gives reason to support the belief (e.g., write a letter to a teacher requesting a specific place to go on a class picnic and include justification).

e. Writes simple explanations with teacher guidance (e.g., How does it rain?).

Strand: Writing & Representing

Sub strand: Skills & Strategies

Outcome:

WR.SS.1 Practise effective skills and strategies before writing and representing.

Indicators

This is evident when a student:

a. Identifies a purpose (e.g., to inform, to persuade, to explain) for writing with teacher support (e.g., for classmates, for children from another class, for a family member, for the teacher).

b. Uses pre-writing strategies with teacher support (e.g., talking with others, drawing, developing mind maps, interviewing).

c. Uses information from a variety of sources and group related ideas (e.g., classroom display, books, multimedia resources).

d. Begins to ask key questions to focus on while
writing and representing (i.e., identify the writing task).

e. Uses different strategies to organise ideas before writing (e.g., talk, draw, use graphic organisers and decide what to include in written products).

f. Shows an understanding that information and ideas can be expressed in different forms for different purposes (e.g., poetry, stories, songs, recounts, information reports).

g. Reviews a sample text that is similar to a task assigned by the teacher.

**Outcome:**

WR.SS. 2
Practise effective skills and strategies during writing and representing.

**Indicators**

*This is evident when a student:*

a. Organises ideas and information in a meaningful way.

b. 'Thinks aloud' while writing and representing (i.e., voice out thoughts, ask questions like: does it make sense?).

c. Attempts to organise writing with a clear beginning, middle and ending.

d. Presents information and ideas with several logically sequences ideas based on writing frames provided by the teacher.

e. Stays on topic while writing and representing and uses complete sentences.

f. Refers to personal word books, print text and classroom display (e.g., word wall) to assist with writing and verify spelling.
g. Demonstrates an understanding of conventions of written language (e.g., use sound-symbol relationship to write unfamiliar words, use capital letters to begin sentences and use question marks).

h. Reads work aloud and seeks help with spelling and simple punctuation.

i. Uses software tools to write or represent tools.

Outcome:

WR.SS. 3
Practise effective skills and strategies after writing and representing.

Indicators

This is evident when a student:

a. Rereads the writing to see if the writing included everything he/she wanted to say (e.g., asks questions like: have I answered all the questions).

b. Revises the writing with teacher support (e.g., adds or deletes words or sentences to make sense).

c. Edits the writing with teacher support (e.g., use capital letters to begin sentences, for the pronoun 'I', names, days of the week; use question marks, commas to separate items).

d. When editing and proofreading, checks for spelling errors using words wall, pictionaries, personal word books or dictionaries.

e. Reads and shares writing with others (e.g., read to a classmate or teacher) and responds to suggestions.
f. Selects a favourite piece of writing to be published (displayed on class bulletin boards/ included in a class book) or included in the portfolio.

Outcome:

WR.SS. 4
With teacher support, reflect upon own writing and representing strategies.

Indicators
This is evident when a student:

a. Engages in discussions about the experience of writing or representing (e.g., tells how they started writing and talks about the process of writing or what they liked most).

b. Joins in discussions to develop a criteria about what makes good writing and representing (e.g., good writing and representations have a title, visuals to support).

c. Uses a simple checklist provided by the teacher or a class generated criteria to assess writing and representing.

d. Reflects on own writing and representing strategies and identifies a strategy that could be used to improve future work.
Outcome:

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

Indicators

This is evident when a student:

a. Writes simple, complete sentences and begins to use compound sentences.

b. Uses some nouns with irregular plural form appropriately (butterfly/butterflies).

c. Begins to adopt paragraph structures (i.e. writes sentences in a paragraph but there may be some inconsistencies in paragraph division.

d. Uses singular and plural pronouns.

e. Uses present tense and simple past tense of verbs with regular and irregular past form (sometimes overgeneralise).

f. Uses capital letters for names, places and other proper nouns, (e.g., holidays, titles, places and at the beginning of sentences).

g. Uses full stops, question marks, or exclamation marks at the end of sentences with some inconsistency.

h. Uses commas to separate words in a series.

i. Uses apostrophes for common contractions and possessives.

j. Uses conventional spelling of commonly used words and generalisations to write unfamiliar
words.
k. Recognises and uses common word patterns and knowledge of word families to write new words (e.g., ash, ish, ush).
l. Uses a variety of words and specific vocabulary to support text.
m. Writes neatly and legibly with appropriate spacing between letters, words, sentences, and paragraphs.
n. Uses drawings, charts and diagrams to support the text.
o. Uses heading and subheadings to help a reader to understand the text.
Speaking & Listening
Grade 3
Strand: Speaking & Listening

Sub strand: Communicative Purpose

Outcome:

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

Indicators

This is evident when a student:

a. Participates in shared language experiences (e.g., drama, puppet plays, and role-plays).
b. Conveys personal needs in complete sentences and responds to questions related to familiar situations (e.g., What/why do you want to play?).
c. Makes and responds to polite requests independently.
d. Exchanges opinions on preferences and topics of interest.
e. Engages in conversations for specific purposes by offering ideas and information (e.g., complete a web, think-pair-share activity).
f. Asks questions to solve problems and imaginatively explores situations in their immediate context (e.g., who? how? why?).

Outcome:

SL.CP.2
Listen purposefully for a variety of purposes and demonstrate comprehension.

Indicators

This is evident when a student:

a. Determines the purpose of a listening activity (e.g., to learn a new fact, to learn what happens, to carry out instruction, for enjoyment, to learn a different viewpoint).
b. Follows verbal instructions, suggestions or requests
in a multi-step sequence.
c. Listens and responds to questions appropriately.
d. Tells events in a story using appropriate sentences and story structure.
e. Listens to information texts and contributes to discussions about the texts.
f. Shows understanding of texts heard using different strategies (e.g., traffic lights - red = don’t understand, green = totally get it etc).

**Outcome:**

**Indicators**

*This is evident when a student:*

a. Participates in discussion about different purposes for speaking (e.g., entertain, inform, persuade) and different audiences (e.g. parent, peer, teacher).
b. Gives informal, spoken presentations to small and large groups (e.g., performing action songs and rhymes, telling simple stories and reporting on a known topic).
c. Asks and answers questions about personal information (e.g., family, ambition, and hobby).
d. Recounts a personal experience and report briefly on personal knowledge of a topic (e.g., describe schools sports day, favourite food).
e. Uses talk to explain a product, representation, and actions (e.g. model, drawing).
f. Compares predictions with what actually happens in a story or event.
Outcome:

SL.CP.4
Engage in speaking and listening to explore texts and develop thinking

Indicators

This is evident when a student:

a. Compares information from different texts (e.g., using a graphic organiser)
b. Relates 'cause and effect' using because (The character in the story is not selected for the school football team because....)
c. Offers opinions about familiar situations.
d. Tells how a character in a story heard, would feel in different situations
e. Answers "what if ....." questions asked from a listening
f. Contributes to discussions to explore possible solutions to a problem and expresses it through different strategies.
Sub strand: Skills & Strategies

Outcome:

SL.SS.1
Use basic skills and strategies of classroom interaction with less teacher intervention.

Indicators

This is evident when a student:

a. Uses social conventions and agreed rules independently in familiar group settings (e.g. pays attention to the speaker, takes turns as listener and speaker in conversations).

b. Uses polite social language independently (e.g., hello, please, thank you, sorry, excuse me).

c. Asks questions to clarify or extend meaning or to request information.

d. Refers to relevant texts they have read, heard, or viewed to contribute to classroom discussions or tasks.

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. Gives informal presentations in small and large groups (e.g., dramatisation, retells simple stories, reports on a familiar topic).

b. Retells a story in a logical sequence

c. Retells key information from non-fiction texts.

d. Makes use of simple visual prompts and objects when expressing or presenting.
e. Supports presentation with appropriate body language, voice level, facial expression and tone, to enhance meaning.

f. Self-assesses oral presentations using different strategies (e.g., uses a criteria, two stars and a wish).

**Outcome:**

**Indicators**

*This is evident when a student:*

a. Identifies and sets a purpose for listening activities (e.g., to gain information, for enjoyment).

b. Makes and confirms predictions and inferences based on prior knowledge and contextual clues (e.g., visuals, setting, topic).

c. Sorts ideas and information from oral texts to make meaning (e.g., finds similarities, differences, sequences).

d. Identifies information related to inquiry and record facts (e.g., using a listening guide).

e. Listens to feedback from others and answers questions from audience.

f. Reflects upon own listening skills using non-complex rubrics (e.g., makes notes).
Outcome:

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. Talks about a familiar topic using words such as ‘and’, then, because, so, when, while and but to link ideas in speech.

c. Generally uses the singular and plural nouns appropriately.

d. Uses pronouns appropriately (errors do not interfere with meaning).

e. Uses tense forms of regular and irregular verbs in a way that makes meaning clear.

f. Use adverbs of frequency to sequence events.

g. Uses appropriate descriptive language to express feelings, ideas and opinions.

h. Demonstrates subject verb agreement.

i. Uses words such as over, under, between and beside to describe location.

j. Demonstrates enhanced vocabulary usage (e.g., uses specific vocabulary to talk about certain events or aspects).
Outcome:

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

Indicators

This is evident when a student:

a. Experiments with the rhythms and sounds of oral language (e.g., creates rhyming words orally in a rhyming pattern).

b. Demonstrates knowledge of root words, compound words and syllabication.

c. Identifies alliterations in simple poems, songs and stories.

d. Uses common prefixes, suffixes and word endings.

e. Talks about language patterns in poems or songs (e.g., rhyme and repetition).

f. Begins to recognise some idiomatic expressions and their meanings and purposes (e.g., He is under the weather = He is not feeling well).
Strand: Reading & Viewing

Sub strand: Communicative Purpose

Grade 3

Outcome:

Indicators

This is evident when a student:

RV.CP.1
Read grade appropriate literary texts with sufficient accuracy and fluency to support comprehension.

a. Reads grade-appropriate literary texts (e.g., narratives, rhymes, simple poems, fairy tales) with fluency, accuracy, comprehension and confidence.

b. Summarises main points found in literary texts and retells the events in the correct sequence (e.g., narratives, recounts, and fairy tales).

c. Connects and compares events in texts with personal experiences and prior knowledge.

d. Demonstrates comprehension by capturing aspects of texts through different strategies (e.g., completing a cloze passage, completing a timeline of a story, or acting out the text).

e. Participates in individual, small group and whole class reading of grade appropriate texts (e.g., buddy reading, readers' theatre, choral reading).
Outcome:

RV.CP.2
Read 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., descriptions, procedures, information reports, and explanations, expositions with fluency, accuracy, comprehension and confidence).

b. Uses basic 'text features' to understand and locate content in information texts (e.g., steps in a procedure, headings, subheadings, illustrations, captions, bold words).

c. Organises information from texts logically using different representations (e.g., writes information under categories provided by teacher- size, colour).

d. Follows simple written directions (e.g., creates a craft, follow a recipe).

e. Contributes in discussions and shares information learned.

Outcome:

RV.CP.3
Read a wide range of grade-appropriate texts daily for pleasure, and to improve fluency and comprehension.

Indicators
This is evident when a student:

a. Selects own books from the library (school/class) or personal collection.

b. Reads silently for a sustained period (e.g., 20-30 minutes).

c. Reads and rereads passages loud for teacher or peers and receives feedback.

d. Engages in reading and demonstrates characteristics of good readers (e.g., states purpose of reading, expresses opinion about text).
Outcome:

RV.CP.4
View and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, advertisements).

Indicators

*This is evident when a student:*

a. Participates in shared, guided, and independent viewing experiences with a variety of visual texts.

b. Talks about the purposes and meanings found in particular images or visual texts (e.g., visual texts: illustrations, videos, CD-ROMs/ Purposes: to inform, entertain, persuade).

c. Identifies how visual elements (e.g., colour, layout, font, sound) enhance and add meaning to visual texts.

d. Interprets illustrations, photographs, diagrams, maps, graphs, and other visual texts.

e. Talks about similarities and differences in visual texts.
Strand: Reading & Viewing

Sub strand: Skills & Strategies

Grade 3

Outcome:

RV.SS.1
Practise the skills and strategies of effective readers before reading

Indicators

This is evident when a student:

a. Predicts the content of a text based on contextual clues (e.g., title, visuals, sub-headings), and background information presented by the teacher.

b. Identifies and sets purpose for reading activities independently (e.g., to gain information, to find out a specific information).

c. Participates in discussions about the purpose and the likely audience of grade-appropriate texts (e.g., fairy tales, stories, advertisements, cartoons).

d. Builds upon and activates prior knowledge and experiences (e.g., uses a preview guide).

e. Determines question(s) to be answered by reading texts independently.

f. Skims through the text to gain a general impression of the content (e.g., pays attention to pictures, titles, headings, sub headings).
Outcome:

**RV.SS.2**
Practise the skills and strategies of effective readers during reading

Indicators
This is evident when a student:

a. Checks prediction about text and confirms ideas and information during shared and individual reading.

b. Uses contextual clues (e.g., charts, diagrams, prior knowledge) to make ongoing predictions and confirm meaning (e.g., makes judgments).

c. Talks about or sketches a mental image formed while reading a text.

d. Uses different strategies to figure out unknown words (e.g., highlights the words and refers to picture dictionaries or word walls to understand reading texts).

Outcome:

**RV.SS.3**
Practise the skills and strategies of effective readers after reading

Indicators
This is evident when a student:

a. Retells key facts and ideas from shared and individual reading experiences (e.g., story maps, oral presentations).

b. Compares and contrasts settings, characters, and events in different texts and genres (e.g. uses a Venn diagram).

c. Relates different aspects of stories and characters from print texts to personal experiences (e.g., tells own experiences related to topic).

d. Represents a text being read or viewed using an appropriate graphic organiser (e.g., 'fish bone' to
investigate cause and effect).

e. Responds to questions asked from a shared or individual reading text, orally and in writing

f. Shares feelings evoked by different texts (e.g., evaluate feelings, expresses empathy with a character).

Outcome:

**Indicators**

*This is evident when a student:*

a. Talks about own reading skills and strategies that were successful or unsuccessful and why (e.g., checking for meaning).

b. Joins in and contributes to discussions about characteristics of good readers (e.g., chunking, looking at pictures to support meaning, using self-correcting strategies (e.g., stops, rereads) when reading does not make sense).

c. Identifies some strategies he or she uses before and during reading to make meaning of text.

d. Reflects on own reading and viewing using class generated criteria and identifies a strategy they could use more often or have not yet used.

e. Sets a personal goal to improve reading and viewing (e.g., Self-monitoring or checking to make sure that what is read makes sense).
Strand: Reading & Viewing
Sub strand: Language Structures & Features  Grade 3

Outcome:

Indicators
This is evident when a student:

RV.LSF.1
Recognise and use text structures and features to gain meaning.

a. Compares different representations that seek to achieve a similar purpose (e.g., TV ad vs newspaper or billboards).
b. Uses specific vocabulary to talk about written and visual texts (e.g., plot, conflict, theme, character, setting, rhyme, rhythm, alliteration, punctuation, glossary, word order).
c. Analyses organisational patterns in literary and information texts (e.g., list, sequence of ideas).
d. Relates his/her knowledge of conventions of a text to comprehend written or visual texts (e.g., refer to the glossary to learn about unfamiliar words).

Outcome:

Indicators
This is evident when a student:

RV.LSF.2
Recognise and read age appropriate texts fluently and accurately.

a. Recognises and reads words accurately using a variety of cues (visual cues, syntactic cues or semantic cues).
b. Recognises and uses common word patterns and knowledge of word families to decose new words (e.g., ock, ack, ick, eck).
c. Uses phonic rules and generalisations to read
unfamiliar words in reading texts.

d. Recognises and reads high-frequency words by sight (e.g., approximately 300 words commonly used in Grade 3).

e. Recognises and reads (age-appropriate words) fluently and accurately using a variety of cues (visual, syntactic or semantic cues).

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**Strand: Writing & Representing**

**Sub strand: Communicative Purpose**

**Outcome:**

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

**Indicators**

*This is evident when a student:*

a. Creates writings and representations to express feelings, ideas, likes and dislikes (e.g., writes a reading response, letter to a friend).

b. Recounts personal experiences and events (e.g., my birthday party).

c. Writes narratives with characters, setting and a sequence of events, a complication and resolution.

d. Contributes to joint construction of short poems and attempts to experiment with poetic form (e.g., changes certain words from a given poem or
rhyme, use imagery, i.e. words and phrases that
appeal to the senses: sight, smell, taste, touch,
sound).
e. Joins in guided and shared writing activities (e.g.,
to write an imaginative writing).

Outcome:

**WR.CP.2**
Write and create representations
of a wide range of information
texts for a variety of purposes.

**Indicators**

*This is evident when a student:*

a. Writes descriptions of people, things and places
   (e.g., teacher, Islamic Centre, a bicycle).
b. Writes three - four step instructions or procedures
   (e.g., make a paper craft ).
c. Creates simple information reports and
   representations with a few logically sequenced
   ideas and some subject specific vocabulary (e.g.,
   information posters or information reports on
   bats).
d. Creates a writing or representation in which an
   opinion is stated and supported with justification
   (e.g., importance of having a computer in the
   class).
e. Writes simple explanations with teacher guidance
   (e.g., Why do animals live in different places?).
**Strand: Writing & Representing**

**Sub strand: Skills & Strategies**

**Outcome:**

**WR.SS.1** Practise effective skills and strategies before writing and representing.

**Indicators**

This is evident when a student:

a. Identifies a purpose (e.g., to inform, to describe) for writing with teacher support (e.g., for classmates, for children from another class, for a family member, for the teacher).

b. Uses different strategies to develop a plan for writing (e.g., using mind maps, making simple notes).

c. Uses information from a variety of sources and group related ideas (e.g., classroom display, books, multi media resources, encyclopedia).

d. Uses self-questioning to determine personal knowledge related to a topic and to focus on a central idea while writing and representing.

e. Uses different strategies to organise ideas before writing (e.g., talks, draws, use graphic organisers and decide what to include in written products).

f. Shows an understanding that information and ideas can be expressed in different forms for different purposes (e.g., poetry, stories, songs, recounts, information reports).

g. Reviews a sample text that is similar to a task assigned by the teacher or for self-selected topics.
Outcome:

**WR.SS.2**
Practise effective skills and strategies during writing and representing.

**Indicators**

*This is evident when a student:*

a. Organises ideas and information in a meaningful way.

b. 'Thinks aloud' while writing and representing (ie. voice out thoughts, ask questions like: does it make sense?).

c. Writes clear introductions and conclusions.

d. Presents information and ideas with several logically sequenced ideas based on writing frames provided by the teacher.

e. Stays on topic while writing and representing and uses complete sentences.

f. Refers to personal word books, print texts (dictionaries) and classroom displays (e.g., word wall) to assist with writing and verify spelling.

g. Demonstrates an understanding of conventions of written language (e.g., uses sound-symbol relationship to write unfamiliar words, uses capital letters to begin sentences, uses question marks, uses complete sentences).

h. Reads work aloud and seeks help with spelling and simple punctuation.

i. Uses software tools to write or represent tools.
Outcome:

WR.SS.3
Practise effective skills and strategies after writing and representing.

Indicators

This is evident when a student:

a. Rereads the writing to see if the writing includes everything he/she wanted to say (e.g., asks questions like: have I answered all the questions).

b. Revises the writing with the help of a criteria provided by the teacher (e.g., adds detail and descriptive words, deletes sentences that do not belong, revise for clear introduction, sequence, and conclusion).

c. Edits the writing with the help of a criteria (e.g., uses capital letters to begin sentences, the pronoun 'I', names, days of the week; use question marks, commas to separate items).

d. When editing and proofreading, checks for spelling errors using words wall, pictionarys, personal word books or dictionaries.

e. Reads and shares writing with others (e.g., reads to a classmate or teacher) and responds to suggestions.

f. Selects a favourite piece of writing to be published (displayed on class bulletin boards/ included in a class magazine, oral presentation) or included in the portfolio.
Outcome:

WR.SS.4
With teacher support, reflect upon own writing and representing strategies

Indicators

This is evident when a student:

a. Engages in discussions about the experiences of writing or representing (e.g., tells how they started writing and talks about the process of writing or what they liked most).

b. Joins in discussions to develop a criteria about the features of good writing and representing (e.g., good writing and representations have a title, visuals to support).

c. Uses a simple checklist provided by the teacher or a class generated criteria to assess writing and representing.

d. Reflects on own writing and representing strategies and identifies a strategy he/she could use to improve future work.
Strand: Writing & Representing

Sub strand: Language Structures & Features

Grade 3

Outcome:

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

Indicators

This is evident when a student:

a. Writes complete and varied sentences.
b. Uses singular and plural nouns.
c. Adopts paragraph structures (i.e., writes sentences in a paragraph but there may be some inconsistencies in paragraph division).
d. Uses singular and plural pronouns.
e. Ensures subject verb agreement (singular nouns with singular verbs; plural nouns with plural verbs).
f. Uses capital letters for names, places and other proper nouns, (e.g., holidays, titles, places and at the beginning of sentences).
g. Uses fullstops, question marks, or exclamation marks appropriately at the end of sentences.
h. Uses commas to separate words in a series, dates, addresses, and locations.
i. Uses quotation marks often inconsistently.
j. Uses apostrophes for common contractions and possessives.
k. Uses conventional spelling of commonly used words and generalisations to write unfamiliar words (may use invented spelling for technical or
specialised words).

l. Recognises and uses common word patterns and knowledge of word families to write new words (e.g., ock, ack, ick, eck).

m. Uses newly acquired vocabulary and specific vocabulary to support texts.

n. Uses drawings, charts and diagrams to support the text.

o. Uses heading and subheadings to help a reader understand the text.
**Text Types**
The following are examples of text types that could be used in Key Stage 1.

**Key Stage 1**

<table>
<thead>
<tr>
<th>ORAL</th>
<th>WRITTEN/VISUAL</th>
<th>MULTIMEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADE 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Narratives (e.g. simple stories, fables)</td>
<td>■ Simple stories</td>
<td>■ Television</td>
</tr>
<tr>
<td>■ Instructions</td>
<td>■ Lists (e.g. shopping lists)</td>
<td>■ Children’s films</td>
</tr>
<tr>
<td>■ Recounts</td>
<td>■ Instructions (e.g. how to make a paper aeroplane)</td>
<td>■ Videos, CD-ROMs and Internet (where available)</td>
</tr>
<tr>
<td>■ Simple descriptions</td>
<td>■ Simple descriptions</td>
<td>■ Songs</td>
</tr>
<tr>
<td>■ Action rhymes</td>
<td>■ Simple informational texts (e.g. books on animals)</td>
<td></td>
</tr>
<tr>
<td>■ Songs</td>
<td>■ Poems</td>
<td></td>
</tr>
<tr>
<td>■ Poems</td>
<td>■ Games (e.g. board games)</td>
<td></td>
</tr>
<tr>
<td>■ Games</td>
<td>■ Picture books</td>
<td></td>
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<tr>
<td></td>
<td>■ Picture puzzles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>■ Simple charts</td>
<td></td>
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<tr>
<td></td>
<td>■ Reference books (e.g. dictionaries)</td>
<td></td>
</tr>
<tr>
<td>ORAL</td>
<td>WRITTEN/VISUAL</td>
<td>MULTIMEDIA</td>
</tr>
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<td>-------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>GRADE 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Narratives (e.g. stories, fables, legends)</td>
<td>■ Books (fiction and non-fiction)</td>
<td>■ Television</td>
</tr>
<tr>
<td>■ Instructions</td>
<td>■ Instructions</td>
<td>■ Children’s films</td>
</tr>
<tr>
<td>■ Lists</td>
<td>■ Rules (e.g. rules for a game)</td>
<td>■ Simple television advertisements</td>
</tr>
<tr>
<td>■ Recounts</td>
<td>■ Rosters</td>
<td>■ Videos, CD-ROMs and Internet (where available)</td>
</tr>
<tr>
<td>■ Descriptions</td>
<td>■ Invitations</td>
<td>■ Songs</td>
</tr>
<tr>
<td>■ Dialogues and conversations</td>
<td>■ Greetings cards</td>
<td></td>
</tr>
<tr>
<td>■ Rhymes</td>
<td>■ Forms (e.g. for competitions)</td>
<td></td>
</tr>
<tr>
<td>■ Songs</td>
<td>■ Charts</td>
<td></td>
</tr>
<tr>
<td>■ Poems</td>
<td>■ Bar graphs</td>
<td></td>
</tr>
<tr>
<td>■ Games</td>
<td>■ Word puzzles (e.g. crossword puzzles)</td>
<td></td>
</tr>
<tr>
<td>■ Audio tapes</td>
<td>■ Photographs</td>
<td></td>
</tr>
<tr>
<td>■ Familiar advertisements</td>
<td>■ Magazine pictures and advertisements</td>
<td></td>
</tr>
<tr>
<td>■ Riddles and jokes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRADE 3</td>
<td>ORAL</td>
<td>WRITTEN/VISUAL</td>
</tr>
<tr>
<td>---------</td>
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<td>----------------</td>
</tr>
<tr>
<td></td>
<td>■ Narratives (e.g. stories, fables, legends, myths)</td>
<td>■ Books (fiction and non-fiction)</td>
</tr>
<tr>
<td></td>
<td>■ Instructions of growing complexity</td>
<td>■ Newspapers</td>
</tr>
<tr>
<td></td>
<td>■ Lists</td>
<td>■ Reference books (e.g. dictionaries, children’s encyclopedias, textbooks from other learning areas)</td>
</tr>
<tr>
<td></td>
<td>■ Recounts</td>
<td>■ Tables of contents and indexes</td>
</tr>
<tr>
<td></td>
<td>■ Descriptions</td>
<td>■ Simple book reviews</td>
</tr>
<tr>
<td></td>
<td>■ Dialogues and conversations</td>
<td>■ Pamphlets</td>
</tr>
<tr>
<td></td>
<td>■ Songs</td>
<td>■ Advertisements</td>
</tr>
<tr>
<td></td>
<td>■ Poems</td>
<td>■ Forms for filling in (e.g. for competitions)</td>
</tr>
<tr>
<td></td>
<td>■ Games</td>
<td>■ Diaries</td>
</tr>
<tr>
<td></td>
<td>■ Riddles and jokes</td>
<td>■ Magazines</td>
</tr>
<tr>
<td></td>
<td>■ Radio broadcasts (stories, announcements, news, weather, interviews)</td>
<td>■ Comics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ Photographs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ Flow-diagrams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>■ Mind maps</td>
</tr>
</tbody>
</table>
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. However, teachers have the flexibility to use Dhivehi language to help struggling learners to understand concepts in different learning areas.
Literacy Development

The development of literacy is a fundamental goal of education in the early years and in primary education. Literacy develops overtime and therefore during the early years and in 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 lifelong 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 are the foundation to support literacy.
- 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 early years 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 the collaborative reading of large format books. 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.
- Use classroom materials like weather charts or posters in which words, phrases or sentences change regularly and encourage students to respond appropriately.
- Keep books or different types of reading materials (e.g., magazines, cards) in the play corner in order to get students to engage in reading like behaviour during play.
- 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

- Develop basic sight vocabulary.
- Read aloud to students everyday 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 1 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).
- In the early years the teacher can sometimes act as scribe and model writing for the children.

**Recommended time**
The following table shows the allocated time for teaching English language to key stage 1.

| Contact time per week | 225 minutes (2hrs and 45 minutes) |
Sample Lesson
The purpose of this lesson is to develop students’ awareness of the organization and language features of a recount. Therefore while planning the lesson teachers need to refer to the substrands: communicative purpose, skills and strategies and the language structures and features and decide the skills and strategies students would be using before, during and after writing that students would be using. At the same time, it is vital to have a teaching focus of the language structures and features that the teacher would highlight in the lesson. In short, teachers are recommended to plan the lessons keeping in mind the integrated nature of language and to try to give a language experience that is rich and authentic. But at the same time consider that there may be a lesson where a teacher would want to give more time and emphasis on the skills and strategies than the language structures. In other words, be flexible, but try to integrate the various aspects of language while planning lessons.

Planning prior to lesson

Identify your teaching points: text features of a recount, vocabulary

Prepare a big book with the title: On Friday

Content of the book:

On Friday Hawwa helped her mother.
First Hawwa played with her little brother in the morning.
Next Hawwa washed the dishes.
After that Hawwa watered the plants in the garden.
Hawwa was very tired.

Note: Each of the above sentences should be written on a separate page with a picture to show the action.

Make a list of verbs/phrases that students could use to write a recount: went to the park, helped grandmother, cleaned my bag etc.
<table>
<thead>
<tr>
<th>Subject: English Language</th>
<th>Grade: 1</th>
<th>Duration: 90 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Writing &amp; Representing</td>
<td><strong>Sub-strand:</strong> Communicative purpose, Skills &amp; strategies, Language structures &amp; features</td>
<td></td>
</tr>
<tr>
<td><strong>Key Competencies:</strong> Making Meaning, Understanding &amp; Managing Self</td>
<td><strong>Shared Values:</strong> Recognise own role in creating a secure and caring family</td>
<td></td>
</tr>
<tr>
<td><strong>Prior Knowledge:</strong> Names of family members</td>
<td><strong>Materials Needed:</strong> Big Book, Activity sheet 1</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome:**

**WR.CP.1** Create personal and imaginative writing and representations for a variety of purposes. (using a combination of drawings, words or sentences)

**Indicators:**
- Recounts personal experiences and events (e.g., 'What I did on Friday')

**Outcome:**

**WR.SS.1** Practise effective skills and strategies before writing and representing.

**Indicators:**
- Identifies a purpose (e.g., to inform, to tell a story) for writing with teacher support (e.g., for classmates, for children from another class, for a family member, for the teacher)

**Outcome:**

**WR.LSF.1**
- Uses some features and conventions of language to express meaning through writing and representing.
**Indicators:**

- Shows awareness of correct word order and writes simple sentences
- Uses present tense and simple past tense of verbs with regular past form (e.g., jump/jumped)
- Begins most sentences with a capital letter and capitalises the first letter of names and the pronoun 'I'
- Uses fullstops to end most sentences and begins to use question marks

**Learning Intentions**

- To be able to write a personal recount using a combination of drawings, words or sentences.

**Success Criteria**

- The recount students write begins with who, where, when etc.
- The events in the recount are well organized
- Capitalises the first letter of most sentences, names and the pronoun ‘I’
- Most sentences begin with a capital letter and capitalise the first letter of names and the pronoun 'I'
- Uses present tense and simple past tense of verbs with regular past form (e.g., jump/jumped)
<table>
<thead>
<tr>
<th>Duration</th>
<th>Teaching &amp; Learning</th>
<th>Resources needed</th>
<th>Differentiated Instruction</th>
</tr>
</thead>
</table>
| (10 minutes)  | **Sharing time:**  
|               |  - Ask the students about what they did on Friday and get some children to mime and say what they did. Before students are asked to mime or say, teacher could model what he/she did on Friday.  |                                        |                          |
| (10 minutes)  | **Before reading:**  
|               |  - Introduce the book ‘On Friday’ by talking about the cover illustrations, the character and get students to predict what Hawwa did on Friday and write students’ guess on the board.  |                                        | - Big book               |
| (15 minutes)  | **During reading:**  
|               |  - Read through every page. Ask the students what Hawwa did on each page and write the action on the board as you read along.  
|               |  - E.g., played with her little brother  |                                        |                          |
| (15 minutes)  | **After reading:**  
|               |  - After reading all the pages compare students guess with what Hawwa did.  
|               |  - Reread the book. Stress on the order of actions and the action words.  
|               |  - Wipe the phrases from the story on the board.  
|               |  - Give out flash cards of sequence word and sentences from the story to different students.  
|               |  - Ask them to stick the cards on the board and get the whole class to read the sentences.  |                                        | - Sentence cards          |
| (15 minutes)  | **Before writing:**  |                                        |                          |
### English in the National Curriculum

#### Key Stage 1

| (15 minutes) | • Play musical chairs. Cut out sentences in a box and pass. The sentences should be simple and verbs should have regular past tense. E.g., I brushed my teeth, I prayed). When the music stops each student has to take a sentence from the box, say and mime it. Teacher could help students to read the sentences.  
| | • Give the following activity sheet to the class. (Activity sheet 1)  
| | • Provide each group with three boxes.  
|  
| (10 minutes) |  
|  
|  
|  
|  
|  
|  
|  
|  
| -Activity sheet  
| -3 Cardboard boxes  

For those children who find it difficult to read, or write teacher can provide a box with pictures for them to choose from and stick on the following grid.

<table>
<thead>
<tr>
<th>How to</th>
<th>Actions</th>
<th>Nouns</th>
</tr>
</thead>
</table>

**E.g.** Last Friday I played football

**During writing:**
• Students take out cards from each box and write about what they did on Friday.
• While the students are writing the teacher can move around and help.

**After writing:**
• When they finish their sentences ask to see whether they have included all the things they wanted to say.
• Students share their writing with other students.
Assessment:

Use the checklist to assess how students are working

Sample rating scale for writing

1= seldom

2= sometimes

3= consistently

<table>
<thead>
<tr>
<th>Indicators</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Writes from left to right and top to bottom of the page</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Shows awareness of correct word order and writes simple sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Rereads the writing to see if the writing includes everything they wanted to say (e.g., asks questions like: have I answered all the questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This checklist for writing can be drawn from the outcomes and indicators for each grade level and could be used throughout the term. The above checklist includes the areas of writing the teacher would assess during the particular lesson.

Extension option

At the beginning of everyday get children to say or write what they did the previous day. This could be continued for two weeks.

Links to other key learning areas

Mathematics – Ordinal numbers: First, second...etc

Social Studies: Helping each other / Living together
Teacher reflection:

Activity: 1

Tick the boxes to show what you did yesterday.

- I brushed my teeth.
- I prayed
- I walked to the beach.
- I played football.
- I learned my lessons.
- I mopped the floor.

You can number the activities according to the order in which they occurred.

Teacher: Help pupils to understand the structure and features of recounts. Show as many modelled writings and give opportunities for shared writing before learners are asked to write their own recount.
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.

Sight word
A common word that often cannot be ‘sounded out’, and therefore needs to be memorised to enable reading success. e.g., the, if, was

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.