

English Language Key Learning Areas

Area(s)	P. 1	P. 2	P. 3	P. 4	P. 5	P. 6
Vocabulary	<ul style="list-style-type: none"> ◆ Print awareness <ul style="list-style-type: none"> - Understands that print has meaning - How to handle books - Understand that text is read from left to right and top to bottom - Read one-syllable words ◆ Alphabetic system <ul style="list-style-type: none"> - Learn the letter sounds - Blending - Learn the letter formation - Name all upper and lower case letters ◆ Know words have a correct spelling ◆ Identify syllables in words ◆ Identity the sounds in words ◆ Identify words through pictorial cues ◆ Discriminate familiar words in a text 		<ul style="list-style-type: none"> ◆ Uses new words and Creates longer sentences ◆ Uses new vocabulary in speech ◆ Known words have antonyms and synonyms ◆ Uses of roots, prefixes and suffixes ◆ Tricky words –irregular words 		<ul style="list-style-type: none"> ◆ Build vocabulary through daily reading ◆ Could use word analysis strategies to identify unfamiliar words ◆ Word identification strategies: Suffixes/Prefixes & Antonyms & Synonyms ◆ Confusing words with similar meaning, spelling and grammar functions ◆ Known facts/ opinion explains causes and effect ◆ Relates personal experience to stories read aloud 	
Reading	<ul style="list-style-type: none"> ◆ Can recognize words in text ◆ Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues 	<ul style="list-style-type: none"> ◆ Can read very short, simple texts. ◆ Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and ◆ Can understand short simple personal letters 	<ul style="list-style-type: none"> ◆ Can understand texts that consist mainly of high frequency every day or job-related language. ◆ Can understand the description of events, feelings and wishes in personal letters 	<ul style="list-style-type: none"> ◆ Can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. ◆ Can understand ◆ Contemporary literary prose. 	<ul style="list-style-type: none"> ◆ Can understand long and complex factual and literary texts, appreciating distinctions of style. ◆ Can understand specialized articles and longer technical instructions, even when they do not relate to my field. 	<ul style="list-style-type: none"> ◆ Can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.

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Reading Comprehension	<ul style="list-style-type: none"> ◆ Word identification: sight word, high-frequency word ◆ Follow simple written instructions ◆ Answer close questions 		Developing reading strategies <ul style="list-style-type: none"> ◆ Make predictions about stories ◆ Relate personal experience to stories read aloud ◆ Use of context clues to decode new words ◆ Able to identify main idea and summarizing the text ◆ Able to identify story elements, features and structure ◆ Able to identify inferences and implicit information ◆ Predicting Outcomes ◆ Fact or Opinion ◆ Answer open-ended questions about stories such as why? How? What? 		<ul style="list-style-type: none"> ◆ Improve the use of effective strategies before, during, and after reading ◆ Mastery of reading skills: skimming text for general idea of the topic; scanning to predict content , scanning for specific information, inferring meaning of unknown words from the context, and evaluating ◆ State information learned while reading ◆ Summarizes stories: recall details and main ideas, sequences events, identifies characters ◆ Identify confusing passages/ words and asks clarifying questions. 	
Writing	<ul style="list-style-type: none"> ◆ Writes single words and word combinations ◆ Copies from model ◆ Uses letter strings or symbols to convey meaning ◆ Draws pictures to convey meaning ◆ Student may meet any one criterion at this level 	<ul style="list-style-type: none"> ◆ Writes phrases or simple sentences ◆ Lists ideas which may be related ◆ Uses repetitive vocabulary ◆ Uses little or no mechanics ◆ Uses temporary (transitional) spelling 	<ul style="list-style-type: none"> ◆ Conveys a single idea using multiple sentences which may lack cohesion ◆ Uses some compound/complex sentences. (Elementary level may use only ◆ Simple sentences ◆ May have difficulty with grammatical items (e.g., subject-verb agreement, pronouns, tenses) and syntax ◆ Writes with frequent errors in punctuation, spelling and capitalization ◆ Uses high-frequency vocabulary, sometimes omitting words 	<ul style="list-style-type: none"> ◆ Organizes ideas in a paragraph ◆ Uses some compound/complex sentence structures ◆ May have frequent grammatical errors. (Elementary level may contain some grammatical errors ◆ May write with some errors in punctuation, spelling and capitalization ◆ Uses vocabulary relevant to purpose, though sometimes awkward 	<ul style="list-style-type: none"> ◆ Writes multiple paragraphs ◆ Writes with a variety of sentence structures, using transitions ◆ Uses varied and descriptive vocabulary ◆ May have grammatical errors ◆ Makes few errors in punctuation and spelling 	<ul style="list-style-type: none"> ◆ Writes multiple paragraphs with clear introductions, fully developed ideas and conclusion ◆ Writes with a variety of sentence structures, using transition. ◆ Uses precise vocabulary ◆ Writes with occasional grammatical errors ◆ Makes few errors in punctuation and spelling

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Listening	<ul style="list-style-type: none"> ◆ Comprehend and act appropriately on spoken instructions. ◆ Enjoy listening to stories and chants. ◆ Listen and recognize words. ◆ Willing to listen and participate in group activities. ◆ Recognize the stress in an utterance 	<ul style="list-style-type: none"> ◆ Identify basic letter sounds ◆ Discriminate between different letter sounds ◆ Identify basic initial sounds ◆ Discriminate between different initial sounds in words ◆ Recognize features of language use such as alliteration, rhyme, onomatopoeia and rhythm in simple spoken texts 	<ul style="list-style-type: none"> ◆ Recognize the stress in an utterance ◆ Recognize the difference in the use of intonation in simple questions, statements, commands and warnings ◆ Identify key words in short utterances by recognizing the stress ◆ Identify the gist or main ideas in simple spoken texts, e.g. short stories, with the help of cues ◆ Locate or provide specific information in response to simple instructions or questions 	<ul style="list-style-type: none"> ◆ Identify consonant blend sounds and discriminate between different initial and final consonant blend sounds in words. ◆ Identify long vowel sounds and discriminate between different long vowel sounds in words. ◆ Identify the gist or main ideas by recognizing the stress in connected speech ◆ Locate specific information in spoken texts. 	<ul style="list-style-type: none"> ◆ Identify long vowel sounds and discriminate between different long vowel sounds in words. ◆ Recognize the stress in words. ◆ Understand the connection between ideas supported by cohesive devices. ◆ Predict the likely development of a topic by recognizing key words, using personal experiences, and making use of context and knowledge of the world. 	<ul style="list-style-type: none"> ◆ Recognize the stress in connected speech. ◆ Recognize differences in the use of intonation in expressing approval, disapproval, queries and doubts. ◆ Use audio clues, contextual clues and knowledge of the world to work out the meaning of simple spoken texts. ◆ Understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions.

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Speaking	<ul style="list-style-type: none"> ◆ Willing to listen and repeat with intonation. ◆ Greet teachers with appropriate language. ◆ Able to express feelings and needs. ◆ Able to express personal opinions. ◆ Respond to simple questions. ◆ Phonics: -Initial sounds of “t”, “b”, “l”, “a”, “m”, “s”, “h”, “o”, “c”, “i”, “n”, “e”, “j”, “p”, “y”, “i”, “f”, “w”, “u”, “d”, “g”, “k” -rimes: “at”, “un” 	<ul style="list-style-type: none"> ◆ Pronounce correctly letters of the alphabet and words in isolation, e.g. girl ◆ Pronounce correctly words in connected speech by linking words together and using appropriate stress, eg. Thank you ◆ Produce simple phrases and sentences involving repetition or lists e.g. I like bananas, apples and oranges. ◆ Use simple phrases and sentences to communicate with others with the help of cues ◆ Connect ideas by using cohesive devices, e.g. and, but, or ◆ Vowels and Consonants: “o”, “u”, “r”, “k”, “l”, “w”, “ai”, “ay”, “i”, “i-e”, “c”, “-er”, “ng” 	<ul style="list-style-type: none"> ◆ Imitate appropriate stress, rhythm and intonation ◆ Give a simple description to express meaning of an unknown word in response to teacher’s prompts ◆ Introducing oneself briefly ◆ Recognize the connection between ideas supported by appropriate cohesive devices, including connectives and pronouns ◆ Open an interaction by using simple formulaic expressions to greet someone politely. ◆ Vowels and Consonants: “g”, “ee”, “ea”, “p”, “ph”, “ir”, “v”, “j”, “oa”, “dr”, “cr”, “-er”, “-or”, “br”, “u”, “cl”, “a-e”, “o-e” 	<ul style="list-style-type: none"> ◆ Use appropriate registers when speaking to familiar interlocutors. ◆ Apply grammar rules ◆ Open an interaction by greeting someone in an appropriate manner. ◆ Maintain an interaction by controlling participation in an interaction or group activities ◆ Close an interaction by using appropriate formulaic expressions. ◆ Vowels and Consonants: “th”, “y”, “-y”, “x”, “ur”, “qu”, “a-”, “ed”, “ck”, “ow”, “c” 	<ul style="list-style-type: none"> ◆ Apply grammar rules ◆ Connect ideas by using cohesive devices. ◆ Open an interaction by introducing oneself giving some details. ◆ Maintain an interaction by asking and responding to others’ opinions. ◆ Maintain an interaction by acknowledging, agreeing or disagreeing, asking questions, replying, adding or giving examples and explaining, using formulaic expressions where appropriate. ◆ Close an interaction by giving reasons. ◆ Vowels, Consonants and Ending Consonant Blends: “g”, “oo”, “sp”, “spr”, “aw”, “au”, “oi”, “oy”, “fl”, “pl”, “sl”, “mp”, “nd”, “nt”, “ou”, “ow” 	<ul style="list-style-type: none"> ◆ Use gestures and facial expressions to convey meaning and intention. ◆ Use appropriate intonation and stress, and vary volume, tone of voice and speed to convey intended meanings and feelings. ◆ Open an interaction by eliciting a response by asking questions or providing information on a topic. ◆ Maintain an interaction by self-correction or rephrasing questions and answers if they are not understood. ◆ Maintain an interaction by predicting the likely development of a conversation and responding accordingly. ◆ Beginning Consonant Blends and Multi-syllables: “ew”, “ue”, “u-e”, “s”, “-es”, “-ive”, “-ic”, “-ion”

