

By the end of this unit, the students will be able to:

- Interact with the text and use reading strategies (while reading) to: locate specific factual information to answer simple short questions in a word or two; guess what follows in a story.
- Pronounce and match spoken words with the written words.
- Comprehend simple stories and poems read aloud in class.
- Demonstrate common conventions and dynamics of oral interactions in group to recite poems.
- Identify punctuation marks in sentence (e.g. Capitalisation, comma, full stop, question mark, etc.).
- Recognise that a sentence ends with some form of punctuation, i.e. full stop/question mark/exclamation mark.
- Construct simple sentences of three/four to five/six words using correct capitalisation, punctuation and spelling.
- Recognise and apply capitalisation to the initial letter of the first word of a sentence and to the initial letter of the names of people, pets, and places.
- Familiarise themselves with rhythm, stress, and intonation of English language.
- Read and recite short poems or nursery rhymes with actions.
- Articulate and use simple rhyming words in writing.
- Recognise and add comma for series of items in a sentence and after 'Yes' and 'No' in short formal dialogues, e.g. yes, thank you, etc.
- Use and respond to simple sentences showing requests and command, both physically and in their speech.
- Write simple one syllable words with correct spellings. Leave regular spaces between words.
- Write small and capital letters in random order following appropriate writing models of regular shape and size.
- Recognise and write rhyming words from a poem. Write more rhyming words.
- Revise and edit written work for spelling and punctuation.

By the end of this unit, the students will be able to:

- Identify/Classify words that begin with consonant or vowel sounds.
- Recognise and identify consonants and vowels in English alphabet.
- Comprehend simple stories and poems read aloud in class.
- Demonstrate common conventions and dynamics of oral interactions in groups to describe things and objects in surroundings.
- Recognise sounds in plural form of a word.
- Read more naming, action and describing words and match with pictures.
- Name some common objects in a picture or an illustration.
- Recognise and classify into different categories, naming words from pictures and immediate surroundings, e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home.
- Recognise and match common singular naming words (from immediate environment).
- Classify naming words into different categories such as person, pet, animal, place or thing.
- Use naming words in their speech and writing.
- Identify and change the number of simple naming words by adding or removing 's' and 'es'.
- Recognise and use words that point to something: these, those.
- Identify and recognise the rules for the use of a, an and the.
- Choose between a or an.
- Identify a or an as articles.
- Recognise that plural nouns do not take the articles a or an.
- List items of a similar category from a given text/picture.

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict story by looking at picture(s) in the text.
- Interact with the text and use reading strategies (while reading) to locate specific factual information to answer simple short questions in a word or two use pictures in texts to increase understanding guess what follows in a story follow sequence in a simple procedure or a picture story.
- Respond to the text (post-reading) to express likes/dislikes about the story.
- Respond orally and in writing, their likes or dislikes about the story/characters.
- Pronounce and match the initial and final sound of common words depicted in pictures with their corresponding letters.
- Recognise that as letters of words change, so do the sounds.
- Identify words that end with the same sound, e.g. /ng/.
- Recognise sounds in the plural form of a word.
- Recognise and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Interact with the text and use while-reading strategies to guess what follows in a story.
- Spell simple two/three syllable words.
- Recognise and use words that point to something: these, those.
- Use questioning words: what, who, where, when, why.

By the end of this unit, the students will be able to:

- Comprehend simple stories and poems read aloud in class.
- Interact with the text and use while-reading strategies to follow instructions.
- Identify, recognise and articulate three or more lettered sight words.
- Name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence.
- Recognise and classify into different categories, of some colours, shapes, multi-step directions (left/right & up/down).
- Identify and match pairs of describing words showing quality, size and colour e.g. soft-hard, big-small, black-white.
- Colour within lines and create simple patterns.
- Write actions or describing words using a series of action pictures.

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict story by looking at picture(s) in the text.
- Interact with the text and use reading strategies (while reading) to locate specific factual information to answer simple short questions in a word or two.
- Respond to the text (post-reading) to express understanding of the story through simple role-play.
- Comprehend simple stories and poems read aloud in class.
- Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.
- Identify, recognise and articulate three or more lettered sight words.
- Identify and classify gender of naming words from immediate environment (masculine/feminine).
- Illustrate the use of substitution words learnt earlier as subjective case.
- Recognise and use substitution words as objective case: me, us, you, him, her, them, it.
- Recognise and use that some words substitute particular and general naming words.
- Use am, is, are with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am
- Recognise, identify and use a few words showing position e.g. to/from, up/down, here/there (preposition of location), a few words showing position e.g. in, on, to, with.
- Fill in missing information to complete a simple paragraph.
- Write a few sentences to describe a picture and a series of pictures.
- Complete the story with given words.

By the end of this unit, the students will be able to:

- Identify and pronounce with reasonable accuracy common consonant clusters in initial positions e.g. str, thr, etc.
- Recognise and identify consonants and vowels in English alphabets using common consonant clusters (/gr, /st, /sp).
- Comprehend simple stories and poems read aloud in class.
- Demonstrate common conventions and dynamics of oral interactions in groups to express joy while playing.
- Identify paragraph as a graphical unit of expression.
- Locate month and day in a calendar by reading across and down.
- Read familiar words appearing on a variety of reading materials such as food labels, advertisements, coins, currency notes, etc.
- Write numbers from 1 to 50 in words.
- Write numbers in 10's in words.
- Write ordinal numbers 'first to tenth' in words.
- Identify position of objects using ordinal numbers.
- Recognise and classify into different categories, numbers in words (cardinal and ordinal).

By the end of this unit, the students will be able to:

- Comprehend simple stories and poems read aloud in class.
- Locate specific, simple information in a clock (by the hour) by looking at the position of the hands of the clock.
- Interact with the text and use while-reading strategies to locate specific factual information to answer simple short questions in a word or two.
- Identify, recognise and articulate three or more lettered sight words.
- Use first and second letter to arrange words in alphabetical order.
- Articulate the sounds of letters of the alphabet in random order.
- Recognise and classify into different categories simple action words.
- Provide the missing letter in simple two/three syllable words.
- Identify words that begin with the same sound.
- Identify and use common action words.
- Write date and captions on page top.
- Write name, phone number, and address.
- Make/Write simple greeting cards.
- Draw illustrations to make greeting cards using cursive writing.
- Write names of addressee and sender.
- Write appropriate words and formulaic expressions.

By the end of this unit, the students will be able to:

- Use pre-reading strategies to predict story by looking at picture(s) in the text.
- Interact with the text and use reading strategies (while reading) to locate specific factual information to answer simple short questions in a word or two guess what follows in a story.
- Interact with the text and use while-reading strategies to locate specific factual information to answer simple short questions in a word or two; use pictures or rebus in texts to increase understanding.
- Comprehend simple stories and poems read aloud in class.
- Identify, recognise and articulate three or more lettered sight words.
- Listen to a story/fairy-tale of a few sentences read aloud by the teacher.
- Recognise and practise that words in a sentence join to make sense in relation to each other.
- Recognise particular names of people, pets, and places.
- Identify and use words showing possession e.g. my, your, his, her, our, their and its.
- Comprehend and respond to simple wh-questions.
- Write 3–5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.
- Recognise the function of selected question words e.g. what, when, to write answers to simple questions.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large; develop attributes of tolerance, respect, equality and gender equity which are the basic essence of Islam and other religions.

By the end of this unit, the students will be able to:

- Comprehend simple stories and poems read aloud in class.
- Articulate, recognise and use some formulaic expressions to: Offer and respond to basic routine greetings; express and offer a few basic social courtesies; introduce self and talk about family; listen and respond to more commands; express limited needs and feelings; seek permission to do something.
- Demonstrate common conventions and dynamics of oral interactions in group to: Exchange some routine greetings; exchange some social courtesies; introduce themselves and others; participate in conversation; take turns; use polite expressions to seek attention; express likes and dislikes.
- Use appropriate body language for different communicative functions.
- Identify, recognise and articulate three or more lettered sight words.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Use has, have to show possession.
- Use the texts they read as models for their own writing.
- Students need to be fostered with a sense of inclusiveness, peace and social cohesion.