

Student Learning Outcomes

Unit 1

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Recognize and identify consonants and vowels in the English alphabets.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Pronounce the weak forms of "a", and "the" in simple phrases and of "be" in contractions.
- Comprehend simple stories and poems read aloud in class.
- Demonstrate common conventions and dynamics of oral interactions in group to: • participate in conversation • take turns • express likes and dislikes • describe things and objects in surroundings.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Use first and second letter to arrange words in alphabetical order.
- Identify title and table of contents of a book.
- Use textbook pictures/picture dictionary to aid comprehension and development of vocabulary. Read simple keys/legends on picture maps. Read tables and charts in the classroom.
- Read and recite short poems or nursery rhymes with actions.
- Spell simple two/three syllable words.
- Provide the missing letter in simple two/three syllable words.
- Use naming words in their speech and writing.
- (Pronouns) (personal) Illustrate the use of substitution words learnt earlier as subjective case.
- (adjectives) Identify and match some pairs of describing words showing quality, size and colour. Identify and use words showing possession.
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Comprehend and respond to simple wh-questions.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.
- Recognize the function of selected question words e.g. what, when, to write answers to simple questions.

Unit 2

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Articulate recognize and use some formulaic expressions to: • offer and respond to basic routine greetings • introduce self and talk about family • listen and respond to more commands
- Demonstrate common conventions and dynamics of oral interactions in group to: • participate in conversation • take turns • express likes and dislikes • describe things and objects in surroundings.
- Use appropriate body language for different communicative functions.

- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence.
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read and recite short poems or nursery rhymes with actions.
- Recognize and classify into different categories, of some: • simple action words • naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home. • colours, shapes, multi-step directions (left/right& up/ down) and numbers in words (cardinal and ordinal 1-10) etc.
- Articulate, recognize and use some formulaic expressions to: • offer and respond to basic routine greetings/ courtesies • introduce self and talk about family
- Spell simple two/three syllable words.
- Provide the missing letter in simple two/three syllable words.
- Use naming words in their speech and writing.
- Recognize more particular names of people, pets, and places
- Identify and use common action 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 Use has, have to show possession
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Recognize that a sentence ends with some form of punctuation. Recognize and add comma for series of items in a sentence and after Yes and No in short formal dialogues
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- List items of a similar category from a given text/picture.

Unit 3

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read and recite short poems or nursery rhymes with actions.
- Listen to a story/fairy-tale of a few sentences read aloud by the teacher.

- Identify names and characters.
- Spell simple two/three syllable words.
- Provide the missing letter in simple two/three syllable words.
- Use naming words in their speech and writing.
- Identify and use common action 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 Use has, have to show possession
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Recognize that a sentence ends with some form of punctuation. Recognize and add comma for series of items in a sentence and after Yes and No in short formal dialogues
- Comprehend and respond to simple wh-questions.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.
- Write a few sentences to describe a picture and a series of pictures.
- Write actions or describing words using a series of action pictures.
- Recognize the function of selected question words e.g. what, when, to write answers to simple questions.
- Replace rebus with words to complete a given story. Complete the story with given words.
- Revise and edit written work for spelling and punctuation.

Unit 4

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify /classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and classify one and two syllable words that rhyme.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize sounds in the plural form of a word.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions .
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read and recite short poems or nursery rhymes with actions.
- Recognize and classify into different categories, of some: • simple action words • naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home. • colours, shapes, multi-step directions (left/right& up/ down) and numbers in words (cardinal and ordinal 1-10) etc.
- Spell simple two/three syllable words.
- Provide the missing letter in simple two/three syllable words.
- (NOUNS) Recognize and match common singular naming words (from immediate environment)
- Use naming words in their speech and writing.
- Identify and change the number of simple naming words by adding or removing "s" and "es".
- Recognize more particular names of people, pets, and places
- Identify and use common action 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 Use has, have to show possession
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Recognize that a sentence ends with some form of punctuation. Recognize and add comma for series of items in a sentence and after Yes and No in short formal dialogues
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Write numbers from 1 to 50 in words.
- Write ordinal numbers "first to tenth" in words. Identify position of objects using ordinal numbers.
- Write date and captions. Write name, phone number and address.

- Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- List items of a similar category from a given text/picture.
- Recognize the function of selected question words e.g. what, when, to write answers to simple questions.

Unit 5

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify /classify words that begin with consonant or vowel sounds.
- Recognize and identify consonants and vowels in English alphabets using common consonant clusters (/gr/, /st/, /sp/).
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and classify one and two syllable words that rhyme.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions .
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence.
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read and recite short poems or nursery rhymes with actions.
- Articulate and use simple rhyming words in writing.
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.
- Recognize more particular names of people, pets, and places
- (adjectives) Identify and match some pairs of describing words showing quality, size and colour. Identify and use words showing possession.
- (prepositions) Recognize, identify and use a few words showing position (preposition of location), a few words showing position
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Write a few sentences to describe a picture and a series of pictures.
- Write actions or describing words using a series of action pictures.
- Recognize and write rhyming words from a poem. Write more rhyming words.
- Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.
- Revise and edit written work for spelling and punctuation.

Unit 6

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Recognize and identify consonants and vowels in the English alphabets.
- Identify /classify words that begin with consonant or vowel sounds.
- Recognize and identify consonants and vowels in English alphabets using common consonant clusters (/gr/, /st/, /sp/).
- Identify and pronounce with reasonable accuracy common consonant clusters in initial positions.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin with the same sound.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize sounds in the plural form of a word.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions .
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.

- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence.
- 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 or rebus in texts to increase understanding
 - guess what follows in a story
 - follow sequence in a simple procedure or a picture map
 - follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to:
 - express likes / dislikes about the story
 - express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read and recite short poems or nursery rhymes with actions.
- Articulate and use simple rhyming words in writing.
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.
- Identify and use common action 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 Use has, have to show possession
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Recognize that a sentence ends with some form of punctuation. Recognize and add comma for series of items in a sentence and after Yes and No in short formal dialogues
- Use and respond to simple sentences showing requests and command, both physically and in their speech.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.
- List items of a similar category from a given text/picture.
- Recognize the function of selected question words e.g. what, when, to write answers to simple questions.
- Recognize and write rhyming words from a poem. Write more rhyming words.
- Revise and edit written work for spelling and punctuation.

Unit 7

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify /classify words that begin with consonant or vowel sounds.
- Recognize and identify consonants and vowels in English alphabets using common consonant clusters (/gr, /st, /sp).
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Demonstrate common conventions and dynamics of oral interactions in group to:
 - participate in conversation
 - take turns
 - express likes and dislikes
 - describe things and objects in surroundings.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding
 - guess what follows in a story
 - follow sequence in a simple procedure or a picture map
 - follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to:
 - express likes / dislikes about the story
 - express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read and recite short poems or nursery rhymes with actions.
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.
- Identify and change the number of simple naming words by adding or removing "s" and "es".
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Comprehend and respond to simple wh-questions.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Write numbers from 1 to 50 in words. Write number in 10's in words.
- Use the texts they read as models for their own writing.

- Fill in missing information to complete a simple paragraph.
- Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.
- Write a few sentences to describe a picture and a series of pictures.
- Recognize the function of selected question words e.g. what, when, to write answers to simple questions.
- Revise and edit written work for spelling and punctuation.

Unit 8

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify /classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding
 - guess what follows in a story
 - follow sequence in a simple procedure or a picture map
 - follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to:
 - express likes / dislikes about the story
 - express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Read and recite short poems or nursery rhymes with actions.
- Recognize and classify into different categories, of some:
 - simple action words
 - naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home.
 - colours, shapes, multi-step directions (left/right & up/ down) and numbers in words (cardinal and ordinal 1-10) etc.
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.
- Identify and use common action 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 Use has, have to show possession
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Comprehend and respond to simple wh-questions.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Revise and edit written work for spelling and punctuation.

Unit 9

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify /classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding
 - guess what follows in a story
 - follow sequence in a simple procedure or a picture map
 - follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to:
 - express likes / dislikes about the story
 - express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Brainstorm to gather ideas for various activities/tasks.
- Read and recite short poems or nursery rhymes with actions.
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.

- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Recognize and write rhyming words from a poem. Write more rhyming words.
- Revise and edit written work for spelling and punctuation.

Unit 10

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- Recognize and practice that words in a sentence join to make sense in relation to each other.
- Locate specific, simple information in a clock (by the hour) by looking at the position of the hands of the clock.
- Locate month and day in a calendar by reading across and down.
- Read tables and charts in the classroom.
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Brainstorm to gather ideas for various activities/tasks
- Read and recite short poems or nursery rhymes with actions.
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.
- Recognize more particular names of people, pets, and places
- (Pronouns) (personal) Illustrate the use of substitution words learnt earlier as subjective case.
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Use and respond to simple sentences showing requests and command, both physically and in their speech.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Revise and edit written work for spelling and punctuation.

Unit 11

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Comprehend simple stories and poems read aloud in class.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.

- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Brainstorm to gather ideas for various activities/tasks.
- Read and recite short poems or nursery rhymes with actions.
- Listen to a story/fairy-tale of a few sentences read aloud by the teacher.
- Read aloud the same story/fairy-tale themselves.
- Articulate, recognize and use some formulaic expressions to: • offer and respond to basic routine greetings/ courtesies • introduce self and talk about family
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.
- Identify and use common action 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 Use has, have to show possession
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Use and respond to simple sentences showing requests and command, both physically and in their speech.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- 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
- Revise and edit written work for spelling and punctuation.

Unit 12

- Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.
- Identify/classify words that begin with consonant or vowel sounds.
- Pronounce and match spoken words with the written words.
- Recognize that as letters of words change, so do the sounds.
- Identify words that begin and end with the same sound.
- Identify and pronounce familiar two and three syllable words and common irregular sight words.
- Recognize and pronounce simple words with one or more syllables.
- Familiarize themselves with rhythm, stress, and intonation of English language.
- Comprehend simple stories and poems read aloud in class.
- Demonstrate common conventions and dynamics of oral interactions in group to: • participate in conversation • take turns • express likes and dislikes • describe things and objects in surroundings.
- Use appropriate body language for different communicative functions.
- Identify, articulate and differentiate between the sounds of individual letters
- Identify, recognize and articulate three or more lettered sight words.
- Identify initial and final consonant clusters.
- Read more naming, action and describing words and match with pictures.
- Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.
- Identify punctuation marks in sentence (e.g. Capitalization, comma, full stop, question mark, etc.)
- 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 or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals.
- Respond to the text (post-reading) to: • express likes / dislikes about the story • express understanding of story through pantomime and simple role play.
- Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.
- Use first and second letter to arrange words in alphabetical order.
- Brainstorm to gather ideas for various activities/tasks
- Read and recite short poems or nursery rhymes with actions.
- Listen to a story/fairy-tale of a few sentences read aloud by the teacher.
- Read aloud the same story/fairy-tale themselves.
- Spell simple two/three syllable words.
- Use naming words in their speech and writing.
- Identify and use common action 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 Use has, have to show possession
- (prepositions) Recognize, identify and use a few words showing position (preposition of location), a few words showing position
- Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- Colour within lines and create simple patterns. Trace and 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.
- Write simple two/three syllable words with correct spelling. Leave spaces between words.
- Use the texts they read as models for their own writing.
- Fill in missing information to complete a simple paragraph.
- Revise and edit written work for spelling and punctuation.