

Student Learning Outcomes

Unit 1

- Classify more words that begin with vowel sounds.
- Identify and practice the use of 'the' with words starting with consonant and vowel sounds.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- ARTICLES: Recall and apply the rules for the use of a, an and the.
- Choose between a or an and the before words that start with mute consonant letters.
- Recall, Identify and use the definite article 'the'.
- Differentiate between use of definite and indefinite articles.
- Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books.
- Recall the rules of punctuation learnt earlier.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Use the reading texts as models for their own writing.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Write sentences of their own using correct capitalization, punctuation, and spelling.
- Read short notes written for different purposes to write short notes of their own to friends and family members.
- Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations.
- Write replies accepting or declining the invitation. Demonstrate the use of conventions of letter writing: • Address
• Date • Salutation • Body • Closing.
- Write an informal letter.
- Write a reply to a short informal letter from friends and family member.
- Revise written work for layout, legibility and vocabulary.
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and other religions.

- Students need to be fostered with a sense of inclusiveness, peace and social cohesion.
- Write a short passage, anecdote, fable, etc., for pleasure and creativity.

Unit 2

- Listen and respond appropriately to the sentences with rising and falling intonation patterns.
- Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class.
- Demonstrate conventions and dynamics of oral interactions in group to: agree/ disagree politely; Practise and use appropriate tone and non-verbal cues for different communicative functions.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Identify and recognize the function of: • pronouns; • pronouns, i.e. subjective, objective, possessive; • transitional devices (therefore / however / whereas / for example).
- Show relationships between sentences in a paragraph, and between paragraphs
- Apply while-reading strategies to interact with text to: distinguish fact from opinion
- Apply spelling change in plural form of regular and irregular verb forms.
- Recall, and demonstrate use of more common / proper nouns, countable / uncountable nouns and collective nouns (from immediate and extended environment).
- Change the number of regular and irregular nouns, and recognise nouns with no change in number.
- Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.), countable / uncountable nouns.
- Illustrate use of pronouns learnt earlier.
- Demonstrate correct use of my-mine, your-yours, etc.
- Use the pronouns as subject, object and for possession.
- Recognize that pronouns agree with their nouns in gender and number.
- Use capitalization according to the rules learnt earlier.
- Demonstrate the use of subject-verb agreement according to person and number.
- Write sentences of their own using correct capitalization, punctuation, and spelling.
- Write a guided paragraph using ideas gathered and organized through various strategies.

- Revise written work for: subject-verb agreement
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary

Unit 3

- Use appropriate expressions in conversation to: express and respond to opinion.
- Demonstrate conventions and dynamics of oral interactions in group to: introduce self and others
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Apply while-reading strategies to interact with text to: guess meaning of difficult words from context.
- Use appropriate expressions in conversation to: express and respond to opinion.
- Demonstrate use of prepositions showing position, time, movement and direction.
- Transitional words (e.g. for example, for instance, therefore) and sequence markers, (e.g. first(ly), second(ly), then, next, etc).
- Write the central idea of a given poem in simple language.
- List rhyming words and write a poem based on the same central idea.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 4

- Recognize and practice that 'ed' has three sounds i.e. /d/, /t/, /id/ through context.
- Find out how many syllables a word has.
- Use a dictionary to find out how words are divided into syllables.
- Read aloud for accurate reproduction of sounds in

individual words and connected speech.

- Read tables and charts in textbooks.
- Recognize alphabetical arrangement of words in a glossary or a dictionary.
- Locate an entry word in a glossary of a dictionary.
- Recognize and use be, and do to make interrogative sentences.
- Recognize verbs as regular and irregular and use forms of more regular and irregular verbs.
- Illustrate the use and structure of the previously learnt tenses (simple present and present continuous, simple past and past continuous, and simple future tense) in their speech and writing.
- Identify and write sentences that state / negate something or ask a question.
- Respond to, and ask simple questions starting with be, do and have.
- Complete a simple paragraph using the given words, phrases and sentences.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 5

- Use appropriate expressions in conversation to: give and respond to simple instructions and directions.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Explain position and direction on a picture, illustration or a map.
- Read and use symbols and directions in map/picture.
- Recognize and use cardinal directions.
- Apply while-reading strategies to interact with text to: follow instructions in maps, short public notices and signs; generate questions to understand text.
- Use post reading strategies to respond to the text by: Expressing an understanding of story through role play.
- Read simple keys/legends on maps.
- Use appropriate expressions in conversation to: give and respond to simple instructions and directions.
- Illustrate the use and structure of the previously learnt tenses (simple present and present continuous, simple past and past continuous, and simple future

tense) in their speech and writing.

- Identify and practice making sentences to show instructions, commands, requests and strong feelings.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 6

- Pronounce and practice more words with silent letters such as 't' in switch, 'g' sound in 'high'.
- Articulate, practice and syllabify words containing digraphs, tri-graphs.
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.
- Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 7

- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Recite poems with actions.
- Express opinion about them.
- Analyse and use some analogies and more similes in speech and writing using "like" and "as __ as".
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 8

- Pronounce and practise long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 9

- Recognize specific parts of words including common inflectional endings, compound words, and affixes.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Use summary skills to mark important points and develop a mind map to summarize a text.
- Follow a process of procedure to provide the missing information in the gapped summary.
- Use common compound words in their own speech and writing e.g. milk shake, bed room, airport, gold fish and sunshine.
- Join some words to make common compound words and use them in speech and writing.
- Classify and use adjectives of quantity, quality, size, shape, colour and origin.
- Recognize and use hyphen to join numbers, quantities, and fractions.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 10

- Demonstrate conventions and dynamics of oral interactions in group to: agree / disagree politely.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Use pre-reading strategies to: Predict the content of a text from topic / pictures, title / headings etc., by using prior knowledge.

- Analyse and use conjunctions (e.g. and, but, or, and because).
- Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and other religions.
- Students need to be fostered with a sense of inclusiveness, peace and social cohesion.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 11

- Listen and respond appropriately to the sentences with rising and falling intonation patterns.
- Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class.
- Demonstrate conventions and dynamics of oral interactions in group to: express needs, feelings, and ideas; Practise and use appropriate tone and non-verbal cues for different communicative functions.
- Read aloud for accurate reproduction of sounds in individual words and connected speech.
- Classify and use adjectives of quantity, quality, size, shape, colour and origin.
- Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 12

- Use summary skills to mark important points and develop a mind map to summarize a text.
- Demonstrate the use of joining words learnt earlier.

- Revise written work for: tenses.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

Unit 13

- Pronounce and practice more words with silent letters such as 't' in switch, 'g' sound in 'high'.
- Articulate, practice and syllabify words containing digraphs, tri-graphs, and silent letters.
- Recognize and describe briefly story elements: • tell when and where the story is set • describe the characters in a story.
- Retell a story briefly and sequentially.
- Summarize a short folktale through gapped summary exercise.
- Recognize meaning of common adjectives and verbs in relation to each other.
- Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books.
- Identify the elements of a story: • Plot- Beginning, middle and end of a story with conflict & resolution • Human, animal, imaginary characters and their roles • Setting.
- Recognize the function of wh forms used in questions. Respond to, and ask more wh questions.
- Write multi-syllable words with correct spelling.
- Read silently for comprehension.
- Use pre-reading strategies to: skim a simple text for specific information.
- Use post reading strategies to respond to the text by: Applying world knowledge and own opinion to the text read.
- Revise written work for layout, legibility and vocabulary.

TEACHER'S GUIDELINES

- 'Tricky plurals' can also be addressed as 'irregular plural nouns'
- 'Tricky words' can also be referred as 'sight words'