

Unit 1

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Participate in solo, paired and group assignments, including role-play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an effective topic sentence using specific words and vivid verbs.
- Identify sentences in a paragraph that support the main idea through: • definition, • example, and/or • evidence.
- Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. comparison/contrast c. cause/effect d. Problem/solution
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language. Draw conclusions and make simple generalisations (such as the moral of a story)
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists

- Find out the meaning of words, Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition • To identify pronunciation of a word with the help of a pronunciation key. • identify syllable division. • identify the part of speech of a word through abbreviation used. • identify Correct spellings. • use a thesaurus to locate synonyms/ antonyms • identify phrases through keywords. • understand various abbreviations used in a dictionary.
- Use the types of nouns i.e. common, proper, collective, concrete and abstract nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).
- Demonstrate the use of main verbs and helping verbs.
- Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), choice (e.g., either...or..., neither...nor).
- Identify the difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex.
- Recognise the form, functions; and use of: Simple present tense,

Unit 2

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- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Participate in solo, paired and group assignments, including role-play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre. ----
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists
- Find out the meaning of words, Use dictionary / Thesaurus to
 - Locate guide words.
 - Locate entry word. Choose appropriate word definition
 - To identify pronunciation of a word with the help of a pronunciation key.
 - identify syllable division.
 - identify the part of speech of a word through abbreviation used.
 - identify Correct spellings.
 - use a thesaurus to locate synonyms/ antonyms
 - identify phrases through keywords.
 - understand various abbreviations used in a dictionary.
- Recognise and use simple binomial pairs (neat and tidy/far and wide).
- Comprehend and use simple phrasal verbs (e.g., blow upset angry) and Idioms (e.g., lend hand help) in the different texts. Differentiate between homophones (whether/weath er, seen/scene, herd/heard, hare/hair), hare/hair), they're/there/their) Understand and Identify homographs words spelled the same, with different pronunciation.
- Use the types of nouns i.e. common, proper, collective, concrete and abstract nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).
- Form adjectives from nouns Identify adjectival phrases.
- Differentiate between phrases and clauses.
- Classify and use sentences with simple and compound structures Use simple pattern sentences. SV Subject- Verb (intransitive) SVO: Subject- Verb-Object SVASubject- Verb- Adjective SVASubject- Verb-Adverb SVN-Subject-Verb-Noun
- Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative
- Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea Write a simple unified paragraph on a given topic:
 - Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.
 - Add adequate supporting details to complete the idea.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.

- Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft

Unit 3

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Participate in solo, paired and group assignments, including role-play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Identify the use of language structure, vocabulary and presentation to predict and understand the meaning. Identify the use of some figures of speech like simile, metaphor, personification and hyperbole.
- Read a wider range of fiction and nonfiction books and find the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by

using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).

- Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text. Use summary skills to: 1. extract salient points and develop a mind map to summarize an expository text. 2. transfer the written text to a table, diagram, flowchart or work plan.
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists
- Find out the meaning of words, Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition • To identify pronunciation of a word with the help of a pronunciation key. • identify syllable division. • identify the part of speech of a word through abbreviation used. • identify Correct spellings. • use a thesaurus to locate synonyms/ antonyms • identify phrases through keywords. • understand various abbreviations used in a dictionary.
- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas. Recognise and rectify faulty punctuation in a given text and own work.
- Differentiate between direct and indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.
- Write a short dialogue between two people.

Unit 4

- Develop conversation for clarity and effect to engage a listener.
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- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolves around the Sun", opinions: "I think it will rain today", descriptions: "It is a sunny morning", etc.)

Recite poems or read prose aloud with proper intonation and expression to engage the audience.

- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Read a wider range of fiction and nonfiction books and find the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems. Identify problem solution in a text (e.g., by linking an issue to its problem source).
- Categorize literary works as fiction, nonfiction, poetry, or drama. Present a response by retelling the story, rating the book, sharing opinions.
- Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.
- Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language. Draw conclusions and make simple generalisations (such as the moral of a story)
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists
- Find out the meaning of words, Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition • To identify pronunciation of a word with the help of a pronunciation key. • identify syllable division. • identify the part of speech of a word through abbreviation used. • identify Correct spellings. • use a thesaurus to locate synonyms/

antonyms • identify phrases through keywords. • understand various abbreviations used in a dictionary.

- Recognise and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one another, myself).
- Identify Relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.
- Demonstrate the use of main verbs and helping verbs.
- Recognise and demonstrate function and use of modal verbs can/ cannot, may/may not and should, shall, will, could, might, etc. to express ability inability, permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative and interrogative sentences.
- Identify and use adverb phrases in writing for different purposes.
- Recognise the form, functions; and use of: Simple present tense,
- Recognise the form, functions of present continuous tense.
- Recognise and use the forms and functions of present perfect tense
- Recognise and use the forms and functions of past perfect tense. Understand and use gerunds. Understand the use of since and for
- Understand and use gerunds and participles.
- Use aspects of time correctly in speech and writing.
- Use past continuous in writing and past perfect for a past action occurring before another past action.
- Recognise and use the forms and functions of future tense.
- Differentiate between direct and indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.
- Write multisyllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from –y to –ies when forming the plural; /ʃəs/ spelt with –tious and cious. Exception:- xious; /ʃəl/ spelt with –tial, -cial and exceptions. Making analogies from familiar words.
- Spell and write Accurately using knowledge of phonic elements, words

Unit 5

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.

- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolves around the Sun", opinions: "I think it will rain today", descriptions: "It is a sunny morning", etc.) Recite poems or read prose aloud with proper intonation and expression to engage the audience.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark).
- Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Distinguish between fact and opinion. Distinguish between positive and negative imperative language.
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Find out the meaning of words, Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition • To identify pronunciation of a word with the help of a pronunciation key. • identify syllable division. • identify the part of speech of a word through abbreviation used. • identify Correct spellings. • use a thesaurus to locate synonyms/ antonyms • identify phrases through keywords. • understand various abbreviations used in a dictionary.
- Identify Relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.
- Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas. Recognise and rectify faulty punctuation in a given text and own work.
- Classify and use sentences with simple and compound structures Use simple pattern sentences. SV Subject- Verb (intransitive) SV0: Subject- Verb-Object SVASubject- Verb- Adjective SVASubject- Verb-Adverb SVN-Subject-Verb-Noun
- Practice note-taking for different purposes in a legible and consistent handwriting
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.

- Write the final draft after complete editing and proofreading.
- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft. a. Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. b. Use chronological/sequential order of arranging detail/ c. Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. d. Focus on clarity of ideas that show cohesion, cause and effect relationship. e. Use words that express emotions. f. Decide purpose and audience. g. Check sentence variety and transitions. h. Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
- Write opinion piece on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using correct words and phrases d. Provide a concluding statement, and analyse or section related to the opinion presented.
- Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft
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Unit 6

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Ask and respond to questions with correct language making meaning explicit.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Present an argument and viewpoint with clarity of purpose and a convincing manner.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Identify the use of language structure, vocabulary and presentation to predict and understand the meaning. Identify the use of some figures of speech like simile, metaphor, personification and hyperbole.
- Read a wider range of fiction and nonfiction books and find the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.
- Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems. Identify problem solution in a text (e.g., by linking an issue to its problem source).
- Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.
- Identify the speaker of a poem or story (e.g., first person, third person.)
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists
- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Understand and use personification, mood, alliteration and imagery.

- Recognise and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one another, myself).
- Identify Relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.
- Recall and apply rules for use of articles 'a', 'an' and 'the' in speech and writing.
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

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Unit 7

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists
- Demonstrate use of pronoun-antecedent agreement recognizing their relationship.
- Identify Relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.

- Write informal letters to people in extended social and academic environments for various purposes. e.g., Thank you letter Follow conventions of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style and tone in informal letters. Write the address on the envelope clearly and in a proper format.
- Write short texts in speech
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Unit 8

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Present an argument and viewpoint with clarity of purpose and a convincing manner.
- Participate in solo, paired and group assignments, including role-play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists
- Find out the meaning of words, Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition • To identify pronunciation of a word with the help of a pronunciation key. • identify syllable division. • identify the part of speech of a word

through abbreviation used. ● identify Correct spellings. ● use a thesaurus to locate synonyms/ antonyms ● identify phrases through keywords. ● understand various abbreviations used in a dictionary.

- Distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., take steps) and use them appropriately in writing.
- Use the types of nouns i.e. common, proper, collective, concrete and abstract nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).
- Sort the nouns by gender i.e. masculine, feminine, and common (e.g., baby), neuter (e.g., property).
- Use prepositions of position, time, movement and direction including since and for
- Recognise and use the forms and functions of past perfect tense. Understand and use gerunds. Understand the use of since and for
- Understand and use gerunds and participles.
- Use aspects of time correctly in speech and writing.
- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft. a. Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph. b. Use chronological/sequential order of arranging detail/ c. Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. d. Focus on clarity of ideas that show cohesion, cause and effect relationship. e. Use words that express emotions. f. Decide purpose and audience. g. Check sentence variety and transitions. h. Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.
- Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, because). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
- Write opinion piece on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using correct

words and phrases d. Provide a concluding statement, and analyse or section related to the opinion presented.

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Unit 9

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Read and view variety of reading age- appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem) a. Personal recounts (e.g., diary entries, biographies) b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories) c. Procedures (e.g., lists, recipes, directions, instruction manuals) d. Information reports and texts (e.g., reports, fact sheets) e. Interpersonal texts (e.g., letter, notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists
- Find out the meaning of words, Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition • To identify pronunciation of a word with the help of a pronunciation key. • identify syllable division. • identify the part of speech of a word through abbreviation used. • identify Correct spellings. • use a thesaurus to locate synonyms/

antonyms • identify phrases through keywords. • understand various abbreviations used in a dictionary.

- Comprehend and use simple phrasal verbs (e.g., blow up, get angry) and Idioms (e.g., lend a hand, help) in the different texts. Differentiate between homophones (whether/weath er, seen/scene, herd/heard, hare/hair), (hare/hair), they're/there/their) Understand and Identify homographs words spelled the same, with different pronunciation.
- Use the types of nouns i.e. common, proper, collective, concrete and abstract nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).
- Recognise and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one another, myself).
- Recall and apply rules for use of articles 'a', 'an' and 'the' in speech and writing.
- Identify adjectives of quantity, quality, size, shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular and irregular adjectives.
- Write multisyllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural; /ʃəs/ spelt with -tious and cious. Exception:- xious; /ʃəl/ spelt with -tial, -cial and exceptions. Making analogies from familiar words.
- Spell and write Accurately using knowledge of phonic elements, words
- Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, because). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
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Unit 10

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.

- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an effective topic sentence using specific words and vivid verbs.
- Identify sentences in a paragraph that support the main idea through: • definition, • example, and/or • evidence.
- Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. comparison/contrast c. cause/effect d. Problem/solution
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Skim the text to extract the main idea and relevant information from a text/paragraph. Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
- Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems. Identify problem solution in a text (e.g., by linking an issue to its problem source).
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Find out the meaning of words, Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Choose appropriate word definition • To identify pronunciation of a word with the help of a pronunciation key. • identify syllable division. • identify the part of speech of a word through abbreviation used. • identify Correct spellings. • use a thesaurus to locate synonyms/ antonyms • identify phrases through keywords. • understand various abbreviations used in a dictionary.
- Recognise and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one another, myself).
- Use prepositions of position, time, movement and direction including since and for

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.
- Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea Write a simple unified paragraph on a given topic:
 - Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.
 - Add adequate supporting details to complete the idea.
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Unit 11

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Participate in solo, paired and group assignments, including role-play. Show insight into texts and issues through choice of speech, gesture, movement, within role-play
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation

- Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).
- Use the types of nouns i.e. common, proper, collective, concrete and abstract nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).
- Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, because). d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
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Unit 12

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.
- Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).

- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Use the types of nouns i.e. common, proper, collective, concrete and abstract nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).
- Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
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Unit 13

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Use common, grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.

- Recognise and use nouns that are written in plural form but are in fact singular e.g., scissors.
- Use apostrophe with nouns (singular, plural) ending with missing sounds e.g, Keats' poetry, Boys' college Etc
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.
- Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea Write a simple unified paragraph on a given topic: • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. • Add adequate supporting details to complete the idea.
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Unit 14

- Develop conversation for clarity and effect to engage a listener.
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Deduce, meaning from context in both short and extended talk on a range of general and curricular topics
- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- Read aloud short and simple texts (fiction and nonfiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- Explain how readers make choices about the texts they like reading, e.g., by author or genre.
- Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and what is implied. Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation
- Form adjectives from nouns Identify adjectival phrases.

- Identify adjectives of quantity, quality, size, shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular and irregular adjectives.
- Use prepositions of position, time, movement and direction including since and for
- Differentiate between direct and indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.
- Write a short dialogue between two people.
- Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using prewriting strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.
 - a. Use appropriate pronoun-antecedent relationships and transitional devices within a paragraph.
 - b. Use chronological/sequential order of arranging detail/
 - c. Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.
 - d. Focus on clarity of ideas that show cohesion, cause and effect relationship.
 - e. Use words that express emotions.
 - f. Decide purpose and audience.
 - g. Check sentence variety and transitions.
 - h. Introduce topics, state an opinion, create an organizational structure, provide a reason to support a perspective and conclude appropriately.

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