

## Unit 1

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
- 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.
- Ask and answer questions of personal relevance, information and variety of communicative purposes
- 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
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe).
- Recognise and rectify faulty punctuation in given passages and own work.
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.

- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the
  - development of the theme, setting, or plot. Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems.
- Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, resolution)
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
  - Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Take dictation of paragraph/ text of grade level.
- Keep a record of words (e.g., word wall, word bank, word journal).
- Comprehend and use idioms and proverbs in the different texts.
- Understand and utilize similes, metaphor, personification, mood, alliteration and imagery
- Use prepositions of position, time, movement and Direction including since and for. Use compound prepositions and prepositional phrases.
- Identify, apply and use apostrophe with nouns in reading and writing
- Change tense in indirect speech (present, past and perfect tenses in exclamatory sentences and paragraphs).
- Write informative/explanatory texts to examine a topic and convey ideas and information: a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c.. Link ideas within and across categories of

information using words, phrases, and clauses (e.g., in contrast, especially). 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 short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone and style. • Revise for: • Correct format, layout.
- Write a Formal letter of application to people within your environment (principal/ teacher).
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## Unit 2

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
- 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.
- 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
- Engage in extended discussions and debates taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.

- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
- 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 narrators and/or characters; organize an event sequence that unfolds naturally b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.c. Use a variety of transitional words, phrases, and clauses 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.

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
- 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.
- Ask and answer questions of personal relevance, information and variety of communicative purposes
- 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.
- 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
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Discuss how readers make choices about the texts they like reading,
- Discuss a larger text to recognize each paragraph as a separate 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. Analyse larger paragraphs to identify sentences that support the main idea through: • illustration, • evidence, and/or • cause and effect. Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.

- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalisations (such as the moral of a story) by: identifying the gist/ main idea and key details identifying general patterns from more than one source
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Differentiate between homophones and near homophones (Advice/advise). Correctly use frequently confused words
- Identify and use homographs- words spelled the same with different pronunciation
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
- Recognise the form, and various functions of simple past tense
- Identify and differentiate between sentences, clauses and phrases
- 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
- Use paraphrasing skills to paraphrase stanzas in a poem.
- Use summary skills to write an objective summary of the given text.

#### Unit 4

- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.

- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- 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
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,
- Discuss a larger text to recognize each paragraph as a separate 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. Analyse larger paragraphs to identify sentences that support the main idea through: • illustration, • evidence, and/or • cause and effect. Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation

- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Use dictionary / Thesaurus to
  - Locate guide words.
  - Locate entry word.
 choose appropriate word definition. identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds identify syllable division identify the part of speech of a word through abbreviation used.
- identify correct spellings. use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords. understand various abbreviations and acronyms used in a dictionary.
- Distinguish between the connotations (associations) of words with similar denotations (definitions) and their use in different text types.
- Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.
- Identify and use personal pronouns (e.g., he, she, they, her, his, him, their, them) demonstrative, interrogative (e.g., which, who), reciprocal (e.g., each other) and indefinite pronouns (e.g., anybody, somebody).
- Use articles correctly in speech and writing
- Use adverbs, adverb phrases in their speech and writing.
- Write short dialogues to show various situational relationships
- 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
- Write informal letters to people in extended social and academic environments for various purposes.
- Write short informal letters to people in an extended social and academic environment for various purposes:
  - Use correct conventions, appropriate vocabulary, tone and style.
  - Revise for:
    - Correct format, layout.
- Write a Formal letter of application to people within your environment (principal/ teacher).
- Proofread and edit texts for errors of
  - sentence structure.
  - subject/verb agreement. noun/pronoun agreement.
  - transitional devices
  - punctuation and spelling.



- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- 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
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,
- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms,
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present

information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.

- Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Use dictionary / Thesaurus to
  - Locate guide words.
  - Locate entry word.choose appropriate word definition. identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds identify syllable division identify the part of speech of a word through abbreviation used.
- identify correct spellings. use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords. understand various abbreviations and acronyms used in a dictionary.
- Use prefixes and suffixes to build words that express abstract concepts
- Comprehend and use simple phrasal verbs and adverbial phrases
- Change compound nouns in plural form.
- Use prepositions of position, time, movement and Direction including since and for. Use compound prepositions and prepositional phrases.
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
- Identify and differentiate between sentences, clauses and phrases
- Write short dialogues to show various situational relationships
- Write multiple paragraphs on a single topic (on the given text types), using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft. Use chronological/sequential order of arranging detail. Write a composition of three or more paragraphs following conventions of essay writing:•Introductory paragraph • Body paragraphs; Concluding paragraphs. Recognise that the introductory paragraph carries the main idea of the essay. Each one of the body paragraphs that develop the main idea through supporting details. Add adequate supporting details to the topic sentence d. (example, definition or evidence) to develop the

main idea. The concluding paragraph contains a summary of the whole essay and a general concluding statement

- 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 narrators and/or characters; organize an event sequence that unfolds naturally b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.c. Use a variety of transitional words, phrases, and clauses 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
- Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone and style. · Revise for: • Correct format, layout.
- Write a Formal letter of application to people within your environment (principal/ teacher).
- Proofread and edit texts for errors of •sentence structure.
  - subject/verb agreement. noun/pronoun agreement. •transitional devices
  - punctuation and spelling.
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## Unit 6

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations
- 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.
- Engage in extended discussions and debates taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence

- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Identify fact and opinion (e.g., based on beliefs, assumptions), generalized statements, and correct use of imperative language.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Use dictionary / Thesaurus to • Locate guide words. • Locate entry word.

choose appropriate word definition. identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds identify syllable division identify the part of speech of a word through abbreviation used.

- identify correct spellings. use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords. understand various abbreviations and acronyms used in a dictionary.
- Identify and use personal pronouns (e.g., he, she, they, her, his, him, their, them) demonstrative, interrogative (e.g., which, who), reciprocal (e.g., each other) and indefinite pronouns (e.g., anybody, somebody).
- Use sentences with direct and indirect objects and sentence patterns:
- SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb- Object (indirect)-Object (direct) SVOC- Subject-Verb- Object (direct)-Complement
- Apply editing and proofreading skills to a range of different texts and contexts
- Write the final draft after complete editing and proofreading.
- Proofread and edit texts for errors of
  - sentence structure.
  - subject/verb agreement. noun/pronoun agreement. •transitional devices
  - punctuation and spelling.
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## Unit 7

- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- 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
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Use dictionary / Thesaurus to
  - Locate guide words.
  - Locate entry word.
 choose appropriate word definition. identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds identify syllable division identify the part of speech of a word through abbreviation used.
- identify correct spellings. use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords. understand various abbreviations and acronyms used in a dictionary.
- Understand and utilize similes, metaphor, personification, mood, alliteration and imagery
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
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## Unit 8

- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- 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
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,
- Discuss a larger text to recognize each paragraph as a separate 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. Analyse larger paragraphs to identify sentences that support the main idea through: • illustration, • evidence, and/or • cause and effect. Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.

- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Use dictionary / Thesaurus to
  - Locate guide words.
  - Locate entry word.
 choose appropriate word definition. identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds identify syllable division identify the part of speech of a word through abbreviation used.
- identify correct spellings. use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords. understand various abbreviations and acronyms used in a dictionary.
- Differentiate between homophones and near homophones (Advice/advise). Correctly use frequently confused words
- Identify and use homographs- words spelled the same with different pronunciation
- Distinguish between the connotations (associations) of words with similar denotations (definitions) and their use in different text types.
- Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.



- Identify and differentiate between sentences, clauses and phrases
- Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative
- 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 narrators and/or characters; organize an event sequence that unfolds naturally b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.c. Use a variety of transitional words, phrases, and clauses 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 informative/explanatory texts to examine a topic and convey ideas and information: a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations , and multimedia when useful to aid comprehension. b.Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c.. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 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 9

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
- 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
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. choose appropriate word definition. identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds identify syllable division identify the part of speech of a word through abbreviation used.

- identify correct spellings. use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords. understand various abbreviations and acronyms used in a dictionary.
- Differentiate between homophones and near homophones (Advice/advise). Correctly use frequently confused words
- Identify and use homographs- words spelled the same with different pronunciation
- Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), contrast (e.g., but, however, although), reason (e.g., because, as, for\*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless), cause-and-effect (e.g., so that, therefore, since\*), choice (e.g., either...or..., neither...nor...) Recall the use of coordinating and subordinating conjunctions.
  - Identify and differentiate between sentences, clauses and phrases
- Proofread and edit texts for errors of
  - sentence structure.
  - subject/verb agreement. noun/pronoun agreement. • transitional devices
  - punctuation and spelling.

## Unit 10

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
- 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.
- 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

- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Discuss how readers make choices about the texts they like reading,
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Explain how an author develops the point of view of the narrator or speaker in a text. appreciate high rise and low rise character development, development of plot and its resolution.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Identify different points of view (e.g., first-person, third-person narrative)
- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)

- Differentiate between homophones and near homophones (Advice/advise).  
Correctly use frequently confused words
- Identify and use homographs- words spelled the same with different pronunciation
- Demonstrate use of pronoun-antecedent agreement recognizing their relationship. (i.e. Singular pronouns requires singular antecedent, plural pronouns required plural pronouns)
- Locate the varying position of adjectives in sentences. Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech.
- Use different types of adjectives: regular, irregular and absolute to describe, modify, quantify, nouns or pronouns. Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.
- Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.
- Use prepositions of position, time, movement and Direction including since and for. Use compound prepositions and prepositional phrases.
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
- Use sentences with direct and indirect objects and sentence patterns:
- SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb- Object (indirect)-Object (direct) SVOC- Subject-Verb- Object (direct)-Complement-
- Write informative/explanatory texts to examine a topic and convey ideas and information: a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c.. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 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 arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s) and organize the reasons and evidence.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.
- Proofread and edit texts for errors of
  - sentence structure.
  - subject/verb agreement. noun/pronoun agreement.
  - transitional devices
  - punctuation and spelling.
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## Unit 11

- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- 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:
  - follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
  - 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
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.

- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed. Respond to a text with, e.g., reasons, simple judgement, personal interpretation, Application in new situation.
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Distinguish between the connotations (associations) of words with similar denotations (definitions) and their use in different text types.
- Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
- Recognise the form, various functions; and use of all forms of Perfect (past, present, future) and Future tense. Understand and use gerunds. Understand the use of since and for
- Write a poem narrating an event.
- Proofread and edit texts for errors of
  - sentence structure.
  - subject/verb agreement. noun/pronoun agreement. • transitional devices
  - punctuation and spelling.
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## Unit 12

- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- 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

- 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
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.
- Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
- Discuss how readers make choices about the texts they like reading,
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions,



instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)

- Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.
- Use prepositions of position, time, movement and Direction including since and for. Use compound prepositions and prepositional phrases.
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## Unit 13

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
- 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.
- Ask and answer questions of personal relevance, information and variety of communicative purposes
- 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
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Discuss how readers make choices about the texts they like reading,
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.

- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation
- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Use adverbs, adverb phrases in their speech and writing.
- Write short dialogues to show various situational relationships
- Proofread and edit texts for errors of
  - sentence structure.
  - subject/verb agreement. noun/pronoun agreement. • transitional devices
  - punctuation and spelling.
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#### Unit 14

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
- 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.
- Ask and answer questions of personal relevance, information and variety of communicative purposes

- 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
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Work effectively in skills in solo, paired and group assignments, including role-play and drama.
- Discuss how readers make choices about the texts they like reading,
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Assimilate information to form its own meaning and express it in detail.
- Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment. Use summary skills to: extract salient points and develop a mind map to summarize a procedural and functional text. Transfer the written text to a table, diagram, flowchart or work plan.
- Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.
- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Respond to a text with, e.g., reasons simple judgement personal interpretation Application in new situation

- Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: Poetry (e.g., rhymes, cinquains, haiku)
- Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, folktales, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets, poster) Interpersonal texts (e.g., letter, notices, email, notes)
- Explain the meaning of words from how they are used in different contexts i.e. use of contextual clues and identifying the word-class the words belong to.
- Use dictionary / Thesaurus to
  - Locate guide words.
  - Locate entry word.
 choose appropriate word definition. identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds identify syllable division identify the part of speech of a word through abbreviation used.
- identify correct spellings. use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences; identify phrases through keywords. understand various abbreviations and acronyms used in a dictionary.
- Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.
- Recognise and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.
- Use adverbs, adverb phrases in their speech and writing.
- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.
- Identify and differentiate between sentences, clauses and phrases
- Use sentences with direct and indirect objects and sentence patterns:
  - SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb- Object (indirect)-Object (direct) SVOC- Subject-Verb- Object (direct)-Complement-
- Write short dialogues to show various situational relationships
- Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.
- Proofread and edit texts for errors of
  - sentence structure.
  - subject/verb agreement. noun/pronoun agreement.
  - transitional devices
  - punctuation and spelling.
-